

4.1 WHO ARE THE TEACHERS?

OLDER TEACHERS AT HIGHER TEACHING LEVELS

In 2015 in the 28-member countries of the European Union teachers' ages were on average higher when the ISCED levels they were teaching in were higher. Among the 23 countries presented here, 9 had 40% of their teachers aged under 40 in ISCED 1. Only 6 countries had in the same situation in ISCED 2, and 4 countries in ISCED 3 (4.1.1). There were however big differences from country to country.

In a first group of countries (Belgium, Croatia, Luxembourg and Malta) the proportion of teachers under 40 was over 40% at each teaching level. A second group (Bulgaria, Greece, Italy, Latvia and Lithuania) had a proportion of "young" teachers under 30% for the three teaching levels. Italy stood out clearly with about 10% of teachers under 40 at each ISCED level. A third group (Finland, France, the Netherlands and Slovenia) had a concentration of older teachers at ISCED 3 (75% were over 40) and relatively young populations at ISCED levels 1 and 2 (about 40% of teachers under 40).

But even where the teaching population was ageing, the number of students did not appreciably fall. In this context, the attractiveness of the teaching profession and training seemed a particularly important issue.

A PREDOMINANTLY FEMALE PROFESSION IN EUROPE

Women were everywhere a large majority in teaching (4.1.2), except at ISCED 3 in Luxembourg where the proportion of women teachers was no more than 50%. It is noteworthy however that this proportion decreased everywhere with the ISCED teaching level. In 2015 women accounted everywhere for more than 80% of the teachers at ISCED 1 except in 4 countries (Greece, Luxembourg, Spain and Sweden), whereas they surpassed this threshold in ISCED 2 in only 3 countries (Bulgaria, Latvia and Lithuania). Only one country (Latvia) had such a largely female teaching population in ISCED 3. The differences, however, were tangible across the EU's countries: in primary-school teaching the proportion of women in the teaching ranks varied from 70% in Greece to 97% in Hungary, Lithuania and Slovenia. The differences were even greater in secondary education (from 50% in Luxembourg to 85% in Latvia).

In the Netherlands the proportion of women in ISCED 2 and 3 was especially low (52% in each case). Women were, however, more present among the young teachers, which well reflects the general increase in the employment rates of women over the past fifteen years in the country.

A LARGE MAJORITY OF TEACHERS WITH BACHELOR'S OR MASTER'S DEGREES

The purpose of the international **TALIS**^{EQ} survey (*Teaching And Learning International Survey*) is to gather declarative data on the teaching environment and the working conditions of teachers in lower secondary education schools (ISCED 2, or collèges in France). The sample for each country is comprised of at least 20 teachers working in 250 schools (public and private) as well as the leaders of these schools (lower secondary principals in France). The survey's first round took place in 2008 (with France not participating). In 2013 34 countries took part in the second round, including 24 member-countries of the OECD and 19 from the European Union. Some countries extended the survey to include teachers and principals of primary schools and upper secondary education. **ZOOM**

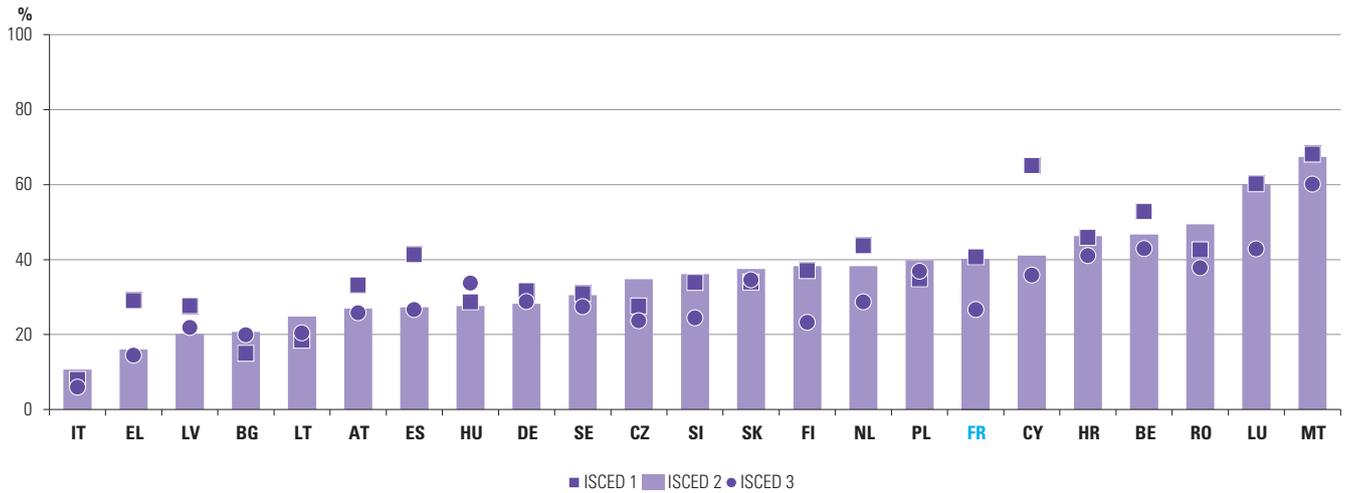
In the countries participating in the 2013 TALIS Survey for ISCED 2 an average of 96% of teachers held a bachelor's or master's degree (ISCED 5 in the 1997 nomenclature). Only 2% of the same teachers held doctorates (4.1.3). In France 97% of lower secondary teachers held bachelor's or master's degrees, and 2% held a doctorate, which placed the country very close to the TALIS average. However, in six participating countries (the Czech Republic, Estonia, Italy, the Netherlands, Spain and Sweden), there was a relatively large proportion of ISCED-2 teachers without a higher education degree.

A very high portion of teachers in Portugal stated they had an educational attainment level of ISCED 6 (12%), which corresponded to a doctorate (or equivalent) in the 1997 nomenclature (ISCED 8 in the 2011 nomenclature). This was due in part to the ranking of masters' degrees in Portugal according to methods inherited from the period prior to the 1999 Bologna Process (cf. 2.2, p. 20). ■

^{EQ} See definition p. 74.

4.1.1 Proportion of teachers that are less than 40 years old by ISCED level in 2015

↳ Eurostat, *educ_uoe_perdo1*.



Note: Data for Estonia, Portugal and the United Kingdom are constructed with different methodology and are not presented here. Data for Denmark and Ireland are not available.

4.1.2 Proportion of female teachers by ISCED level in 2015

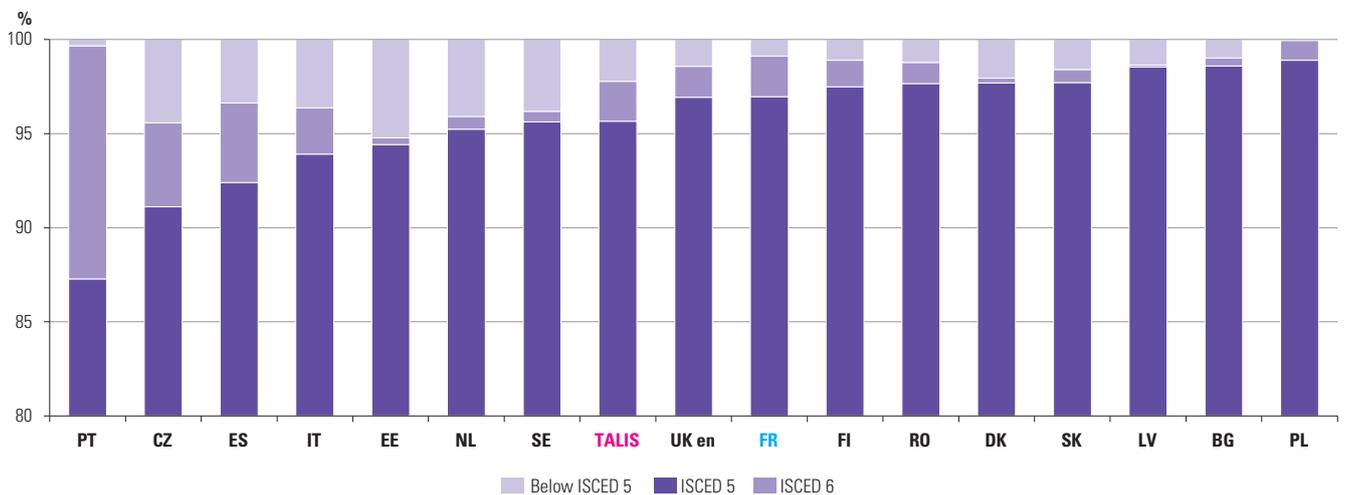
↳ Eurostat, *educ_uoe_perdo3*.



Note: Countries that are not presented in 4.1.1 are also absent here (this also stands for Czech Republic in this indicator).

4.1.3 Distribution of ISCED 2 teachers by highest level of formal education attained in 2013 (ISCED 1997)

↳ OECD, *TALIS 2013*, table 2.2.



Note: In Portugal, Master's degrees that were obtained before the Bologna Process (*cf.* 2.2) were labelled as ISCED 6 diploma in the 1997 nomenclature.

4.2 TEACHERS' WORKING CONDITIONS

EUROPEAN TEACHERS MOST PREDOMINANTLY WORK IN PUBLIC SCHOOLS

Categorising public/private is not self-evident

ZOOM

The relative weight of public or private teaching in each country is often an adjunct of the history of the relationships maintained between the State and religious institutions. Teaching given in "private schools independent of the public authorities" is not very extensive in the EU-28. Private education is most often given in "private schools that depend on the public authorities". These Eurostat categories correspond to a clear separation in France. Yet the categorising is not self-evident in certain countries. In the Netherlands, for example, the decision to reclassify private faith-oriented schools into the public sector was made in the early 2000s. The private faith-oriented schools in the Netherlands, which enrol the vast majority of students, are nearly completely funded by the State.

In 2015 in the 28 member states of the European Union teachers worked very predominantly in the public sector. Nonetheless this indicator was subject to the same methodological precautions as that of the distribution of students per type of school (cf. 2.6). The proportion of ISCED-1 teachers working in public schools was 95% or more in 8 countries, including Croatia, Finland and the Netherlands (4.2.1). The lowest proportion was found in Malta where over 30% of primary-school teachers worked in private schools.

In ISCED 2 the proportion of teachers in the private sector was slightly higher than in ISCED 1 without the average profile of countries changing (4.2.1). In Cyprus and France this difference between the two ISCED levels was 7 points. In 5 other countries (Italy, Latvia, Portugal, Romania and Slovenia) the proportion of teachers working in public schools was slightly higher in lower secondary education than in primary education.

DIVERSE WORKING TIME REGULATIONS IN ISCED 2

Three categories of teachers' working time can be subjected to regulations, i.e. total working time (most often that which is applied to all workers), the time of required presence in the

school, and finally teaching time (4.2.2). In this field there is great diversity in matters of legal or conventional standards in ISCED 2 that exist in countries: Greece, Hungary, Portugal, Scotland and Spain set definitions for the three components, whereas the other countries set regulations for two of the three at best. Greece was the only country where the time full-time teachers were supposed to spend in school was identical to their total working time. England, Estonia, Northern Ireland and Wales did not regulate the minimum teaching time. Lastly, in the countries where no document regulates teachers' total working time, teachers must be present in the school for a minimum number of hours or teach according to a regulated number of hours, or both.

Regulated teaching time (excluding overtime) was seen in many countries in the form of an interval of values defined according to different criteria, e.g. in France the volume varied from 15 to 20 weekly hours depending on the regime to which teachers were affiliated. This time was higher in Germany than in France (24- to 28-hour intervals per week). Finland's regulations were comparable to France's (from 14 to 18 hours) but also set a minimal presence time in the school (21 hours).

FEWER STUDENTS PER TEACHER IN LOWER SECONDARY EDUCATION

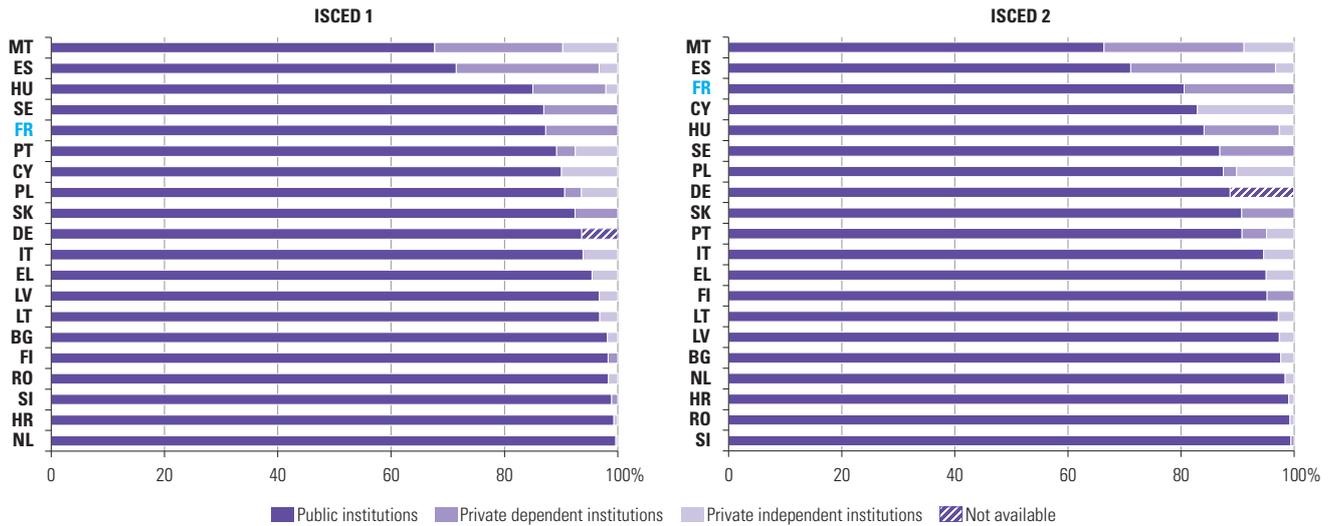
In the European Union in 2015 the **ratio of students to teaching staff**[□] was less in ISCED 2 than in the other educational levels (4.2.3). Indeed on average in the 22 European Union members of the OECD the ratio was 11 students per teacher in ISCED 2, whereas it was 14 students in ISCED 1 and 12 students in ISCED 3. This average, however, hid numerous national disparities, and two country groups diverged from the rule.

The first group (Italy, Hungary and Luxembourg) was typified by a ratio that was relatively low and nearly identical for each ISCED level. The second group (France and Spain) was defined by a student/teacher ratio that systematically decreased when the educational level increased. Moreover France had the highest ratio in ISCED 1 among the countries presented here (19 students per teacher, the same as the Czech Republic). The fairly low ratio in ISCED 3, moreover, was explained by the large number of options in general and technological education and by the constraints connected to workshop training in vocational education. ■

[□] See definition p. 74.

4.2.1 Distribution of ISCED 1 and ISCED 2 teachers by type of institution in 2015

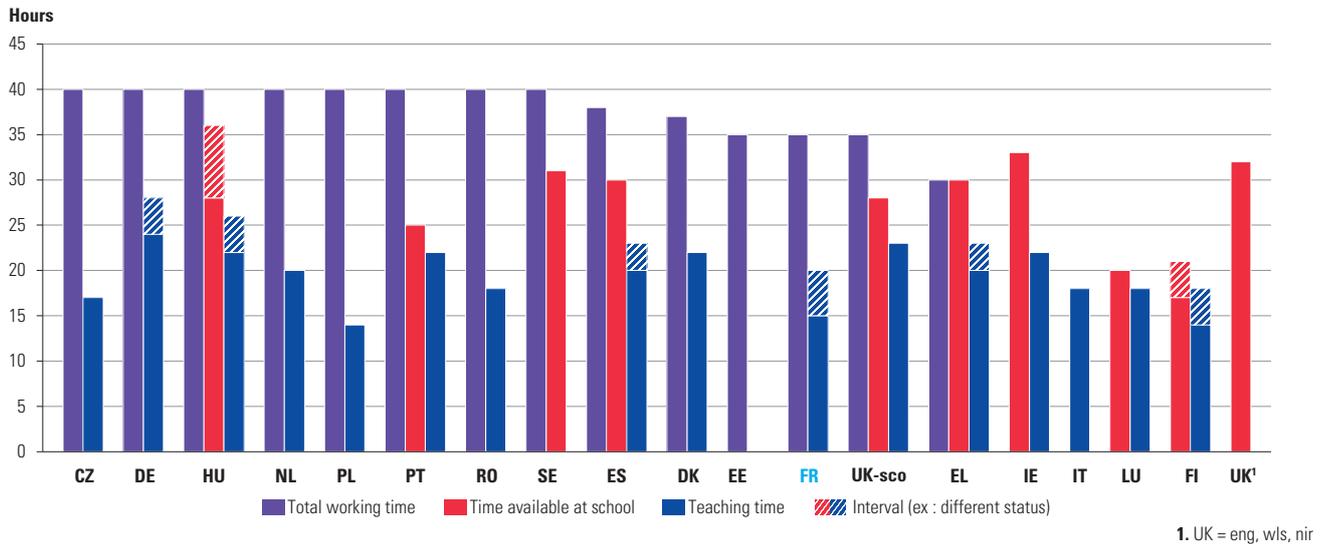
↳ Eurostat, *educ_uoe_perp02*.



Note: Data for the different categories of private institutions are not available in Germany.

4.2.2 Official definitions of the weekly workload in hours of full-time ISCED 2 teachers according to central regulations in 2013/2014

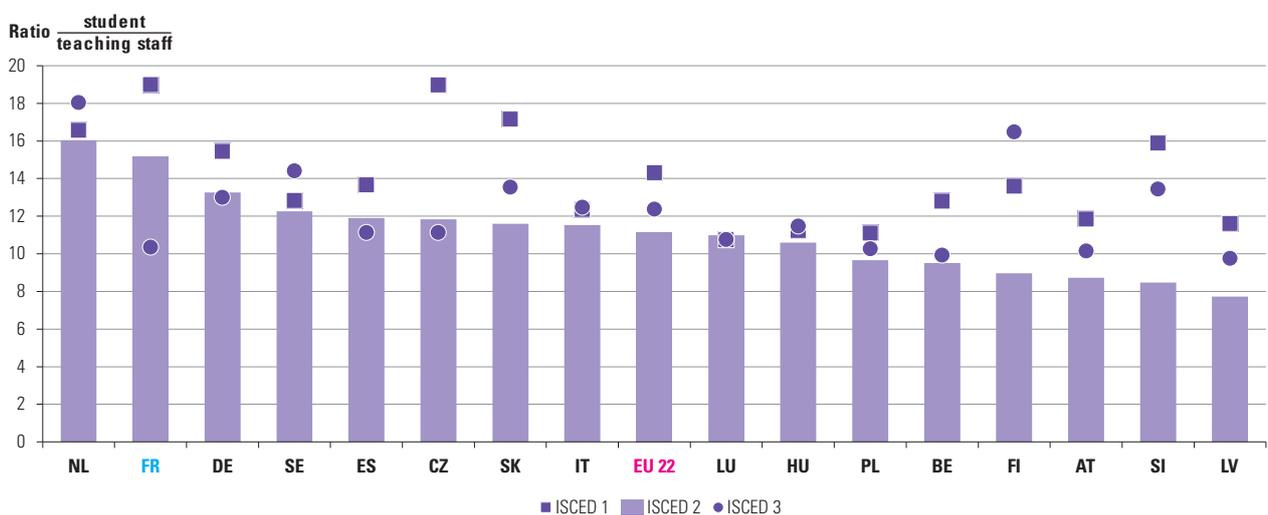
↳ Eurydice, *The teaching profession in Europe*, fig. 1.7.



Note: In France, the minimal teaching time is the one of the "agrégés" teachers (15 hours), while they only represent 5% of ISCED 2 teachers in 2014. The maximal teaching time is the one of certified P.E. teachers (20 hours).

4.2.3 Ratio of students to teaching staff in educational institutions by ISCED level in 2015

↳ OECD, *EAG 2017*, table D2.2.



4.3 TEACHERS' SALARIES

HIGHLY CONTRASTING STATUTORY SALARIES IN THE EUROPEAN UNION

Statutory salaries and actual salaries according to the OECD ZOOM

The OECD estimates the statutory remuneration based on the most representative teacher at the ISCED level 2. It describes the basic gross salary including universal bonuses (maintenance allowances, etc.) of a full-time teacher at different teaching levels to whom a certain seniority is attributed. The typical qualification corresponds to the level of degree attained or to the most frequently observed teacher status (in France: a qualified lower secondary or upper secondary teacher). In contrast, the maximal qualification level corresponds to the level of degree attained or to the highest teacher status (in France, the *agrégé*). In the past few years the OECD has also gathered data for teachers' actual salaries. In France this data gathering relies on the INSEE's information system about public service personnel (SIASP). Contrary to the statutory salary indicator, the actual salary indicator takes into account all remuneration received (overtime and bonuses). Salaries are expressed in **purchasing power parity**[□] (PPP).

In 2015 ISCED 2 teachers in the 22 European Union member-states of the OECD had starting salary levels above 30,000 USD PPP (4.3.1) in eleven countries, including Luxembourg (where the salary was 80,000 USD PPPs), Denmark, France, Germany, the Netherlands and Spain, whereas salaries were under 20,000 USD PPPs in six other countries (including Greece, Hungary and Poland). The differences between start and end of "career" salaries also varied: they are seen here at their theoretical maximum (qualification or status differing between the start and end of career). Although it is suitable to retain the differences of remuneration levels between countries, 2 country groups emerged: the first (Denmark, Finland and Germany) with an overall increase of under 50% over the whole career, and the second (Austria, England and France) with teachers' statutory salaries more than doubling over a career.

Across the countries there was an observable, highly differentiated evolution of salaries over a career. There were three big groups. The first, that of the average of the 22 EU-member countries of the OECD, saw a relatively linear rise of ISCED-2 teachers' statutory salaries. This profile was seen in England, Italy and Luxembourg. The second group, including Denmark, Germany, the Netherlands and Poland, was defined by a very clear rise in statutory salaries at the start of career, then near stagnation once the threshold of 15 years of experience was reached. Lastly, the third group – Finland, France and Spain – was typified by a low rise in statutory salaries at the start of a teaching career, followed by a very clear rise by the end.

[□] See definition p. 74.

THE IMPACT OF THE ECONOMIC CRISIS ON STATUTORY SALARIES

Observed between 2005 and 2015, the average statutory salaries of ISCED-2 level teachers of the 22 EU member-countries of the OECD initially saw a slight rise in salaries between 2005 and 2010, then a slight dip between 2010 and 2015 because of budgetary adjustments made following the financial crisis (4.3.2). Yet this change in the average was not seen in all European countries. Whilst certain countries saw especially large decreasing adjustments between 2005 and 2015 (in particular Greece), others (Latvia and Poland) saw tangible increases in teachers' statutory salaries over the same period. 4 countries – Germany, Latvia, Luxembourg and Poland – saw their statutory salaries rise over the two sub-periods considered. The ISCED-2 teachers' statutory salaries in France, Italy and Scotland remained stable over the two sub-periods.

HIGHER SALARIES IN SECONDARY EDUCATION

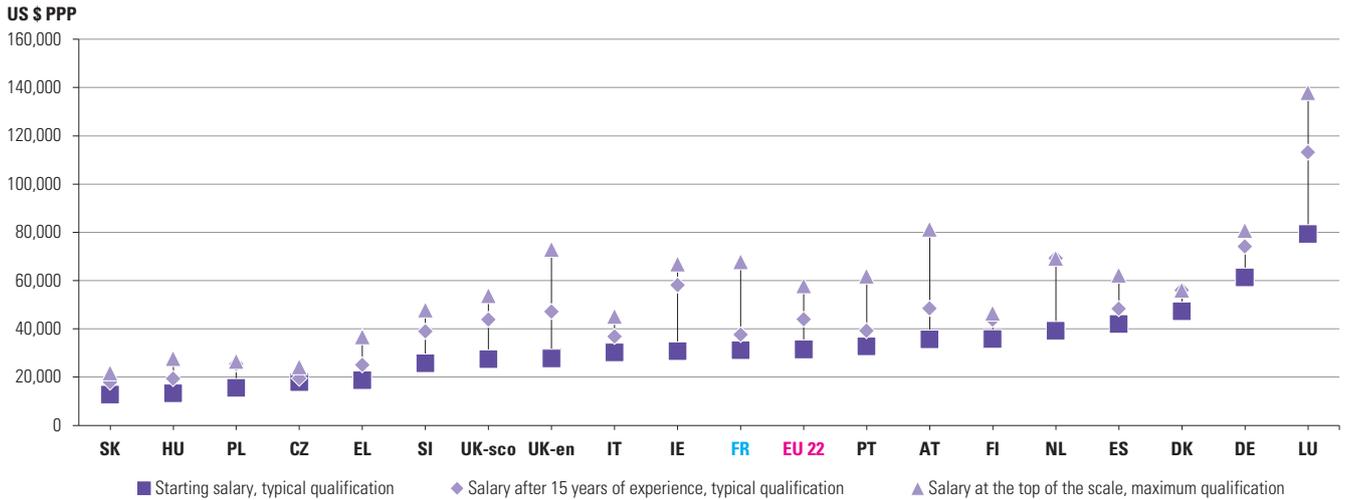
The actual salaries of teachers from 25 to 64 years old were on average higher in secondary education than in primary education. In 2015 on average in the 22 countries of the EU-28 member countries of the OECD, the average gross annual actual salaries of ISCED-3 teachers was 47,150 USD PPPs, whereas ISCED-1 teachers earned 41,310 USD PPPs (4.3.3).

In Germany and the Netherlands teachers' actual salaries were among the highest in the European Union on all educational levels. For German ISCED-3 level teachers the salary was over 70,000 USD PPPs. In France the actual salary was very close to the average of the OECD countries for teachers in the 3 ISCED levels. However it was less than the average at ISCED 1, whilst it was higher in secondary education, in particular in ISCED 3. Lastly, Estonia had identical actual salaries for the three ISCED levels (22,070 USD PPPs), tangibly lower than the average at all these levels.

On average of the 22 EU-member countries of the OECD, it was above all primary-level teachers who faced unattractive salaries when compared to the salaries of other people in employment with a higher-education degree. It is worth remembering, however, that average salaries per country were sensitive to the structure of the teaching populations. So, for example, the large portion of elderly teachers in Germany pulled the actual salary upwards. ■

4.3.1 ISCED 2 teachers' (between 25 and 64 years old) statutory salaries according to their status and seniority in 2015

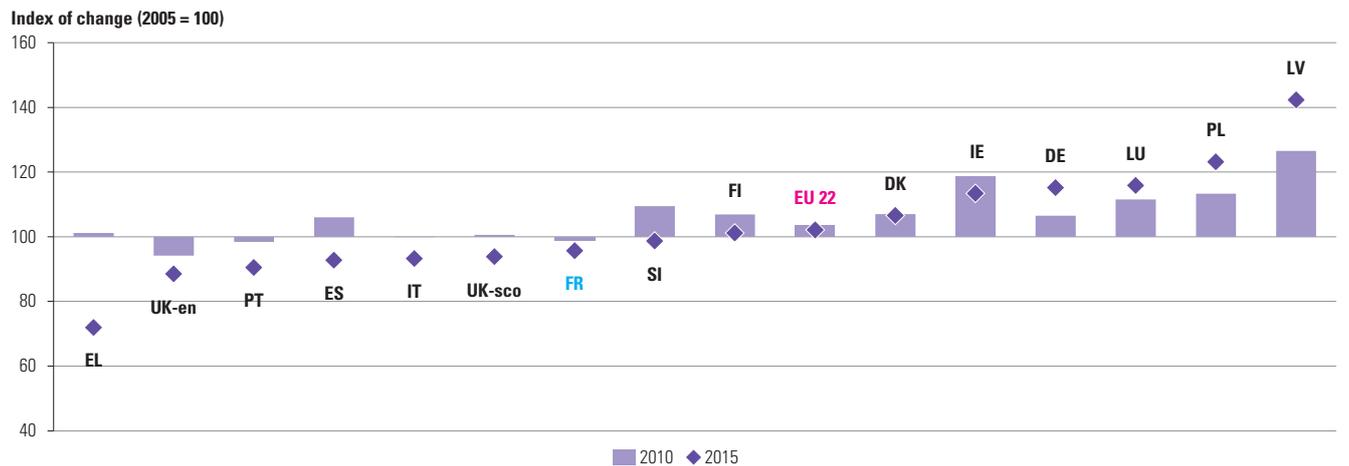
OECD, EAG 2017, table D3.1a et table D3.6.



Note: In France, the typical qualification is the "certified" status, and the maximal qualification is the "agrégé" status. Sweden is absent because there is no statutory salary.

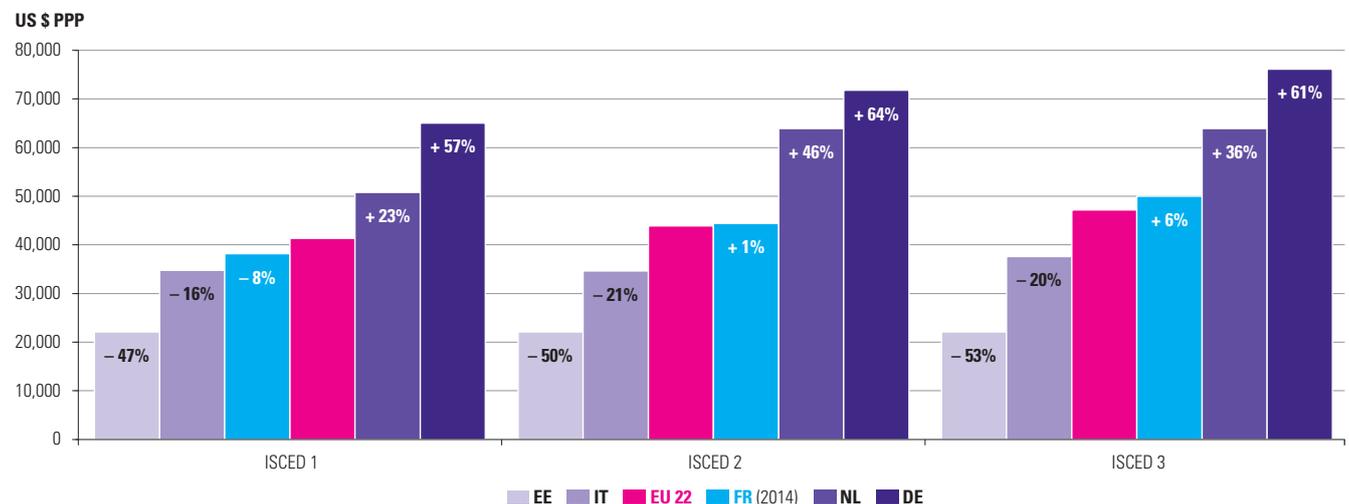
4.3.2 ISCED 2 teachers with a typical qualification (between 25 and 64 years old) statutory salaries' evolution in 2005, 2010 in 2015

OECD, EAG 2017, table D3.5a.



4.3.3 Public institutions teachers' (between 25 and 64 years old) gross annual actual salary by ISCED level in

OECD, EAG 2017, table D3.4.



Note: In 2015, in Estonia, ISCED 1 teachers receive an actual salary of 22,066 US \$ PPP, 47% below OECD average. France data's year of reference is 2014.

4.4 INITIAL TRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS

DIVERSE REGULATIONS FOR THE INITIAL EDUCATION OF TEACHERS

Graph 4.4.1 shows the requirements by central regulations supervising the initial education of future teachers in the European Union. In 15 EU countries, including France (from 2009), Germany, Italy and Spain, an initial education level of a master's (ISCED 7 in the 2011 nomenclature) is required. There are two initial education systems that exist in the EU: in the first case, future teachers follow a route with a professional aim from the start of their higher education (the concurrent system); in the second system they begin with academic studies in a subject, and then specialise as teachers (the consecutive system). The concurrent system predominates in the EU 28, with 21 countries adopting it (including Finland, Germany, the Netherlands and Poland). Note that in some countries the two systems may coexist (Austria, Finland, the Netherlands and Poland); in this case the graph indicates which of the two systems predominates.

In 24 countries of the EU 28 initial ISCED-2 teacher education lasts from 4 to 5 years. If we take into account only the predominant or single systems in each country, Italy and Luxembourg are the only ones where the duration of initial education is greater than 5 years. It lasts less than 4 years only in Austria and Romania. Estonia, France, Portugal and Spain share the same initial education profile, i.e. the consecutive system at the master's level. In the Netherlands the degree level attained at the end of initial education has an impact on the teaching level of future teachers: a bachelor's degree is enough to teach in ISCED 2, but a master's degree is required for ISCED 3. In Austria a master's degree is required for teaching in the general secondary education, whereas a bachelor's degree is enough to teach in the vocational secondary education.

PROFESSIONAL DEVELOPMENT IS NOT COMPULSORY FOR ALL TEACHERS IN EUROPE

Graph 4.4.2 shows the status of professional development for ISCED-2 teachers in the central regulations of the EU-28 countries. Three overall systems are differentiated: compulsory professional development with an annual minimum education time for teachers as defined in official documents; the "professional duty", for which a regulatory obligation exists, but without a defined annual hourly quota; and professional development considered as optional. The graph adds an additional dimension to these systems, i.e. the connection between professional development and the career advancement of teachers (promotion or salary rises).

In 22 countries of the EU 28 professional development is compulsory whether or not its annual duration is defined. Regulatory obligations with their duration defined in official documents is a system particularly seen in the central-European countries (Austria, Bulgaria and Slovenia), as well as in the Baltic countries and Portugal. The "professional duty" system is most often seen in EU countries such as England, Finland, Germany and Italy. Only 6 of the EU's countries consider professional development as optional: including Greece, the Netherlands and Sweden. In France, professional development is considered optional even if it may help ISCED-2 teachers advance their careers.

A MAJORITY OF TEACHERS PARTICIPATE IN PROFESSIONAL DEVELOPMENT

Participation in development: what measure?

ZOOM

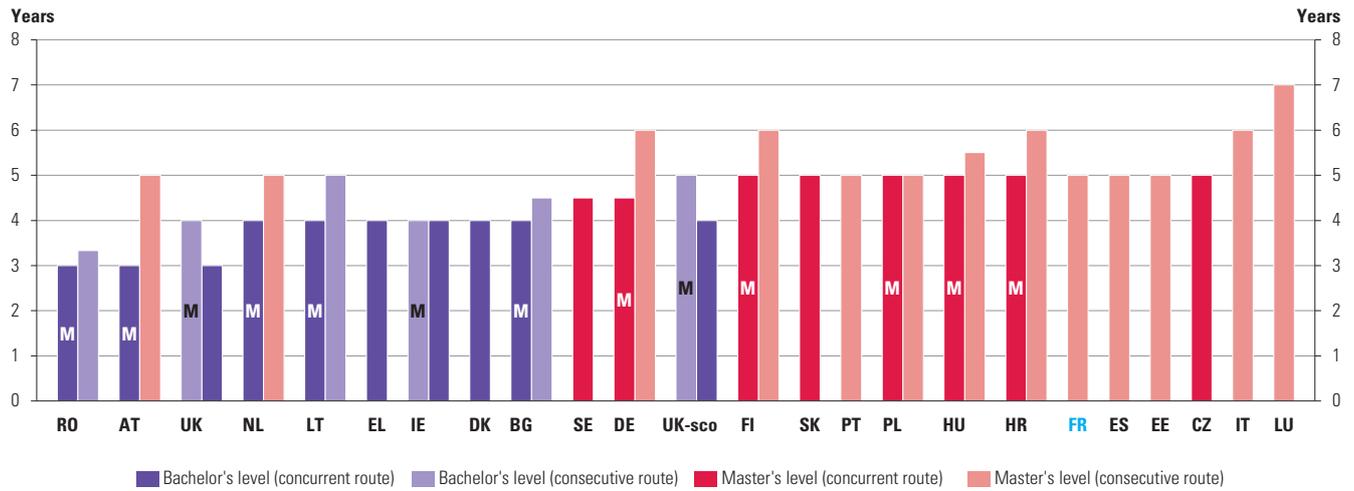
The OECD **TALIS 2013** survey shows the rates of participation of teachers in professional development over the previous twelve months, based on several activity categories, i.e. courses and workshops on subjects taught or teaching methods; education conferences or seminars; visits to other schools; qualification programmes leading to a degree, etc. These various development categories are not mutually exclusive.

In all the countries taking part in TALIS 2013 the participation rates of ISCED-2 teachers in professional development courses or workshops, containing subjects taught and teaching methods over the 12 previous months was 72% (4.4.3). Among the EU countries taking part in the survey, the lowest rate of participation in professional development courses and workshops was in Slovakia at 39%. Only Estonia, Latvia and Poland saw teacher participation rates higher than 80%. The average duration of these courses and workshops was 8 days. Portugal, Romania and Spain were exceptions, however, with durations of 12, 22 and 18 days respectively. In England and Finland ISCED-2 teachers stated they had attended courses that lasted 3 days or less.

Lastly in all countries participating in TALIS 2013 the two fields in which teachers felt where their greatest needs arose were teaching students with special needs (22% of the teachers) and the use of ICT for classroom teaching (19%). The percentages in France of teachers responding to each of these fields were 27% and 25% respectively. ■

4.4.1 Minimum level and total duration of initial teacher education required to teach at ISCED 2 level according to central regulation in 2013/2014

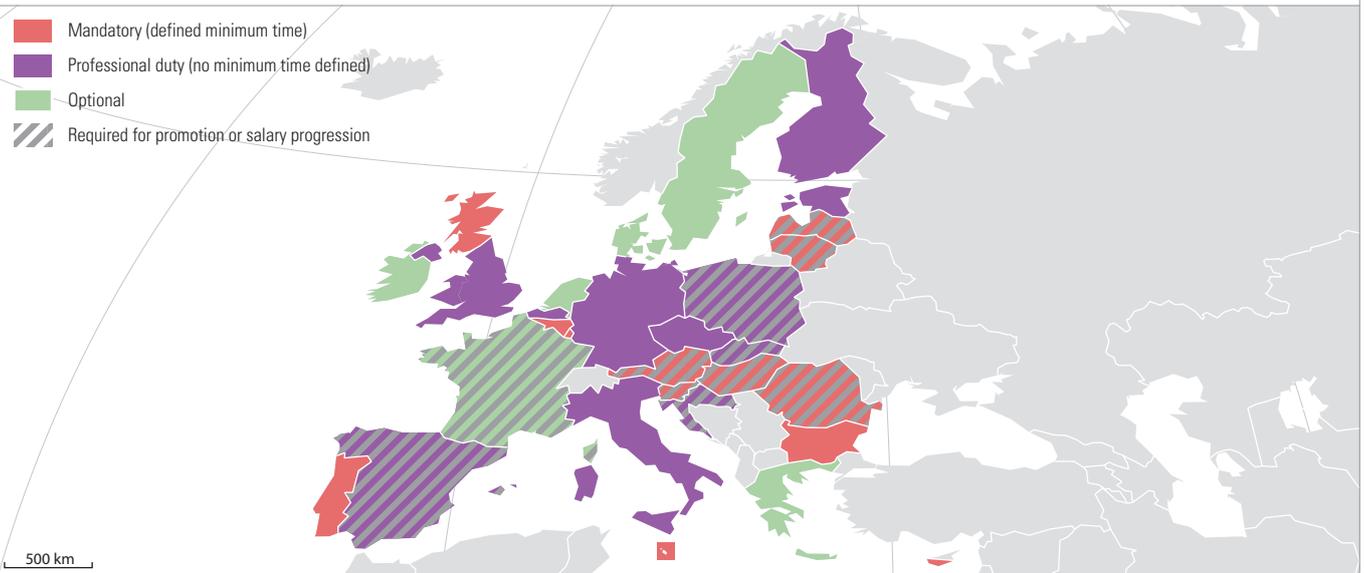
↳ Eurydice, *Teaching profession in Europe*, fig. 2.1.



Note : Bars with a "M" written on them represent the predominant initial teacher education system when more than one system exists in a country.

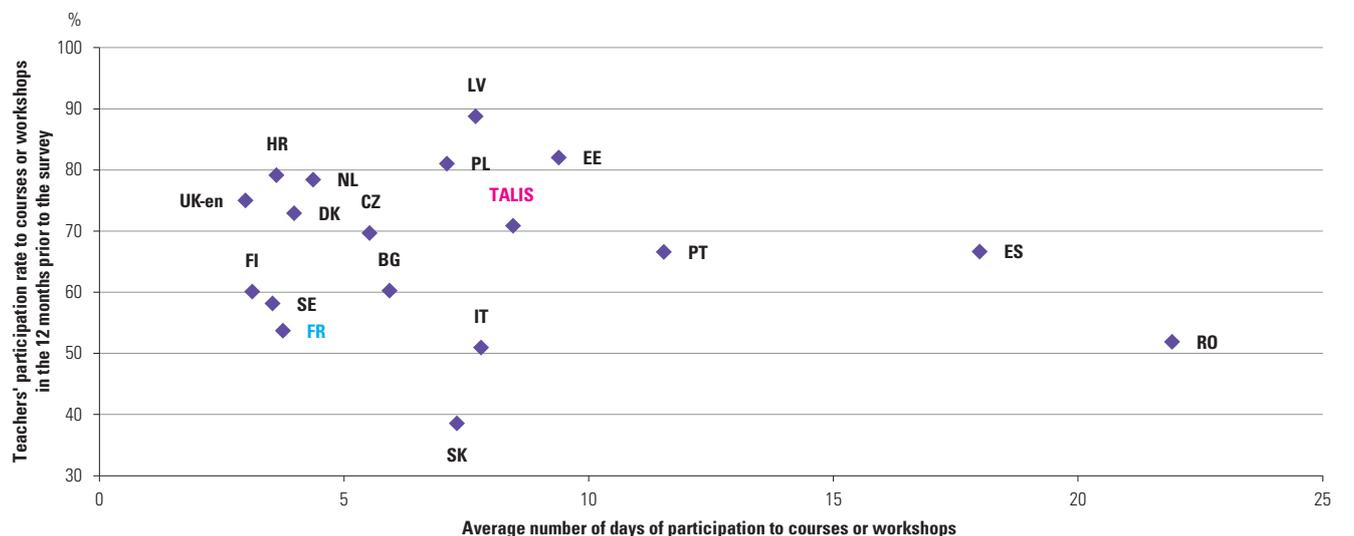
4.4.2 Status of CPD for teachers in ISCED 2 according to top-level authority regulations, 2016/2017

↳ Eurydice, *Teaching careers in Europe*, fig. 3.4, 2018.



4.4.3 ISCED 2 teachers' participation rates and average number of days spent in professional development in the form of courses or workshops in 2013

↳ OECD, *TALIS 2013*, table 4.9 et table 4.9 web.



4.5 PERCEPTION OF THE TEACHING PROFESSION AND ITS IMAGE IN SOCIETY

A PROFESSION LEAVING LITTLE ROOM FOR COLLABORATIVE WORK

The data of the TALIS[□] 2013 survey were based on statements by ISCED-2 teachers concerning the real conditions of exercising their profession and on their perceptions of its various dimensions. The survey showed that teaching in numerous countries was seen as a rather solitary profession. On average over 40% of teachers reported they never participated in professional collaborative activities consisting in observing the classroom work of other teachers or teaching a course as a team (4.5.1). This percentage was especially high in France and Spain: 87% and 78% for the first activity and 69% and 63% for the second respectively. Collaborative courses also seemed very rare in Bulgaria and the Netherlands. At the other end of the range are the countries where few teachers reported never observing their colleagues in class, but a good proportion of them reported never teaching together (England, Latvia, Poland and Romania).

Participation in professional development or in activities organised for several classes and age groups (projects, etc.) gave rise more often to collaboration between teaching colleagues. The respondents who reported never participating in these activities were on average only about 20%. There was nonetheless a diversity of situations across the countries. Although France was close to this TALIS average for both activities, such was not the case in Spain, which had a high proportion of teachers who never participated in activities organised collectively for several classes or age groups. In Finland, and even more in Slovakia, a large number of teachers never participated in group professional development.

A LARGE PORTION OF TEACHERS WORKING IN DISADVANTAGED SCHOOLS HAD LESS THAN 5 YEARS OF EXPERIENCE

The TALIS 2013 survey identified several kinds of institutional difficulties faced by teachers, i.e. a concentration of students from disadvantaged social backgrounds, students that had a mother tongue different from that used for teaching or students with special needs (disabilities, precocious students, etc.). Students

with special needs were too diverse a group to be presented here. Graph 4.5.2 only shows the first two indicators in the 15 EU countries participating in TALIS 2013 for which the data were statistically significant. It is important to know if the teachers who taught in these schools possessed enough experience to handle the student populations concerned in the best possible way.

TALIS 2013 made it possible to partially answer this question. Of the teachers working in ISCED-2 schools with over 30% of students from disadvantaged backgrounds, 20% on average had 5 years or less of experience. Also of the teachers working in ISCED-2 schools with more than 10% non-native speakers, 19% had 5 years of experience or less. This average, however, did not make it possible to see the disparity in national situations. Take the cases of Croatia, Romania and the United Kingdom, for example, where new teachers were over-represented in these schools. In contrast relatively inexperienced teachers in Bulgaria, Italy, Latvia and Spain were under-represented in these schools. France, with less than 15% of new teachers in schools faced with these difficulties, stood in a relatively advantageous position.

TEACHERS SAID THEY WERE BOTH SATISFIED WITH THEIR PROFESSION YET LITTLE VALUED BY SOCIETY

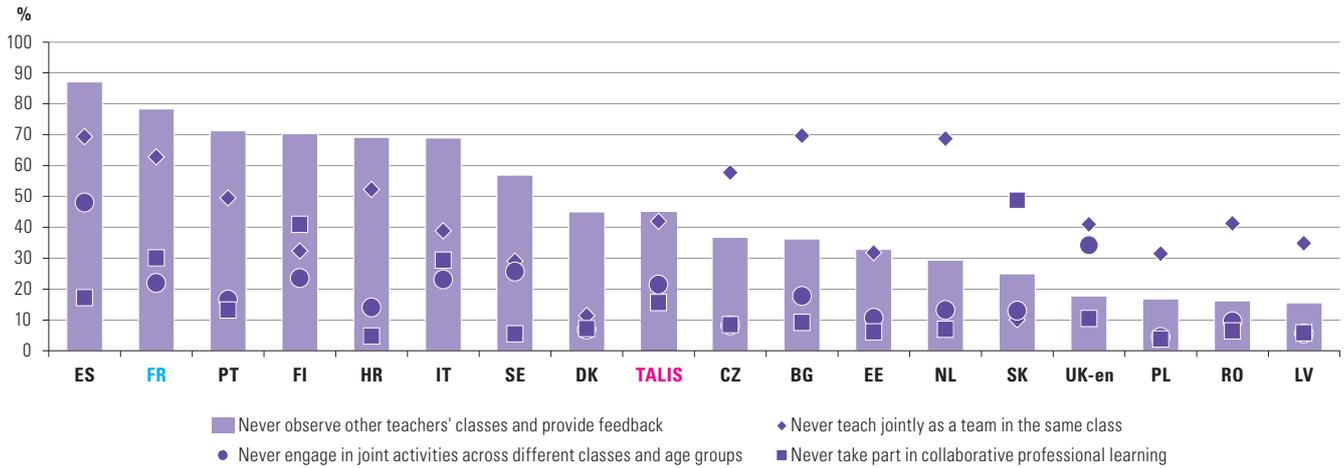
The TALIS 2013 highlighted an apparent paradox. On the one hand a majority of teachers reported that they were satisfied with their profession. In all of the countries participating in the survey 91% of ISCED-2 teachers said they were satisfied (4.5.3). On the other hand only 31% said they had the feeling that the teaching profession was valued by society.

In 13 European countries among the 18 participating in the survey, over 90% of their teachers said they were satisfied with their profession. This was the case for Estonia, Finland, Italy and Spain with the minimal value being seen in England (82%). Simultaneously in more than half of the countries (including France and, once again, Estonia, Italy and Spain), 15% at most of the teachers felt that society valued their profession. This feeling of value was more highly developed in Finland (59%) and the Netherlands (40%), whereas it was especially low in France (5%), Slovakia (4%) and Sweden (5%). ■

[□] See definition p. 74.

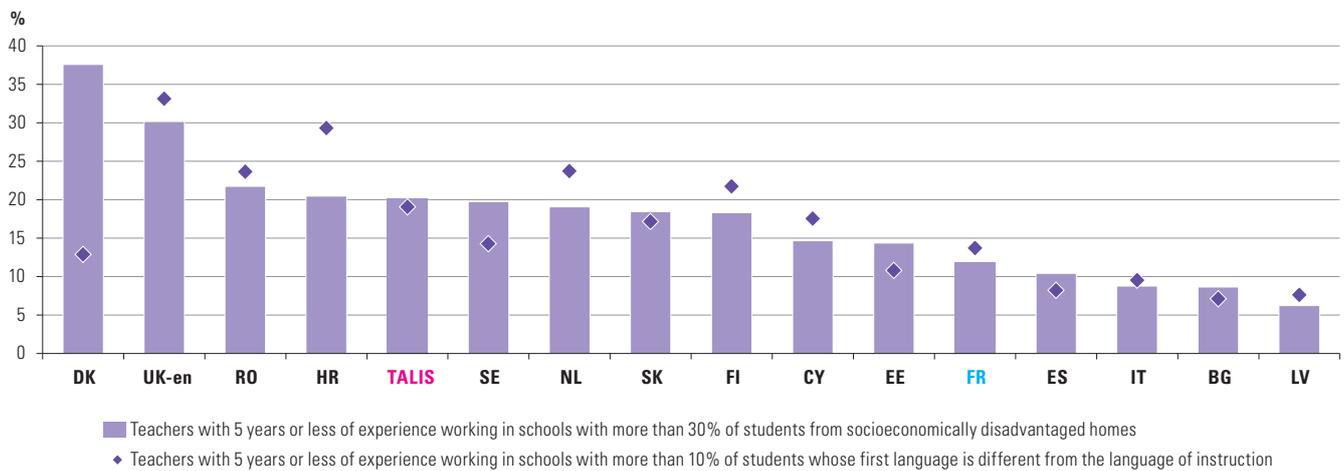
4.5.1 Percentage of teachers who report never doing the following activities in ISCED 2 in 2013

OECD, TALIS 2013, table 6.15.



4.5.2 Proportion of teachers with 5 years or less of experience working ISCED 2 institutions that concentrate difficulties in 2013

OECD, TALIS 2013, table 2.11.



Note: In France, among the teachers that work in ISCED 2 schools where 30% or more of pupils come from socioeconomically disadvantaged households, 12% have 5 years or less of experience (88% have more than 5 years of experience). In the same country, among the teachers that work in ISCED 2 schools where 10% or more of pupils whose first language is different from the language of education, 14% have 5 years or less of experience (86% have more than 5 years of experience).

4.5.3 Teachers' job satisfaction and how teachers think their profession is valued in society in 2013

OECD, TALIS 2013.

