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ETUCE ACTION AND CAMPAIGN FRAMEWORK ON THE ECONOMIC CRISIS

Analysis of a mini-survey

**on the impact of the economic crisis on teacher education
in the European Union**



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Introduction

ETUCE initiated a mini-survey to map out whether and to what extent the recent economic and financial crisis has affected teacher education. With this survey, ETUCE intends to support a new policy package of the European Commission on skills to be issues in the autumn of 2012, and its recommendations on the teaching profession. We consider it essential that the text of the policy paper of the European Commission refers to the effect of the crisis on the teaching profession, especially on the education of teachers, based on these survey results.

The survey intended to investigate whether the economic and financial crisis has affected teacher education in three fields:

1. Initial education of teachers
2. Induction phase of teachers
3. Professional development of teachers

31 teacher trade unions, covering the sectors of early childhood education, primary education, secondary education, vocational education and training and higher education, representing 15 EU and 2 non-EU countries, replied to the mini-survey between 15 June and 11 July 2012.

By “effect/impact of the crisis” we mean: any economic and financial constraints that have occurred in the country since 2008 and that affect education, and therefore teachers; or any educational reforms since 2008, implying budgetary constraints in the education sector, and therefore affected teachers negatively.

The charts/tables show mostly percentages of answers presented by countries (where the responding teacher trade union(s) represents teachers in different education sectors and gave the same answers, or where the teacher trade union represents all education sectors), and presented by education sectors of countries (where the teacher trade unions represent teachers in different sectors in a given country and they provided different answers).

The tables include replies from EU-countries, while the answers of the two respondents from non EU-countries (Russia and Ukraine) are placed after the charts/tables.

Executive summary

The impact of the crisis on teacher education varies across the Member States covered in the survey. In general, all countries have experienced side effects of the crisis on teacher education.

Initial education of teachers

More than half of the teacher trade unions in EU Member States participating in the survey replied that the initial teacher education is state-financed, therefore cuts in public budget have negative impact on initial 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 Latvia cuts in state subsidies have been as high as 50%, and some respondents (Austria, Italy, Lithuania, Romania, and the UK) report that their governments plan to reduce the budget for initial teacher education further in the coming years.

In some countries, for example in France, Sweden, Italy and the UK, the length of the teacher education has been shortened since 2008. In France, Lithuania and in the UK the comprehensiveness of curricula has been narrowed, resulting in less theoretical teaching.

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. This has also affected an increase in working hours (in Belgium, in the occupied area of Cyprus, in Germany, Latvia and in the UK) and bigger class sizes at the faculties (in Cyprus, Germany, Denmark, Lithuania and Romania). Cuts in wages (up to 25% in Greece, Latvia and Romania), in pensions (in France, Greece, Lithuania and the UK), and in allowances (in Cyprus, Greece, Italy, Lithuania and Romania) have been implemented for teacher educators. Wages have been frozen for teacher educators since 2008, 2009, and from 2010 in Italy, in the Netherlands, in Romania, Lithuania, Cyprus, France and in the UK. Looking at how these incidents have affected the teacher educators, some report that teacher educators have left their jobs to take up another profession (for instance in Denmark, France and Romania) or have chosen early retirement (in Belgium, in the occupied area of Cyprus, in Greece, in the Netherlands and in Sweden).

Induction phase of teachers

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. Furthermore, cuts in financial support to novice teachers in the induction phase have also occurred in the occupied area of Cyprus, in Greece and in France, with cuts ranging between 40-100%. Teacher trade unions in Italy, the UK, Germany, the Netherlands and the occupied area of Cyprus have reacted to these cuts offering online professional trainings and/or professional guidance on their websites for novice teachers.

Professional development of teachers

According to the survey results professional development of teachers is not compulsory in half of the respondent EU countries covered in this survey. It is nevertheless important in order to maintain high teaching standards and to give teachers the opportunity to keep up-to-date. Professional development of teachers is mostly organised by teacher education colleges, universities or teacher trade unions, and it is often paid for by the state or regional institutions. 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). More training institutions have been privatised or the training is now offered by public-private partnerships, for example by private organisations that give advice on learning systems, or private institutions where teachers can take master degrees. 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. As a result, teacher trade unions in most EU Member States covered by the survey have arranged online professional development trainings as well as professional development conferences for teachers.

Based on the survey it is clear that the economic crisis has had a negative impact on teacher education. In order to recover from the crisis, it is crucial that governments maintain public investment in high quality education for all, especially in sustainable high quality teacher education.

List of country abbreviations and respondent trade unions used throughout the survey

COUNTRY	ABBREVIATIONS	Respondent trade unions	
Austria	AT	GOED-Lehrer	Representing teachers in primary, lower secondary, upper-secondary education and in VET.
Belgium	BE	ACOD-Onderwijs	Representing teachers in all educational sectors.
		COC	Representing teachers in all educational sectors.
Cyprus	CY	OELMEK	Representing teachers in lower secondary and upper secondary education. Here also referred to as <i>CY - secondary education</i> .
		OLTEK	Representing teachers in upper secondary education and in VET. Here also referred to as <i>CY - upper-secondary education and VET</i> .
		POED	Representing teachers in early childhood education (ECE) and in primary education. Here also referred to as <i>CY - ECE and primary education</i> .
Denmark	DK	KTOS	Representing teachers in early childhood education (ECE), in primary and in higher education in the Occupied Area of Cyprus. Here also referred to as <i>CY-OA</i> .
		DLF	Representing teachers in primary and lower secondary education.
France	FR		Here the sectors are referred to as <i>FR-ECE and primary</i> and <i>FR-secondary education</i> .
		SNES	Representing teachers in lower secondary and upper secondary education.
		SNUipp-FSU	Representing teachers in early childhood education (ECE) and in primary education.
		UNSA EDUCATION	Representing teachers in early childhood education (ECE), in primary, in lower secondary and upper secondary education.

Germany	DE	VBE	Representing teachers in early childhood education (ECE), in primary education, in lower secondary, upper secondary education and in VET.
Greece	GR	OLME	Representing teachers in lower secondary, upper secondary education and in VET.
Italy	IT	UIL Scuola CISI Scuola FLC CGIL	Here the sectors are referred to as <i>IT ECE and primary education</i> and <i>IT – secondary education and VET</i> The three trade unions represent teachers in all educational sectors.
Latvia	LV	LIZDA	Representing teachers in all educational sectors.
Lithuania	LT	FLESTU	Representing teachers in all educational sectors.
Netherlands	NL	AOb - CNVO	Here the sectors are referred to as <i>NL-primary, NL-lower-secondary, NL-upper-secondary, NL-VET</i> Representing teachers in primary education, in lower secondary, upper secondary education and in VET.
Poland	PL	SKOİW NSZZ SOLIDARNOSC	Representing teachers in early childhood education (ECE), in primary education, in lower secondary, upper secondary education and in VET.
Romania	RO	Alma Mater	Representing teachers in higher education. Here referred to as <i>RO-higher education</i> .
Russia	RU	ESEUR	Representing teachers in all educational sectors.
Sweden	SE	Lärarförbundet	Representing teachers in all educational sectors.
UK	UK	NASUWT NUT	Representing teachers in all educational sectors except of higher education.
Ukraine	UA	STESU	Representing teachers in all educational sectors except of higher education.

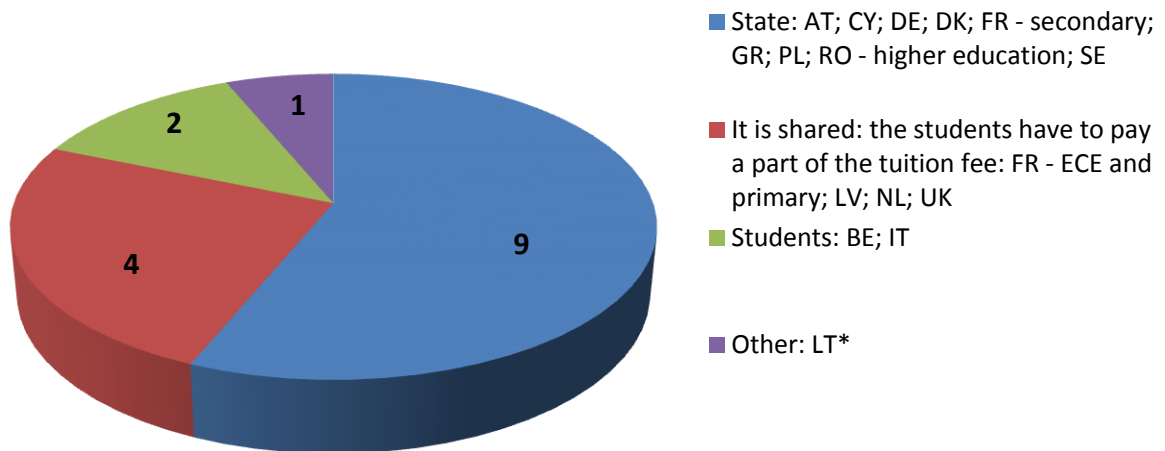
1. Initial education

What kind of system does your country have for teachers' initial education?		
<p>Concurrent system: pedagogical and subject-matter (content knowledge) training take place at the same time</p>	<p>AT: primary and secondary education; BE: primary and secondary education 1st grade; CY-OA; CY - ECE and primary education; DK; GR; IT; LT; NL: primary and lower secondary education; PL</p>	<p>10</p>
<p>Consecutive system: pedagogical and teacher training are accessible after having completed another degree in a discipline taught in school.</p>	<p>BE: secondary education 3rd grade, VET, HE (pending on institutional policy); CY: upper-secondary education and VET; RO: higher education</p>	<p>3</p>
<p>Both systems:</p>	<p>BE: secondary education 2nd grade; CY: secondary education; DE : primary and lower secondary education; FR: ECE, primary and secondary education; LV; NL: upper-secondary education and VET; SE; UK</p>	<p>8</p>

Russia has a concurrent system, and *Ukraine* has both systems.

Who pays for initial education of the teachers in your country?

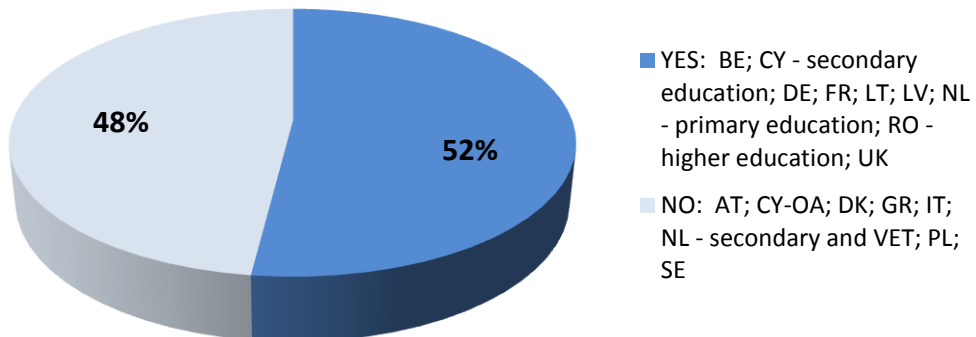
(numbers of responses according to EU countries and educational sectors)



**Lithuania*: "Every year the Seimas allocates money from the state budget to state funded higher (also pedagogical) education institutions. These allocations relate to respective programmes and the results of assessment of activities in a particular higher education institution. A person whose studies are state funded can lose the funding after the first two years of studies and in the case of part-time studies, if his or hers grade point average, during a respective period, is more than 20% points lower than the grade point average of the person's fellow students in the same period. A person who loses state funding must pay a tuition fee determined by a higher education institution. A person, whose study results are better, shall overtake his /her state-funded student place. A student has to pay tuition fee when he/she studies in a university or faculty, which is not funded by the state and which the student chooses of his/her own accord (or where he/she has not achieved a state-financed place). Programmes of all study cycles offer state-financed and self-financed places. A higher education institution determines the general number of student places and the cost of studies in student places, which are not funded by the state, according to study fields or study programme groups. Therefore, study costs vary between higher education institutions, even though the programmes are more or less the same."

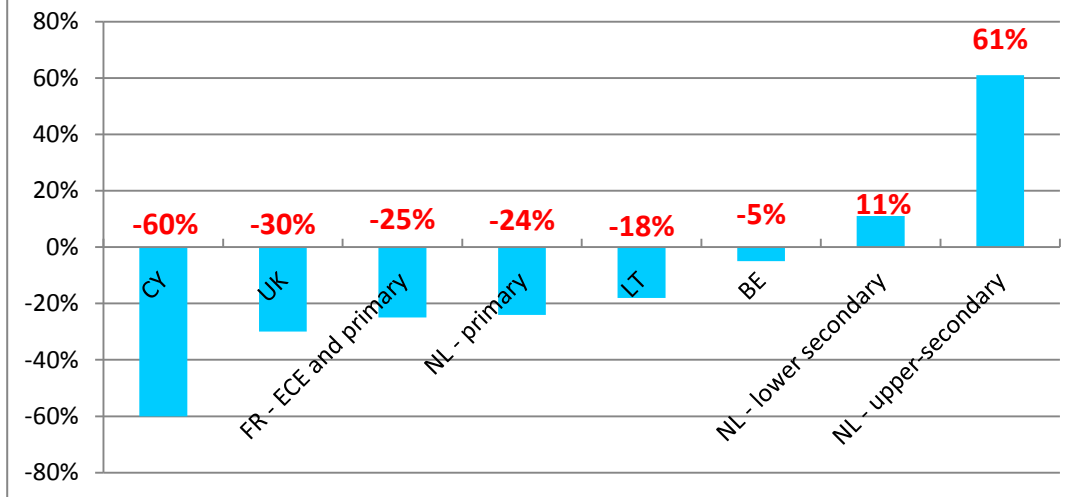
In *Russia* and in *Ukraine* the fee is shared.

Has the **number of enrolment** in initial teacher education institutions / faculties decreased since 2008? (percentage of responses of EU-countries and sectors)



The number of enrolment in initial teacher education institutions / faculties decreased in *Ukraine*, but has not decreased in *Russia*.

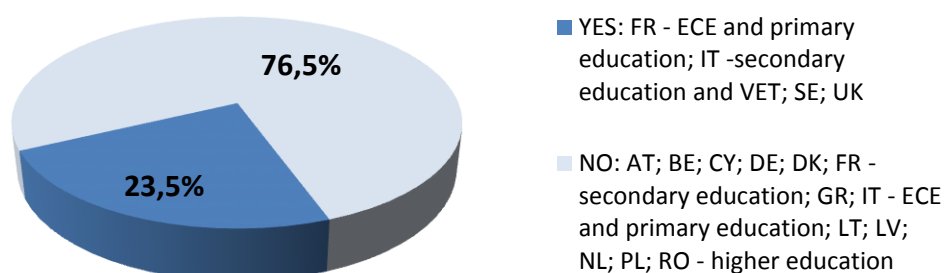
To what extent has the number of enrolment in initial teacher education institutions / faculties changed since 2008?



In *Ukraine* enrolment in initial teacher education decreased by 7%.

Has the **length** of initial education of teachers been shortened since 2008?

(percentage of responses according to EU countries and education sectors)



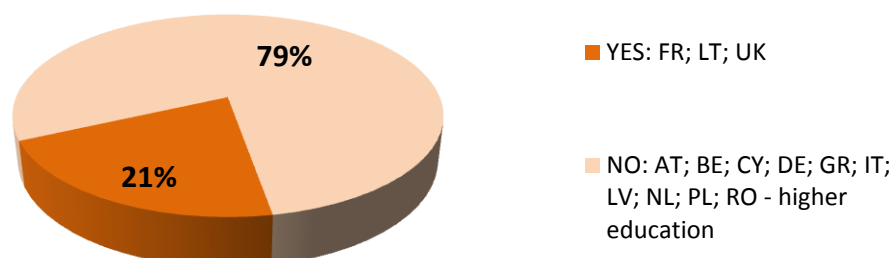
Examples:

- *Italy -secondary education and VET*: The length of initial education of teachers shortened by 1 year.
- *Sweden*: The length of initial education of teachers became one-term shorter for early childhood education.
- *UK*: It became shorter in some courses.

In *Russia* and *Ukraine* the length of initial education of teachers has not been shortened since 2008.

Has the **curriculum** of initial teacher education been shortened/narrowed since 2008?

(percentage of responses of EU countries and education sectors)



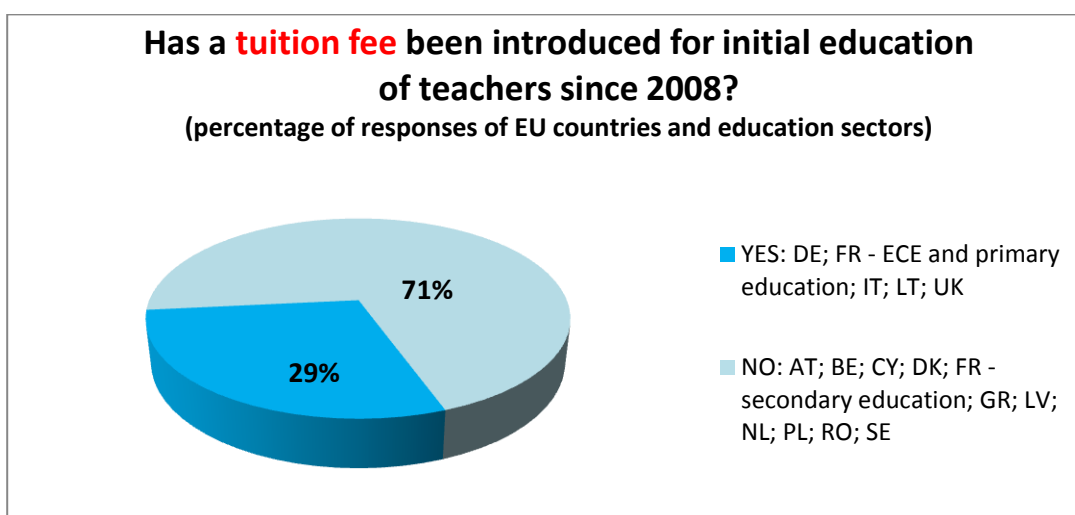
Examples:

- *France - secondary education*: Time allocated to theoretical training has decreased and is replaced by a full time “in front of the pupil” service through a companionship approach.
- *France - ECE and primary education*: Content reduced to adapting to the labour market. The internship period of one year has disappeared because of budget restrictions.
- *Lithuania*: Higher education establishments develop their teacher training study programmes according to the requirements of the Higher Education Qualifications Regulations and Teacher Training Regulations approved by the higher education establishment council (senate). Regulation of the basic principles for developing study programmes, the process of studies and the assurance of their quality and control is carried out pursuant to the Regulations of Studies approved by the Senate. The curriculum content and the scope of subjects offered in education study programmes are

determined, upon approval of the Ministry of Education and Science, by the higher education institution.

- *Netherlands*: On the contrary, the curriculum has been strengthened on the subject matters after political debate about the quality. Enrolment exams were introduced on the subjects.
- *UK*: While there is greater emphasis on phonics teaching and primary sector, the curriculum has been shortened in some cases.

In *Russia* and in *Ukraine*, the curriculum of initial teacher education has not been shortened/narrowed since 2008.



If yes, how much is the tuition fee for an academic year?

- *France - ECE and primary education*: Tuition fees vary depending on the university, but it is between 300-400 Euros in average.
- *Italy -secondary education and VET*: Tuition fee is around 2000-3000 Euro/academic year.
- *Lithuania*: The tuition fee increased by 50% from 2009. However, the tuition fee also depends on the education establishments.
- *Latvia*: The number of budget financed study places (including teacher training programmes) have decreased, which means that an increasing number of students have to pay for the studies.
- In *Ukraine* tuition fee has not been introduced.

Have you experienced privatisation or an increasing trend of public-private partnership of initial teacher education institutions / faculties since 2008?	
Privatisation of teacher education institutions/faculties since 2008:	<ul style="list-style-type: none"> ▪ France - ECE and primary education; ▪ Poland
Increasing trend of public-private partnership of initial teacher education institutions/faculties since 2008:	<ul style="list-style-type: none"> ▪ Germany; ▪ France - ECE and primary education; ▪ UK

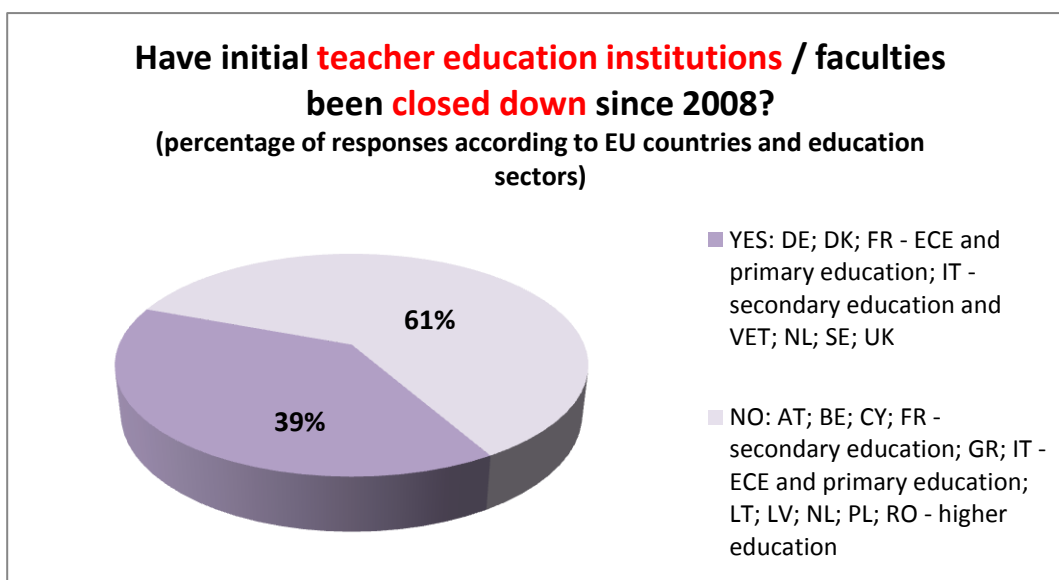
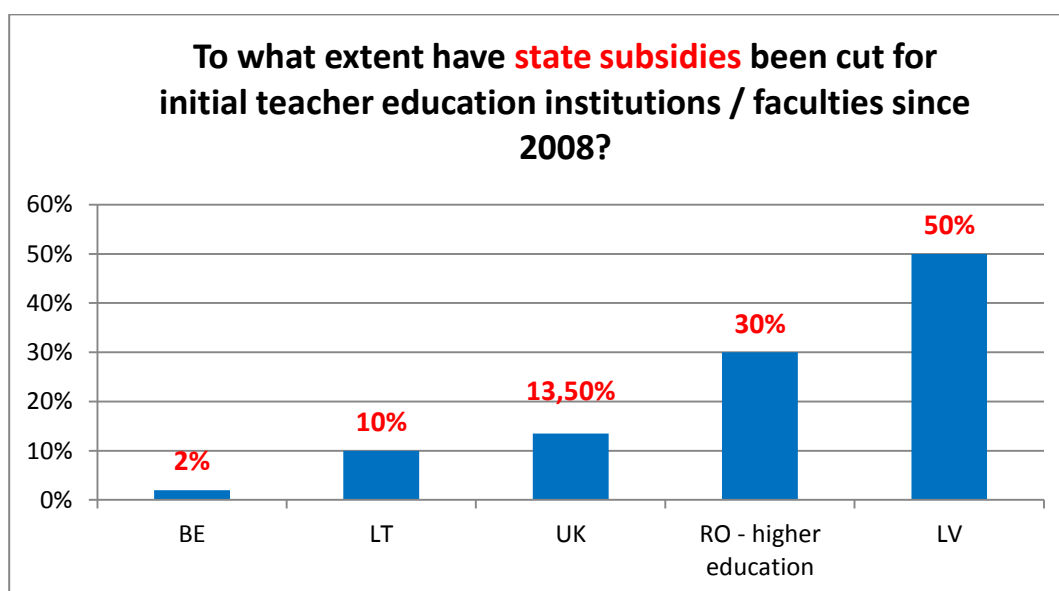
Examples:

- *Poland*: There are more private universities and training institutions.

- *France - ECE and primary education*: Mandatory certificates to obtain tenure are prepared by private organisations. These certificates are not financed by the teaching programme.

Further comments:

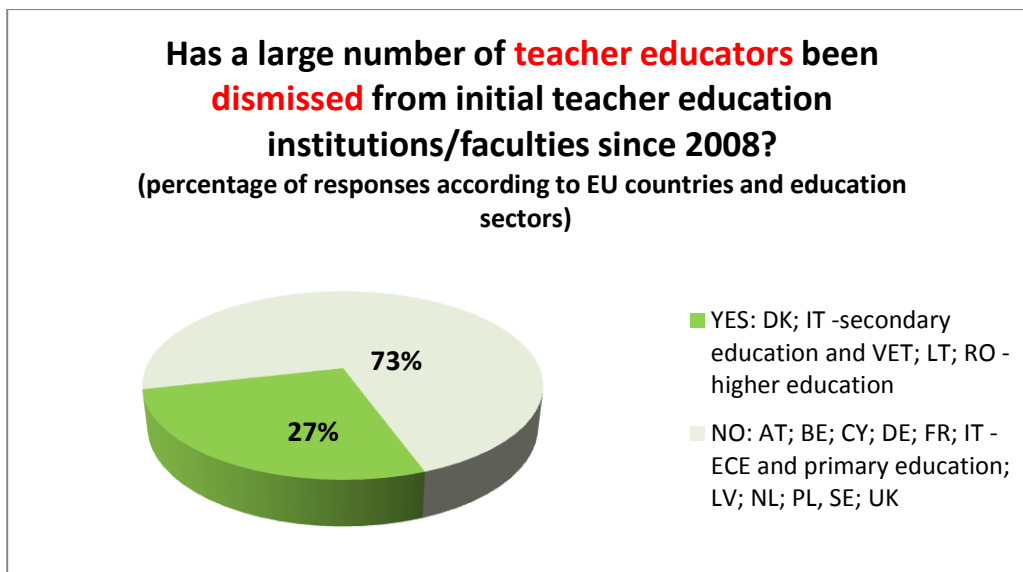
- *The Netherlands*: Initial teacher education is part of publicly funded higher education. There are debates on privatization of part time studies, but for teacher education a solution will be found.
- *Greece*: The private sector is involved in providing certificates of pedagogical competence, which is a prerequisite for the appointment of teachers.



Examples:

- *Denmark*: Of 18 colleges, 3 were closed.
- *France - ECE and primary education*: Several relocations, some universities have been closed.
- *Italy - secondary education and VET*: Pedagogical and in-job training institutions have stopped enrolling students.
- *Netherlands*: A few mergers occurred.

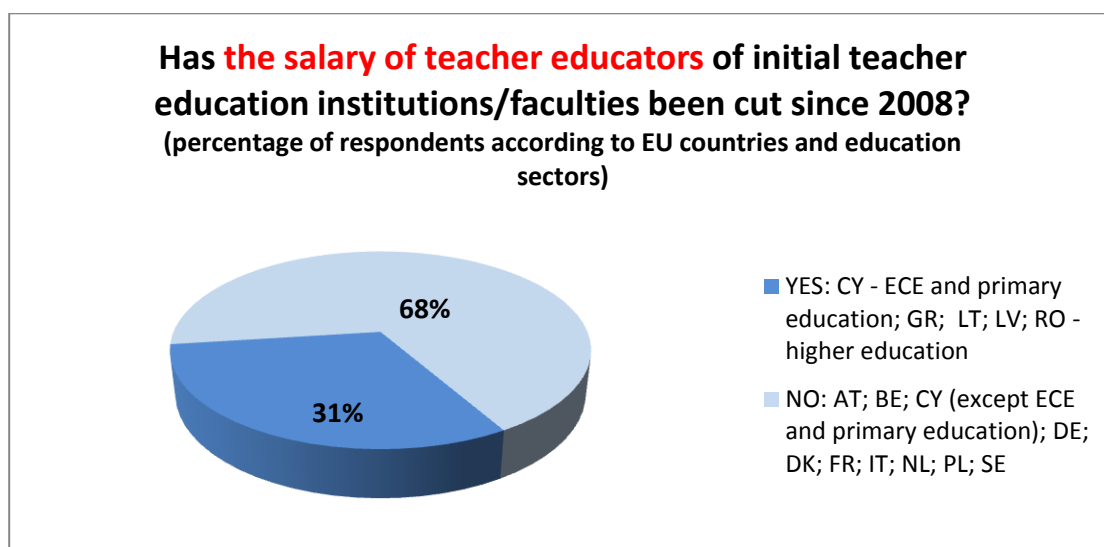
In *Russia* and in *Ukraine* initial teacher education institutions/faculties have not been closed down since 2008.



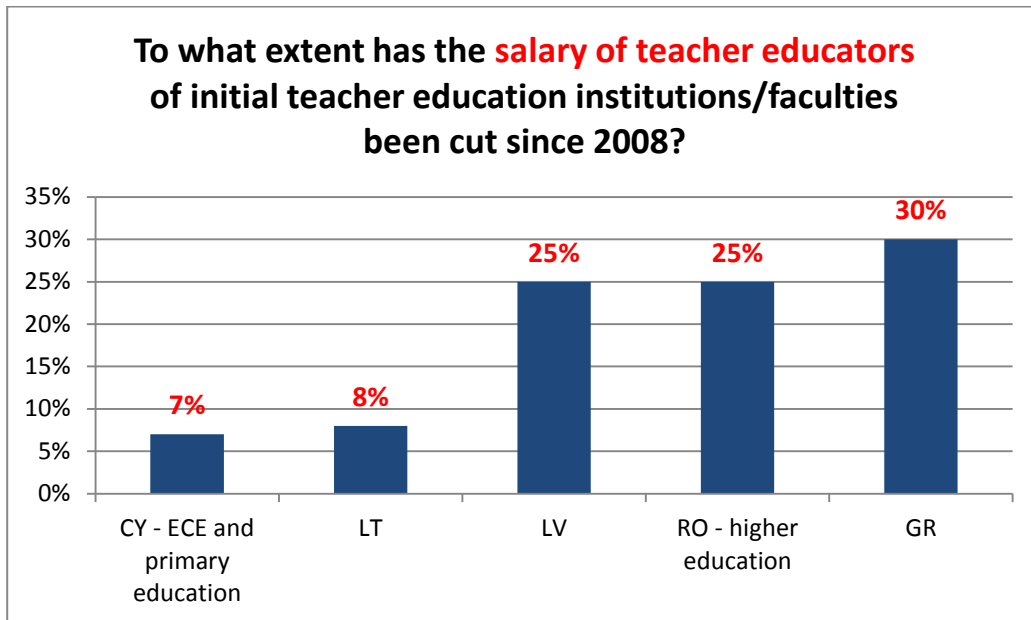
Examples:

- *France*: A change in structure (from IUFM (Institut universitaire de formation des maîtres) to University) involves changes in assignments or workplace.
- *Lithuania*: Around 6% of the teacher educators were dismissed.
- *Romania - higher education*: Around 10% of the teacher educators were dismissed.

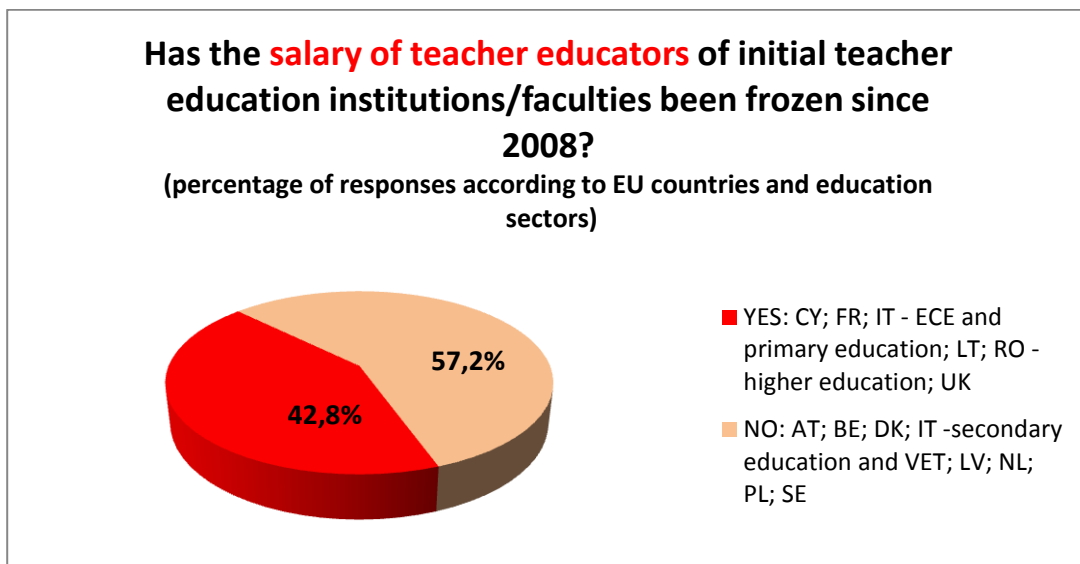
In *Russia* and *Ukraine*, no significant number of teacher educators has been dismissed from initial teacher education institutions/faculties since 2008.



In *Russia* and *Ukraine*, the salary of teacher educators of initial teacher education institutions / faculties has not been cut since 2008.



Latvia: Salary of teacher educators of initial teacher education institutions/faculties have been cut officially 25%. However, as workloads have been increased, the real cuts are larger.



The salary of teacher educators froze in *Ukraine*, not in *Russia*.

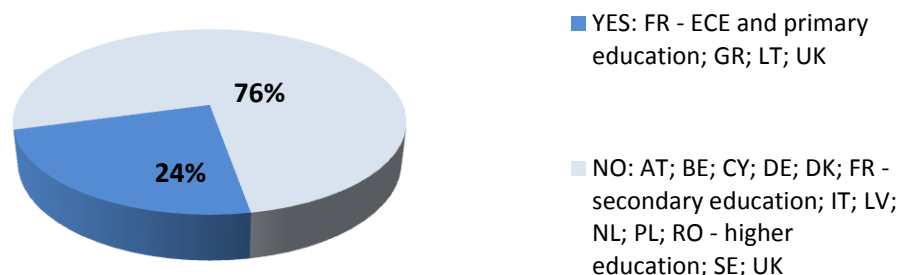
Has the **salary of teacher educators of initial teacher education institutions/faculties been frozen since 2008?**

IT - ECE and primary education	2008
NL	2009
RO - higher education	2009
LT	2009-2012
CY - ECE and primary education	2010
FR - ECE and primary education	2010
UK	2010
CY - secondary education	2011

In *Ukraine*, the salary of teacher educators has been frozen since 2009.

Have the **pensions of teacher educators of initial teacher education institutions/faculties been cut since 2008?**

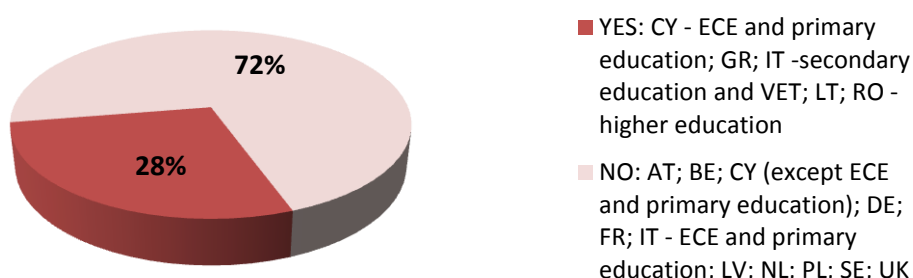
(percentage of responses according to EU countries and education sectors)



In *Ukraine* and *Russia*, the pensions of teacher educators of initial teacher education institutions/faculties have not been cut since 2008.

Have the **allowances of teacher educators of initial teacher education institutions/faculties been cut since 2008?**

(percentage of responses according to EU countries and education sectors)

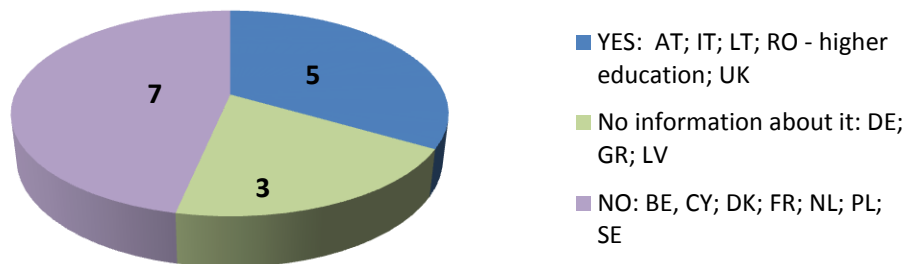


Explanations:

- *Lithuania*: Major cuts in the budget available for salaries in 2009 resulted in cuts in additional payments as well as unpaid leave. Further, there were overall cuts of 10%, in July 2009: 5% cuts in basic pay, with supplementing cuts affecting highly paid more severely.
- *Latvia*: There have not been cuts as there are no allowances for teacher educators.
- *Romania - higher education*: Income was cut by 25% from 1 June 2010.

In *Ukraine* and *Russia*, the allowances of teacher educators of initial teacher education institutions/faculties have not been cut since 2008.

Does the **government plan to decrease the budget for initial teacher education?**
(number of responses according to EU countries and education sectors)

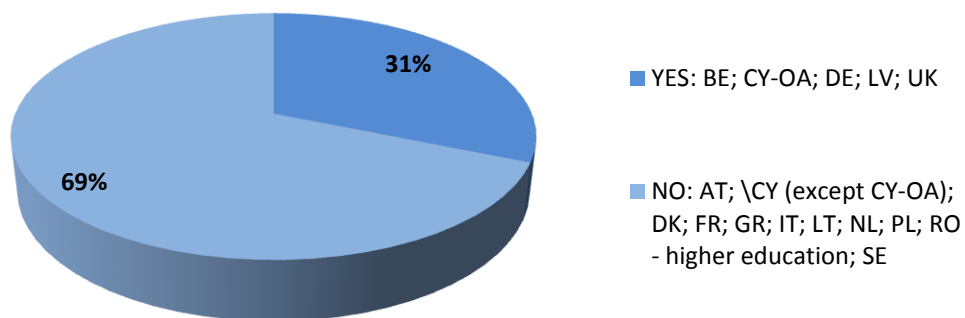


Examples:

- *Austria:* The budget will be reduced between 2012 and 2015.
- *Italy - ECE and primary education:* A 20% reduction of the budget is planned.
- *Lithuania:* Budget cuts are being discussed.
- *Latvia:* There are no normative acts about decrease of budget. However, it is being discussed whether the number of new teachers is too much.

In *Russia* and in *Ukraine*, the government does not plan to decrease the budget for initial teacher education.

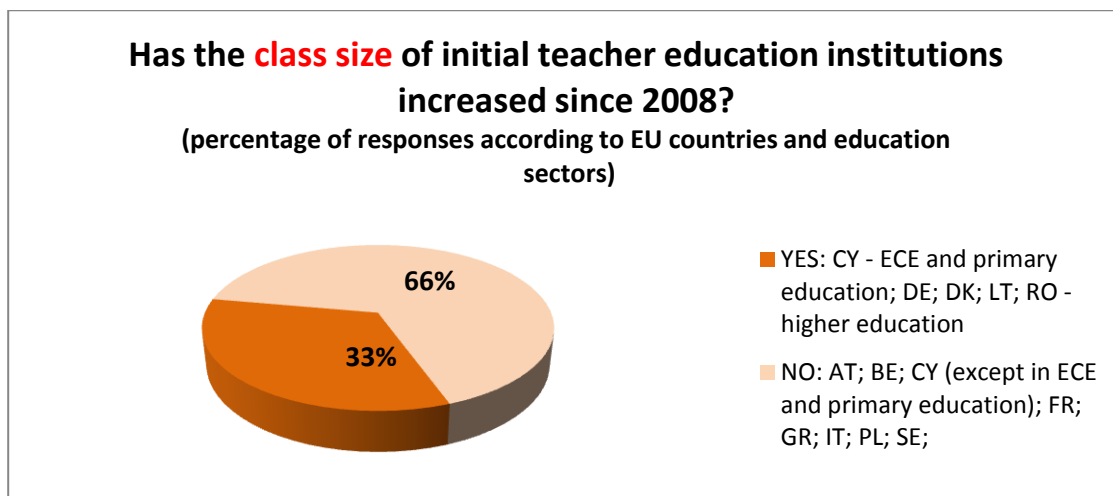
Have the **working hours of teacher educators increased since 2008?**
(percentage of responses of EU countries and educational sectors)



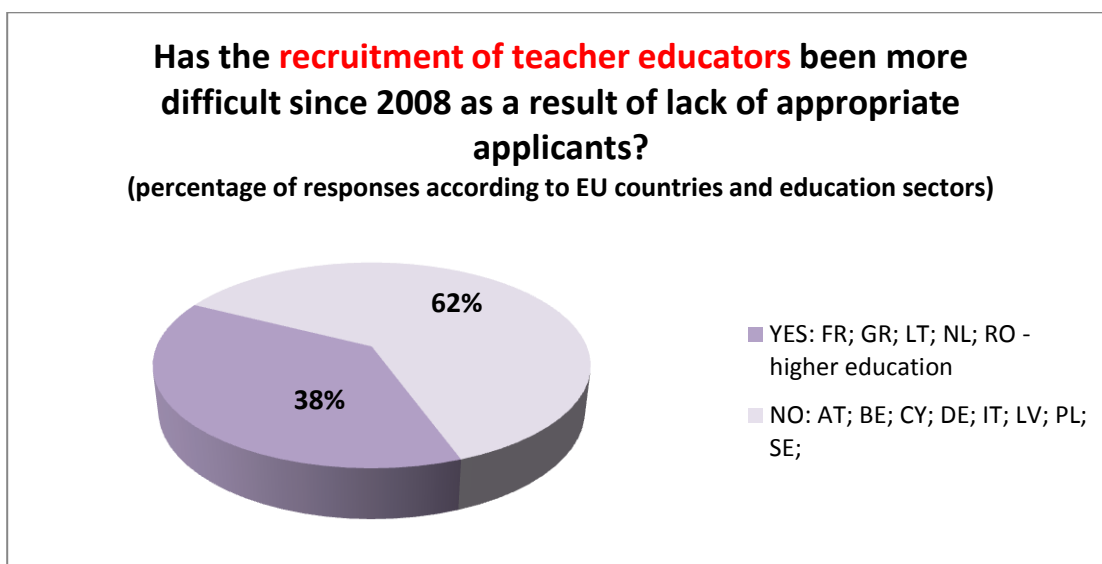
Explanations:

- *Denmark:* The working hours were not increased by contract, but many teachers report longer working hours.
- *France - ECE and primary education:* Working hours have actually decreased for some teacher educators (as a consequence of the lack of new hires).
- *Latvia:* The working hours of teacher educators are not defined. According to the law on higher education institutions, they have autonomy to define the number of working hours between 600 to 1000 hours. As the total funding has decreased by 50%, teacher training institutions employed this norm, increasing the number of hours.

Latvia and 5 the UK indicated that the **teaching hours** of teacher educators increased. In Russia and in Ukraine, the working hours of teacher educators have not increased since 2008.



In Russia and Ukraine, the class sizes of initial teacher education institutions have not increased since 2008.

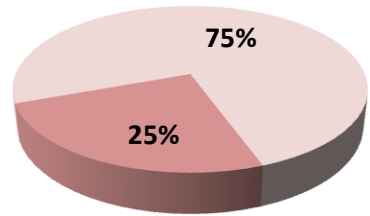


Problems identified:

- *Denmark:* A clear answer is difficult. There are problems in recruitment of teacher educators of maths and science in institutions located far away from the university cities.
- *France - ECE and primary education:* The problems of recruitment are the following: underpaid jobs, trainees working directly in real-life situations without proper training, students encountering financial difficulties to continue studying at Master level.
- *Lithuania:* The reasons for worsening recruitment possibilities are low salary for teacher educators, terminated contracts (5 years), and low prestige of the teacher job.
- *The Netherlands:* Teachers in primary education are losing jobs because of a decreasing number of pupils.
- *RO - higher education:* The reason why young people do not want to be teachers is the unattractive salary.

Has an increasing number of **teacher educators left the profession to undertake other professional activity since 2008?**

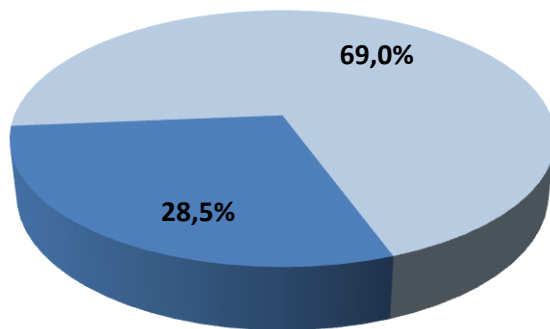
(percentage of responses according to EU countries and education sectors)



- YES: DK; FR - ECE and primary education; RO - higher education
- NO: AT; BE; CY; DE; FR - secondary education; IT; LV; NL; SE

Has an increasing number of teacher educators left the profession as a result of **early retirement since 2008?**

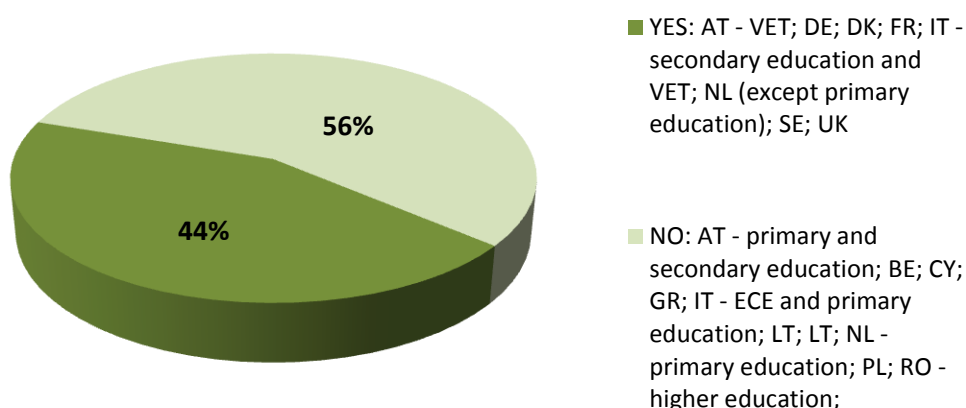
(percentage of responses of EU countries and education sectors)



- YES: BE; CY - OA; GR; NL;
- NO: AT; CY (except CY-OA); DE; DK; FR; IT; LT; RO - higher education; SE

In *Russia* and in *Ukraine*, no increasing number of teacher educators has left the profession to undertake other professional activity or as a result of early retirement since 2008.

Have you experienced since 2008 that schools fill in vacant teacher jobs with **unqualified teachers/teacher trainees?**
(percentage of responses of EU countries and education sectors)



Explanations:

- *Austria - VET:* Recently teachers of practical and theoretical professional subjects are also accepted without having obtained obligatory practical professional experience.
- *Germany - primary education:* As there is lack of teachers to teach science, the government recruits more of them.
- *Denmark:* The problem occurred between 2008 and 2010 when the lack of trained teachers resulted in the employment of untrained teachers. However, cutbacks in teacher employment caused the shortage of trained teachers to end in 2010-2011.
- *France - secondary education:* This has always existed but is increasing.
- *France - ECE and primary education:* The number of substitute positions is decreasing; recruitment of 2nd year Master students; PES (Professeur des écoles stagiaires-“internschool teacher”) assigned to classroom positions and no longer at the IUFM (Institut universitaire de formation des maîtres).
- *Greece:* In Greece there is no permanent teacher education body in initial teacher education.
- *Italy - secondary education and VET:* For certain subjects there has been an increasing lack of qualified teachers in Italian schools in the period 2008-2011.
- *Lithuania:* The reform of science and studies launched in early 2009 is currently underway and the scope of study programmes is measured, not by the duration of the programme, but by the credits earned. Pedagogical study programmes are intended to grant teachers professional qualifications, develop an understanding of the principles, theories and methods of pedagogical work, create the conditions for an understanding of the teacher’s mission and the purpose of pedagogical activities as well as the formation of values and life positions of all study participants involved. Applicants are required to meet the competitive university admission requirements"
- *Latvia:* Teacher unemployment is significant in the country. However, there is an initiative “mission impossible”, according to which about 20 ambitious young persons without pedagogical training are encouraged to work as teachers after a very short period of training (not accredited). Those “teachers” receive salary and extra payment for their voluntary activity.
- *The Netherlands:* Hiring unqualified teachers/teacher trainees occurs the most in secondary education but not in primary education. Outlook of shortages of teachers in secondary education are alarming: there will be 4300 teachers’ places in 2015.

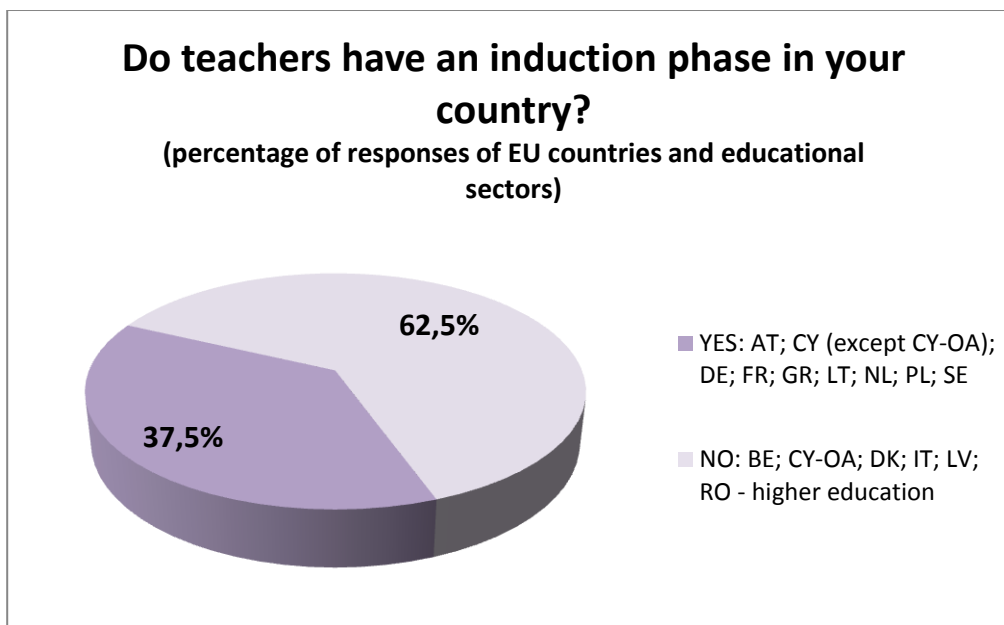
- *Sweden:* In Sweden there is a shortage of trained teachers and therefore schools employ unqualified teachers.

In Russian and Ukraine: Since 2008, teacher trade unions have not experienced that schools fill in vacant of teacher jobs with unqualified teachers/teacher trainees.

2. Induction phase of teachers

“Induction phase” means the first period of the teachers’ professional work. Induction phase does not mean the probation period of teachers.

The type of induction phase can vary in countries: 1) It can mean the first year(s) of employment as a teacher for those, who have obtained their initial teacher education degree and a license to teach in schools; 2) It can be a teaching training period for those, who have obtained their teachers’ degree but where the teaching license is dependent on a traineeship in a school; and 3) It can mean a teaching training period in school for those, whose degree can be obtained after a traineeship period in schools.



Explanations:

- *Italy:* In Italy there was a kind of in-job training until 2008 for people attending licensing courses at the university. These courses have been closed down and those willing to teach in secondary schools will have to undergo a 1-year induction phase after a master degree according to Law 249/2010. Law 133/2008 suppressed the so-called SSIS (Upper Schools for Secondary Education, 2 years) at universities from 2009 until today. Law 249/2010 founded the TFA (Active Training Apprenticeship, 1 year after completion of the master degree education) inside schools (apprenticeship) and universities (training), and will probably start in the next autumn. For three years the budget for the in-job training in upper and lower secondary schools has been suppressed and consequently the activities of mentoring and tutoring too.
- *Sweden:* The induction phase for teachers in Sweden was introduced on 1 January 2012. Therefore, it is not possible to make a comparison with how it was before.

In *Russia* and *Ukraine*, there is no induction phase for teachers.

Working hours of teachers for mentoring decreased

Working hours of teachers for mentoring novice teachers decreased since 2008 in two countries:

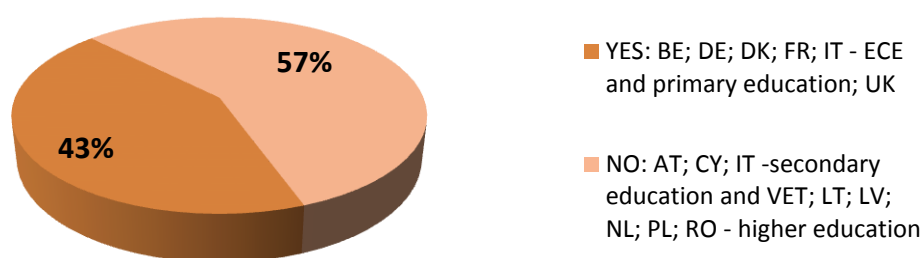
1. Belgium: by 2 hours per week
2. Denmark.

Further information:

- *Italy*: In Italy there is no defined working hours for mentors.
- *Latvia*: The working hours have not changed. However, there might be recent changes soon.

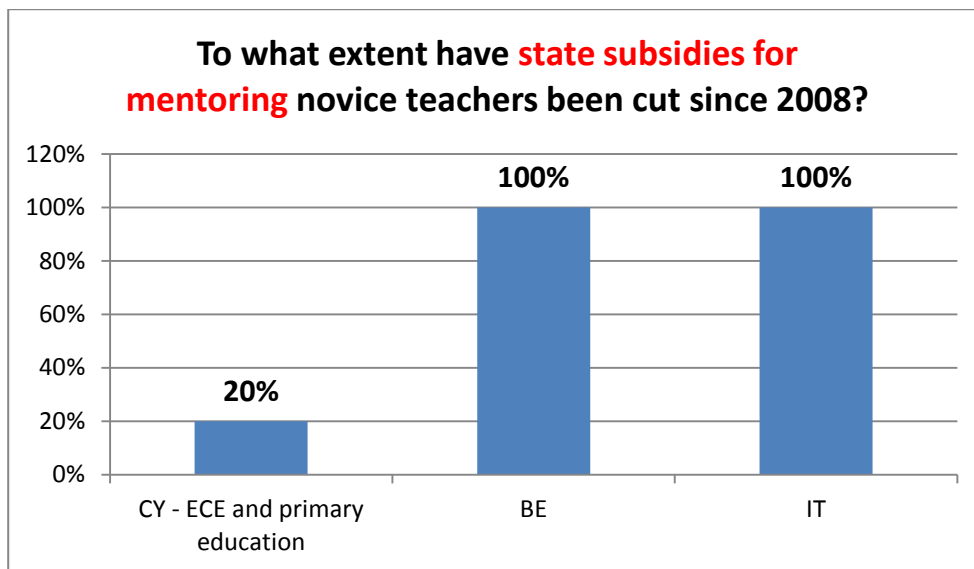
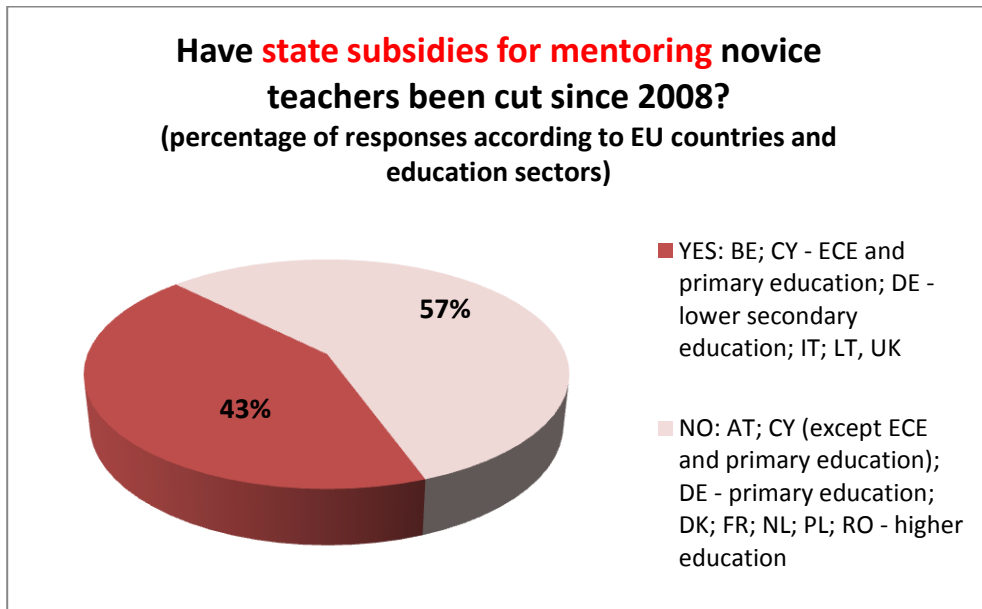
In *Ukraine*: Mentoring is not acknowledged by legislation as a way for teachers to organise work.

Has the **workload of mentors** of novice teachers increased in the school in other activities than mentoring since 2008?
(percentage of responses according to EU countries and education sectors)



Explanations:

- *Belgium*: Workload of mentors increased due to the abolition of additional funding for mentors.
- *Denmark*: Teachers must teach more instead of mentoring.
- *FR - ECE and primary education*: They are also in charge of student tutoring and organise educational activities for teachers.
- *IT - ECE and primary education*: The workload has increased in general for all teachers, not only for those working with young teachers starting their career.
- *UK*: They have to deal more with administration.



Explanation:

- *BE*: In the framework of the austerity on the Flemish level, the specific subsidies for mentoring hours were removed from the general education budget about 2 years ago.
- *Denmark*: State subsidies for mentoring do not exist.
- *UK*: State subsidies for mentoring are frozen.

Teaching allowances for mentoring

Other teaching allowance for mentoring have been cut since 2008 in

1. Cyprus - ECE and primary education;
2. Italy -secondary education and VET, and
3. Lithuania.

Comment:

- *Lithuania*: Like for all teachers, major cuts in money available for salaries in 2009 resulted in cuts in additional payments as well as unpaid leave; further overall cuts of 10% in July 2009: 5% cuts in basic pay, with supplementing cuts affecting highly paid more severely.

Length of induction phase of novice teachers

Induction phase of novice teachers have been shortened since 2008 in

1. Germany by 6 months in some federal states, and in
2. France - in ECE and primary education.

Increased working hours of novice teachers

Working hours of novice teachers have increased since 2008 in

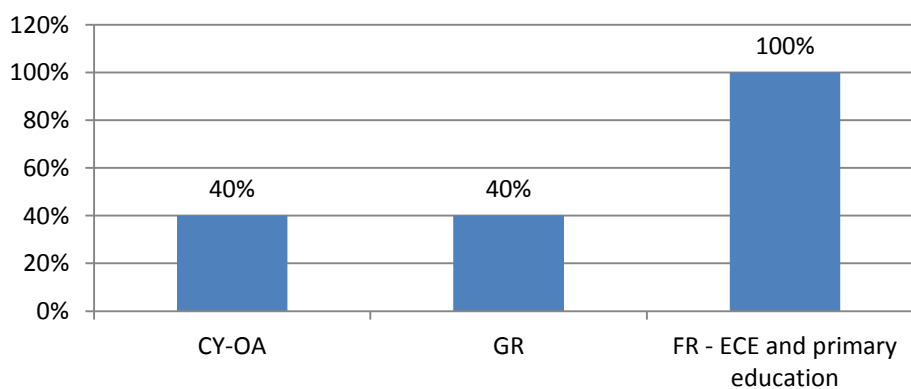
1. France - in secondary education by 10 hours per week;
2. France - in ECE and primary education the training modules are delivered outside working hours (beyond 27 hours); and in
3. Poland, by 1-2 hours per week.

Support for novice teachers from school staff in the induction phase

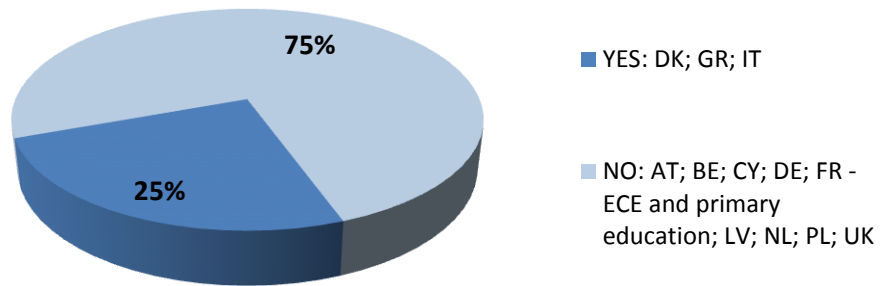
Teacher trade unions have experienced less support for novice teachers from school staff in the induction phase since 2008 in

1. Belgium
2. Cyprus - ECE and primary education, and
3. France - secondary education, where there is an increased workload and less training.

Has the salary/financial support of novice teachers been cut in the induction phase since 2008?



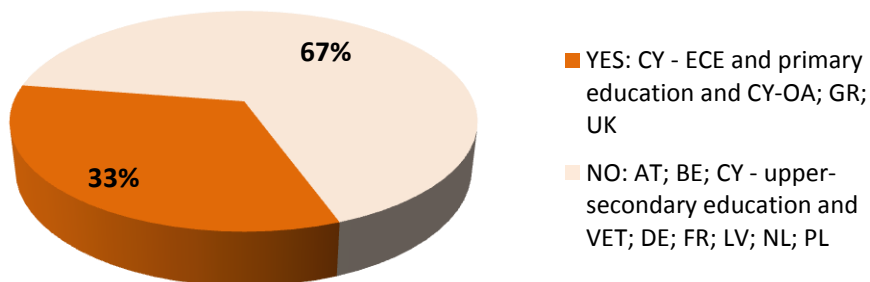
Have teaching allowances of novice teachers been cut in the induction phase since 2008?
(percentage of responses of EU countries and education sectors)



Explanations:

- *France - ECE and primary education:* From now on the costs of an additional training year is to be covered by students.
- *Greece:* Extra duty allowance: 356€ (100%cut); Teaching preparation allowance: 105€ (100% cut); Postgraduate study allowance: 45 - 75€ (100% cut).
- *Italy:* Teaching preparation allowance: 105€ (100% cut); Postgraduate study allowance: 45 - 75€ (100% cut).

Does the government plan to decrease the budget for the induction phase of teachers?
(percentage of responses of EU countries and education sectors)

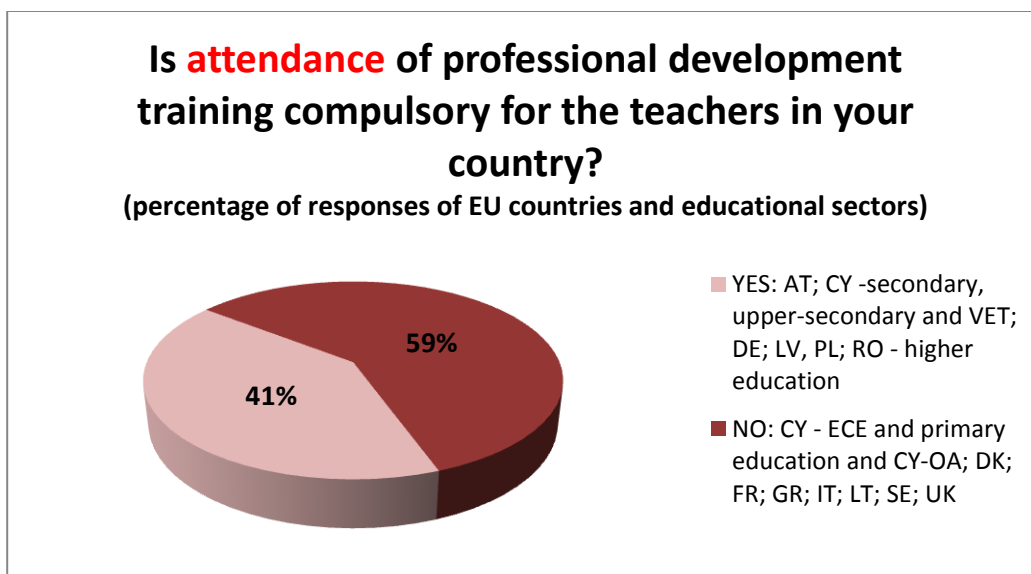


Actions of teacher trade unions **since 2008**

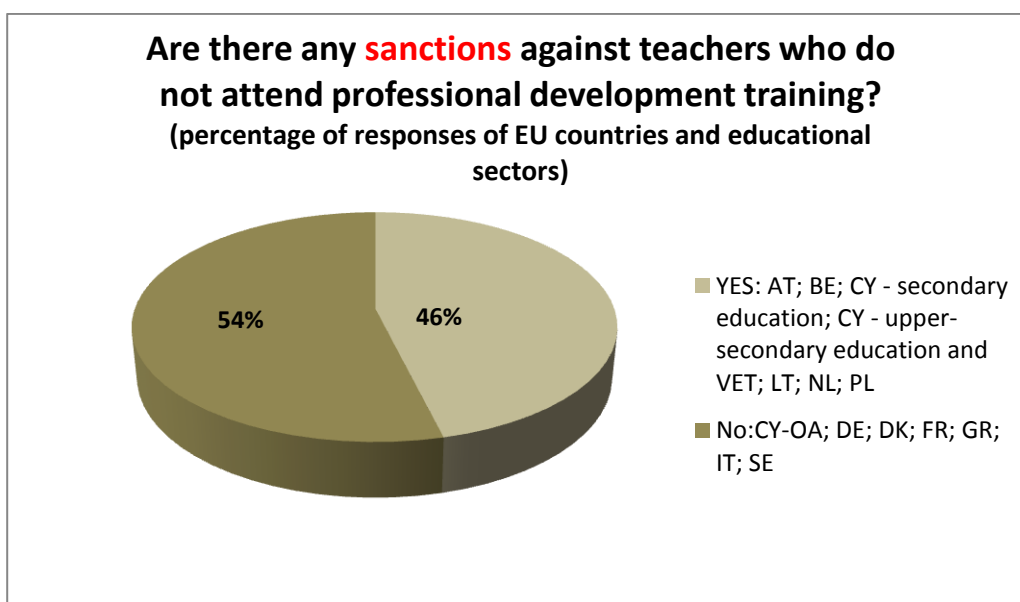
(percentage of respondent trade unions)

<p>Have organised professional development online training to novice teachers via their websites since 2008:</p>	<p>KTOS (CY-OA -ECE, primary and higher education); UIL Scuola, Cisl Scuola, Flc Cgil (IT - all sectors); NASUWT (UK - all sectors, except HER)</p>	<p>33%</p>
<p>Have organised professional development training/conferences for novice teachers since 2008:</p>	<p>KTOS (CY-OA -ECE, primary and higher education); VBE (DE - ECE, primary education, secondary education and VET); SNES (FR-secondary education); IT (all); NL (AOb, CNVO - primary education, secondary education and VET); NASUWT (UK - all sectors, except HER)</p>	<p>43%</p>
<p>Have uploaded professional development material to their websites for novice teachers since 2008:</p>	<p>KTOS (CY-OA -ECE, primary and higher education); VBE (DE - ECE, primary education, secondary education and VET); SNES (FR-secondary education); IT (all); NASUWT (UK - all sectors, except HER)</p>	<p>50%</p>

3. Professional development of teachers



Belgium: Compulsiveness is a matter of debate.



Examples of sanctions:

- *Austria:* The sanctions are warnings, fines, and salary cuts.
- *Belgium:* If it turns out that a teacher does not meet standards during the evaluation, training can be made compulsory. Sanctions are indirect through the evaluation system. The final sanction is dismissal after two consecutive negative evaluations of three during an entire career.
- *Cyprus - secondary education:* They are warned and if the teacher systematically misses to attend courses, there may be a disciplinary investigation.
- *Cyprus - upper-secondary education and VET:* Not attending professional development courses can affect their evaluation and promotion.
- *Lithuania:* There is no career development or higher pay accordingly.
- *Netherlands:* While professional development is voluntary, school policy can determine all kinds of sanctions. Teachers' professional development is required for professional registration.
- *Poland:* Not attending professional development is an obstacle to build up a professional career.

Russia: The sanctions are no promotion and no wage increase.

Ukraine: There are no sanctions in Ukraine.

Who organises professional development training of teachers in your country?

Country / education sectors	Teacher education colleges	Universities	Publicly funded adult learning institutes	Private adult learning institutes	Teacher trade unions	The school of the teachers	Other
AT - primary education	✓						
AT - secondary education		✓					
AT - VET							
BE	✓	✓	✓				
CY-OA	✓				✓		
CY - secondary education							
CY - upper-secondary education and VET							Ministry of Education
CY - ECE and primary education			✓	✓			
DE - lower secondary education		✓	✓		✓	✓	
DE - primary education							
DK	✓	✓				✓	Municipalities
FR - secondary education		✓			✓	✓	
FR - ECE and primary education						✓	Departmental National Education authority
FR - ECE and primary education	✓	✓		✓			
GR			✓				
IT -secondary education and VET	✓	✓			✓	✓	Ministry of Education
IT - ECE and primary education							
LT							Publicly funded regional teacher training centres
LV	✓	✓	✓	✓			✓
NL - primary education	✓	✓	✓	✓	✓	✓	
NL - lower secondary education							
NL - upper-secondary education							
NL - VET							
PL	✓	✓	✓	✓	✓	✓	
RO - higher education		✓					
SE		✓					
UK	✓	✓		✓	✓	✓	
SUM (EU countries)	10	13	7	6	8	7	6
RU	✓						

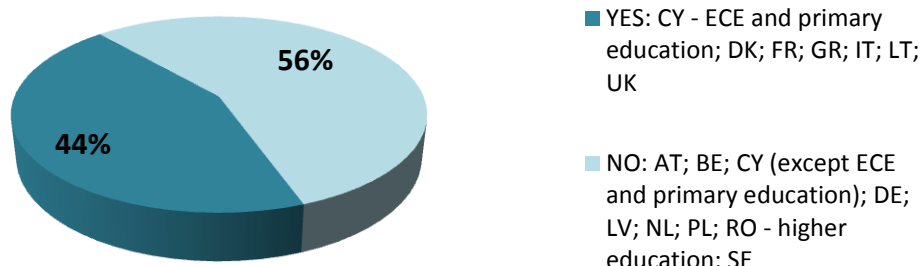
UA	✓	✓					Vocational education schools for diploma holders
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Who **pays** for the professional development training of teachers in your country?

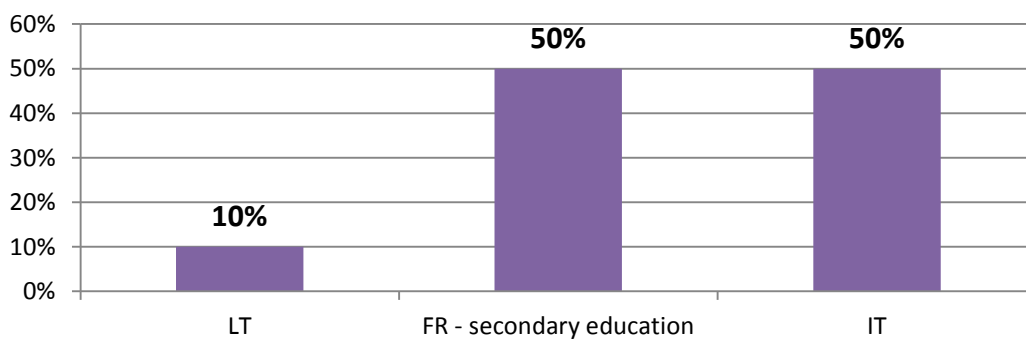
Country	State	Teacher	It is shared: the teacher has to pay part of the tuition fee	Other	Comment
AT	✓				
BE *	✓	In some cases	In some cases	Institutions (specific budget on basis of government grants)	
CY	✓				
DE			✓		
DK				The school / the municipalities.	
FR	✓				
GR	✓				
IT			✓		
LT	✓			✓	There are increasing numbers of courses where teachers have to pay themselves because there is no financial support from the state.
LV	✓			Municipalities	
NL				Mostly paid by the school, or grant system.	
PL			✓		
RO - higher education	✓				
SE	✓				
UK			✓		
SUM (EU countries)	9	1	5	4	
RU	✓				
UA	✓				

Belgium: The state only pays indirectly. The training programmes are subsidised and grants are given to the schools and school-organisations to cover professional development of staff.

Have **state subsidies** for professional development trainings been cut since 2008?
(percentage of responses of EU countries and education sectors)



Cuts in **state subsidies** for professional development trainings since 2008



Explanations:

- *Lithuania*: The education system is based on the “pupil’s basket” principle. A share of the funds in the “basket” may be used by schools for professional development courses. There have been cuts in the funds of the “basket” and consequently cuts for teachers’ professional development.
- *Latvia*: There were no cuts because there has been funded by the European structural funds
- *The Netherlands*: There have not been cuts. On the contrary, there has been an introduction of a study-grant system for teachers. Teachers get their fees compensated. Schools are compensated for absence.
- *UK*: School budget is frozen.

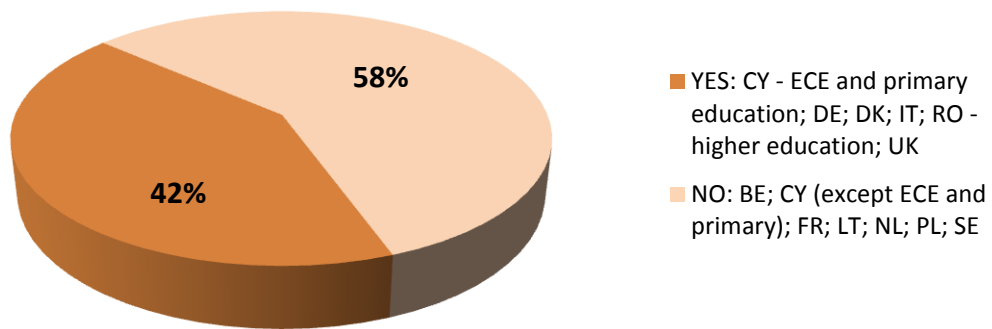
In *Russia* and *Ukraine* state subsidies for professional development trainings have not been cut since 2008.

Charges of professional development trainings on teachers

Charges of teachers for professional development trainings since 2008 in

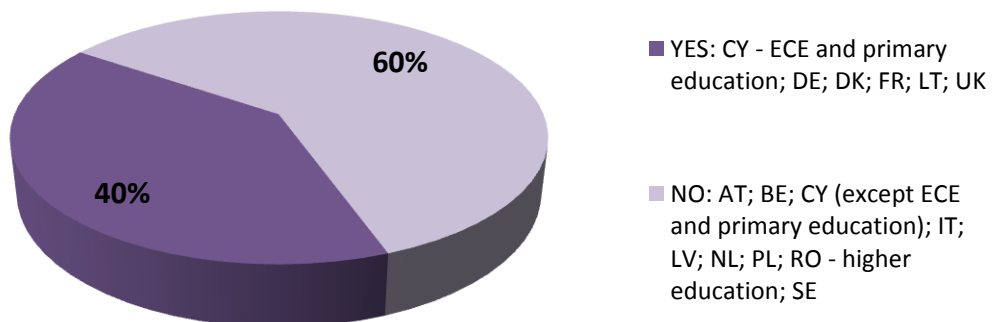
- Germany,
- Italy
- Latvia

Does the **state plan to decrease the budget for professional development trainings of teachers?**
(percentage of responses of EU countries and educational sectors)



In *Russia* and *Ukraine* the state does not plan to decrease the budget for professional development trainings of teachers.

Have you experienced fewer **professional development trainings available per year since 2008?**
(percentage of responses of EU countries and educational sectors)



Examples:

- *CY - ECE and primary education*: There were cuts in some courses.
- *France*: The cut was 20%.
- *Lithuania*: The cut was 20%.
- *Latvia*: No cuts have occurred as this was funded from the European Structural Funds.

In *Russia* and *Ukraine*, there have not been cuts.

Changes in the nature of the provision of the professional development trainings

Teacher trade unions in the following countries have experienced changes in the nature of the provision of the professional development trainings since 2008:

1. Germany: Collaborative work/research with other teachers
2. France: Collaborative work/research with other teachers as well as training focused on the primary and secondary education reforms implementation; Training focused almost exclusively on institutional reforms.
3. Sweden: ensure that teachers have a diploma and are trained in the subjects and for the school years they teach.

Privatisation of professional development training institutions

Teacher trade unions in the following countries have experienced that professional development training institutions have been privatised since 2008:

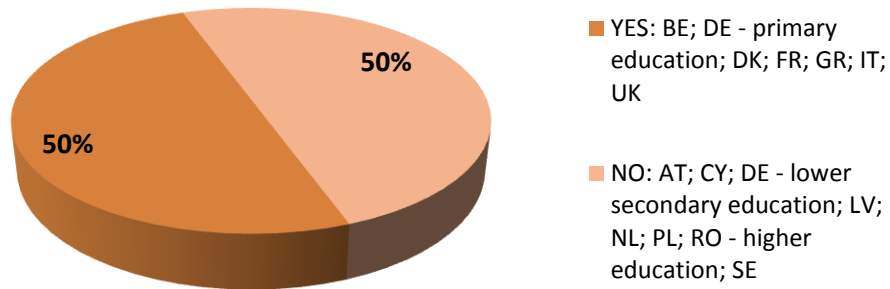
1. The Netherlands: Only school support is being privatized, like organisations that give advice on learning systems etc.
2. Poland

Public-private partnership of professional development training institutions

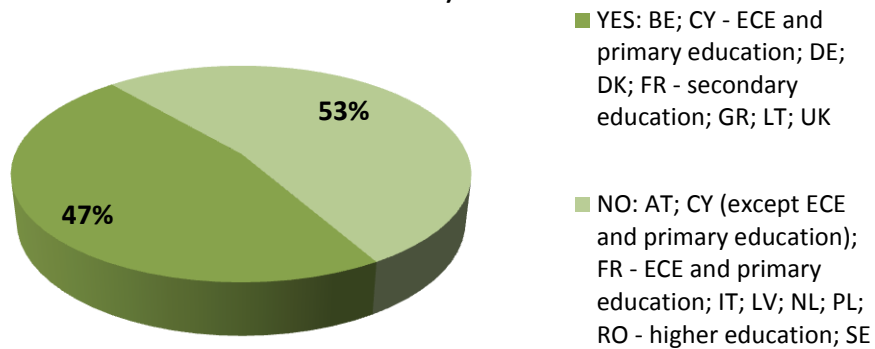
Teacher trade unions in the following countries have experienced an increasing trend of public-private partnership of professional development training institutions since 2008

1. CY - secondary education: Teachers in secondary education tend to do their masters mainly in private institutions for their professional development training.
2. Germany
3. UK

Have you experienced since 2008 that increasing workload in schools has become an **obstacle to attend professional development training?**
 (percentage of responses of EU countries and education sectors)



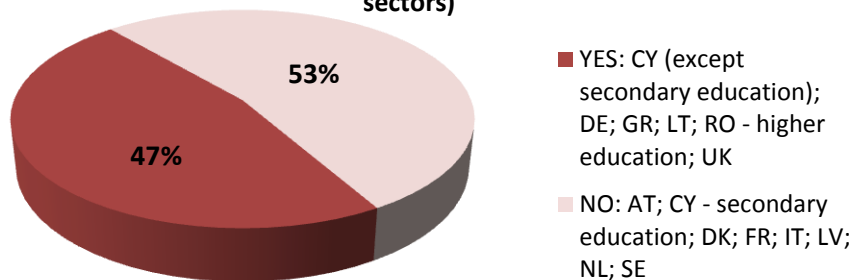
Have you experienced since 2008 that teachers are not allowed by the school to **participate in trainings that take place during working hours?**
 (percentage of responses of EU countries and educational sectors)



Comment:

BE: It can be experienced frequently, due to the problem of finding replacements for absent teachers.

Have you experienced since 2008 that professional development trainings are **organised only in teachers' leisure time ?**
 (percentage of responses of EU countries and education sectors)



Actions taken by teacher trade unions since 2008 on professional development of teachers

(percentage of respondent teacher trade unions)

Issues professional development books/booklets for teachers:	KTOS (CY-OA -ECE, primary and higher education); VBE (DE -ECE, primary education, secondary education and VET); DLF (DK -primary and secondary education); SNUipp-FSU (FR -ECE and primary education); AoB (NL -all sectors except HER); NSZZ SOLIDARNOSC (PL -all sectors except HER); NASUWT (UK - all sectors except HER)	41%
Organises professional development training/conferences for teachers:	KTOS (CY-OA -ECE, primary and higher education); VBE (DE -ECE, primary education, secondary education and VET); DLF (DK - primary and secondary education); SNUipp-FSU (FR - ECE and primary education); SKOiW NSZZ SOLIDARNOSC (PL - all sectors except HER); Alma Mater (RO - higher education); NASUWT (UK - all sectors except HER)	44%
Uploads professional development material on its website for teachers:	KTOS (CY-OA -ECE, primary and higher education); VBE (DE -ECE, primary education, secondary education and VET); DLF (DK - primary and secondary education); SNUipp-FSU (FR - ECE and primary education); OLME (Greece - secondary education and VET); UIL Scuola, Cisl Scuola, Flc Cgil (IT - all sectors); SKOiW NSZZ SOLIDARNOSC (PL - all sectors except HER); NASUWT (UK - all sectors except HER)	48%
Organises professional development online training for teachers:	Läraryförbundet (SE - all sectors); NUT (UK - all sectors except HER)	14%