



Analysis of an online survey of social partners in education

The status and attractiveness of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market

October 2013

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Final Report prepared as part of the project:

'The status and attractiveness of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market'

October 2013



This project was carried out with the support of the European Commission.

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1 Executive summary

This is a summary of answers to the online survey launched by the European Trade Union Committee for Education (ETUCE) together with its project partners, the European Federation of Employers (EFEE), Gewerkschaft Erziehung und Wissenschaft (GEW), Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), the Federation of Lithuanian Education and Science Trade Unions (FLESTU) and the Education and Science Trade Union of Slovenia (ESTUS), as part of the European Commission-funded project 'The status and attractiveness of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market'.

This survey was carried out between **April and June 2013** and covered public education systems at the pre-primary, primary and secondary level (both general and vocational education).

73 organisations (63 trade unions and 10 employers' organisations) from 41 countries participated in the survey. Countries covered include the 28 EU Member States and 13 third countries (Albania, Armenia, Georgia, Iceland, Israel, Moldova, Montenegro, Norway, the Russian Federation, Serbia, Switzerland, Turkey and Ukraine).

According to the survey results, the teaching profession is generally considered as insufficiently attractive across Europe:

- **79.5% of all respondents highlighted that the attractiveness and status of the teaching profession is seen as a problem** in their country.
- In more than a third of countries surveyed (Albania, Belgium, Croatia, Czech Republic, France, Georgia, Germany, Hungary, Iceland, Israel, Italy, Lithuania, Netherlands, Portugal, Serbia, Slovakia and the UK), at least one responding organisation reported that the status of the profession is a very important problem.
- On the contrary, **the status and attractiveness of the teaching profession is not considered a problem only in 6 of the 41 countries surveyed** (Armenia, Cyprus, Finland, Ireland, Luxembourg and Spain).
- Low attractiveness of the profession is generally seen as a **structural trend or long-standing trend**.
- According to the survey, teachers consider that other high-skilled professions which require academic studies (such as lawyers or doctors) compare favourably to their own profession in terms of pay and career development, and to a lesser extent in terms of working conditions.

A range of factors are linked to the low attractiveness of the profession:

- **Working conditions of teachers, including salaries are seen as an issue according to 74% of respondents.** Teachers' dissatisfaction is particularly strong in relation with levels of remuneration, and to a lesser extent, concerning access to further training and career development. In several countries, respondents have reported the status of the



profession has worsened in recent years in the context of the **crisis and austerity measures**, especially in relation with salary freezes.

- **Negative stereotypes linked to teachers and their work** are another main factor explaining the lack of attractiveness of the profession (mentioned by 56% of respondents). Overall, according to the respondents, **teachers are more likely to report that their profession is not valued or very poorly in society** - rather than well valued or valued to a certain extent. This is the case across all education levels and particularly in vocational secondary education.
- Teaching particular subjects are considered to decrease the status and image of teachers, according to 38% of respondents. **Low attractiveness of VET subjects** is most commonly mentioned as an issue (by 20% of respondents).
- According to the information provided by respondents, across all educational levels considered, key challenges for teachers are those linked with the **general levels of workload**, such as are bureaucracy or the overload of new policies for initiatives, as well as the lack of time and the pressure to meet targets.

Authorities in charge of the education system have already put in place some initiatives to improve the status and attractiveness of the teaching profession

- According to the survey, the most common type of initiatives that public authorities have adopted with a view to improve the attractiveness of the profession are linked with **teacher training and professional development**.
 - Initiatives related to **induction programmes and initial training** (reported in 26 countries).
 - Improvements of **continuous training** (reported in 25 countries).
 - Definition of a **competence framework for teachers** (reported in 16 countries)
 - Initiatives to **increase teachers' autonomy and scope for innovation** (reported in 10 countries)
- In addition, some initiatives taken by public authorities related to teachers' working conditions and to the general image of the profession have been reported by respondents.

The vast majority of trade unions also reported that they have engaged in different types of initiatives to improve the attractiveness and status of the teaching profession.

- Unlike initiatives taken by public authorities, whose focus is generally on the provision of training, initiatives taken by trade unions cover a **much broader range of issues**.
- A majority of trade unions had developed initiatives related to **remuneration** (47 trade unions), **general promotion of the image of teachers** (45 trade unions), **continuous professional development** (41 trade unions), **work-life balance** (40 trade unions), **contractual status** (38 trade unions) and **teachers' autonomy** (33 trade unions).



- Between a third and half of all trade unions surveyed have also engaged in initiatives linked with the **definition of competence framework for teachers** (31 trade unions), **induction programmes** (28 trade unions) and **gender balance** (25 trade unions).

Three areas of actions were identified as the top priorities for future intervention:

- The **general promotion of the image of the profession in society and the media** is seen as a priority at national level by 66% of respondents – also mentioned as a regional priority by 29% of respondents and a priority at European level by 48% of respondents.
- **Remuneration of teachers** is seen as priority at national level by 63% of the respondents; it ranked also relatively highly among the priorities highlighted at the regional level (22% of respondents) and European level (36% of respondents).
- **Better continuous training** is considered as a priority at national level for a majority of respondents (60%), while it is also highlighted as a regional priority by 27% of respondents and a priority at European level by 32% of respondents.

EU social partners in education can play a role by disseminating good practice and elaborating recommendations

- According to the respondents, the most relevant activity for EU social partners in education would be to **identify and disseminate information on existing initiatives and good practices**. This was reported by 63% of respondents covering 32 of the 41 surveyed countries. EU social partners could for instance contribute to provide accurate information on initial training, career development and working conditions of teachers, as well as support the collection of comparable data.
- In addition, 56.2% of respondents, i.e. 41 organisations from 26 different countries mentioned that EU social partners should develop **recommendations on new strategies at the EU level**.



2 Introduction and methodology of the survey

This report summarises the results of an online survey launched by the European Trade Union Committee for Education (ETUCE) together with its project partners, the European Federation of Employers (EFEE), Gewerkschaft Erziehung und Wissenschaft (GEW), Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), the Federation of Lithuanian Education and Science Trade Unions (FLESTU) and the Education and Science Trade Union of Slovenia (ESTUS), as part of the European Commission-funded project '*The status and attractiveness of the teaching profession in times of the economic crisis as a key task for social partners in education. Finding joint strategies to tighten the links between education and the labour market*'.

The attractiveness of the teaching profession can be understood as a '*set of characteristics of this profession that makes it relatively attractive to skilled candidates with respect to other professions requiring the same level of qualification and that encourages competent teachers to stay in the profession*¹.

European social partners in education are:

- The **European Trade Union Committee for Education (ETUCE)** was established in 1977 and represents 132 teachers' unions in 45 countries (27 from the EU countries and 18 from EFTA, candidate and non-EU countries). ETUCE is composed of national trade unions of teachers and other staff in general education - early childhood education, primary education, secondary education, vocational education and training as well as higher education and research. ETUCE is a European Trade Union Federation of the European Trade Union Confederation (ETUC) and an integrated part of Education International (EI).
- The **European Federation of education employers (EFEE)** is an organisation created in 2009 to represent the interests of employers in the education sector. It represents 25 employer organisations from all education levels in 17 countries.

The survey built on a previous survey undertaken by European social partners on recruitment and retention in the education sector and aimed to gather information on:

- **How is the teaching profession currently perceived** in the society and by teachers themselves, how do countries in Europe compare in terms of attractiveness and status of the teaching profession and whether the recession had an impact.
- Which sorts of **initiatives are taken by authorities in charge of education systems as well as trade unions** to improve the status and attractiveness of the profession.
- Which are the **priorities for action** at the national, regional level in this regard, as well as views from social partners in education on the most appropriate action to take at European level.

¹ Following the definition proposed by in the presentation from Alain Michel, EIESP, Some reflections about the attractiveness of the teaching profession in Europe in a context of economic crisis, Ljubljana, 30 May 2013.



This survey covered public education systems at the pre-primary, primary and secondary level (both general and vocational education).

The survey took the form of a self-administered online survey, with a mix of multiple choice and open-ended questions. The questionnaire, which was elaborated in close cooperation with ETUCE and the project advisory group (including representatives of ETUCE and EFEE members) can be found in Annex 2 of this report.

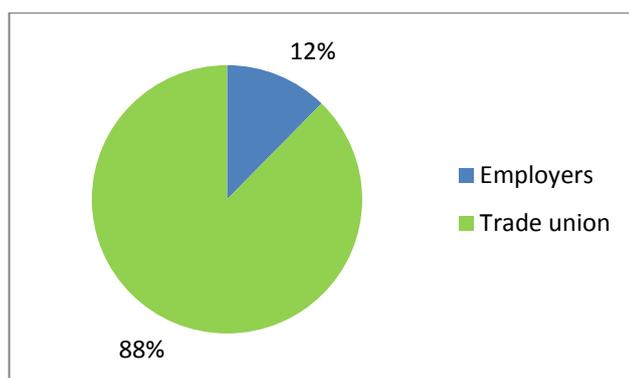
Three different linguistic versions of the online survey (in French, English and Russian) were available. An invitation to complete the survey including a link to the online survey was circulated by email by ETUCE and EFEE to their members and the online survey was opened between 16 April (17 May for the Russian version) and 25 June 2013. Each member organisation of ETUCE and EFEE was invited to respond once to the survey.

Participants were required to base their answers, as much as possible, on available evidence in their country (such as teachers' surveys, reports and other sources of evidence collected by their organisation).

3 Profile of respondents

A total of **73 contributions** from ETUCE and EFEE members have been analysed². **Most contributions (63) were submitted by teachers' trade unions**, while 10 contributions were submitted by representatives of teachers' employers.

Figure 3.1 Survey respondents by type of organisation (N=73)



Note: Results shown by percentage of respondents (N=73)

Trade unions and employers organisations from **41 countries** participated in the survey, including the 28 EU Member States and 13 third countries. The number of organisations who have participated in the survey per country ranges from 1 to 6:

- One organisation in Albania, Armenia, Austria, Bulgaria, Czech Republic, Estonia, Georgia, Greece, Latvia, Luxembourg, Moldova, Montenegro, Netherlands, Norway, Romania, Russian Federation, Serbia, Slovenia, Spain, Turkey, Ukraine and the United Kingdom;
- Two organisations in Croatia, Denmark, Finland, Iceland, Israel, Italy, Lithuania, Malta, Portugal, Sweden and Switzerland;
- Three organisations in Cyprus, Germany, Hungary, Poland and Slovakia;
- Four organisations in France and Ireland;
- Six organisations in Belgium.

The composition of the sample of respondents offers a relatively good coverage of the four levels of education covered by the survey:

- Pre-primary education (63% of all respondents)
- Primary education (78%)
- Secondary general education (88%)
- Vocational secondary education (79%).

The complete list of the 73 organisations who have contributed to the survey is available in Annex 1.

² Blank and incomplete sets of answers were excluded from the analysis, as well as sets of answers submitted several times by the same organisation. In total, 140 sets of answers were collected.

4 The attractiveness and status of the teaching profession in Europe

This chapter summarises the findings on the survey on the attractiveness and status of the teaching profession in Europe. It investigates how teachers themselves perceive their profession and why.

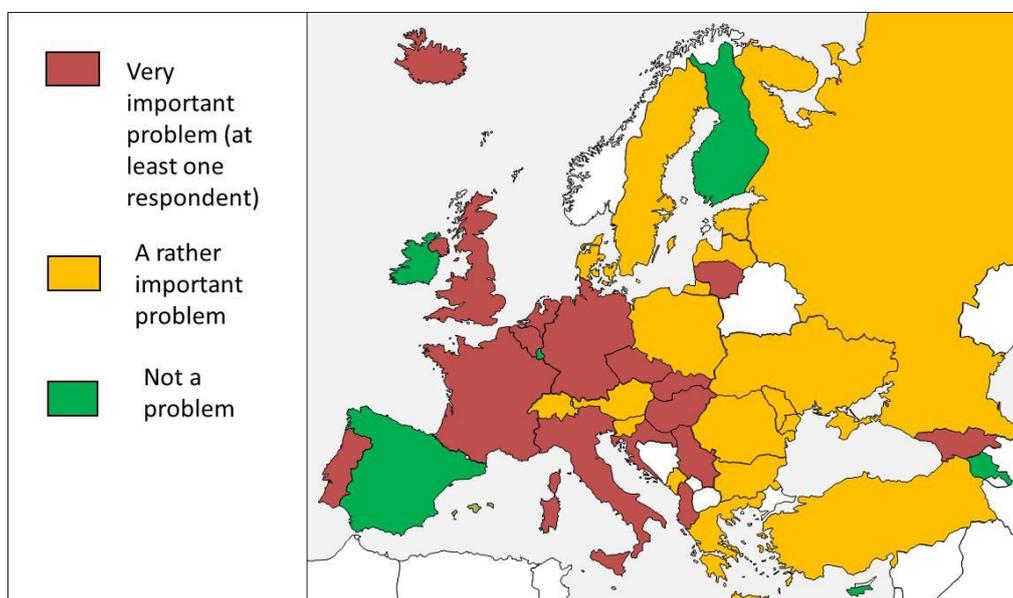
4.1 Is teaching an attractive profession in Europe?

The survey results confirm that the teaching profession is generally considered as insufficiently attractive in many countries.

79.5% of all respondents (4 employers' organisations and 54 trade unions) highlighted that the attractiveness and status of the teaching profession is seen as a problem in their country. In 35 out of the 41 surveyed countries, at least one organisation reported that attractiveness of the profession is seen as a problem.

16.4% of all respondents considered that it is only a problem to some extent, while 35.6% considered it as a rather important problem and 27.4% as very important issue in their country. In more than a third of countries surveyed, at least one responding organisation reported that the status of the profession is a very important problem.

Figure 4.1 Is the status and attractiveness of the profession considered as a problem in your country?



Notes:

- Very important problem: at least one respondent in Albania, Belgium, Croatia, Czech Republic, France, Georgia, Germany, Hungary, Iceland, Israel, Italy, Lithuania, Netherlands, Portugal, Serbia, Slovakia and the UK.
- Rather important problem: Austria, Bulgaria, Denmark, Greece, Iceland, Malta, Moldova, Montenegro, Poland, Portugal, Estonia, Latvia, Romania, Russia, Slovenia, Sweden, Switzerland, Turkey, Ukraine. In Iceland, Malta and Portugal, one organisation indicated that status was not a problem, while another organisation reported the opposite.
- Not a problem: One respondent or more in Armenia, Cyprus, Finland, Ireland, Luxembourg and Spain.



On the contrary, the status and attractiveness of the teaching profession is not considered a problem only in 6 countries (Armenia, Cyprus, Finland, Ireland, Luxembourg and Spain). This can be attributed, according to respondents, to the fact that teachers are civil servants, which gives them job security and advantages over other professions (for example in Cyprus, Luxembourg and Spain) and to the interest of young people in the teaching profession (e.g. in Finland and Ireland).

4.1.2 Is the low status of the teaching profession a recent or structural problem?

Only within three of the surveyed countries (Croatia, Cyprus and Denmark) one or more organisations believe that the teaching profession has become more attractive since the recent 2008 economic crisis.

The rest of respondents have reported that **the status has remained the same or has worsened in recent years**. At least one organisation believes that the status of the teaching profession has become less attractive in the following 25 countries: Austria, Belgium, Croatia, Denmark, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Moldova, Montenegro, Netherlands, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden and Turkey.

Where explanations were provided by respondents, they pointed toward the degradation of working conditions of teachers in a context of austerity. For example, salary freezes are reported by respondents from Cyprus, France, Germany and the Netherlands, or reduction of salaries in Lithuania, Ireland and Portugal.

In countries where there is an identified problem with the attractiveness of the profession, this is generally seen as a structural trend. Of the organisations that answered the question – for the pre-primary, primary and secondary levels – 47.4% viewed this as a structural challenge and 39.9% saw it as a long-standing trend in the last five to ten years.

However, some countries have reported that low attractiveness has emerged quite recently as an issue, within the last five years. This is especially the case at the secondary level where this was highlighted by 13 organisations from 7 countries (France, Greece, Latvia, Montenegro, Poland, Slovenia and the UK). At the pre-primary level, recent negative developments were highlighted by 3 organisations from Croatia, France and Montenegro, and at the primary level by 6 organisations from France, Latvia, Montenegro, Poland, Slovenia and the UK.

Box 1 The impact of the economic crisis on teacher education in the European Union: highlights from an ETUCE survey

The survey evidenced that cuts in public budget linked to the crisis had a negative impact on teacher education.

- **Tuition fees for students entering initial teacher education or reductions in state subsidies supporting initial teacher education** have been introduced in a significant number of Member States, for instance in Germany, France, Italy, Lithuania, Latvia, Belgium, Romania and the UK. In some countries, for example in France, Sweden, Italy and the UK, the length of the teacher education has been shortened since 2008.

With regard to faculties and employees in initial teacher education, educational institutions have been closed down in Germany, Denmark, France, Italy, the Netherlands, Sweden and the UK. Teacher trade unions of Denmark, Italy, Lithuania and Romania indicate that a large number of teacher educators have been dismissed since 2008. Cuts in wages, pensions and allowances have been implemented for teacher educators in various countries.

- The impact of the crisis on the **induction phase of novice teachers** has been most visible when it comes to the mentoring arrangement in schools. State subsidies for the mentoring of new teachers have been cut in Cyprus, Germany and Lithuania since 2008. In Belgium and Italy all state subsidies for the mentor arrangement have been removed, and periods for mentoring were shortened in schools in Germany and France. A demand from governments that teachers should teach more also means that they have less time for mentoring novice teachers. Teacher trade unions experience this trend mainly in Denmark, Belgium, France, Italy and in the UK.
- Since 2008, state finance for the **professional development of teachers** has been reduced by 50% in France and Italy. At the same time, teachers are being charged for their participation in professional development training programmes in Germany, Italy and Latvia. For some teachers this has resulted in fewer available professional development trainings (in Cyprus, Germany, Denmark, France, Lithuania and the UK), and in an overall change in the provision of the professional development training (in the Netherlands, Poland, Cyprus, Germany and in the UK). Other side effects are that teachers have not been allowed to attend professional development trainings during working hours for example in Belgium, Cyprus, Germany, Denmark, France, Greece, Lithuania and the UK since 2008.

Source: Analysis of a mini-survey on the impact of the economic crisis on teacher education in the European Union, ETUCE, December 2012

4.1.3 Does the type of area where teachers work affect the attractiveness of the profession?

Although they did not form a majority of respondents, 23 organisations from 17 countries believed that the geographical area (urban, sub-urban or rural) was significant in affecting the status and image of teachers.

- **Urban areas:** lower attractiveness was reported by 13 organisations in 10 countries (Belgium, Bulgaria, Cyprus, Germany, Malta, Poland, Russian Federation, Slovakia, Sweden and Ukraine). Where explanations were provided by respondents, they generally revolved around the socio-economic problems of marginalised groups living in urban areas, which affected the pupils' behaviour and working conditions of teachers.
- **Suburban areas:** this was reported by 6 organisations in 6 countries (Belgium, Bulgaria, Israel, Portugal, Russian Federation and Sweden). Socio-economic differences within the population are again drawn out as a contributing factor.
- **Rural areas:** this was reported by 9 organisations in 9 countries (Armenia, Cyprus, Georgia, Hungary, Israel, Moldova, Montenegro, Poland and Slovakia). Some of the explanations highlight lower expectations of education amongst rural communities, lower attractiveness of rural areas and restricted access to educational facilities.

4.1.4 Are there any differences according to teaching subjects?

Teaching particular subjects are considered to decrease the status and image of teachers, according to 38% of respondents (28 organisations in 24 countries).

VET subjects were mentioned as the least attractive teaching subject, highlighted by 15 organisations (20.5% of respondents) from Belgium, Cyprus, France, Greece, Ireland, Israel, Moldova, Poland, Portugal, Slovakia, Spain and the UK. This confirms the findings from other surveys at European level suggesting that in some countries VET suffers from a negative image in part of the population.³

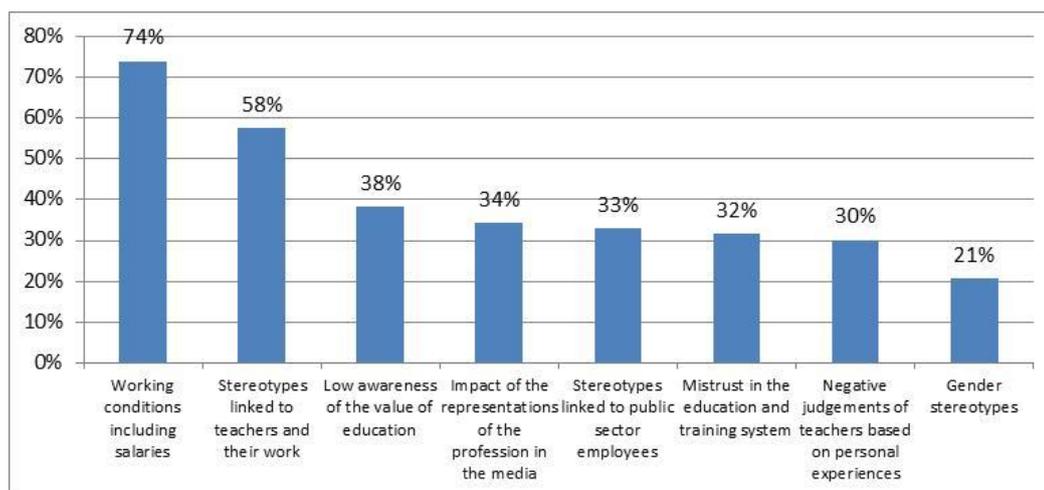
Other subjects were associated with lower attractiveness by at least one respondent in the following countries:

- **Foreign language:** Belgium, Czech Republic, France, Georgia, Greece, Poland, Slovakia, Sweden, Ukraine.
- **Science:** Belgium, France, Georgia, Moldova, Norway, Slovakia, Sweden.
- **Maths:** Belgium, France, Iceland, Norway, Slovakia, Sweden.
- **Native language:** France, Georgia, Ireland, Sweden, Ukraine.
- **Arts, sports and music:** Armenia, Ireland, Montenegro, Poland, Switzerland

4.2 Why is the teaching profession not considered attractive in many countries?

Many reasons were offered as to why the teaching profession is considered problematic in terms of its status and attractiveness (see Figure 4.2).

Figure 4.2 Main reasons why the status and attractiveness of the teaching profession is considered a problem in your country



Note: Results shown by percentage of respondents (N=73, several answers possible).

³ According to a Eurobarometer survey carried out in June 2011, more than 25 % of the respondents in 12 EU countries (Spain, Slovakia, Poland, Lithuania, Sweden Luxembourg, Latvia, France, Belgium and Hungary, the Netherlands and Slovenia) have a fairly negative or very negative image of vocational education and training. European Commission (2010) Special Eurobarometer survey n.369, Attitudes towards vocational education and training, Available at http://ec.europa.eu/public_opinion/archives/ebs/ebs_369_en.pdf



The survey results suggest that the most important factor in this respect was the **working conditions of teachers, including salaries**. This was mentioned by about three quarters of respondents - 54 organisations in 32 countries, i.e. all surveyed countries except Armenia, Cyprus, Denmark, Finland, Ireland, Luxembourg, Slovenia, Spain and Turkey.

While salaries obviously play a role in the level of attractiveness of the profession (for example in France), explanations provided by respondents point to issues linked to the workload and the (lack of) well-being at work as an important factor. This is echoed by the findings from previous surveys at European level (see Box 2 below).

Box 2 - What aspects of the teaching profession makes it more tough: Evidence from previous surveys

According to a survey covering 33 European countries (based on more than 80,000 responses from students, teachers; educators, teachers, school heads and representative of local or regional authorities), aspects of the teaching profession most often ranked as 'making it more tough' are the following⁴:

- Too much workload besides teaching
- Lack of discipline and motivation by students
- Insufficient recognition of teachers' efforts
- Too many students per class
- Too much stress

According to another survey of ETUCE and EFEE member organisations carried out in 2012⁵ on recruitment and retention in the education sector, teacher shortages are most common at the lower- and upper-secondary levels, particularly in subjects such as mathematics, sciences, and languages. Low salaries, limited career opportunities, insufficient training and perceived low status of the profession are reasons cited for the difficulty in attracting teachers to the profession. High workloads were also cited as reasons for the difficulty in attracting teachers to this level.

The majority of countries do not face problems with the retention of teachers due to the fact that they hold career civil servant positions or had permanent appointment. However, stress, low salaries, limited career perspectives and a lack of job security were cited as reasons for teachers to leave the profession in those countries that do face teacher retention challenges. Young teachers in particular are prone to leave the profession early in their careers due to fixed-term contractual employment, limited support, and 'praxis shock'. The majority of survey respondents considered that recruitment policies and workforce planning are inadequate. This was attributed to insufficient selection criteria for the recruitment of teachers, and little focus on teachers' professional competence during selection.

⁴ Source: Presentation from Alain Michel, EIESP, Some reflections about the attractiveness of the teaching profession in Europe in a context of economic crisis, Ljubljana, 30 May 2013

⁵ Source: Technical Report of EFEE-ETUCE survey on Recruitment and Retention in the Education Sector, 2012



According to the respondents, issues which are detrimental to the image of the profession include poor climate at school including physical and verbal violence (Israel, France), increasing number of pupils from migrant background facing learning difficulties and lack of training and support to young teachers (Belgium), social and psychological work strain (Norway), stress linked to the workload and administrative requirements and prominence of bureaucratic duties (Lithuania, Switzerland and Poland). Unfavourable technical and material working conditions are also reported by a respondent from Slovakia.

Concerning the type of contracts and especially the high **occurrence of fixed-term contracts**, only 12 organisations from 11 countries (Albania, Belgium, Croatia, Georgia, Iceland, Montenegro, Portugal, Serbia, Slovakia, Slovenia and Switzerland) have reported that such issue has a negative impact on the attractiveness of the profession in their countries.

However, additional evidence provided by respondents suggests that the use of fixed-term contracts is on the rise in a range of countries, including for instance Cyprus, Ireland, Italy, Montenegro, Netherlands, Portugal, Slovenia, Switzerland, Turkey and the UK (see 0).

Trends in the use of fixed-term contracts: evidence from the online survey

In **Ireland**, the Teachers' Union of Ireland and Irish National Teachers' Organisation report that towards casualisation, part-time and fixed term contracts are becoming increasingly problematic. At second level and in further education (VET) data suggests up to 30% of teachers now fall into these categories rendering certain teaching posts unattractive. In primary education, contracts are generally full-time but in last three years it has been difficult to find employment as there are too many qualified teachers. The issue is more complex at second level, where there are a lot of part-time contracts.

In **Italy**, about 30% of teachers have short term or fixed term contracts.

In **Portugal**, the majority of teachers have a permanent contracts but about 8,000 teachers work under short term contracts are in a very precarious situation.

In **Montenegro** and **Slovenia**, young teachers who started to work recently have been hired under fixed-term contracts while (most) older teachers have permanent contracts.

Even in **Iceland**, where the teaching profession has traditionally been seen as a secure employment, the crisis has modified existing practices.

In **Cyprus**, the trade union KTOEÖS is opposing the government's plan to appoint teachers with short term contracts.

Another important factor according to the survey are **stereotypes linked to teachers and their work** (e.g. "they work few hours"), identified by a majority of respondents - 42 organisations from 25 countries (Austria, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, France, Georgia, Germany, Greece, Hungary, Iceland, Israel, Italy, Lithuania, Malta, Netherlands, Poland, Romania, Serbia, Slovakia, Slovenia, Sweden, Switzerland and the UK).



In addition, the **low awareness of the social and economic value of education and training among the population** is seen as important, highlighted by 28 organisations in 22 countries (Albania, Austria, Belgium, Bulgaria, Croatia, Czech Republic, Georgia, Germany, Hungary, Israel, Italy, Malta, Moldova, Montenegro, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Turkey and Ukraine).

Other issues raised include **the impact of the representation of the teaching profession in the media** (25 organisations in 17 countries), **stereotypes linked to public sector employees in general** (24 organisations in 21 countries), **mistrust in the education and training system** (24 organisations in 16 countries), **negative judgements of teachers based on personal experiences** (22 organisations in 15 countries) and **gender stereotypes of the teaching profession** (15 organisations in 13 countries).

To some extent, **low standards of entry to the teaching profession (at different educational levels)** were also seen to contribute to the low status of the teaching profession in some countries. Overall, there were 16 countries in which at least one respondent expressed concerns over low entry standards (Albania, Armenia, Belgium, Denmark, France, Georgia, Hungary, Iceland, Israel, Ireland, Lithuania, Norway, Poland, Portugal, Sweden and Turkey). However, in 7 of them (Armenia, Denmark, France, Hungary, Iceland, Ireland and Portugal), other respondents believed that high standards of entry raise the status of the teaching profession.

Box 3 - The public perception of the teaching profession: evidence from a survey in the UK

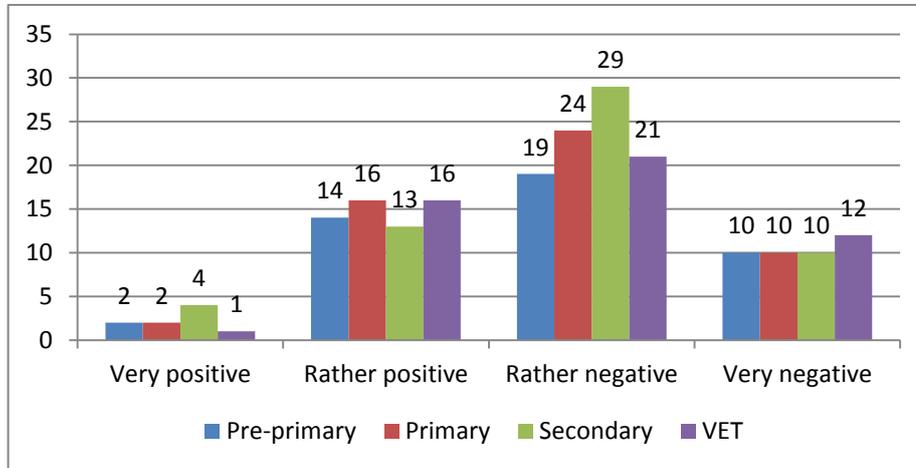
In the UK, differences between the status of teachers and other professional occupations in the middle of the last decade have been explored by **L. Hargreaves et al. (2006) The Status of Teachers and the Teaching Profession: Views from Inside and Outside the Profession**. Interim Findings from the Teacher Status Project, University of Leicester and University of Cambridge.

The study, based on a survey, found that the public perception of teachers was related with their involvement with 'educating', 'responsibility for children' and 'controlling a class', while indicators of professional status, such as 'expertise' and 'qualifications', were seldom identified as a description of teachers' work. Teachers' occupation was most often seen as close in social status to that of social workers, nurses or police officers – occupations that have not been traditionally viewed as possessing a significant body of professional skills and prestigious status, and only a small percentage of respondents compared teachers' status to that of doctors, accountants, solicitors or management consultants.

4.3 How do the teachers themselves perceive the image of their profession?

Overall, according to the respondents, teachers are more likely to report that their profession is not valued or very poorly valued in society - rather than well valued or valued to a certain extent (see Figure 4.3). This is particularly the case in vocational secondary education.

Figure 4.3 How do teachers perceive the level of social recognition of achievements of the profession as a whole?

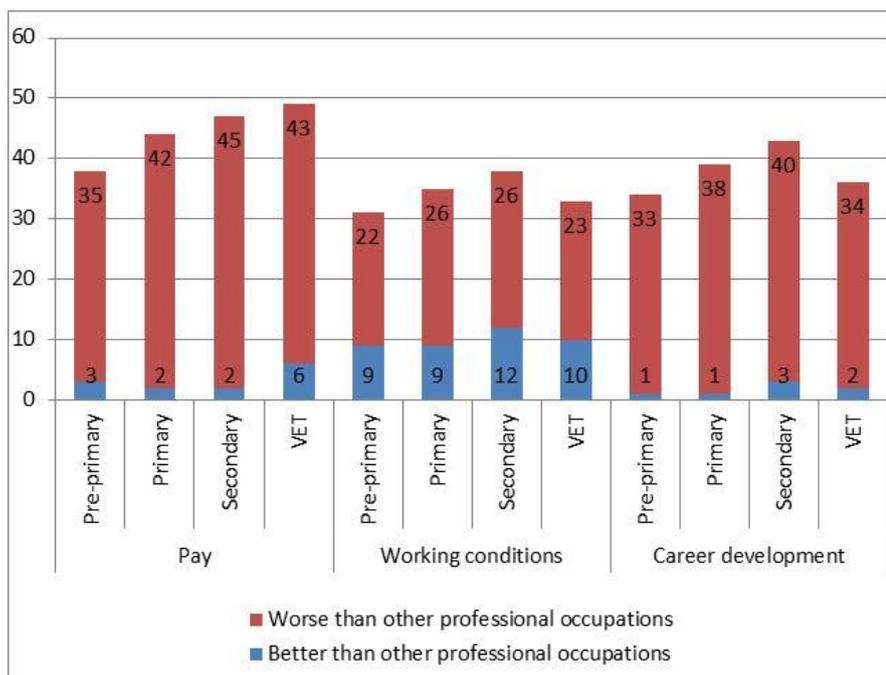


Note: Count of respondents, N=73

4.3.2 How do the teachers think their profession compares with other professions?

The survey results suggest that teachers consider that **other high-skilled professions which require academic studies (such as lawyers or doctors) compare favourably to their own profession** in terms of pay and career development, and to a lesser extent in terms of working conditions (see Figure 4.4).

Figure 4.4 How do teachers’ pay, working conditions and career development prospects compare to those of other high-skilled occupations?



Note: Count of respondents (N=73).



Nearly all respondents who have expressed an opinion concerning **career development prospects** compared to other professions considered that teachers' prospects (at all levels) are less advantageous.

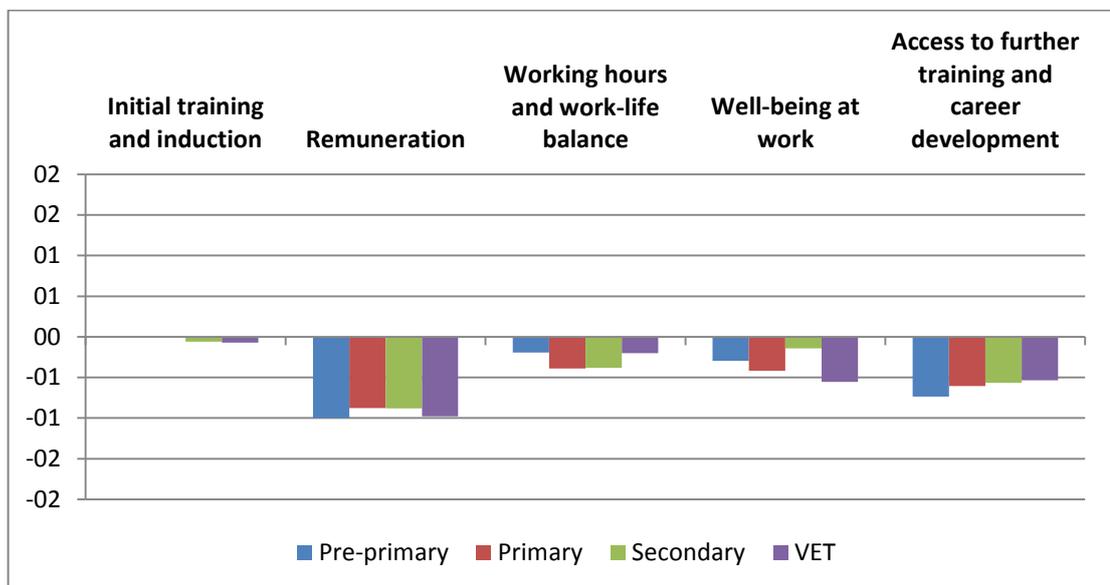
The proportions of respondents considering that teachers' **pay** is less advantageous are also very high across all levels (e.g. 95.7% of the 47 respondents who have expressed an opinion at the secondary level).

The majority of respondents also reported that teachers' **working conditions** are less advantageous than in other professions (from 68.4% of the 38 respondents who have expressed an opinion at the secondary level to 74.3% of the 35 respondents who have done so at the primary level). Working conditions were, however, considered to be better than in other occupations in Malta and Spain, as well as in Belgium, Ireland, Lithuania and Cyprus at the secondary level.

4.3.3 How satisfied are the teachers with different aspects of their work?

The survey investigated the level of teachers' satisfaction in relation with different aspects of their working conditions, such as remuneration, working hours and work-life balance, well-being at work (including quality of work environment, psychosocial hazards), and access to training career development.

Figure 4.5 How satisfied are teachers with the following aspects of their work? (Composite indicator of the level teachers' satisfaction on a scale from -2 to 2)



Note: The composite indicator is a weighted average of the answers expressed by respondents: 'Not satisfied at all' (weight:-2), 'Rather unsatisfied' (weight:-1), 'Neither satisfied nor unsatisfied' (weight: 0), 'Rather satisfied' (weight: 1) and 'Very satisfied' (weight: 2). A score of -2 means that all respondents who have expressed an opinion in relation to the question are not satisfied at all, while a score of 2 means that all respondents who have expressed an opinion in relation to the question are very satisfied. Another option provided to respondents was 'No evidence available to answer the question' (not included in the indicator). Respondents could also leave the answer blank.



The survey results suggest that **teachers are generally relatively dissatisfied with their working conditions** (see Figure 4.5). Teachers' dissatisfaction is particularly strong in relation with levels of remuneration, and to a lesser extent, concerning access to further training and career development.

Furthermore, no significant differences are observable across different education levels.

4.3.4 What are the key challenges for teachers?

Respondents were asked to assess to which extent some challenges for teachers - which have already been identified in the literature at the national and European level - were widespread in their countries.

According to the information provided by respondents, across all educational levels considered, **key challenges for teachers are those linked with the general levels of workload**, such as are bureaucracy or the overload of new policies for initiatives, as well as the lack of time and the pressure to meet targets. This confirms existing findings from the literature (see Box 4 below).

Box 4 - The impact on accountability overload and deprofessionalisation on teachers' working conditions: evidence from the literature

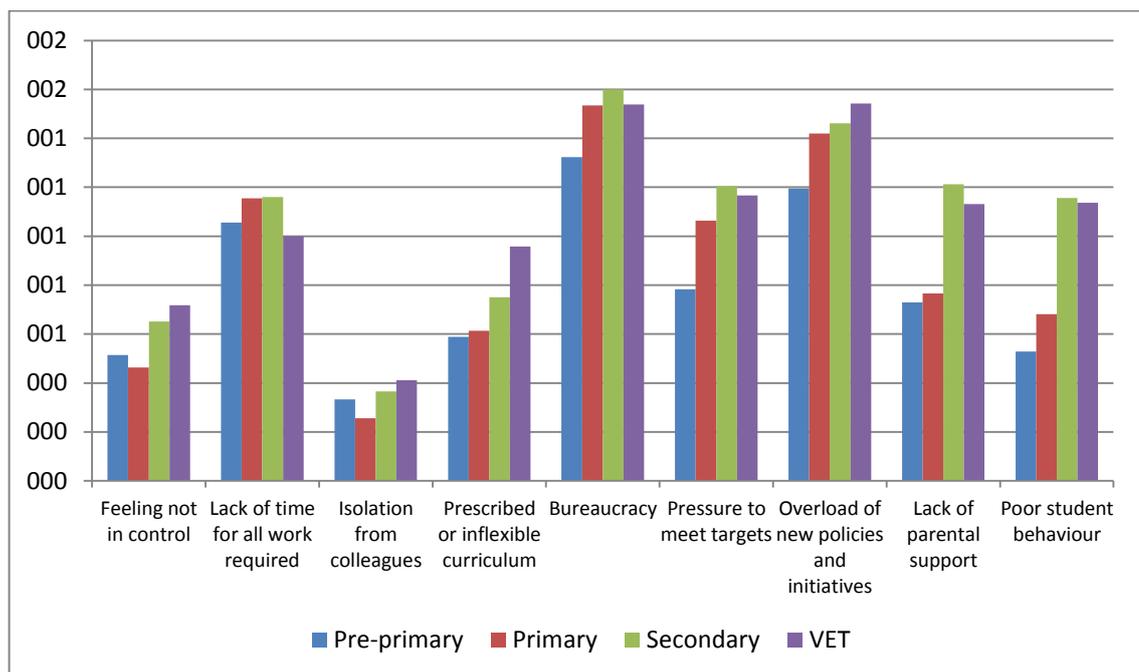
A literature review by **R. Levitt, B. Janta and K. Wegrich, RAND Europe (2008) *Accountability of teachers*** points out some problematic trends reflected in recent literature on teachers, such as accountability overload and deprofessionalisation. Accountability overload is 'a result of inadequate clarity between performance requirements or the contradictory obligations that they generate'. The rise of New Public Management, with associated contractual relations between public authorities and public service providers, has led to a performance management culture, however, the professional knowledge and autonomy that education professionals have traditionally possessed is difficult to translate into performance indicators, and resulting systems are often too inflexible and put excessive pressure on teachers, with piling external controls leading to what has been termed 'deprofessionalisation' – 'the professions' loss of monopoly over expert knowledge and exclusive rights to undertake certain work'. Factors of de-professionalisation include performance measurement and monitoring, particularly through consumer choice and emphasis on using students' standardised assessment as a measure of teachers' effectiveness.

The negative impact of narrowly understood teachers' accountability were explored in 2003 by **J. Fitz (2003) "The politics of accountability: A perspective from England and Wales", *Journal of Education*, Vol. 78, No. 4, pp. 235-6**. The role of teachers as implementers of a strictly defined curriculum rather than professionals 'devising instructional and assessment programs suited to the needs and capabilities of actual students in class' has led to teachers being seen as some kind of knowledge proletariat. 'At the same time, a series of performance indicators in the form of examination league tables, school inspection reports, and targets measure their relative outputs and render them both more visible and more accountable to government and parents.'



Perceived challenges for teachers do not generally differ significantly across education levels. However, the lack of parental support and poor student behaviour are more likely to be reported as being common at the pre-primary and primary levels than at higher education levels (see Figure 4.6).

Figure 4.6 How significant are the following challenges affecting teachers' satisfaction?
Composite indicator on the importance of challenges on a scale of 0 to 2



Note: The composite indicator is a weighted average of the answers expressed by respondents: 'Not a widespread concern (weight: 0)', 'Relatively common concern' (weight: 1) and 'Widespread concern' (weight: 2). A score of 0 means that all respondents who have expressed an opinion in relation to the question indicate that this is not a widespread challenge, while a score of 2 means that all respondents who have expressed an opinion in relation to the question indicate that this is widespread challenge. Another option provided to respondents was 'No evidence available to answer the question' (not included in the composite indicator). Respondents could also leave the answer blank.

5 Mapping of initiatives to improve the attractiveness and status of the teaching profession

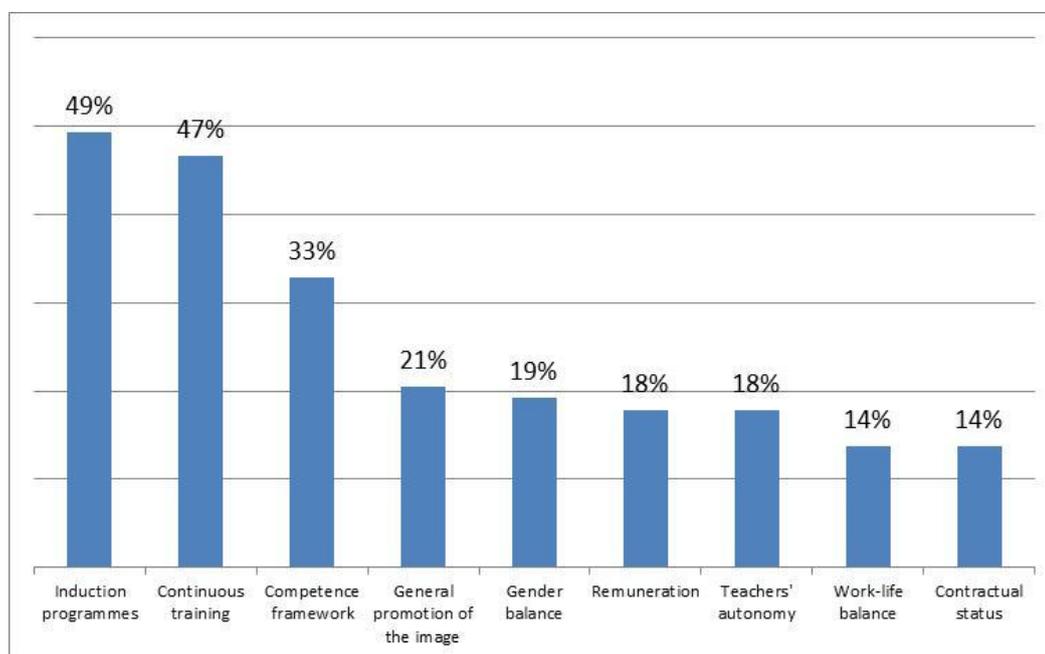
As part of the survey, respondents were asked to report initiatives developed both by authorities in charge of the education system and by their own organisation with a view to improve the status and attractiveness of the teaching profession.

5.1 Initiatives taken by authorities in charge of the education system

Figure 5.1 below provides an overview of respondents' answers concerning initiatives developed by authorities in charge of the education system in their country.

According to the respondents, by far, the most common type of initiatives that public authorities have adopted with a view to improve the attractiveness of the profession are linked with **teacher training and professional development**. In addition, some initiatives related to teachers' working conditions and to the general image of the profession have been reported by respondents.

Figure 5.1 Initiatives developed by authorities in charge of the education system to improve the status and attractiveness of the teaching profession



Note: Results displayed by percentage of respondents (N=73, several responses possible)

More details on the three main broad areas of interventions – initiatives linked to teacher training and professional development, to working conditions and to general image of the profession are provided below.



5.1.2 Teacher training and professional development

Concerning **induction programmes and initial training**, 36 respondents reported that authorities have put in place such initiatives in their country. In 26 countries, at least one respondent reported such type of initiative.

Examples of initiatives linked to induction programmes/initial training taken by authorities in charge of the education system

In **Belgium**, a reform of titles and functions for teachers and of initial training is on-going.

In **Cyprus**, the Ministry of Education and Culture is currently improving induction programmes and initial training.

In **Finland**, the network for Teacher Induction 'Osaava Verme'⁶ brings together different Finnish teacher education institutions (universities and vocational teacher education institutes) and held promoting contacts between young and experienced teachers;; municipalities, schools, teachers, school assistants and teacher educators and researchers. The goal of the network is to develop and disseminate the peer-group mentoring model, an activity whereby teachers share and reflect on their experiences, discuss problems and challenges they meet in their work, listen to and encourage one another, learn from one another and learn together. Peer-group mentoring is implemented in groups consisting of both novice and experienced teachers. All units of teacher training in Finland are involved with developing and disseminating this model. By the end of 2012, about 500 teachers have initiated mentor training.

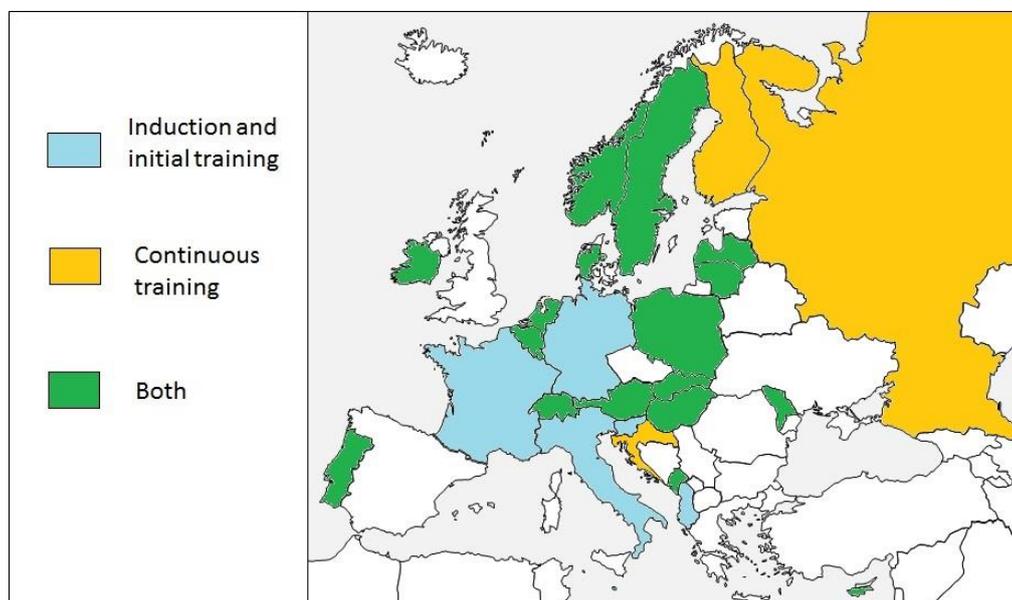
In **Ireland**, a national pilot on induction has been carried out (joint work by the teacher trade unions TUI, colleges of education for teachers and the Department of Education): participation in aspects of induction has now become mandatory and the pilot project was very successful in supporting a change of culture in schools in relation to supporting newly qualified teachers.

In **Malta**, the Directorate for Quality and Standards in Education is in charge of an induction programme for newly qualified teachers at the primary and secondary level.

Another key area of intervention of authorities in charge of the education system is **continuous training for teachers**, with initiatives taken by authorities were reported by 34 respondents from 25 countries (see Figure 5.2).

⁶ <http://ktl.jyu.fi/ktl/osaavaverme/mainenglish>

Figure 5.2 Countries where initiatives have been taken by public authorities to provide training for teachers



Notes:

- Induction training and initial training (at least one respondent): Albania, France, Germany, Italy and Slovenia
- Continuous training (at least one respondent): Armenia, Croatia, Finland and the Russian Federation.
- Both induction training and initial training and continuous training (at least one respondent in each category): Austria, Belgium, Cyprus, Denmark, Georgia, Hungary, Ireland, Israel, Latvia, Lithuania, Luxembourg, Malta, Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Slovakia, Sweden and Switzerland

Two other types of initiatives which can be related to teachers' training and professional developments:

- In 16 countries (Belgium, Croatia, Cyprus, France, Germany, Hungary, Ireland, Israel, Latvia, Lithuania, Malta, Poland, Portugal, Slovakia, Switzerland and Ukraine), at least one respondent indicated that authorities in charge of the education system have worked on the **definition of a competence framework for teachers**.
- In 10 countries (Belgium, Cyprus, Germany, Ireland, Lithuania, Malta, Poland, Portugal, Slovakia and Switzerland), at least one respondent has reported that public authorities have taken some initiatives to **increase teachers' autonomy and scope for innovation**.

5.1.3 Working conditions

The survey has also shown that in a minority of the countries surveyed, authorities in charge of the education system have sought to improve working conditions of teachers with a view to improve the attractiveness of the teaching profession:

- **Remuneration of teachers:** reported by at least one respondent in 11 countries (Albania, Belgium, Croatia, France, Georgia, Germany, Hungary, Latvia, Lithuania, Russian Federation and Sweden).



- **Work-life balance:** 9 countries (Belgium, Croatia, Germany, Hungary, Lithuania, Moldova, Russian Federation, Slovakia and Sweden).
- **Contractual status of teachers:** 9 countries (Belgium, Cyprus, Germany, Hungary, Lithuania, Poland, Slovakia, Switzerland and Ukraine).

5.1.4 General image of the profession

Some respondents have indicated that authorities in charge of the education system have been involved in other types of initiatives to make the profession more attractive, but this concerns less than a third of countries surveyed:

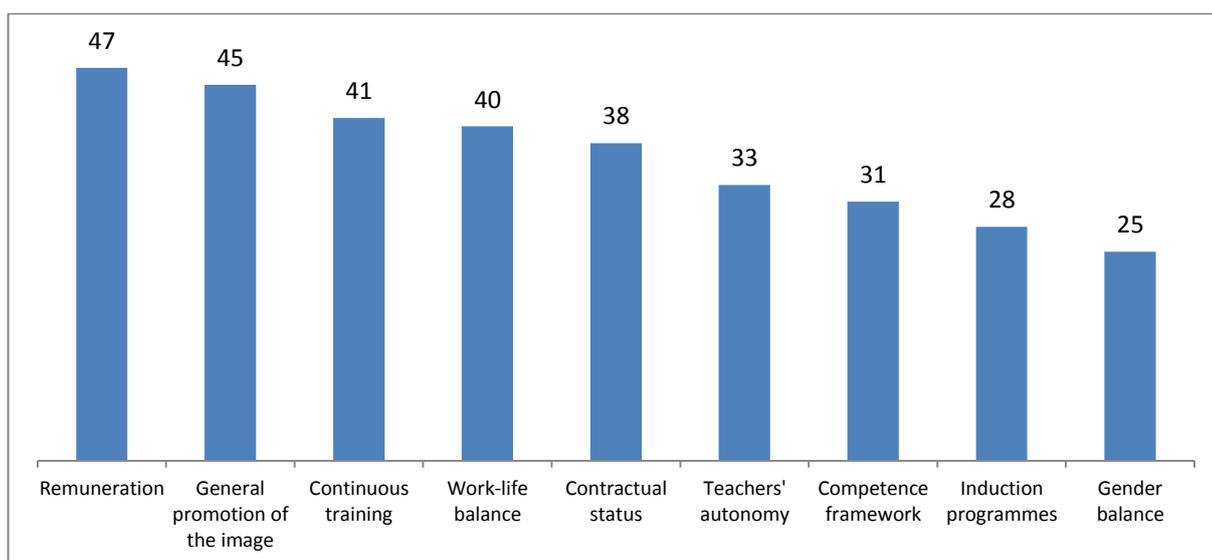
- **General promotion of the image of the profession in society and in the media:** reported by at least one respondent in 13 countries (Armenia, Belgium, Cyprus, Latvia, Lithuania, Malta, Moldova, Netherlands, Norway, Russian Federation, Slovakia, Sweden and Switzerland).
- **Improvement of gender balance in the profession:** reported by at least one respondent in 12 countries (Belgium, Croatia, Cyprus, France, Germany, Hungary, Iceland, Ireland, Moldova, Netherlands, Norway and Slovakia).

5.2 Initiatives taken by the trade unions responding to the survey

The vast majority of trade unions reported that they have engaged in different types of initiatives to improve the attractiveness and status of the teaching profession. Unlike initiatives taken by public authorities, whose focus is generally on the provision of training, initiatives taken by trade unions cover a **much broader range of issues**.

The survey results are summarised in the Figure 5.3, while examples of activities promoted by trade unions are summarised in a box below.

Figure 5.3 Are there initiatives developed by your trade union to improve the status and attractiveness of the teaching profession?

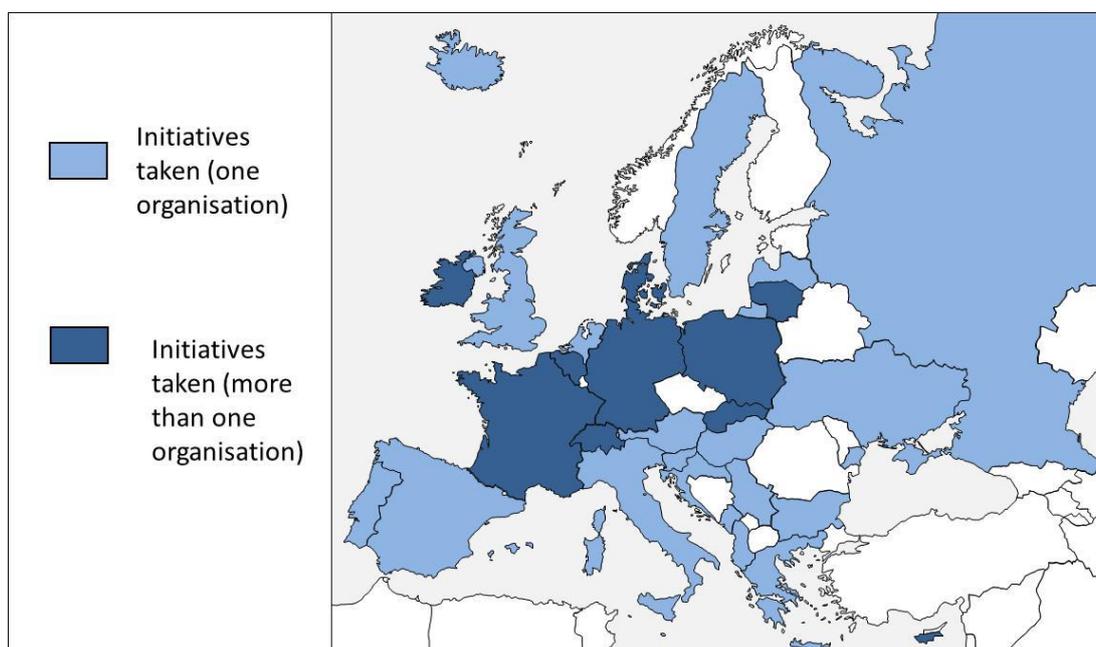


Note: Responses displayed by number of respondents (N=64, several answers possible)

47 trade unions (about three quarters of the trade unions that have contributed to the survey) reported that they have taken initiatives in relation with **remuneration**.

45 trade unions mentioned that there are involved in initiatives linked to the **general promotion of the image of teachers** (see Figure 5.4).

Figure 5.4 Countries where trade unions report that they have put in place initiatives linked to the general promotion of the image of the profession in society and in the media



Notes:

- One organisation: Albania, Austria, Bulgaria, Croatia, Greece, Hungary, Iceland, Italy, Latvia, Malta, Montenegro, Netherlands, Portugal, Russian Federation, Serbia, Slovenia, Spain, Sweden, Ukraine, United Kingdom
- More than one organisation: Belgium, Cyprus, Denmark, France, Germany, Ireland, Lithuania, Poland, Slovakia, Switzerland

A majority of trade unions that took part in the survey also had developed initiatives related to **continuous professional development** (41 trade unions), **work-life balance** (40 trade unions), **contractual status** (38 trade unions) and **teachers' autonomy** (33 trade unions).

Between a third and half of trade unions surveyed have also engaged in initiatives linked with the **definition of competence framework for teachers** (31 trade unions), **induction programmes** (28 trade unions) and **gender balance** (25 trade unions).

Examples of initiatives taken by trade unions with a view to improve the attractiveness of the profession: evidence from the online survey

Remuneration

In **Armenia**, CRSTESA developed and presented suggestions to the Government regarding the remuneration of teachers

In **France**, SNUipp-FSU led a campaign for a revalorisation of salaries and issued a publication including comparisons with other professions

In **Switzerland**, LCH (Dachverband Schweizer Lehrerinnen und Lehrer) filed a Wage claim lawsuit (Lohnklage) in the Canton of Aargau on the basis of the equal pay principle – the teachers' salaries are lower than in other comparable professions due to the feminisation of the profession.

Improving the knowledge base

In **France**, SNUipp-FSU cooperates with researchers to promote the profession (realisation and dissemination of videos to discuss key issues for the profession, opinion polls/surveys among teachers, etc.)

In **Austria**, GOD-Lehrer has supported a wide-scale survey about the weekly workload of teachers (co-financed by the government).

In the **UK**, NASUWT commissions research to further develop policy and initiatives.

Contractual status

In **Ireland**, the TUI has lobbied the Department of Education about the casualisation of the teaching profession and the negative impact of different salary scales for new teachers. Trade unions also support the access to permanent employment for all teachers (primary teachers who have secured the equivalent of three years' service can be placed on a redeployment panel).

Teachers' autonomy and innovation

In **Denmark**, DLF has initiated and financed the project 'Reading for Life' aiming at reducing the number of students who leave primary school with poor reading competencies. This bottom-up initiative aims to involve teachers in developing innovative pedagogic practice.

Teachers' training and professional development

In **Italy**, FLC CGIL organises training courses for teachers.

In **Norway**, the GNIST partnership for a coherent and comprehensive effort for teachers is a broad effort to improve the quality of teacher training.

In the **UK**, NASUWT provides professional development opportunities through national seminars and consultation conferences to different groups of teachers.



6 Identified priorities and recommendations from survey respondents

As part of the survey, respondents were asked to identify priorities for further action at regional, national and European level with a view to improve the status and attractiveness of the teaching profession and to formulate recommendations.

6.1 Priorities and recommendations for further action at the national and regional level

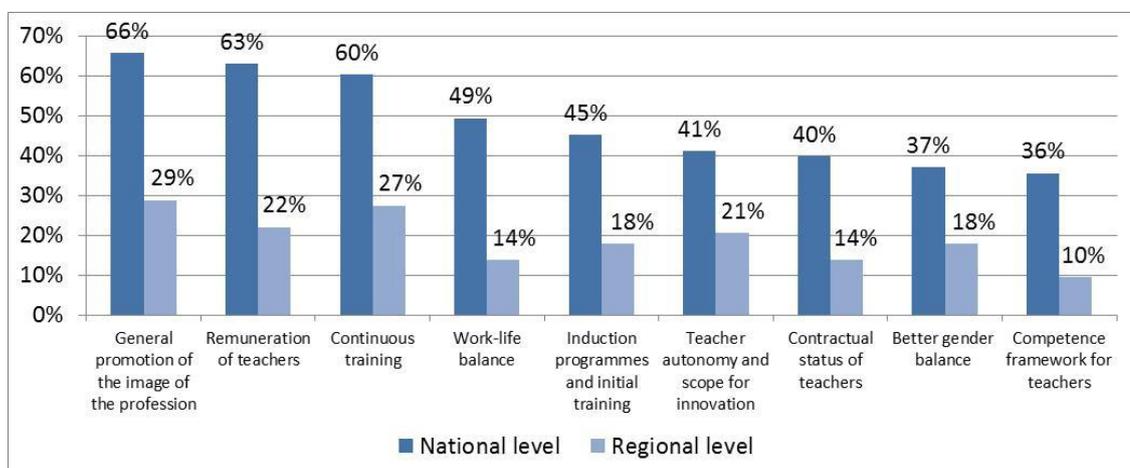
Both at national and regional level, the priority mentioned by the largest share of respondents was the **general promotion of the profession’s image in society and the media** – reported as a priority at national level by two thirds of respondents and as a regional priority by 29% of respondents.

Remuneration of teachers and **better continuous training** were also considered as a priority at national level for a large majority of survey respondents, and ranked also relatively high among the priorities highlighted at regional level.

Concerning the number of countries in which such priorities were expressed, the top three priorities were the same and only ranked in a different order. Remuneration of teachers, better continuous training for teachers and general promotion of profession’s image were seen as a priority by at least one organisation in 33, 31, and 30 countries respectively.

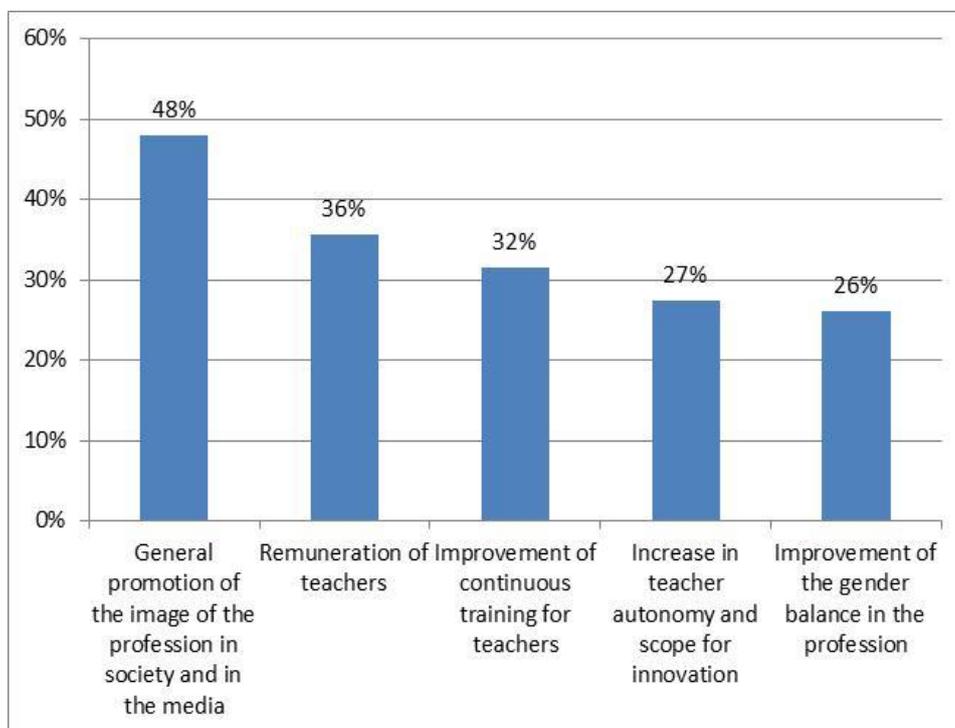
As shown in the Figure 6.1 below, the survey results suggest that a significant share of organisations also consider other types of initiatives too - such as initiatives linked with work-life balance, induction programmes, teacher autonomy, contractual status and gender balance in the profession - as important to improve the status of the profession. In more than half of the 41 countries surveyed, at least one respondent considered issues such as work-life balance, induction programmes, teachers’ autonomy and contractual status as priorities for action at national level.

Figure 6.1 What actions at the national and regional level does your organisation recommend for further improvement?



Note: Results displayed in percentage of respondents (N=73, several answers possible)

Figure 6.2 What actions at European level does your organisation recommend for further improvement? (top five priorities)



Note: Results shown by percentage of respondents (N=73, several answers possible). Only the top five priorities are displayed.

6.2 Recommendations for the EU social partners in education

The survey also investigated in more detail the role of EU social partners in education to support the attractiveness of the teaching profession. It focused on three types of initiatives that EU social partners could implement:

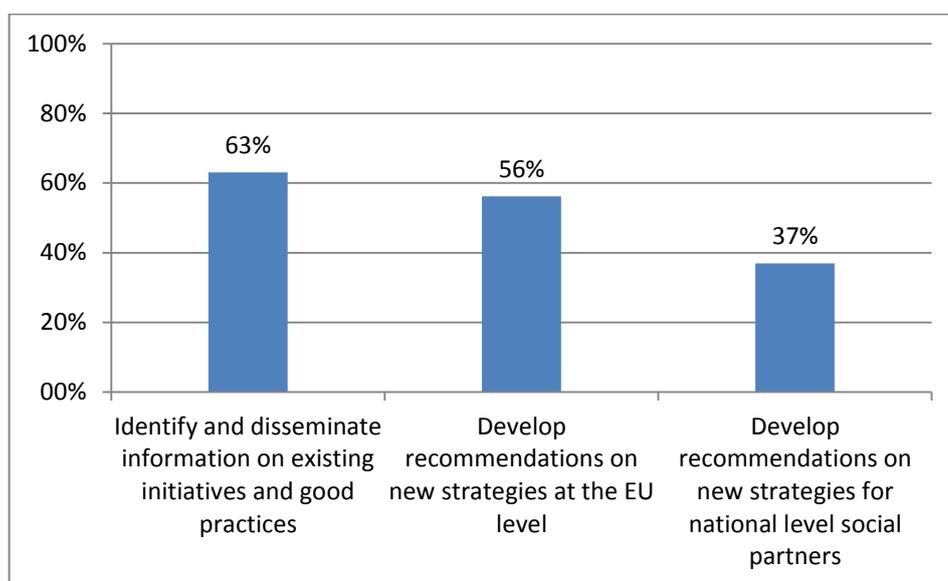
- Disseminating information on existing initiatives and good practices;
- Developing recommendations on new strategies at the EU level; and
- Developing recommendations on new strategies for social partners at national level.

According to respondents, the most relevant activity for EU social partners in education would be to **identify and to disseminate information on existing initiatives and good practices (see Figure 5.3)**. This was reported by 46 organisations (i.e. about 63%), covering 32 of the 41 surveyed countries.

When additional explanations were provided, respondents suggested that the evidence base on developments in the profession should be improved with a view to promote a better understanding of the teaching profession in its complexity. EU social partners could for instance contribute to provide accurate information on initial training, career development and working conditions of teachers, as well as support the collection of comparable data.

In addition, 56.2% of respondents, i.e. 41 organisations from 26 different countries mentioned that EU social partners should develop **recommendations on new strategies at the EU level**.

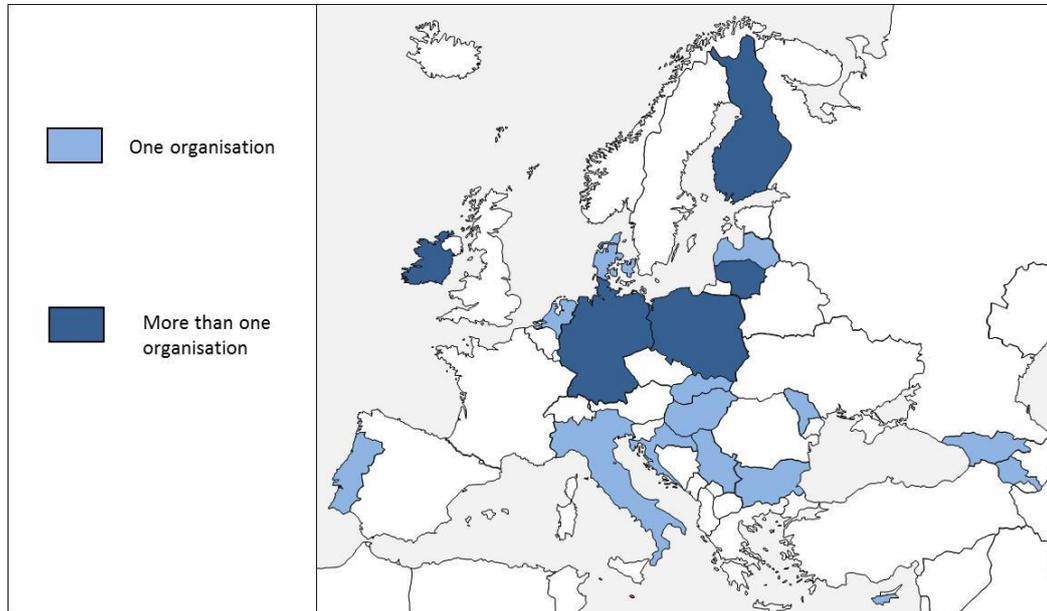
Figure 6.3 Which actions should European social partners in education implement?



Note: Results shown by percentage of respondents (N=73, several answers possible)

Furthermore, recommendations on new strategies for social partners at national level were seen as relevant by 37% of respondents or 27 organisations. Figure 6.4 highlights the 21 countries where at least one respondent suggested that EU social partners could issue recommendations on new strategies for social partners at national level.

Figure 6.4 Countries where respondents support recommendations from EU social partners on new strategies for social partners at national level



Notes:

- One respondent: Armenia, Bulgaria, Croatia, Cyprus, Denmark, Georgia, Hungary, Israel, Italy, Latvia, Malta, Moldova, the Netherlands, Portugal, Serbia and Slovakia.
- More than one respondent: Finland, Germany, Ireland, Lithuania, Poland

Annex 1 Participants in the survey

Table A1.1 List of the 73 organisations who submitted a contribution to the survey (Note: organisations that submitted incomplete sets of answers are not included in the list)⁷

Country	Name of organisation
Albania	SAMPPSH
Armenia	Comité Républicain des Syndicats des Travailleurs de l'Education et de la Science d'Arménie, CRSTESA
Austria	Gewerkschaft Öffentlicher Dienst / Arge-Lehrer-Fraktion Christlicher Gewerkschafter, GÖD
Belgium	ACOD-Onderwijs Christelijk Onderwijzersverbond, COV AGPE (General Administration for Education Personnel of Wallonia-Brussels Federation) CPEONS Christelijke Onderwijscentrale, COC Centrale Générale des Services Publics Enseignement, FGTB-CGSP
Bulgaria	Syndicat des Enseignants Podkrepa, PODKREPA
Croatia	Independent Union of Research and Higher Education Employees of Croatia, IURHEEC Trade Union of Workers in Pre-School Education of Croatia TUWPSEC
Cyprus	Ministry of Education and Culture Cyprus Turkish Secondary Education Teachers' Union, KTOEOS Association of Teachers of Technical Education Cyprus, OLTEK
Czech Republic	Czech and Moravian Trade Union of Workers in Education, CMOS-PS
Denmark	The Danish Union of Teachers, DLF The Danish National Union of Upper Secondary School Teachers
Estonia	Estonian Educational Personnel Union, EEPU
Finland	Local Government Employers Opetusalan Ammattijärjestö, OAJ
France	Syndicat National Unitaire des instituteurs, professeurs des écoles et PEGC, SNUipp-FSU Syndicat National de l'Education Physique, SNEP-FSU Syndicat National des Enseignements de Second Degré, SNES-FSU

⁷ Blank and incomplete sets of answers were excluded from the analysis, as well as sets of answers submitted several times by the same organisation. In total, 140 sets of answers were collected.



Country	Name of organisation
	SNE-FGAF
Georgia	Educators and Scientists Free Trade Union of Georgia, ESFTUG
Germany	Verband Bildung und Erziehung, VBE Bundesverband der Lehrerinnen und Lehrer an Beruflichen Schulen, BLBS Gewerkschaft Erziehung und Wissenschaft, GEW
Greece	Federation of Secondary School Teachers of Greece, OLME
Hungary	Workers Councils' Teacher Branch, KPSZ-KPT KIMSZ (Association of School Headmasters) Közoktatási Intézményvezetők Munkáltatói Szövetsége Syndicat des Enseignants de Hongrie, SEH
Iceland	Félag framhaldsskólakennara Kennarasamband Islands, KI
Ireland	Teachers' Union of Ireland, TUI Education and Training Boards Ireland (ETBI) – formerly IVEA Association of Secondary Teachers, Ireland, ASTI Irish National Teachers' Organisation, INTO
Israel	ASSTI ITU - Israel Teachers Union
Italy	Federazione Lavoratori della Conoscenza CGIL, FLC-CGIL UIL-Scuola
Latvia	Latvian Educational and Scientific Workers' Trade Union, LIZDA
Lithuania	Federation of Lithuanian Education and Science Trade Unions, FLESTU Christian Trade Union of Education Workers, CTUEW
Luxembourg	Syndicat National des Enseignants, SNE
Malta	Ministry of Education, Employment and the Family (MEEF) Malta Union of Teachers, MUT
Montenegro	Independant Union of Education, Science, Culture and Sport of Montenegro, ITUESCSM
Netherlands	Algemene Onderwijsbond, AOb
Norway	Utdanningsforbundet / Union of Education Norway, UEN
Poland	WZZ Solidarność - Oświata National Education Section NSZZ "Solidarność", SKOİW "Solidarność"



Country	Name of organisation
	Związek Nauczycielstwa Polskiego, ZNP
Portugal	Federação Nacional dos Sindicatos da Educação, FNE Ministry of Education and Science
Romania	Fédération des Syndicats Libres de l'Enseignement, FSLE
Serbia	Nezavisnost Teachers Trade Union, NTTU
Slovakia	Trade Union of Workers in Education & Science, OZPŠaV Union of Education and Science Workers of the Independent Christian Trade Unions of Slovakia, ZPŠaV NKOS NKOS Slovakia
Slovenia	Education and Science Trade Union of Slovenia, ESTUS
Spain	Federación de Trabajadores de la Enseñanza de la UGT, FETE/UGT
Sweden	Swedish Teachers' Union / Lärarförbundet Lärarnas Riksförbund, LR
Switzerland	Dachverband Schweizer Lehrerinnen und Lehrer, LCH Société pédagogique genevoise
Turkey	Syndicat des Fonctionnaires Publics du Secteur d'Education, EGITIM-SEN
United Kingdom	National Association of Schoolmasters Union of Women Teachers, NASUWT



Annex 2 Survey questionnaire

Question 1 - The name of the organisation you represent:

Question 2 - Your country:

Question 3 - Your email address (in case we need to contact you to clarify any aspects of your response):

Question 4 - Are you answering on behalf of:

- A trade union of teachers
- Representative of employers in the teaching sector

Question 5 - Which levels of education are covered by your organisation:

- Pre-primary education
- Primary education
- Secondary education (general)
- Vocational education (secondary education level)

Question 6 - Is the status and attractiveness of the teaching profession in your country considered a problem?

- No, it is not considered a problem
- Yes, it is considered a problem
- No evidence available

If not considered a problem, please explain why.

Question 7 - If the status and attractiveness of the teaching profession is not considered a problem in your country, how long has this been the case?

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

- This is a relatively recent trend, observed in the last 5 years
- This has been a trend in the last 5 to 10 years
- This is a structural development, which has been observed for decades
- No evidence available / cannot answer this question

Question 8 - If the status and attractiveness of the teaching profession is not considered a problem in your country, please provide details on the main reasons for this.

- Attractive working conditions of teachers including salaries
- Trust in the education and training system
- Positive judgements of teachers based on personal experiences
- High awareness of the social and economic value of education and training among the population



- Gender stereotypes of teaching profession being dominated by women are not so prominent
- Stereotypes linked to teachers and their work (e.g. “they work few hours” ...) do not apply
- Stereotypes linked with public sector employees in general do not apply
- Impact of the positive representations of the teaching profession in the media
- Other

Please provide additional details, including on the level of education concerned.

Question 9 - If the status and attractiveness of the teaching profession is high in your country, what are the main impacts of this?

- Recruitment of new teachers is positively affected
- Retention of teachers in the sector is positively affected
- The quality of teaching in itself and educational outcomes for students is affected positively
- The level of public trust in the overall education system is high
- The level of policy commitment and public investment in the education system is affected positively
- Other
- No evidence available / cannot answer this question

If other, please provide additional details.

Question 10 - If the status and attractiveness of the teaching profession is considered a problem in your country, please mention to which extent.

- It is a problem to some extent
- It is a rather important problem
- It is a very important problem

Question 11 - If the status and attractiveness of the teaching profession is considered a problem in your country, how long has this been a concern?

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

- This is a relatively recent trend, observed in the last 5 years
- This is been a long-standing trend in the last 5 to 10 years
- This is a structural challenge, which has been observed for decades
- No evidence available / cannot answer this question

Question 12 - If the status and attractiveness of the teaching profession is considered a problem in your country, please provide details on the main reasons for this.

- Working conditions of teachers including salaries
- Mistrust in the education and training system
- Negative judgements of teachers based on personal experiences
- Low awareness of the social and economic value of education and training among the population
- Gender stereotypes of teaching profession being dominated by women
- Stereotypes linked to teachers and their work (e.g. “they work few hours” ...)
- Stereotypes linked with public sector employees in general
- Impact of the representations of the teaching profession in the media
- Other



Please provide details.

Question 13 - If the status and attractiveness of the teaching profession is low in your country, what are the main impacts of this?

- Recruitment of new teachers has been negatively affected
- Retention issues - some teachers leave the sector or retire early
- The quality of teaching in itself and educational outcomes for students is affected
- The level of public trust in the overall education system is affected
- The level of policy commitment and public investment in the education system is affected
- Other
- No evidence available / cannot answer this question

If other: please provide additional details

Question 14 - Based on available evidence, how do teachers perceive the image of their own profession in society, i.e. the level of social recognition of achievements of the profession as a whole?

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

- Very positive – teachers feel that their profession is well valued
- Rather positive – teachers feel that their profession is valued to a certain extent
- Rather negative - teachers feel that their profession is not valued
- Very negative – teachers feel that their profession is very poorly valued
- No evidence available / cannot answer this question

Question 15 - Among teachers, are there major differences in the status and image of teachers depending on the type of geographical area where they teach (urban, sub-urban or rural)

- No
- Yes
- No evidence available / cannot answer this question

Question 16 - If yes to the previous section: in which area is the status of teachers is considered the most problematic?

- Urban areas
- Suburban areas
- Rural areas

Why? Please provide details.

Question 17 - Among the secondary education teachers, are there differences in the status and image of teachers depending on the subject they teach?

- No
- Yes
- No evidence available / cannot answer this question

Question 18 - If yes to the previous section: in which area is the status of teachers is considered the most problematic?

- Maths



- Science
- Native language
- Foreign languages
- VET
- Other

Why? Please provide details.

Question 19 - How do the standards of entry into the teaching profession in your country affect the status and attractiveness of teaching profession?

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

- Entry standards are high (e.g. high selection of candidates, only the best graduates) and this raises the status of teaching profession
- Entry standards are low (e.g. no selection of candidates, quality of candidates is poor) and this lowers the status of teaching profession
- No significant impact identified from the entry standards
- No evidence – cannot answer this question

Please provide more details.

Question 20 - How do the types of employment contracts the majority of teachers in your country have (e.g. permanent, fixed-term, short-term) affect the status and attractiveness of teaching profession?

- Negative impact because the majority of contracts are fixed-term or short-term which affects negatively the employment security of teachers
- Negative impact due to other reasons
- Positive impact, because the majority of contracts are permanent which provides attractive secure employment for teachers
- Positive impact due to other reasons

Question 21 - How do teachers consider that the status of their profession has changed since the 2008 economic crisis?

- It has become more attractive
- It has remained the same
- It has become less attractive
- No evidence available / cannot answer this question

Please provide more information and if relevant, refer to specific concerns in your country concerning the attractiveness of the profession referring to developments in the context of the recession and austerity policies.

Question 22 - How satisfied are teachers with the following aspects of their work in your country?

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

Available options: Not satisfied at all, Rather unsatisfied, Neither satisfied nor unsatisfied, Rather satisfied, Very satisfied, No evidence available / cannot answer this question

- Initial training and induction
- Remuneration
- Working hours and work-life balance
- Well-being at work (including quality of work environment, psychosocial hazards)



- Access to further training and career development

Question 23 - Please assess how significant are the following challenges affecting the teachers' satisfaction with their profession in your country:

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

Available options: Widespread concern, Relatively common concern, Not a widespread concern, No evidence available / cannot answer this question

- Feeling not in control
- Lack of time for all work required
- Isolation from colleagues
- Prescribed or inflexible curriculum
- Bureaucracy

Question 24 - Please assess how significant are the following challenges affecting the teachers' satisfaction with their profession in your country:

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

Available options: Widespread concern, Relatively common concern, Not a widespread concern, No evidence available / cannot answer this question

- Pressure to meet targets
- Overload of new policies and initiatives
- Lack of parental support
- Poor student support

Question 25 - How do the following aspects of the teaching profession compare to other high-skilled professional occupations (which require academic studies, such as lawyers or doctors) in your country?

For each of these levels: Pre-primary, Primary, Secondary (General), Secondary (VET)

Available options: Better than other professional occupations, Worse than other professional occupations, No evidence available / cannot answer this question

- Pay
- Working conditions
- Career development prospects

Question 26 - To your knowledge, which types of initiatives exist in your country aiming at improving the status and attractiveness of the teaching profession?

Available options: Initiatives taken by authorities in charge of the education system, Initiatives taken by your organisation, Initiatives taken by other organisations that you are aware of, Initiatives taken jointly by social partners

- Remuneration of teachers
- Work-life balance
- Contractual status of teachers
- Definition of a competence framework for teachers
- General promotion of the image of the profession in society and in the media
- Improving the gender balance in the profession
- Improving induction programmes and initial training
- Improving continuous training for teachers



- Increasing teacher autonomy and scope for innovation
- Other initiatives to improve the status and attractiveness in the teaching profession

Question 27 - Can some of above mentioned initiatives be described as examples of good practice? If yes, please explain which ones (maximum 5), at which education level they take place and provide additional details and links to further information. Please also explain in which sense they can be considered good practice (their results already measured or evaluated, results of pilot projects rolled out to other areas, etc.)

Question 28 - What actions does your organisation recommend for further improvement of the status and the attractiveness of the teaching profession? Please highlight the key priorities in the list below (maximum 5)

Available options: European level, National level, Regional level

- Remuneration of teachers
- Work-life balance
- Contractual status of teachers
- Definition of a competence framework for teachers
- General promotion of the image of the profession in society and in the media
- Improving the gender balance in the profession
- Improving induction programmes and initial training
- Improving continuous training for teachers
- Increasing teacher autonomy and scope for innovation
- Other initiatives to improve the status and attractiveness in the teaching profession

Please specify the recommendations of your organisation.

Question 29 - Which of the actions below should the European social partners in education take in order to improve the status and attractiveness of the teaching profession?

- Identify and disseminate information on existing initiatives and good practices between national education system stakeholders to share the learning
- Develop recommendations on new strategies at the EU level
- Develop recommendations on new strategies for national level social partners
- Other

Please specify which actions could be taken by European social partners.