

## 4.1 WHO ARE THE TEACHERS?

### OLDER TEACHERS AT THE HIGHER LEVELS OF EDUCATION

In the 21 OECD member-countries of the European Union in 2013, the average age of teachers increased with the educational level at which they were teaching. Whilst 38% of the ISCED 1 teachers were under 40 years old, this proportion was no greater than 35% in ISCED 2 and 31% in ISCED 3 (4.1.1). There are contrasting realities among the countries. Belgium, Luxembourg and the United Kingdom were the only countries where the proportion of teachers under 40 was greater than 40% at all educational levels. In contrast, not just the Mediterranean countries but also the Baltic countries, Austria and even Germany had a proportion of teachers under 40 below the average of the 21 countries for the three educational levels. Italy clearly stands out with less than 10% of its teachers under 40 at each educational level. In a context where the number of students is not noticeably dropping, the aging teaching population presents the education system with a dual challenge, *i.e.* the magnitude of recruiting new teachers in future, then training them.

Finland, France and the Netherlands, had a different profile, *i.e.* the proportion of teachers under 40 in ISCED 1 and 2 stood at about 40%. A leap was made in ISCED 3 with a concentration of older teachers. In these three countries the proportion of teachers under 40 at this level was only about 25%.

### A PREDOMINANTLY FEMALE PROFESSION IN EUROPE

Women predominate in the teaching profession (4.1.2), but their proportion decreases with the educational level at which they teach, *i.e.* 86% in ISCED 1, 70% in ISCED 2 and 60% in ISCED 3 for the 21 countries presented here. In primary school teaching, these proportions range from 70% in Greece to 97% in Slovenia. There are even greater differences in secondary education (from 51% in the Netherlands to 81% in Latvia).

Belgium, Finland, France, Germany and Portugal have situations close to the average at all ISCED levels. The Netherlands is the exception with a percentage of women conspicuously lower. But the increase in the employment rates of women over the past fifteen years in the Netherlands has seen a higher proportion of younger women teachers.

### A STRONG PREDOMINANCE OF TEACHERS WITH BACHELOR OR MASTERS DEGREES

The purpose of the OECD TALIS<sup>TM</sup> survey (*Teaching and Learning International Survey*) is to gather declarative data about the learning environments and the working conditions of teachers in lower secondary education institutions (*collèges* in France, ISCED 2). Each country's sample is composed of at least 20 teachers from 250 institutions (public and private) as well as the heads of these institutions. The findings of TALIS 2013 covered 34 countries in 2013, including 24 OECD member-states and 19 EU member-states. Some countries extended the survey to include teachers and school heads of primary and upper secondary education. **zoom**

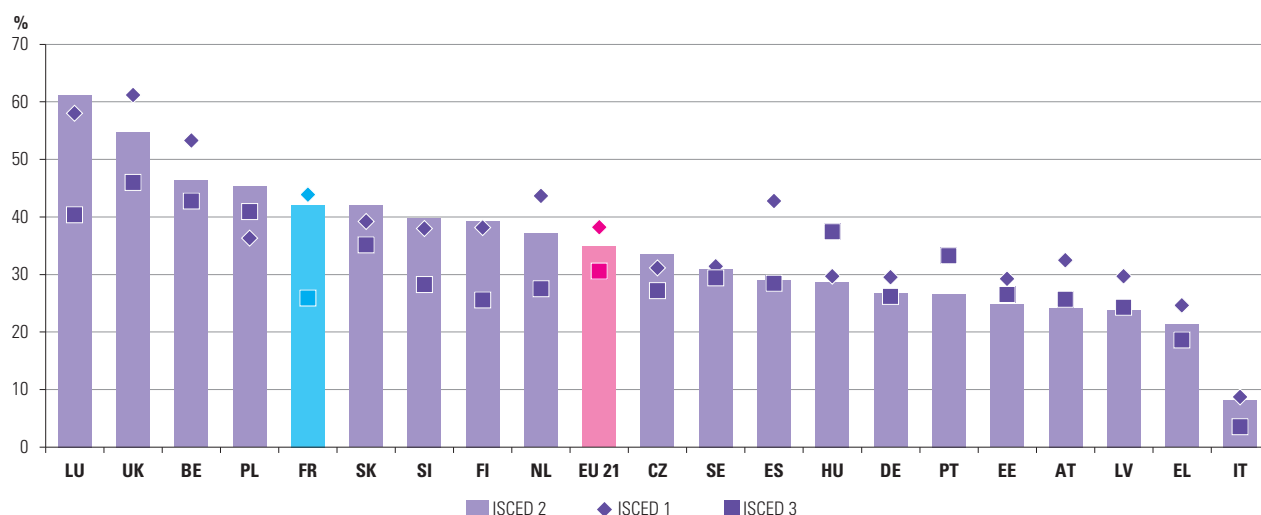
In the European Union countries taking part in the TALIS 2013 survey, the ISCED 2 teachers held either Bachelor or Masters' degrees (ISCED 5 in the 1997 nomenclature) in over 95% of the cases (4.1.3). There were nonetheless certain national specificities. Note the relatively big percentage of first-cycle teachers in secondary education without tertiary education degrees in six countries: the Czech Republic, Estonia, Italy, the Netherlands, Spain and Sweden.

In Portugal the high rate of teachers reported as having an ISCED 6 level (PhD or equivalent in the 1997 nomenclature) was in part due to the ways of classifying a Masters in this country, a holdover from the period prior to the 1999 Bologna Process (cf. 2.2, p. 20). ■

<sup>TM</sup> See definition p. 68.

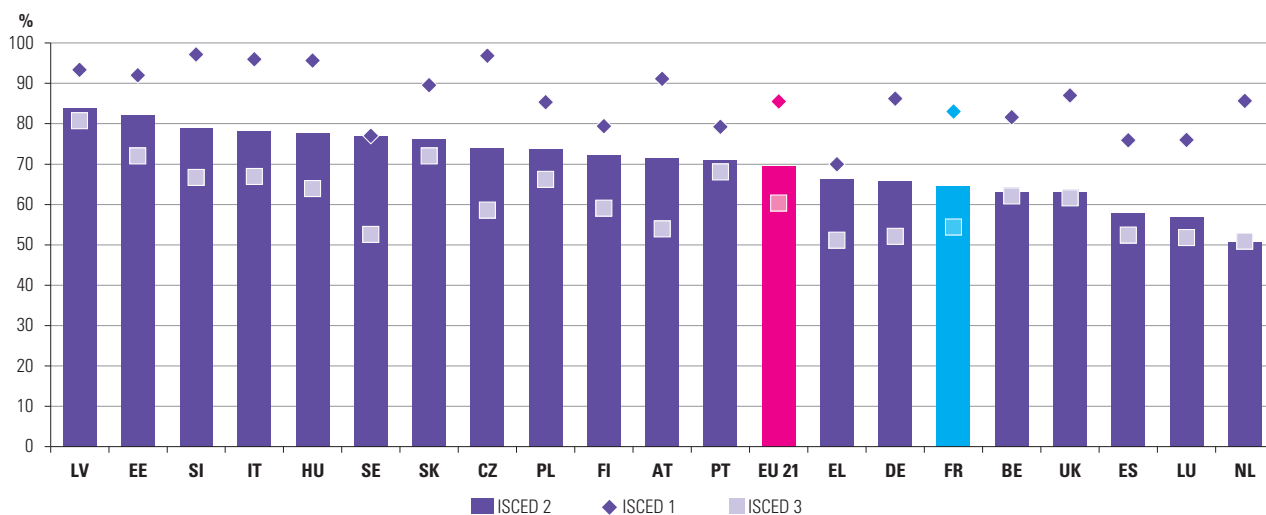
#### 4.1.1 Proportion of teachers that are less than 40 years old by ISCED level in 2013

OECD, EAG 2015, table D5.1.



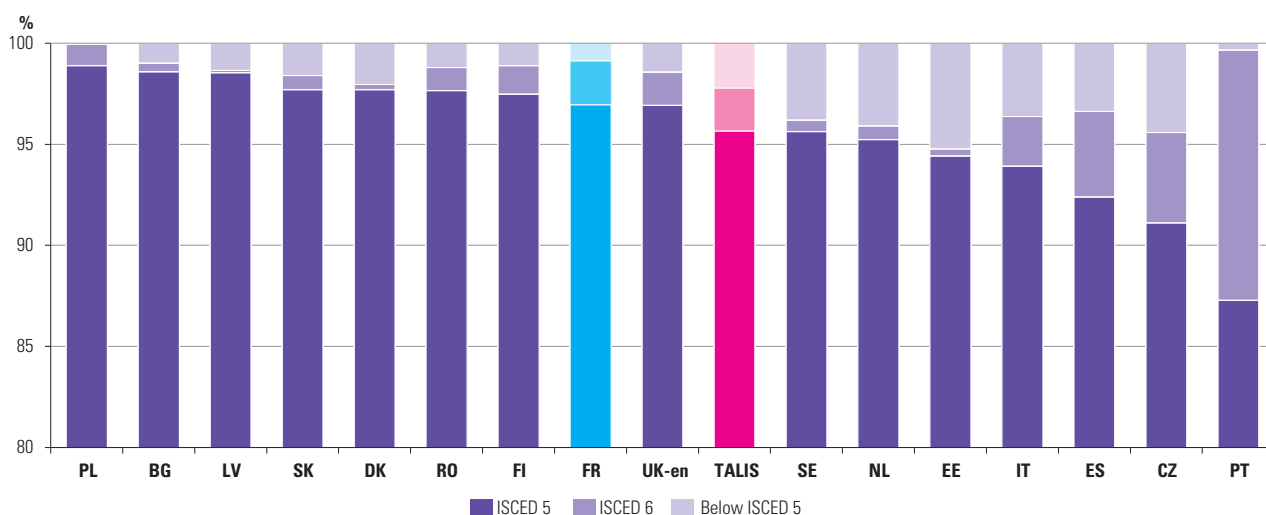
#### 4.1.2 Proportion of female teachers by ISCED level in 2013

OECD, EAG 2015, table D5.3.



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

OECD, TALIS 2013, table 2.2.



Note: In Portugal, Master's degree that were obtained before the Bologna Process (cf. 2.2, p. 20) were labelled as ISCED 6 diploma in the 1997 nomenclature.

## 4.2 TEACHERS' WORKING CONDITIONS

### A PREPONDERANCE OF TEACHERS IN THE PUBLIC SECTOR

In 2013 there was a high preponderance of teachers working in the public sector of the 28 European Union countries (4.2.1 and 4.2.2). This indicator is nonetheless subject to the same methodological precautions as the indicator for the distribution of students per type of institution (cf. 2.6, p. 28). Although the different institution categories established by Eurostat can be seamlessly applied to France (public institutions, private institutions under state contract and independent private institutions), the categorisation can prove more troublesome for certain EU-28 countries. The Netherlands, for example, consider all their institutions as public.

The proportion of ISCED 1 teachers working in public institutions surpassed 97% in Croatia, Romania, Bulgaria, Finland and the Baltic countries (4.2.1). The least amount were in Malta where nearly 30% of the primary-school teachers taught in private institutions. The proportion of teachers in private institutions proved relatively high in ISCED 2 in the four countries where it was also high in ISCED 1, i.e. France, Spain, Malta and the United Kingdom (4.2.2). In the United Kingdom it showed the influence of the Academies in England with the proportion of teachers in public institutions conspicuously higher than in the other countries of the United Kingdom.

#### Academies in England

ZOOM

Implemented in 2000, the Academies are institutions comprised of bodies that are independent of Local Education Authority (LEA), the usual authority over educational institutions. Under the Department for Education authority and mostly funded by the state, with frequent support from private sponsors as well as voluntary contributions from the parents, they enjoy broad governance autonomy.

### MIXED WORKING-HOUR REGULATIONS

Beyond their teaching duties, teachers fulfil numerous other tasks: administration, organisation and scheduling, teacher meetings, information sharing with parents or with other players in the educational community. There are three categories of teachers' working hours that may be subject to regulation, i.e. overall working time (most often that which is applied to all employees), teachers' compulsory presence in the institution and teaching time (4.2.3).

The scope of applying legal or conventional standards proved to be especially variable from one country to the next, e.g. only Greece, Hungary and Portugal, Scotland and Spain defined each of the three components, whilst the other countries set regulations for two of them at best. Greece was the only country where the amount of time full-time teachers were supposed to spend on the institution's premises was identical to the total number of working hours established for them. Moreover, England, Estonia, Northern Ireland and Wales did not contractually define a minimum teaching time. Lastly, in the countries where there was no regulation of total working hours, teachers had to be present in the institution for a minimum number of hours and/or teach for a regulated amount of time. Maximum regulatory teaching time (excluding overtime) is conspicuously higher in Germany (28 weekly hours) than in France (20 hours), whilst it is lower in Finland (18 hours) where a minimum presence time in the institution is set at 21 hours.

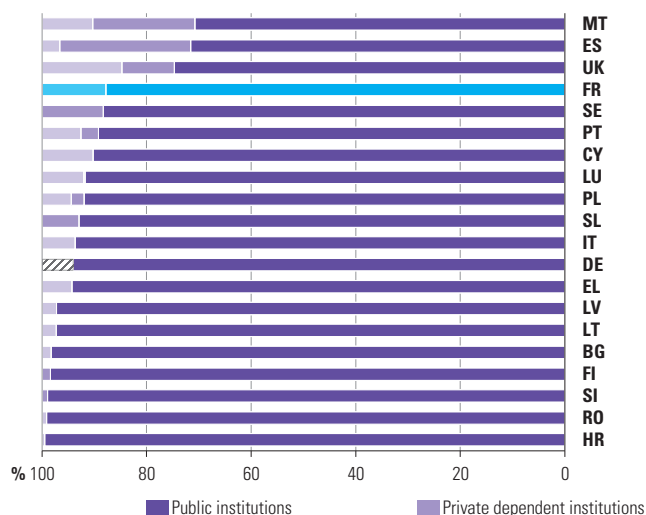
### FEWER STUDENTS PER TEACHER IN THE FIRST CYCLE OF SECONDARY EDUCATION

In 2013 the **ratio of students to teaching staff**<sup>68</sup> in the European Union was better in ISCED 2 than at the other educational levels (4.2.4). In the 21 EU-member countries in the OECD the average ratio in ISCED 2 was 11 students per teacher, whilst it was 14 students in ISCED 1 and 12 students in ISCED 3. Many countries had situations comparable to the European average (including Belgium, Estonia and the United Kingdom). This average, however, covered many national disparities: in Spain, France and Portugal the student-teacher ratio fell as the educational level rose. In France the great numbers of options that can be sat at the general or technological baccalaureate as well as the limited seating capacity of a workshop in vocational education explain this rather low ratio for ISCED 3. ■

<sup>68</sup> See definition p. 68.

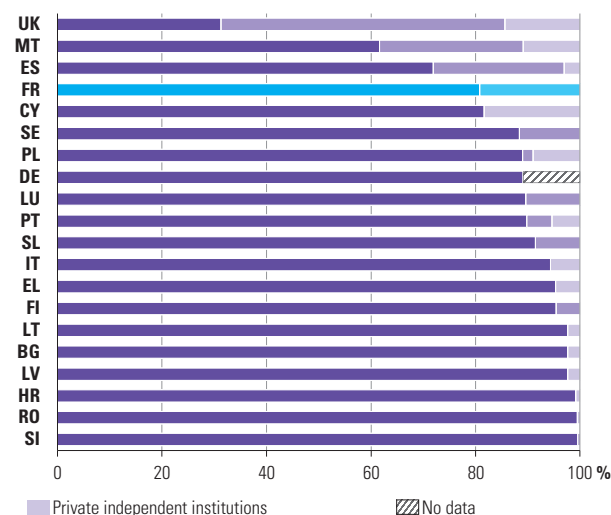
#### 4.2.1 Distribution of ISCED 1 teachers by type of institution in 2013

↳ Eurostat, educ\_uoe\_perp02.



#### 4.2.2 Distribution of ISCED 2 teachers by type of institution in 2013

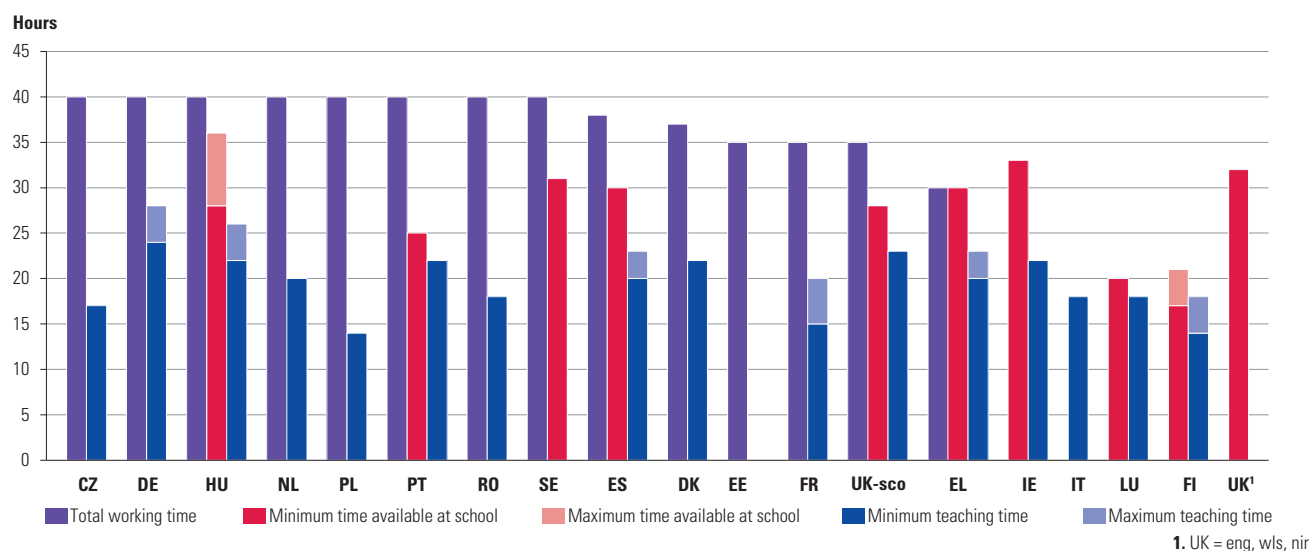
↳ Eurostat, educ\_uoe\_perp02.



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

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

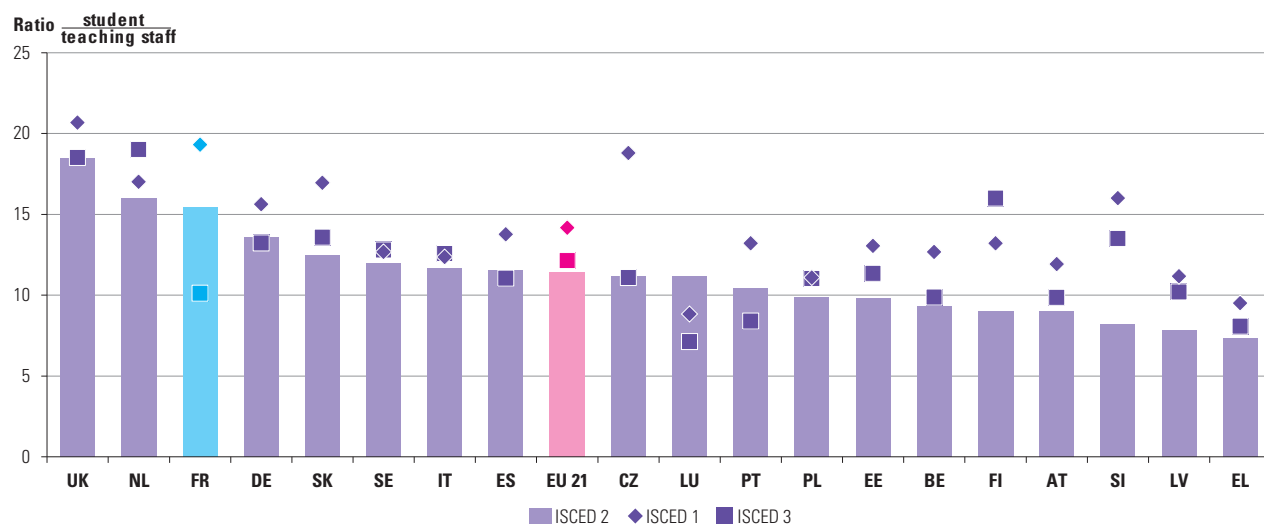
↳ Eurydice, *The teaching profession in Europe*, fig. 1.7.



Note: In France, the minimal teaching time is the one of "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).

#### 4.2.4 Ratio of students to teaching staff in educational institutions by ISCED level in 2013

↳ OECD, *EAG 2015*, table D2.2.



## 4.3 TEACHER SALARIES

### HIGHLY CONTRASTING STATUTORY SALARIES WITHIN THE EUROPEAN UNION

#### OECD's methodology for statutory and actual salaries

ZOOM

Teacher's statutory salaries are scheduled salaries according to official pay scales of each country (if country has one). The salaries reported are defined as gross salaries (sum of money that is paid by the employer for the labour supplied) minus the employer's contribution to social security and pension (according to existing salary scales). Salaries are "before tax", i.e. before deductions for income taxes. Certain bonuses may be added if allocated to every teacher (e.g. a local allowance). Salaries are given for a full-time teacher with typical qualification (i.e. the level of qualifications of more than half of all current teachers in the system) or maximum qualification. For the past few years the OECD has also gathered statistics about the actual salaries of teachers. In France, data comes from the INSEE's SIASP survey (*Système d'information sur les agents des services publics* – information system about public service agents). In contrast to the statutory salary indicator, the actual salary indicator takes into account all pay received (overtime and bonuses). Salaries are given in **purchasing power parity (PPP)**<sup>□</sup>.

In 2013 ISCED 2 teachers in the 21 OECD-member EU countries had highly contrasting salary levels (4.3.1). ISCED 2 teachers in the 21 EU member-countries of the OECD saw entry-level salaries of over 30,000 US \$ - converted PPPs (4.3.1) in eleven countries including Luxembourg (where it reached 80,000 US \$ PPPs), Denmark, France Germany, the Netherlands and Spain, whilst entry-level salaries were under 20,000 US \$ PPPs in six others countries (including Estonia, Greece and Poland). The salary differentials between the beginning and end of career also proved highly variable. Here they are seen at their theoretical maximum (qualification or seniority possibly differing between the beginning and end of career). While ISCED 2 teachers in Austria, France and Greece may have seen their statutory salaries more than double between the beginning and end of their careers, salary rises were limited to 40% in Denmark, Estonia Finland and Germany. In some countries the salary maximum was reached after 15 years of seniority (the Netherlands and Poland), whereas in others (e.g. France and Portugal) longer periods of time are required to reach it.

### THE IMPACT OF THE ECONOMIC CRISIS ON STATUTORY SALARIES

Observed between 2000 and 2013, the statutory salary averages of ISCED 2 teachers of the 21 EU member-countries of the OECD initially increased between 2000 and 2005, then decreased between 2005 and 2013 because of the budgetary adjustments made following the financial crisis (4.3.2). Yet this shift of the average does not reflect the change in all European countries. Although some countries saw particularly big downward adjustments between 2005 and 2013 (especially Hungary and Greece), others, such as Estonia and Poland, saw a conspicuous increase in teachers' statutory salaries over the same period. In Austria, Denmark, Estonia, Finland and Ireland teachers saw their statutory salaries increase in the two sub-periods examined. France was the only country where ISCED 2 teachers saw their statutory salaries decrease in the two sub-periods.

### HIGHER SALARIES IN SECONDARY EDUCATION

In 2013, 25-64 year-olds teachers' actual salaries were on average higher in secondary than in primary education. In the 21 EU-28 countries with membership in the OECD, the average gross actual annual salary of ISCED 3 teachers was 47,700 US \$ PPPs, whereas salaries of ISCED 1 teachers were 41,250 US \$ PPPs (4.3.3).

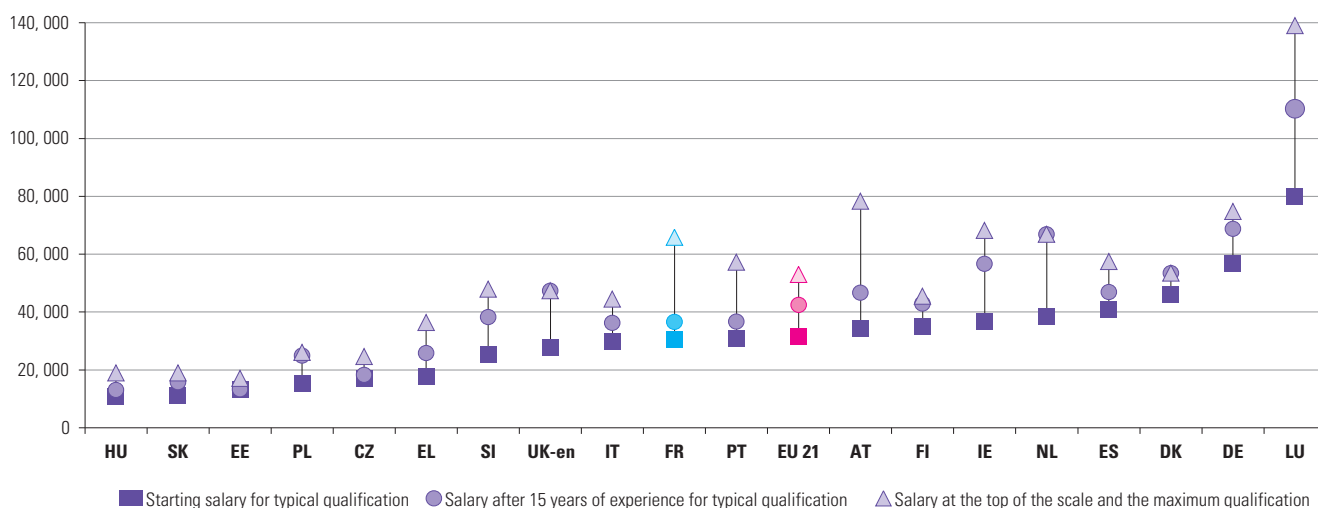
In Germany and the Netherlands teachers' actual salaries were among the highest in the European Union at each teaching level. In Germany it amounted to over 70,000 US \$ PPPs for ISCED 3 teachers. In France the actual salary was pretty much on a par with the average of the OECD countries for ISCED 2 and ISCED 3 teachers. However, it was lower than the OECD average for ISCED 1 teachers. Lastly, Estonia paid identical actual salaries for the three ISCED levels (17,140 US \$ PPPs), clearly lower than the average at all three levels. Compared to tertiary educated workers, primary education teachers are often the one that are faced with lesser-attractive salaries. ■

<sup>□</sup> See definition p. 68.

#### 4.3.1 ISCED 2 teachers' (between 25 and 64 years old) salaries according to their status and seniority in 2013

OECD, EAG 2015, tables D3.1a et D3.6a.

US \$ PPP

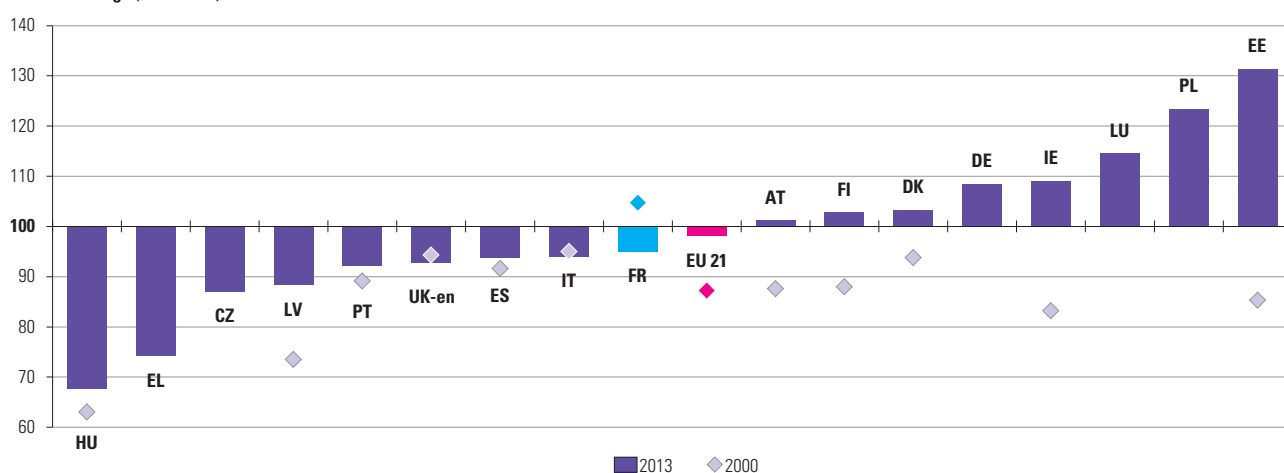


Notes: In France, the typical qualification is the "certified" status, and the maximal qualification is the "agrégé" status.

#### 4.3.2 ISCED 2 teachers (between 25 and 64 years old) statutory salaries' evolution in 2000, 2005 and 2013

OECD, EAG 2015, table D3.5b.

Index of change (2005 = 100)

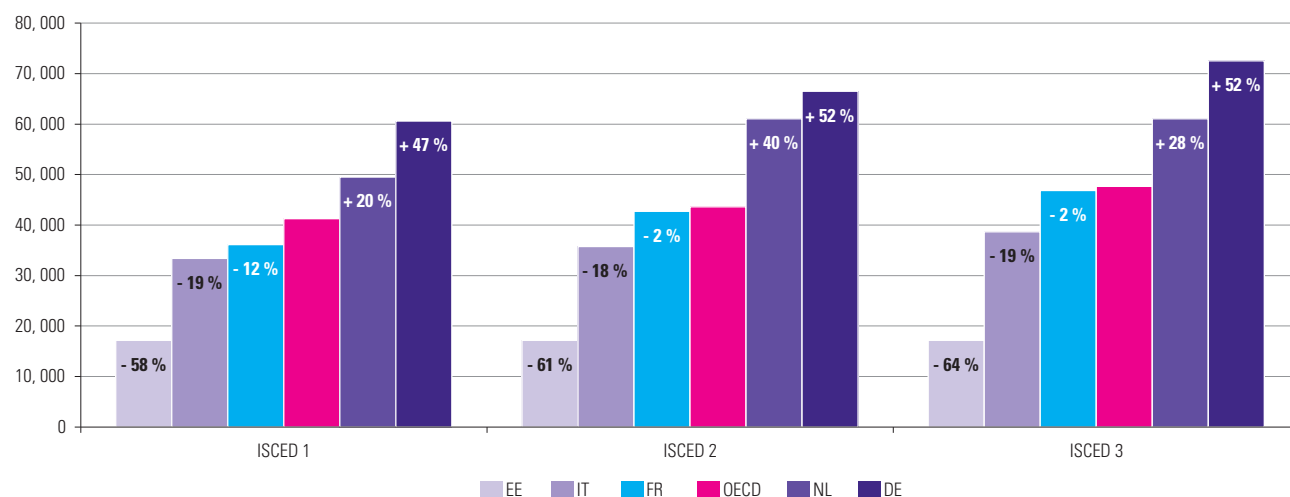


Note: Data for year 2000 are not available for Czech Republic, Germany, Greece, Luxembourg, Poland and Spain.

#### 4.3.3 Public institutions' teachers' (between 25 and 64 years old) gross annual actual salary by ISCED level in 2013 – actual salary data

OECD, EAG 2015, table D3.4.

US \$ PPP



Note: In 2013, in Estonia, ISCED 1 teachers receive an actual salary of 17,141 US \$ PPP, 58 % below OECD average.

## 4.4 TEACHERS' INITIAL AND CONTINUING EDUCATION AND TRAINING

### DIVERSE REGULATIONS FOR THE INITIAL EDUCATION AND TRAINING OF TEACHERS

Figure 4.4.1 shows the requirements set by central regulations framing the initial teaching of future teachers within the European Union. In 15 EU countries, including France (since 2009), Germany, Italy and Spain, a minimum initial education requires a Masters' degree (ISCED 7 in the 2011 nomenclature). Two initial education models exist in the EU. In the first model future teachers take a professional stream in order to specialise as teachers from the beginning of their studies (the model is known as concurrent). In the second model, future teachers start an academic pathway in a specific field and then specialize as teachers (the model is known as consecutive). The concurrent model is predominant in the EU-28 with 21 countries using this type of model (including Finland, Germany, the Netherlands and Poland). It is worth noting that both models can co-exist in some countries (Austria, Finland, the Netherlands and Poland). In this case the figure indicates which of the two models is predominant.

In 24 of the EU-28 countries the number of initial education years required for ISCED 2 teachers is 4 to 5 years. If only the majority or single models are retained in each country, Italy and Luxembourg are the only countries where the duration of initial education is greater than 5 years. Only Austria and Romania have a model lasting less than 4 years. Estonia, France, Portugal and Spain share an identical profile of their teachers' initial education, *i.e.* the consecutive model at the Masters level. In the Netherlands the degree level attained at the end of initial education has an impact on the education level of future teachers, *i.e.* a Bachelor's degree is enough to teach at the ISCED 2 level, but a Masters is required for the ISCED 3 level. In Austria a Masters is needed to teach in the general secondary, whereas a Bachelor's degree makes it possible to teach in the vocational secondary.

### A MAJORITY OF TEACHERS TAKE PART IN CONTINUING EDUCATION AND TRAINING

In all of the countries participating in the TALIS<sup>68</sup> 2013 survey the ISCED 2 teacher participation rate in continuing education courses or workshops dealing with the matters taught and teaching methods over the previous 12 months was 72% (4.4.2). The average length of these courses and workshops was 8 days. Among 18 of the EU-28 countries participating in the survey, 7 (including Finland, France, Italy and Sweden) had a participation rate in continuing education courses and workshops lower than or equal to 60% with a minimum in Slovakia of 39%. Only Estonia, Latvia and Poland had teachers' participation rates higher than 80%.

#### Participation to continuous training: what measure?

ZOOM

OECD's TALIS 2013 survey (cf. 4.1, p. 36) gives the participation rate of teachers in continuing education over the previous twelve months based on several activity categories in continuous training, *i.e.* courses and workshops on matters taught and teaching methods; lectures and teaching seminars; visits to other schools; qualification curricula leading to a degree; the participation in a dedicated teachers network for their continuing education, etc. These different education categories are not mutually exclusive.

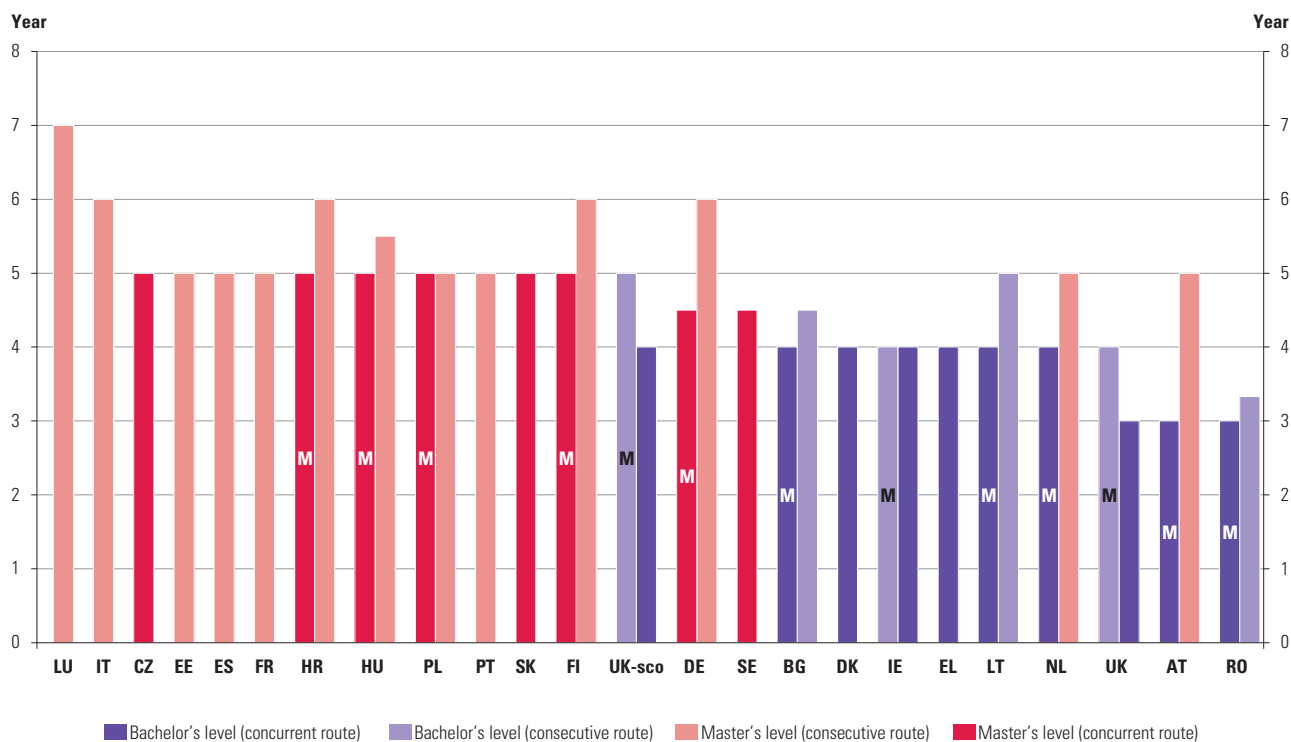
The course duration was predominantly less than 10 days for the EU countries participating in the survey. Romania, Spain and Portugal, however, were exceptions with participation times respectively of 22, 18 and 12 days. In England and Finland ISCED 2 teachers took courses that lasted less than or equal to 3 days.

Lastly, in all of the countries participating in TALIS 2013, the two fields in which teachers felt their greatest training needs lay were, on one hand, teaching students with special needs (disabilities, intellectually precocious students were not taken into account in this variable) and learning difficulties for 22% of the teachers, and, on other hand, the use of ICT in classroom teaching (19%). The percentage of teachers that responded the same way are respectively 27% and 25% in France. Both items are not mutually exclusive. ■

<sup>68</sup> See definition p. 68.

#### 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

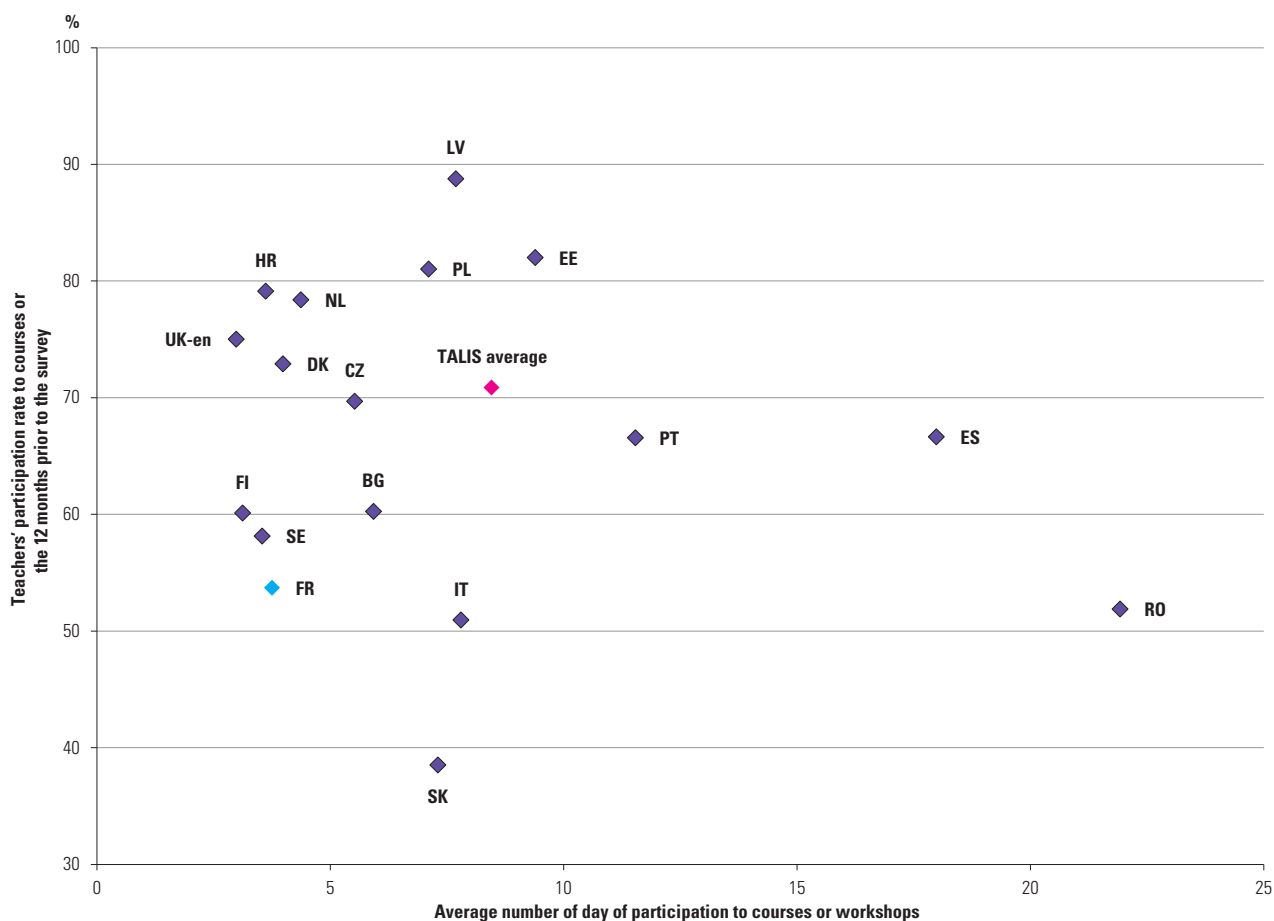
↳ Eurydice 2015, *The teaching profession in Europe*.



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

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

↳ OECD, *Talis 2013*, tables 4.9 and 4.9 web.





## 4.5 TEACHER PRACTICES IN THE CLASSROOM AND THE FEELING OF BEING VALUED IN SOCIETY

### TEACHING BY PROJECTS AND THE USE OF DIGITAL TOOLS IN THE CLASSROOM ARE INFREQUENT

The TALIS<sup>68</sup> 2013 survey (cf. 4.1, p. 36) sheds light on the teaching activities used in the classroom by ISCED 2 teachers. First of all it should be remembered that this information is based on teacher statements. The most widely shared practices in all the countries seem to have been the presentation of a summary of what had just been covered in class (73% of the teachers), as well as checking the students' exercise books and homework (72% of the teachers) (4.5.1). Inversely having the students work on projects for at least a week (27% of teachers), using digital tools in class (37% of teachers) or using different kinds of work for students with difficulties (44% of teachers) were less commonly used practices in the countries participating in the survey. France is ranked below the average of the TALIS survey countries for each of these three teaching methods and even very much below the average in the use of differentiated work for students with difficulties.

Italy, Sweden and the United Kingdom were the three countries where teachers stated they had students work on longer projects, more frequently than the average of countries in the survey. Denmark, Latvia and Slovakia were the three countries where teachers stated that they used digital tools in class, more frequently than the average of the countries in the survey.

### THE THREE PHASES OF A CLASSROOM SESSION

TALIS 2013 also provides information – always statements – about how a course session, called “normal”, occurred. There were three activity phases: the teaching itself; keeping order in the classroom; and tasks known as administrative. ISCED 2 teachers in all participating countries stated that they devoted an average of 79% of class time to teaching, 13% to keeping order and 8% to administrative tasks (4.5.2).

Of the 18 European countries taking part in the TALIS 2013 survey, 12, including England, Denmark, Finland and Sweden, saw their teachers devoting 80% of classroom time to the teaching itself, with a maximum value reached in Bulgaria (87% of the time) where teachers stated that they spend a particularly small amount of time on administrative tasks (5%) or in keeping order (8%). France and the Netherlands saw the opposite situation occur, where teachers spent the most time keeping order in class, the highest of the European countries participating in the survey (16% in both cases) and, incidentally, with the time devoted to teaching among the lowest observed (76% and 74% respectively).

### BETWEEN JOB SATISFACTION AND A LACK OF VALUE FROM SOCIETY

The TALIS 2013 survey highlights a certain paradox, *i.e.* the majority of teachers stated that they found their job rewarding. In all of the countries taking part in the survey 91% of the ISCED 2 teachers said they were satisfied with their job (4.5.3). But only 31% of them felt their job was valued by society.

Of the 18 European countries participating in the survey, 13 (including Estonia, Finland, Italy and Spain) saw more than 90% of their teachers state they found their job rewarding, with the lowest value found in England (82%). Simultaneously more than half of the countries (including Estonia, France, Italy and Spain) recorded a maximum of 15% of their teachers who felt their profession was valued by society. This second variable nonetheless allows for a wider range of scores per country than the first. The feeling of respect was more developed in Finland (59%) and in the Netherlands (40%), whilst it was especially low in Slovakia (4%), France (5%) and Sweden (5%). ■

<sup>68</sup> See definition p. 68.

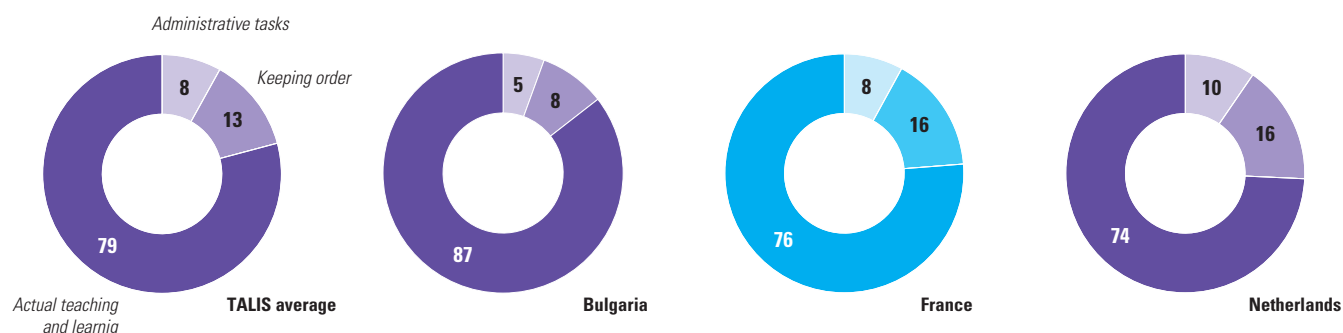
#### 4.5.1 Percentage of ISCED 2 teachers who report using the following teaching practices (“frequently” or “in all or nearly all lessons”) (in %)

OECD, TALIS 2013, table 6.1.

	Present a summary of recently learned content	Students work in small groups to come up with a joint solution to a problem or task	Give different work to the students who have difficulties learning and/or to those who can advance faster	Refer to a problem from everyday life or work to demonstrate why new knowledge is useful	Let students practice similar tasks until teacher knows that every student has understood the subject matter	Check students' exercise books or homework	Students work on projects that require at least one week to complete	Students use ICT for projects or class work
<b>TALIS</b>	<b>73</b>	<b>47</b>	<b>44</b>	<b>68</b>	<b>67</b>	<b>72</b>	<b>27</b>	<b>37</b>
BG	80	44	61	78	79	79	24	34
CZ	88	35	32	70	70	65	13	37
DK	79	80	44	69	57	60	23	74
EE	80	38	47	60	68	71	15	29
ES	72	33	40	77	70	80	26	37
<b>FR</b>	<b>74</b>	<b>37</b>	<b>22</b>	<b>57</b>	<b>55</b>	<b>66</b>	<b>22</b>	<b>24</b>
HR	60	33	51	79	64	70	10	24
IT	64	32	58	81	78	85	28	31
LV	80	35	53	87	84	79	15	41
NL	72	48	20	63	56	66	27	35
PL	78	42	55	76	79	63	16	36
PT	85	49	53	66	61	71	21	34
RO	77	56	58	54	80	84	22	26
SK	90	42	45	74	74	79	22	45
FI	62	37	37	64	51	62	14	18
SE	72	44	53	49	55	51	41	34
UK-en	75	58	63	62	62	85	38	37

#### 4.5.2 Distribution of class time during an average lesson in 2013

OECD, TALIS 2013, table 6.2o.



Note: Bulgaria and the Netherlands have the extreme teaching time values among the 18 EU countries in TALIS 2013.

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

OECD, TALIS 2013.

