

Teachers in Europe

Careers, Development and Well-being

Eurydice Report



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FOREWORD



Teachers are the front-line workers in education. Having motivated teachers is one of the essential prerequisites of a successful education system in which students from different backgrounds can flourish and reach their full potential. The transition from face-to-face to distance learning due to the global health crisis has further underlined the vital role of teachers in providing all students with equal and quality learning opportunities.

This crisis has shown the strengths of our education systems, but also weaknesses, and has taught us important lessons on how to adapt to the current context. The crisis required us to improve digital education and equip teachers with relevant and adequate skills. The crisis has also stressed the need to invest in joint efforts and further reinforce the amazing spirit of our education community across Europe. The more we cooperate, the more we can create new exciting opportunities. Among such opportunities are the Erasmus Teacher Academies and eTwinning, and teachers are essential for both initiatives. Erasmus Teacher Academies create communities of practice, notably on initial teacher education and continuous professional development, while eTwinning is a community in which teachers can learn how to adopt innovative teaching methods and support students while at home.

Our Communication on *achieving the European Education Area by 2025* puts teachers at the heart of education. We proposed concrete measures, such as a revised learning mobility framework enabling teachers to overcome obstacles and benefit from travelling abroad for learning purposes when COVID-19 restrictions will be lifted. The Commission also plans to develop a European guidance tool for the development of national career frameworks that support teachers' career progression.

This new report examines the key policy issues that have an impact on lower secondary teachers across Europe. The report connects qualitative Eurydice data on national policies and legislation with quantitative data from the Teaching and Learning International Survey (TALIS) on practices and perceptions of teachers. The analysis illustrates how national policies and regulations can contribute to enhancing and supporting the teaching profession.

I am confident that this report will be a great help to education policy makers and other stakeholders at national and European level. I hope that it will inspire and support the EU Member States to exchange best practices, to learn from each other and to work towards a strong and effective European Education Area.

Mariya Gabriel

Commissioner responsible for
Innovation, Research, Culture,
Education and Youth

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CODES AND ABBREVIATIONS

Country codes

EU	European Union	CY	Cyprus	UK	United Kingdom
BE	Belgium	LV	Latvia	UK-ENG	England
BE fr	Belgium – French Community	LT	Lithuania	UK-WLS	Wales
BE de	Belgium – German-speaking Community	LU	Luxembourg	UK-NIR	Northern Ireland
BE nl	Belgium – Flemish Community	HU	Hungary	UK-SCT	Scotland
BG	Bulgaria	MT	Malta	EEA and candidate countries	
CZ	Czechia	NL	Netherlands	AL	Albania
DK	Denmark	AT	Austria	BA	Bosnia and Herzegovina
DE	Germany	PL	Poland	CH	Switzerland
EE	Estonia	PT	Portugal	IS	Iceland
IE	Ireland	RO	Romania	LI	Liechtenstein
EL	Greece	SI	Slovenia	ME	Montenegro
ES	Spain	SK	Slovakia	MK	North Macedonia
FR	France	FI	Finland	NO	Norway
HR	Croatia	SE	Sweden	RS	Serbia
IT	Italy			TR	Turkey

Statistics

(:)	Data not available
(–)	Not applicable or zero

Abbreviations and acronyms

International conventions

CPD	Continuing Professional Development
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualification Framework
HEI	Higher Education Institutions
ICT	Information and Communication Technologies
ISCED	International Standard Classification of Education (see the glossary)
ITE	Initial Teacher Education

National abbreviations in their language of origin

AHS	<i>Allgemeinbildende höhere Schule</i>	AT
GCSE	<i>General Certificate of Secondary Education</i>	UK-ENG/WLS/NIR
HAVO	<i>Hoger Algemeen Voortgezet Onderwijs</i>	NL
NMS	<i>Neue Mittelschule</i>	AT
PGCE	<i>Postgraduate Certificate in Education</i>	UK-ENG/WLS/NIR
VMBO	<i>Vorbereidend Middelbaar Beroepsonderwijs</i>	NL
VWO	<i>Vorbereidend Wetenschappelijk Onderwijs</i>	NL
ZŠ/G	<i>Základní škola/Gymnázium</i>	CZ

CHAPTER 3: CONTINUING PROFESSIONAL DEVELOPMENT

Lifelong learning is important in every person's life, but especially for people working in professions that transmit knowledge and facilitate learning. The recent Communication on achieving the European Education Area by 2025 emphasises that 'teachers and trainers need continuous opportunities for professional development' ⁽¹⁾. The Council's conclusions on 'European teachers and trainers for the future' affirm that good quality teaching and learning can be achieved when teachers engage in continuing professional development. Therefore, the conclusions stress that 'it is essential to further develop and update the competences of teachers and trainers, to ensure their expertise and encourage their autonomy and engagement' ⁽²⁾.

This chapter aims to shed some light on how teachers' participation in continuing professional development (CPD) may be encouraged through top-level policy frameworks. It explores the extent to which CPD participation patterns, as reported by lower secondary teachers, relate to countries' regulations and policies. The chapter starts with a short overview of TALIS 2018 data on lower secondary teacher participation in professional development. Since most teachers in Europe attended at least one professional training activity, the analysis focuses on participation in various types of CPD. Teachers who attended more types of CPD were more likely to have engaged in collaborative and interactive training. Moreover, those teachers were more likely to perceive their CPD as useful. The average number of types of professional training is, therefore, used as the main dependent variable in the analysis.

The chapter goes on to present the main top-level regulations regarding teachers' continuing professional development. These country-level indicators are employed to explain the variation in teachers' take up of professional training and to account for some perceived barriers to take up. The description starts with the status of CPD, highlighting countries that set a clear mandatory minimum for all teachers and those that grant a certain amount of CPD time as an entitlement. Providing the possibility of taking paid study leave is another way to allocate time for professional development. The types of study leave available to teachers in European countries are discussed, and some examples of the types of training involved are presented.

In addition to allocating time for professional development, top-level regulations may support the planning and coordination of CPD. The chapter explores some of the measures in place, both at school and country level. Countries that require schools to have a CPD plan are highlighted, as well as the frequency with which these plans are required to be updated. At country level, CPD planning and coordination may be organised through a body or agency, outside the ministry of education, charged with these functions. The countries that have such an agency are presented, along with a short discussion of the main CPD-related functions involved.

The chapter concludes with a summary of the most important country-level factors impacting on CPD. The data seems to indicate that teachers participate in more varied types of CPD in those countries where a certain amount of time is allocated for CPD for every teacher – either as an obligation or as an entitlement. Availability of paid study leave for longer than a week seems to reduce the perception of conflict with a teacher's work schedule. Moreover, teachers in countries where a school CPD plan is compulsory tend to engage in more types of CPD.

⁽¹⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions 'on achieving the European Education Area by 2025'. 30.09.2020, COM(2020) 625 final, p. 10.

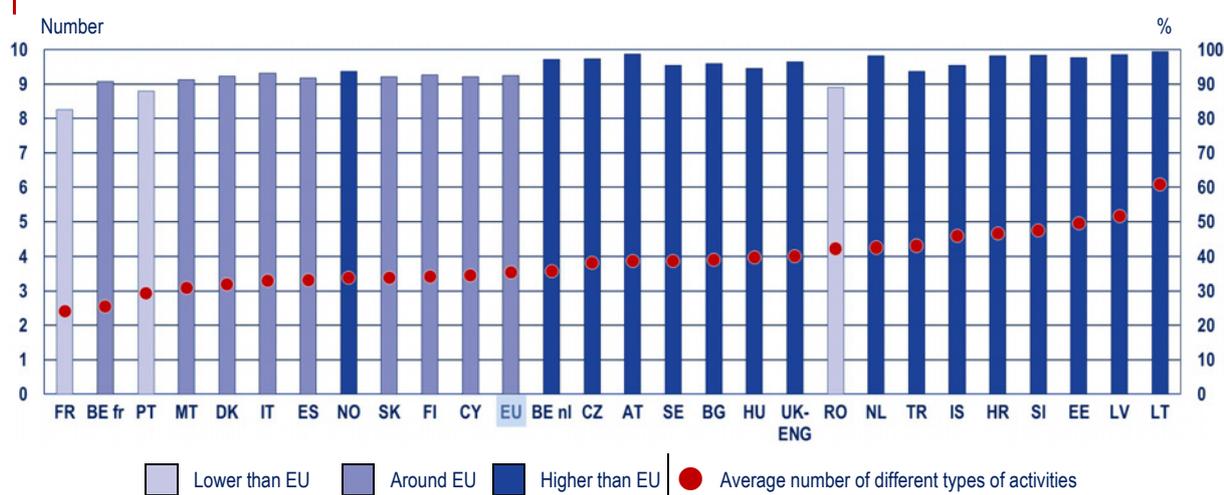
⁽²⁾ OJ C 193, 9.6.2020, C 193/04, p. 11.

3.1. Teacher participation in professional development

The Council conclusions on ‘European teachers and trainers for the future’ invite member states to ‘promote and support greater participation of teachers and trainers in continuous professional development’ ⁽³⁾. Before exploring the ways that countries may encourage the take up, this section describes the CPD participation patterns of lower secondary teachers as reported in 2018. The TALIS survey included several questions about teacher participation in professional development, highlighting several different aspects of behaviour and perception. This section focuses on practices as reported. It first presents the overall rate of participation, namely the proportion of teachers who reported attending at least one type of CPD in the 12 months prior to the survey. It then discusses the different types and topics of the professional training that teachers have attended.

TALIS 2018 data reveals that a high proportion of teachers participate in CPD activities (see Figure 3.1). 92.5 % of lower secondary teachers in EU countries have attended at least one type of professional development activity in the 12 months prior to the survey. Three countries stand out with lower than EU level (although still relatively high) participation rates. In France, Portugal and Romania, the proportion of teachers who have participated in CPD are 82.6 %, 88.0 % and 89.0 % respectively.

Figure 3.1: Lower secondary teacher participation in professional development, 2018



Source: Eurydice, on the basis of TALIS 2018 (see Table 3.1 in Annex II).

	FR	BE fr	PT	MT	DK	IT	ES	NO	SK	FI	CY	EU	BE nl	CZ
%	82.6	90.8	88.0	91.3	92.4	93.2	91.8	93.8	92.2	92.7	92.2	92.5	97.1	97.3
Average	2.4	2.5	2.9	3.1	3.2	3.3	3.3	3.4	3.4	3.4	3.4	3.5	3.6	3.8
	AT	SE	BG	HU	UK-ENG	RO	NL	TR	IS	HR	SI	EE	LV	LT
%	98.7	95.4	95.9	94.5	96.5	89.0	98.2	93.6	95.5	98.1	98.3	97.7	98.6	99.4
Average	3.9	3.9	3.9	4.0	4.0	4.2	4.3	4.3	4.6	4.7	4.7	5.0	5.2	6.1

Explanatory notes

The Figure is based on teachers’ answers to question 22: ‘During the last 12 months, did you participate in any of the following professional development activities?’. The length of bars shows the proportion of teachers who answered ‘yes’ to at least one type of professional development activity (for the exact categories see in Figure 3.2). The dots show the average number of different types of CPD activities. Cases with missing values in all sub questions (a-j) are excluded.

The intensity of the bar colour and the use of the bold in the table indicate statistically significant differences from the EU value.

The data is arranged in ascending order of average number of different types of activities.

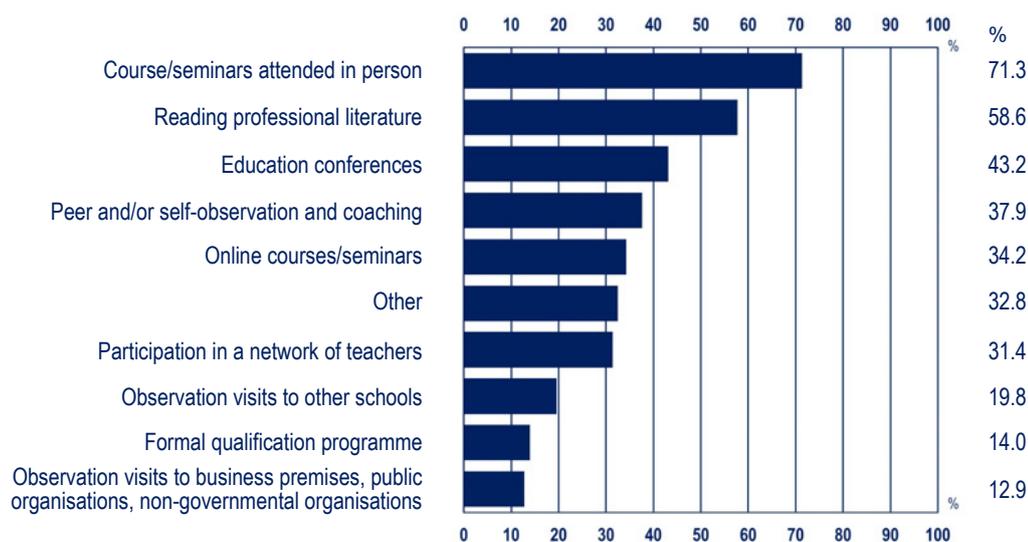
EU refers to all the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

⁽³⁾ Ibid., p. 15.

The variation between the countries is higher when it comes to considering how many different types of professional development activities teachers have attended. In the TALIS 2018 questionnaire, teachers could indicate ten types of CPD activities, such as attending course/seminars in person or online, reading professional literature, participating in education conferences or a network of teachers, coaching, observation visits or formal qualification programme (see the exact categories in Figure 3.2). Unfortunately, TALIS 2018 data does not distinguish teachers who have engaged in many CPD activities of the same type from those who did so only once. Neither is the duration of each type of CPD training examined.

The data shows that in the EU, on average, teachers attended three to four different types of professional development activities (average 3.5) in the 12 months prior to the survey. The number varies from 2.4 to 6.1. On the lower end, teachers in Belgium (French Community) and France participated in two or three different types of training (approximately 2.5 on average). Teachers in Denmark, Malta and Portugal participated, on average, in three different types of professional development activities. On the higher end, teachers in Lithuania stand out, with the most varied CPD activities, attending on average six different types of training in the 12 months prior to the survey. In the neighbouring Baltic countries (Estonia and Latvia), teachers attended approximately five different types of professional development activities.

Figure 3.2: Proportion of lower secondary teachers who participated in different types of professional development activities in the 12 months prior to the survey, EU level, 2018



Source: Eurydice, on the basis of TALIS 2018 (see Table 3.1 in Annex II).

Explanatory notes

The Figure is based on teachers' answers to question 22: 'During the last 12 months, did you participate in any of the following professional development activities?'. The length of bars shows the proportion of teachers who answered 'yes' to the different types of professional development activities (answer options a-j). Cases with missing values in all sub questions (a-j) are excluded.

EU refers to all the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

The Council conclusions on European teachers and trainers for the future stress that 'it is beneficial to offer various training models, including face-to-face, virtual, blended and work-based learning' ⁽⁴⁾. They invite member states 'to provide impactful and research-based continuous professional development opportunities for teachers and trainers, based on collaboration, peer observation and peer-learning, guidance, mentoring and networking' ⁽⁵⁾. Despite these aspirations, analysis of

⁽⁴⁾ Ibid., p. 11.

⁽⁵⁾ Ibid., p. 16.

teachers' participation in different types of professional development activities (see Figure 3.2) shows that traditional types of training are predominant. Teachers reported the highest participation in 'information transfer' type of professional development activities that do not necessarily involve much interaction between participants.

Courses or seminars attended in person were the most popular type of training. TALIS 2018 data shows that 71.3 % of lower secondary teachers attended at least one course or seminar in person in the 12 months prior to the survey. Individual self-learning, namely reading professional literature, was the second most popular type of training, reported by 58.6 % of teachers, while 43.2 % of teachers participated in education conferences. Although many contemporary conferences try to complement the 'on stage' keynotes, presentations and question-and-answer sessions with participant-driven discussions, this still largely remains a traditional knowledge transfer method.

Lower secondary teachers reported lower levels of participation in peer-based and collaborative modern-type professional development activities. In the EU, 37.9 % of teachers reported engaging in peer and/or self-observation and coaching; 31.4 % in professional network activities; 19.8 % in observation visits to other schools; and only 12.9 % visited business premises, public organisations or non-governmental organisations as part of their professional development.

It is important to note that the survey data dates back to 2018. Due to the COVID-19 pandemic, continuing professional development activities that involve direct contact between people have considerably reduced. By contrast, the proportion of e-learning and distance learning is likely to have increased. In 2018, approximately one third of teachers (34.2 %) in Europe reported participation in online courses/seminars. During the COVID-19 pandemic, this proportion is likely to have increased and become the most dominant form of learning.

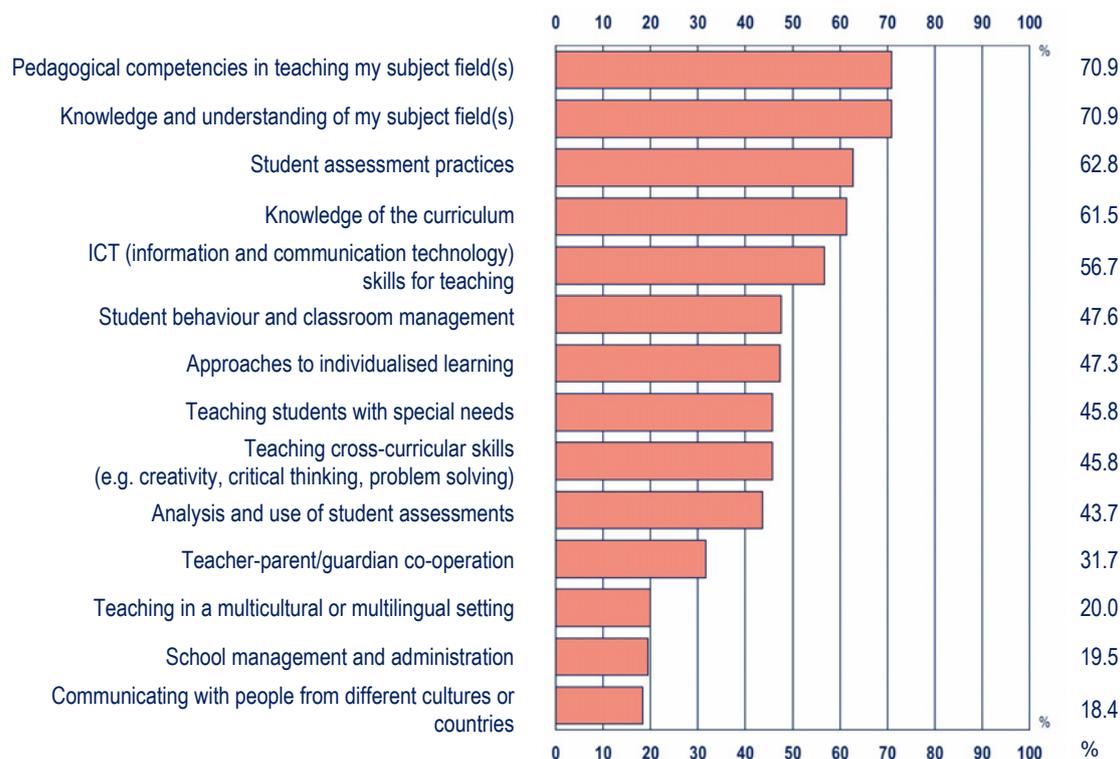
Most European countries follow the average trends regarding the popular types of continuing professional development. However, it is worth highlighting some exceptions. Teachers in two education systems – Belgium (French Community) and Romania – attended far fewer courses/seminars in person than in other European countries. Instead, education conferences and participation in a network of teachers were popular types of professional development in Belgium (French Community). In Romania, the most common forms of continuing professional development were peer and/or self-observation and coaching, as well as reading professional literature.

The types of professional activities on which teachers have embarked are, of course, just one element among several that could be taken into account. The topics addressed in CPD are another important dimension to be considered when analysing teachers' professional development. TALIS 2018 data reveals that, in the EU, professional development related to teachers' subject field(s) was most common (see Figure 3.3). 'Pedagogical competencies in teaching my subject field(s)', 'knowledge and understanding of my subject field(s)' and 'knowledge of the curriculum' were among the most frequently recurring responses. Professional development related to interdisciplinary skills, e.g. assessment, ICT, student behaviour and classroom management, and individualised learning also featured. By contrast, teaching in a multilingual setting and communicating with people from different cultures were less frequent. Likewise, few teachers had participated in professional development activities related to school management and administration.

It is important to highlight the fact that the TALIS data shows teachers' responses in 2018. During the subsequent COVID-19 pandemic crisis, one particular professional development topic may have become much more prominent. In almost all European countries, distance learning became the main form of instruction in lower secondary schools in spring 2020. Nearly all lower secondary schools were closed for face-to-face teaching for several weeks or months. Teachers in Europe, therefore, had to rapidly change their regular way of working and master ICT technologies that enabled them to teach

from a distance. Council conclusions on countering the COVID-19 crisis in education and training from June 2020 highlighted the need for additional, targeted training and member states were invited to 'support further development of teachers' and trainers' digital skills and competences, in order to facilitate teaching and assessment in digital learning environments' ⁽⁶⁾.

Figure 3.3: Distribution of different professional development topics followed by lower secondary teachers, EU level, 2018



Source: Eurydice, on the basis of TALIS 2018 (see Table 3.2 in Annex II).

Explanatory notes

The Figure is based on teachers' answers to the question 23 'Were any of the topics listed below included in your professional development activities during the last 12 months?'. The length of bars shows the proportion of teachers who answered 'yes' to the different topics of professional development activities (answer options a-o). Cases with missing values in all sub questions (a-o) are excluded.

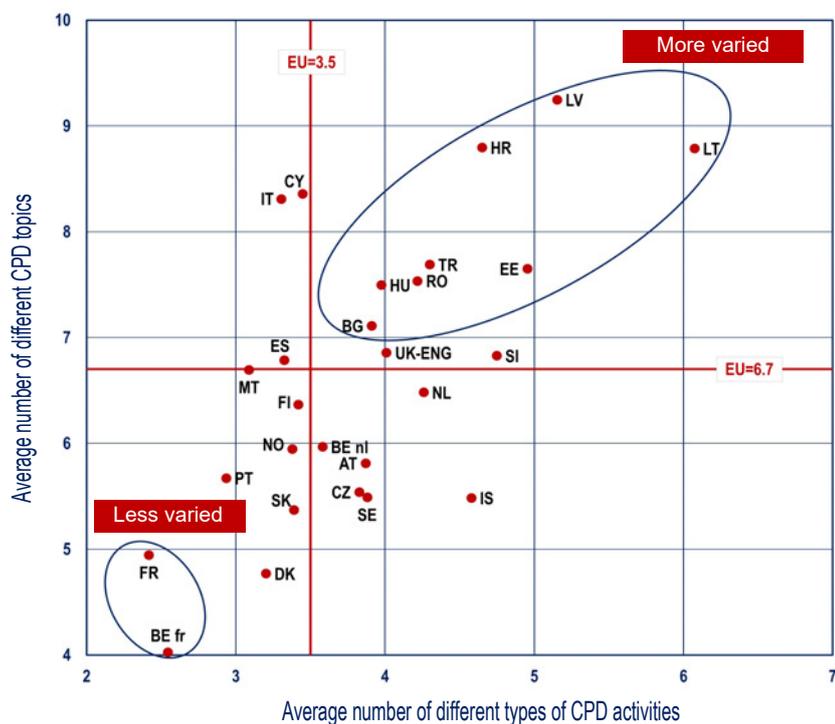
EU refers to all the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

Combining the two aspects of professional training analysed – different types of CPD activities and different CPD topics – may provide an indication of where teachers engage in more diverse CPD activities. Figure 3.4 plots the European countries against those two axes. The average values on both dimensions are high in countries positioned in the top right corner. It shows that lower secondary teachers in Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Romania and Turkey followed varied types and topics of CPD to a significantly higher extent than in the EU on average. By contrast, significantly lower than EU participation in both varied types and topics of professional training was reported by teachers in Belgium (French Community) and France.

The Figure also highlights some other interesting situations. For example, lower secondary teachers in Italy and Cyprus reported participating on average in three or four different types of training, but covered approximately eight or nine different topics. On the other hand, teachers in the Netherlands and Iceland attended more varied types of training on fewer topics.

⁽⁶⁾ Council conclusions of 16 June 2020 on countering the COVID-19 crisis in education and training, OJ C 212, 26.6.2020, p. 9.

Figure 3.4: Teacher participation in continuing professional development activities, by average number of topics and types, 2018



Average number of different	EU	BE fr	BE nl	BG	CZ	DK	EE	ES	FR	HR	IT	CY	LV	LT
types of CPD activities	3.5	2.5	3.6	3.9	3.8	3.2	5.0	3.3	2.4	4.7	3.3	3.4	5.2	6.1
CPD topics	6.7	4.0	6.0	7.1	5.5	4.8	7.6	6.8	4.9	8.8	8.3	8.4	9.2	8.8
Average number of different	HU	MT	NL	AT	PT	RO	SI	SK	FI	SE	UK-ENG	IS	NO	TR
types of CPD activities	4.0	3.1	4.3	3.9	2.9	4.2	4.7	3.4	3.4	3.9	4.0	4.6	3.4	4.3
CPD topics	7.5	6.7	6.5	5.8	5.7	7.5	6.8	5.4	6.4	5.5	6.9	5.5	5.9	7.7

Source: Eurydice, on the basis of TALIS 2018 (see Tables 3.1 and 3.2 in Annex II).

Explanatory notes

The horizontal axis is based on teachers' answers to question 22: 'During the last 12 months, did you participate in any of the following professional development activities?'. The x value shows the average number of different types of CPD activities per country. The vertical axis is based on teachers' answers to question 23: 'Were any of the topics listed below included in your professional development activities during the last 12 months?'. The y value shows the average number of different types of CPD topics taken by those lower secondary teachers who followed at least one type of professional development activity. Cases with missing values in all sub questions are excluded.

EU refers to all the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

The use of the bold in the table indicates statistically significant differences from the EU average.

The next sections present some aspects of top-level regulations that may influence teacher participation in professional development. From TALIS 2018 data, the average number of different types of CPD activities (see Figure 3.1) will be used as the main indicator. This variable shows considerable variation between the countries, and clearly relates to European policy priorities that encourage varied, modern and participatory forms of professional training. Moreover, the analysis of TALIS 2018 data shows that teachers who participated in more types of CPD tended to report more positive impact on teaching practices (see Table 3.3 in Annex II). In the EU, those teachers who thought that their professional development activities had a positive impact on their teaching practice attended four different types of CPD. By contrast, those that thought there was no positive impact attended fewer than three different types of CPD. This relation between the number of types of CPD attended and the perception of impact was observed in every country.

3.2. Status of continuing professional development in top-level regulations

Top-level regulations and policies establish the framework for teacher participation in professional development. This section describes the core regulations that define the status of CPD in the education system. It then explores the relationship between the status of CPD and teacher participation patterns reported in TALIS 2018.

Countries regulate the CPD of teachers in different ways (see Figure 3.5). The most fundamental distinction is between CPD considered as a professional duty or as an optional activity. For the purposes of this report, CPD is considered a teacher's professional duty if participation in such activities is explicitly defined as such in top-level regulations. It is considered optional if there is no statutory obligation in top-level policy documents for teachers to participate in CPD.

CPD may also be defined in terms of the time that is allocated to each teacher for various CPD activities. Two types of time allocation are considered: mandatory and/or entitlement. CPD is considered mandatory when every teacher must complete a certain minimum amount of CPD during a certain period of time. When CPD is defined as an entitlement, a certain amount of CPD time is granted for each teacher during or outside of teaching (working) hours. The teacher has no obligation to use the time, but schools are obliged to provide the opportunity.

Figure 3.5: Status of continuing professional development of lower secondary teachers and minimum number of defined CPD hours, 2019/20



Minimum number of defined CPD hours (h) or days (d) for the given number of years (row below).

Mandatory time is shown in bold blue, while entitlement is marked in regular dark red.

BE fr	BG	CZ	HR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PT	RO	SI	FI	SE	UK SCT	AL	BA	IS	ME	MK	RS
3d+	48h	12d	5d	5d	16h	36h	5d	16h	120h	40h	83h	15h	50h	(9d)	5d	(3d)	5d	35h	6h	(12h)	150h	24h	60h	100h
1	3	1	1	1	1	3	1	1	7	1	1	1	4	1	1	1	1	1	1	1	1	5	3	5

Source: Eurydice.

Explanatory notes

Mandatory: CPD is considered to have mandatory status when there is a set minimum number of hours, days or credits that all teachers are obliged to complete.

Entitlement: CPD is considered to be a teacher's entitlement when there are specific hours, days or credits that all teachers are entitled to take, and schools are obliged to provide the opportunity.

Professional duty: CPD is considered to be one of a teacher's professional duties according to regulations or other relevant policy documents.

Optional: There is no statutory obligation for teachers to participate in CPD.

Required for career progression: CPD is an essential element for all teachers. Teachers do not progress unless they comply with the CPD requirements (see Figure 1.13).

Country-specific notes

Germany: Regulations and definitions vary between the *Länder*. For an overview, see KMK (2017).

Romania: The table shows a possible conversion of the system used: 90 credits per five years.

Finland: The collective agreement sets three days for CPD and planning altogether. There is local autonomy in deciding how much of the time is devoted to CPD.

United Kingdom (NIR): Early Professional Development, which covers the second and third year of a teacher's career, is mandatory for all teachers and must include at least two Professional Development Activities mapped against appropriate teacher competences from those defined by the General Teaching Council (GTCNI).

Bosnia and Herzegovina: Cantons define the required minimum; the average is 12 hours per year.

Switzerland: Regulations on the minimum number of required hours vary between Cantons. In a few Cantons, CPD is a professional duty with no minimum time defined.

In parallel, teachers' participation in CPD may be required for career progression. In countries with multi-level career systems (see Figure 1.12), the completion of a certain amount or of certain topics of CPD activities might be mandatory for promotion to the next career level. In countries with single-level career structure (see Section 1.3), CPD might be a prerequisite for salary progression.

The data reveals that CPD is a professional duty for teachers in almost all European countries. Teacher participation in CPD is optional in only five countries. There is no statutory obligation for teachers to participate in CPD in Denmark, Ireland, the Netherlands, Norway and Turkey.

In approximately one third of European education systems, engagement in CPD is considered to be one of a teacher's statutory professional duties, but regulations and policy documents do not define a minimum number of mandatory hours or a certain amount of time granted as an entitlement to CPD.

In **Belgium (Flemish Community)**, CPD is considered an inherent part of the teaching profession⁽⁷⁾. Regulation does not determine certain mandatory topics or does not define the minimum time.

In **France**, according to the law, every teacher is obliged to participate in CPD⁽⁸⁾. It is included in the duties of teachers and is one of the elements of teacher appraisal.

In more than half of European countries, top-level regulations define a certain amount of time that is mandatory or available (as an entitlement) for each teacher to engage in CPD.

CPD is mandatory for all teachers in lower secondary education in 18 education systems⁽⁹⁾. In Switzerland, CPD is mandatory for all teachers in most cantons. In all of these systems, there is a minimum number of hours, days or credits that teachers must complete within a specific period of time (see table below Figure 3.5). On average, approximately 18 hours of CPD per year are mandatory in those countries where there is a minimum defined. Malta and the United Kingdom (Scotland) require the most: in Malta, teachers have to complete 40 hours of CPD per year; in Scotland, the requirement is set at 35 hours per year.

In **Luxembourg**, for all teachers, it is a professional duty to participate in 48 hours of CPD in a 3-year period (i.e. on average 16 hours per year). This obligation is integrated in the workload of the teachers⁽¹⁰⁾.

In **Hungary**, the completion of a total of 120 hours further training programmes within seven years is compulsory for all teachers. It can, however, be substituted by participation in professional further teacher training and passing a related final examination; or by obtaining a teacher qualification for another teaching field or subject; or by participating in a training programme offered in several EU funded development projects in the field of public education.

In **Malta**, CPD is a professional duty as defined by the 2017 agreement between the Government of Malta and the Malta Union of Teachers, where it is stated that 'All teaching grades rendering service in schools represented by this agreement are required to actively participate in management-driven Community of Professional Educators (CoPE) sessions, and shall be encouraged to also take part in self-sought CPD sessions'⁽¹¹⁾. The mandatory CPD is made up of 25 hours of school-driven CPD and 15 hours of central authorities-driven CPD.

In **Slovenia**, according to the Organisation and Financing of Education Act (Articles 105 and 119) professional education and training is one of a teacher's mandatory tasks and is also required for promotion. Regulations stipulate a mandatory minimum of 5 days of CPD a year or 15 days over three years. The Collective Agreement for Education stipulates that unjustified refusal of participation in CPD is a minor violation of work obligations (Article 65).

Teachers in the **United Kingdom (Scotland)** are required to engage in professional learning, self-evaluate this learning using the GTC Scotland Professional Standards, and maintain a record of this learning. The Professional Review and Development (PRD)

⁽⁷⁾ Legal status decrees; JV: Article 73 quinquies, subsidised education: Article 47 quinquies.

⁽⁸⁾ Loi n° 2019-791 du 26 juillet 2019 pour une école de la confiance, Article 50.

⁽⁹⁾ Belgium (French Community), Bulgaria, Cyprus, Latvia, Luxembourg, Hungary, Malta, Austria, Portugal, Romania, Slovenia, Finland, the United Kingdom (Scotland), Albania, Bosnia and Herzegovina, Montenegro, North Macedonia and Serbia.

⁽¹⁰⁾ http://legilux.public.lu/eli/etat/leg/code/education_nationale/20200120, p. 463/1223.

⁽¹¹⁾ <https://education.gov.mt/en/Documents/Sectoral%20Agreement.pdf>, p. 30-31.

discussion is also an integral part of the process. Every five years, confirmation of this engagement is required from the teacher and their line manager in order to maintain full registration.

In **North Macedonia**, the minimum required CPD is set at 60 hours of training, spread over three school years ⁽¹²⁾. Of those, at least 40 are in programmes accredited by the Bureau for Development of Education and the rest are in other programmes (projects approved by the Ministry, internal training, inter-schools teams for learning, individual forms).

In nine education systems, CPD is considered an entitlement, with a set amount of time specified in top-level regulations or collective agreements. The most common practice is to grant approximately five working days for CPD per year, but several countries recommend more than that.

In **Czechia**, according to the Act on Education Staff Section 24, education staff participating in further education shall be entitled to 12 working days off per school year for self-study. This may be limited by the school's operational conditions, as the school head determines when the days off for self-study are to be taken.

In **Lithuania**, teachers have a duty and an entitlement to engage in CPD activities for at least five days per year.

In **Sweden**, according to the collective agreement, professional development should aim at 104 hours (approximately 13 days) for full-time teachers per year. The academic calendar allows up to 5 days of school closing when CPD is provided for all teachers/staff.

Iceland's collective agreement between the teachers, municipalities and the State specifies that teachers are to undergo 150 hours of CPD per year.

In one education system, CPD is both mandatory and an entitlement. A certain amount of CPD is compulsory for all teachers, with an additional amount of time set as an entitlement for those who wish to train more.

In **Belgium (French Community)**, the compulsory CPD includes six half-days spread over the number of class days in a school year. In addition to mandatory training, teachers may also engage in voluntary CPD activities during or outside the working hours. Outside the working hours, voluntary training is not limited. During their working hours, secondary school teachers have an entitlement to take six half-days per year for training. This number may be increased under a derogation granted by the Government.

In addition to the major regulations on CPD status discussed above, CPD may be required for career progression. As discussed in Chapter 1, teacher career progression may follow two different models: multi- or single-level career structures. Countries with a multi-level career structure may require completion of certain CPD activities in order to progress to the next career level. In single-level career structures, CPD may be a criterion for salary progression. Figure 3.5 merges these two different approaches, highlighting whether professional development is required for career progression.

The data shows that, according to top-level regulations, CPD is an essential pre-requisite for career progression in many European countries. That is, teachers in those countries, marked with a dot in Figure 3.5, do not progress unless they comply with the CPD requirements.

The data seems to show no direct relation between the status of CPD and the use of CPD as a requirement for career progression. In some countries where CPD is mandatory, it is not specifically required for career progression. In other words, CPD is a requirement for all teachers and not only for those who wish to advance in their career. In some other countries, where CPD is not mandatory, it is among the essential prerequisites for career progression.

Some countries with mandatory CPD require no more than the set minimum for promotion or for progression on the salary scale (e.g. Hungary, Portugal and Albania). Others may require additional courses or more than the set minimum. In some countries, CPD requirements increase with promotion or titles.

⁽¹²⁾ The Law for teachers and professional support staff (Official Gazette of the Republic of North Macedonia, no.161, August 2019), Article 27.

In **Croatia**, teachers can be promoted to the status of teacher mentor (*mentor*) if they have CPD of 100 hours in the previous 5 years, to the position of teacher advisor (*savjetnik*) if they have CPD of 150 hours in the previous 5 years and to the position of excellent teacher advisor (*izvrstan savjetnik*) if they have at least 200 hours of CPD in the previous 5 years⁽¹³⁾.

In **Slovenia**, CPD is one of the prerequisites for promotion to titles. In order to be promoted to the relevant title, a teacher has to collect a certain number of points awarded for CPD: 'teacher mentor' – 4 points, 'teacher advisor' – 5 points, 'teacher councillor' – 7 points⁽¹⁴⁾.

In some cases, CPD is only required at certain points in a teacher's career.

In **Spain**, 100 hours⁽¹⁵⁾ of CPD are required to get the additional payment for six years' service (*sexenios*).

In **Luxembourg**, after 12 years of service, 90 hours CPD are required, and after 8 more years of service, another 90 hours.

Completion of certain specific CPD courses may be required when career progression is associated with certain roles, e.g. ICT coordinator or special needs teacher. In some countries the completion of a degree programme which upgrades a teacher's qualifications leads to a higher salary. As these are particular conditions applying only in certain situations, they are not reflected in Figure 3.5.

The regulations regarding CPD and career progression can be rather complex, and largely depend on the career model of the teaching profession in each country. Further research is needed to clarify the relationship between CPD and career progression.

Some countries are in the process of carrying out reforms in the regulation of CPD.

In **Germany**, in March 2020, the Standing Conference adopted a resolution on CPD for teachers binding for all *Länder*.

The Teaching Council, the professional standards body for teaching in **Ireland**, has developed *Cosán*, the National Framework for Teachers' Learning. *Cosán* is the Gaelic word for pathway. That framework sets out the principles underpinning the CPD, the variety of learning processes teachers engage in, six broad learning areas, and the standards which should guide teachers in reflecting on their learning. It is currently undergoing a development process in schools, whereby teachers are applying the framework in context, and using it to support them in reflecting on their learning, so as to determine impact. Annual allocation of 22 CPD hours is given for teacher reflection and planning for the reform of the junior cycle.

In some other countries, CPD regulations may be affected by general reforms:

In the **United Kingdom (Wales)**, in order to prepare the new curriculum, until 2022 the regulations are amended allowing schools one additional CPD day⁽¹⁶⁾.

CPD status and teacher participation in professional development

In order to explore whether the top-level regulations of CPD status relate to teacher's participation in varied CPD activities, statistical analysis of TALIS 2018 data was carried out, assigning the same country-level variable for all teachers from the countries with the same regulations. The data reveals that, on average, teachers participated in more varied CPD activities in those countries that allocate a certain amount of time for CPD. Teachers in the countries where a CPD was mandatory or an entitlement participated, on average, in 3.80 (S.E. 0.02) different types of CPD activities (see the list in Figure 3.2). By contrast, the number was 3.58 (S.E. 0.02) in the countries where CPD is voluntary or defined as a professional duty, but no specific time is set. The difference between these two estimates

⁽¹³⁾ Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima, OG 68/19, link: https://narodne-novine.nn.hr/clanci/sluzbeni/2019_07_68_1372.html

⁽¹⁴⁾ Rules on the Title Promotion of the Employees in the Education, <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV4272>

⁽¹⁵⁾ Except for Andalucía, where it is 60 hours.

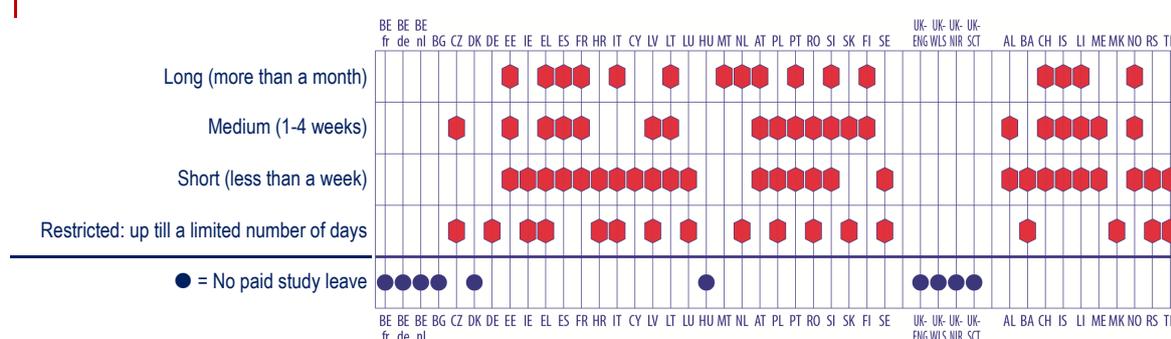
⁽¹⁶⁾ Welsh Government (2019). Written statement: additional national professional learning INSET days 2019-22, <https://gov.wales/written-statement-additional-national-professional-learning-inset-days-2019-22-response>

(0.22) was statistically significant (S.E. 0.03, $p < 0.05$)⁽¹⁷⁾. When considering only the EU countries, the difference was even higher⁽¹⁸⁾.

3.3. Paid study leave

Time is needed in order to engage in CPD activities. The recent Council conclusions on ‘European teachers and trainers for the future’ stress the importance of giving teachers time to participate in professional training⁽¹⁹⁾. The days or hours of CPD that are considered mandatory or an entitlement (see Figure 3.5) are normally included in the teachers’ regular workload. This is especially the case for the CPD that is organised at school level. However, countries may also enable and encourage teachers to engage in other types of CPD that are organised outside the school. Top-level regulations (laws or collective agreements) may provide a possibility for a teacher to receive paid study leave.

Figure 3.6: Paid study leave available to lower secondary teachers per year, 2019/20



Source: Eurydice.

Country-specific notes

Germany: The procedures for making an application, being released from teaching duties and receiving permission to attend a course vary between the *Länder*. However, in all *Länder*, teachers need to apply for release from duties if in-service training is held during lesson time.

Ireland: Long paid study leave available only for certain specializations.

Greece: Long study leave and short study leave may be granted only in a limited number of cases (in case of a scholarship or in some other cases without pay).

Spain: Different lengths of study leave available in different Autonomous Communities. Short study leave for examinations is available when studying degree programmes in Castilla-La Mancha, Aragón, Extremadura, Illes Balears, Comunidad de Madrid, Principado de Asturias, Comunidad Foral de Navarra and La Rioja. Long paid study leave is available only in Extremadura.

Figure 3.6 indicates which countries allow teachers to take paid study leave. It specifies the possible length: short (less than a week), medium (one to four weeks) and long (more than a month). In addition, the Figure also shows whether paid study leave is restricted to a total number of days by law or top-level collective agreements. The Figure includes all possible arrangements that countries may provide: leave available for all employees as specified in the general labour law, special regulations for civil servants or public employees as well as study leave offered only to teachers. Unpaid study leave is excluded from this analysis. It is important to note that the Figure 3.6 includes leave with compensation that might be less than the full regular salary. This is often the case when long study leave is granted.

The data shows that most European countries offer a possibility for teachers to take paid study leave. Short periods of paid study leave (up to one week) are the most common. Participation in a

⁽¹⁷⁾ See Annex II for detailed description of statistical terms and methodology applied in this report.

⁽¹⁸⁾ Teachers in the EU countries where a CPD was mandatory or an entitlement participated, on average, in 3.82 (S.E. 0.02) different types of CPD activities. By contrast, the number was 3.29 (S.E. 0.03) in the EU countries where CPD is voluntary or defined as a professional duty, but no specific time is set. The difference between these two estimates (0.53) was statistically significant (S.E. 0.03, $p < 0.05$).

⁽¹⁹⁾ OJ C 193, 9.6.2020, p. 12.

conference or a workshop, sitting an examination or an observation visit may require a teacher to take a short period of study leave (less than a week).

In **Norway**, teachers may get paid study leave on the day(s) of the exam(s), and two additional days prior to each exam.

Teachers may be allowed short periods of paid leave for certain types of studies or examinations.

In **Spain**, lower secondary teachers may be given study leave for examinations set by the Official Schools of Languages (*Escuelas Oficiales de Idiomas*) and Music and Dance Conservatories, both of them known as *Enseñanzas de Régimen Especial*.

Medium-length study leave (between one and four weeks) may be necessary for attending summer schools, writing a thesis, carrying out research projects, etc.

In **Poland**, full-time employed teachers are entitled to paid study leave and other allowances and benefits related to training. These are granted to teachers to attend compulsory classes, prepare for examinations and write a Master's thesis.

Long study leave (more than a month) is typically granted to teachers who enrol in a formal degree programme, participate in research and innovative education projects or in training programmes in companies. Teachers may take long study leave in approximately one third of the education systems analysed⁽²⁰⁾. Sometimes there are restrictions: only teachers of a certain age, or after a certain number of years of service, or only teachers working in public schools may be eligible.

In **Malta**, a one-time period of paid study leave of up to one school year has been available since 2015 to education professionals having at least 10 years of service, either in private or public schools. The scheme aims to provide more opportunities to promote further studies in areas of specialisation in education at tertiary level. Up to 2019, a total of 40 teaching professionals have benefited from this measure by pursuing studies at master's and doctoral or equivalent levels.

In **Finland**, all employees, including teachers, can take study leave for a maximum of two years during a period of five years (under certain conditions). While on study leave, the teacher is entitled to an adult education allowance for a maximum of 15 months from the Employment Fund⁽²¹⁾.

In **Liechtenstein**, teachers between the age of 40 and 55 who have taught for more than five years at a public school can apply for long term study leave (once). Up to 10 weeks of this study leave are paid.

Many countries allow teachers to take different types and lengths of study leave.

In **Portugal**, the Ministry of Education defines the maximum number of long periods of study leave that can be authorized every year. The leave is allocated on the basis of a plan of activities presented in advance. Short periods of study leave can be authorised by school principals. Teachers can also be allowed study leave for examination days in a degree programme, under the same conditions as apply to any other working student.

In **Slovenia**, attending conferences and other CPD programmes is part of a teacher's total workload (working hours). In addition, teachers are entitled to paid study leave for degree programmes. If the enrolment of a teacher in formal education is part of a school's agenda, a teacher is entitled to study leave: 5-10 days for examination preparation, 15 days for participation in short-cycle higher education programmes, and 25-35 days for drafting a master's/doctoral thesis⁽²²⁾.

Most countries restrict the total length of paid study leave. For example,

In **Croatia**, each lower secondary teacher is entitled to paid leave of up to five working days a year for education and professional training. Exceptionally, the employee is entitled to paid leave of up to 15 working days per year, for professional seminars and consultations organised by the Ministry, the Education and Teacher Training Agency, the National Centre for External Evaluation of Education or Agency for Mobility and EU Programmes to which he or she has been sent by the employer.

In **Luxembourg**, paid study leave for civil servants, including teachers, is possible upon authorisation. Total paid study leave is restricted to a maximum of 80 days in the whole career and not more than 20 days in two years.

⁽²⁰⁾ Estonia, Greece, Spain, France, Italy, Lithuania, Malta, the Netherlands, Austria, Portugal, Slovenia, Finland, Switzerland, Iceland, Liechtenstein and Norway.

⁽²¹⁾ <https://www.tyollisyysrahasto.fi/en/benefits-for-adult-students/>

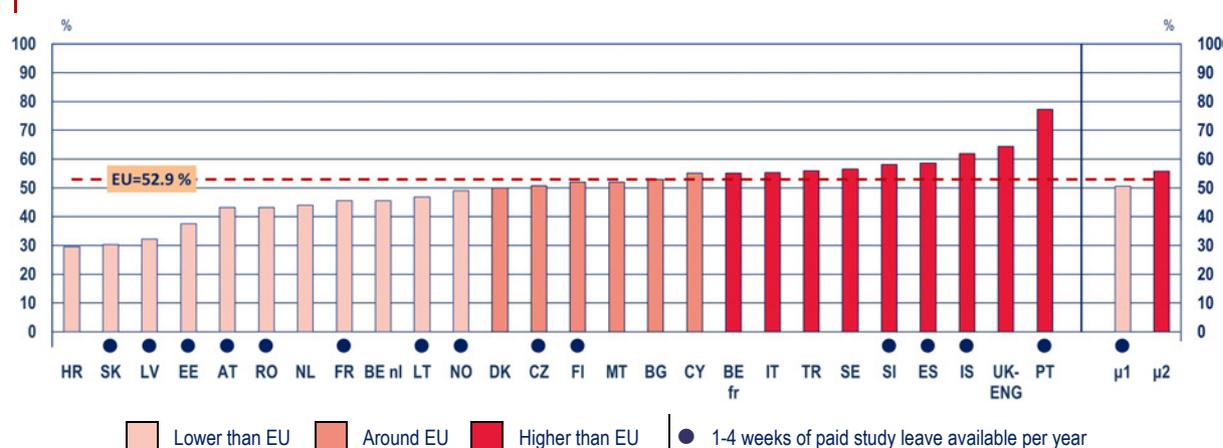
⁽²²⁾ The Collective Agreement for Education in Republic of Slovenia (Articles 55 and 55a). <http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP19>

In **Romania**, any employee has the right to professional training, accompanied by paid study leave, in accordance with the Labour Code. The leave cannot exceed ten working days or 80 hours per year.

Teacher views on their work schedule and professional development

Most European countries allow lower secondary teachers to avail of paid study leave. Figure 3.6 shows that short study leave (less than a week) is the most common type available. TALIS data suggests that there might be a correlation between the length of the paid study leave available and the proportion of teachers who feel that professional development conflicts with their work schedule (see Figure 3.7).

Figure 3.7: Proportion of lower secondary teachers who 'agree' or 'strongly agree' that professional development conflicts with their work schedule, and availability of paid study leave for 1-4 weeks per year, 2018



EU	HR	SK	LV	EE	AT	RO	NL	FR	BE nl	LT	NO	DK	CZ	FI
52.9	29.6	30.4	32.3	37.6	43.2	43.3	44.0	45.5	45.6	46.9	49.1	49.9	50.8	52.0
MT	BG	CY	BE fr	IT	TR	SE	SI	ES	IS	UK-ENG	PT	μ1		μ2
52.0	52.9	55.2	55.2	55.3	55.9	56.5	58.2	58.6	61.9	64.5	77.2	50.5	55.8	

Source: Eurydice, on the basis of TALIS 2018 (see Table 3.4 in Annex II).

Explanatory notes

The Figure is based on teachers' answers to question 28: 'How strongly do you agree or disagree that the following present barriers to your participation in professional development?' option (d) 'Professional development conflicts with my work schedule' (missing data excluded). Answers 'agree' and 'strongly agree' are grouped together.

The intensity of the bar colour and the use of the bold in the table indicate statistically significant differences from the EU value.

The data is arranged in ascending order.

EU refers to all the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

'1-4 weeks of paid study leave available per year' according to top-level regulations, see Figure 3.6.

μ1=average for countries that have '1-4 weeks of paid study leave available per year'.

μ2=average for countries that have no '1-4 weeks of paid study leave available per year'.

Country-specific note

Hungary: Although the country participated in TALIS 2018, this question was not included.

TALIS 2018 gathered information on what issues lower secondary teachers perceived as barriers to their participation in professional development. In the EU, approximately 52.9 % of lower secondary teachers 'agreed' or 'strongly agreed' that professional development conflicted with their work schedule. The proportion of teachers who indicated this ranged from approximately 29.6 % in Croatia to 77.2 % in Portugal.

Availability of paid study leave as set down in top-level regulations allows teachers to take time off their busy work schedules for professional development. However, only availability of paid leave for a

week or longer seems to alleviate the feeling that work schedule is a barrier for CPD. In those countries where medium length paid leave is available, 50.5 % (S.E. 0.43) of teachers indicated that professional development conflicted with their work schedule. This proportion was significantly higher (55.8 %, S.E. 0.52) in those countries that do not provide this possibility⁽²³⁾. There was a similar, although less pronounced relationship in countries that offer long periods of study leave. By contrast, availability of short periods of study leave (less than a week) had no relationship with perception of work schedule as a barrier to CPD.

3.4. CPD planning at school level

In order to balance the wide range of individual and organisational learning needs as well as top-level policy priorities, schools have an important role to play in planning CPD for their teachers. Figure 3.8 shows some of the general requirements that top-level authorities set for schools regarding their CPD planning. It combines two types of information: firstly, the Figure shows whether it is compulsory for schools to have a CPD plan. Secondly, in those education systems where a CPD plan is compulsory, it indicates whether the plans are required to be updated regularly.

The data reveals that, in the majority of the European education systems, it is compulsory for schools to develop a CPD plan. Usually, it is part of the school development plan and is required to be updated annually. Certain elements that school CPD plans must include may be specified, e.g., planned activities, outcomes, time frame or budget.

The **Croatian** Primary and Secondary School Education Act determines that the annual work programme of the school should include a continuing professional development plan. The CPD plan should be developed on the basis of the needs of the school and the mandatory CPD areas defined annually by the Teachers' Council. The school's CPD plan should specify the type and number of estimated CPD hours for each teacher. Moreover, teachers are requested to submit a report of their professional development at least once a year.

In **Hungary**, school CPD plans must indicate the formal university courses and other activities to be provided, the budget allocated, and the plan for replacing teachers undertaking CPD. The CPD plan is updated annually in accordance with the five-year programme. All school staff must be involved in the development process and give their approval to the CPD plan.

In **Poland**, for each school year, the school head determines the needs for teacher professional development, taking into account (a) findings from pedagogical supervision; (b) results of the national tests, as appropriate; (c) tasks related to the implementation of the national core curriculum; (d) requirements for schools (against which schools' activities are reviewed as part of external evaluation); (e) applications for CPD funding submitted by teachers.

The **Icelandic** National Curriculum Guide for compulsory schools requires each school to formulate the school's development plan taking into account both governmental and municipal education policies. The continuing education plans for individual employees or the school as a whole are to be consistent with and support the school's development plan.

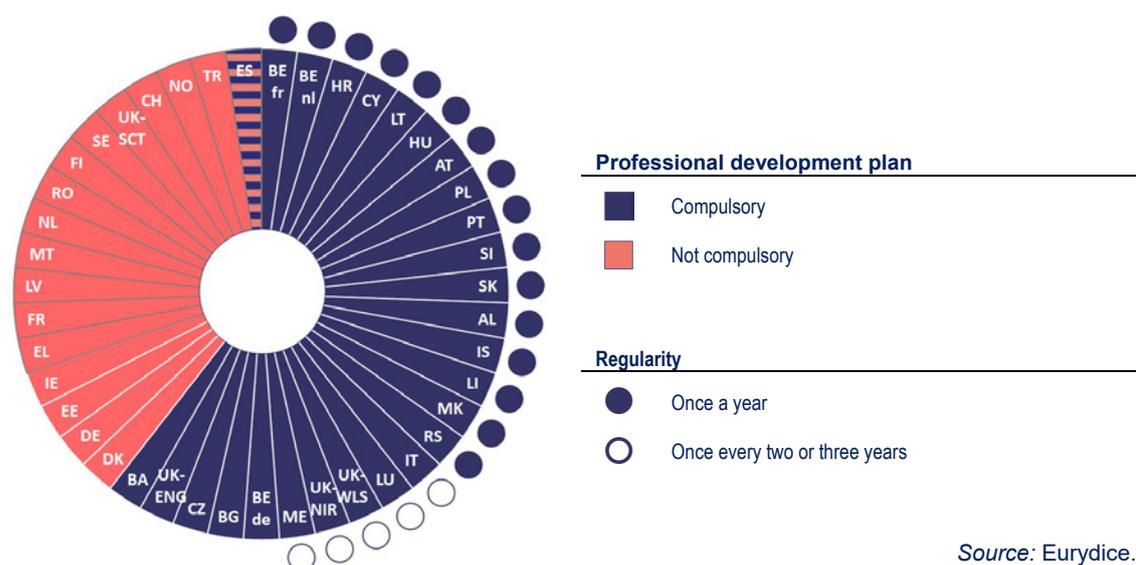
In **North Macedonia**, the CPD plan is integrated into the annual work programme, which in turn is linked to the school development programme with four years' duration. In addition, the Law for Teachers and Professional Staff, Article 28, regulates that each teacher prepare their annual CPD plan, which is then approved by the school head and a professional development team from the school.

In the French Community of Belgium and Albania, schools are required to draw up a plan of CPD as a standalone document. However, links with the school development plan might be emphasized.

In the **French Community of Belgium**, CPD plans must specify the objectives of the training activities and how they are linked to the school project.

⁽²³⁾ The difference was statistically significant (5.2 percentage points, S.E. 0.73). When considering only participating EU countries, the difference was a bit less pronounced. On average, in those EU countries where medium length paid leave is available, 50.6 % (S.E. 0.43) of teachers indicated that the professional development conflicts with their work schedule. This proportion was significantly higher (5.1 percentage points, S.E. 0.86) in those EU countries that do not provide this possibility.

Figure 3.8: Top-level requirement for lower secondary schools to have a continuing professional development plan, 2019/20



Source: Eurydice.

Explanatory note

Countries are ordered on the basis of the requirement and then by regularity.

Country-specific note

Spain: The Autonomous Communities have the power to establish regulations regarding school CPD plans. In most Autonomous Communities, it is compulsory, while in others it is strongly recommended.

Schools are required to update their CPD plans every two or three years in Italy, Luxembourg, the United Kingdom (Wales and Northern Ireland) and Montenegro.

In **Italy**, the three-year plan must combine school and teachers' individual needs with national priorities regarding the development of systemic skills (e.g. school autonomy, evaluation, innovative teaching), 21st century skills (e.g. foreign languages, digital skills, school-based and workplace learning) and skills for inclusive schooling⁽²⁴⁾. Schools may update the plan more frequently if different needs arise⁽²⁵⁾.

In **Luxembourg**, the school development plans should include objectives in a certain number of topics determined by the ministry. The CPD-plan should be related to these objectives.

In the **United Kingdom (Wales and Northern Ireland)**, each individual teacher's development is planned in the context of the school development plan, which must be revised every three years⁽²⁶⁾.

In **Montenegro**, based on the CPD catalogue published by the National Council for Education, schools must prepare a two-year CPD plan indicating: the objectives, the activities needed to reach each objective, the target group, the time framework, the person responsible and the indicators for measuring success.

In some education systems, the CPD plan is mandatory, but the content or the regularity is left for schools to decide.

In **Czechia**, the plan for CPD is a compulsory document for schools, but no specific requirements are laid down. Rather than specifying the regularity of CPD planning, it is required that schools include information on CPD in their Annual Report on the School Activity.

⁽²⁴⁾ See the Ministry recommendations on how to draw up the school development plan https://www.miur.gov.it/documents/20182/0/nota+17832+del+16_10_2018+%281%29.pdf/763ea629-97a4-4dbe-8f01-72b0f899936b?version=1.0&t=1539775111356

⁽²⁵⁾ https://www.miur.gov.it/documents/20182/0/MIUR.AOODPIT.REGISTRO_UFFICIALE%28U%29.0001830.06-10-2017.pdf/bee7204e-9fa0-458a-8932-6cc799e30906?version=1.0&t=1507288405361

⁽²⁶⁾ See School Development Plans – <https://gov.wales/school-development-plans> and the Education (School Development Plans) Regulations (Northern Ireland) 2010 – <https://www.education-ni.gov.uk/publications/education-school-development-plans-regulations-northern-ireland-2010>

In the **United Kingdom (England)**, individual teacher professional development is expected to sit within the context of the school's plan for improving educational provision and performance. It is a matter for the school to determine the regularity with which the school improvement plan is updated ⁽²⁷⁾.

In one third of European education systems ⁽²⁸⁾, it is not mandatory for schools to develop a CPD plan. Some of these countries make a CPD plan compulsory for teachers, not for schools. In others, CPD planning is done at local or regional level.

In **Denmark**, it is mandatory for the municipalities to develop a CPD plan that describes which activities the municipality will initiate to achieve the national goal of full competence coverage (all teachers need to have teaching competence in the specific courses they are teaching).

In **France**, the National Training Plan (*Plan national de formation*) is developed at the level of the *académies* – the main administrative districts of the Ministry of Education – through the *Académies' Training Plan (Plan académique de formation)* and is made available to teachers through their schools.

In the **United Kingdom (Scotland)**, schools are not required to have a CPD plan. Instead, to maintain their registration with the General Teaching Council for Scotland, teachers are required to engage in the Professional Update process which includes maintaining records of professional learning activities and confirmation of engagement every five years ⁽²⁹⁾.

In **Norway**, it is compulsory to have a CPD plan at local level. The local authorities cooperate with their schools and the local universities/teacher colleges to elaborate the local CPD plan.

CPD planning at school level and teacher participation in professional training

TALIS 2018 survey data seems to suggest that CPD planning at school level contributes to teacher participation in more varied professional development activities. Lower secondary teachers from countries where a CPD plan is required, on average, reported participating in 3.74 (S.E. 0.02) different types of professional training in the 12 months prior to the survey. By contrast, the average number was 3.62 (S.E. 0.03) in countries that do not have this requirement. The difference between these two estimates (0.12) was statistically significant (S.E. 0.04, $p < 0.05$) ⁽³⁰⁾. When considering only EU countries, the difference between these two groups is higher ⁽³¹⁾.

However, CPD planning is not the most frequent activity of lower secondary school principals. Data indicates that, in the EU, approximately 56.2 % of lower secondary teachers had principals who worked 'often' or 'very often' on a professional development plan for their school during the 12 months prior to the survey (see Figure 3.9). This percentage is much lower than those who 'often' or 'very often' reviewed school administrative procedures and reports (71.2 %), took actions to ensure that teachers feel responsible for their students' learning outcomes (68.7 %), provided parents with information (61.5 %), etc. (see Table 3.5 in Annex II).

⁽²⁷⁾ See the Education (School Teachers' Appraisal) Regulations 2012, <http://www.legislation.gov.uk/ukxi/2012/115/regulation/7/made> Welsh Government (2014).

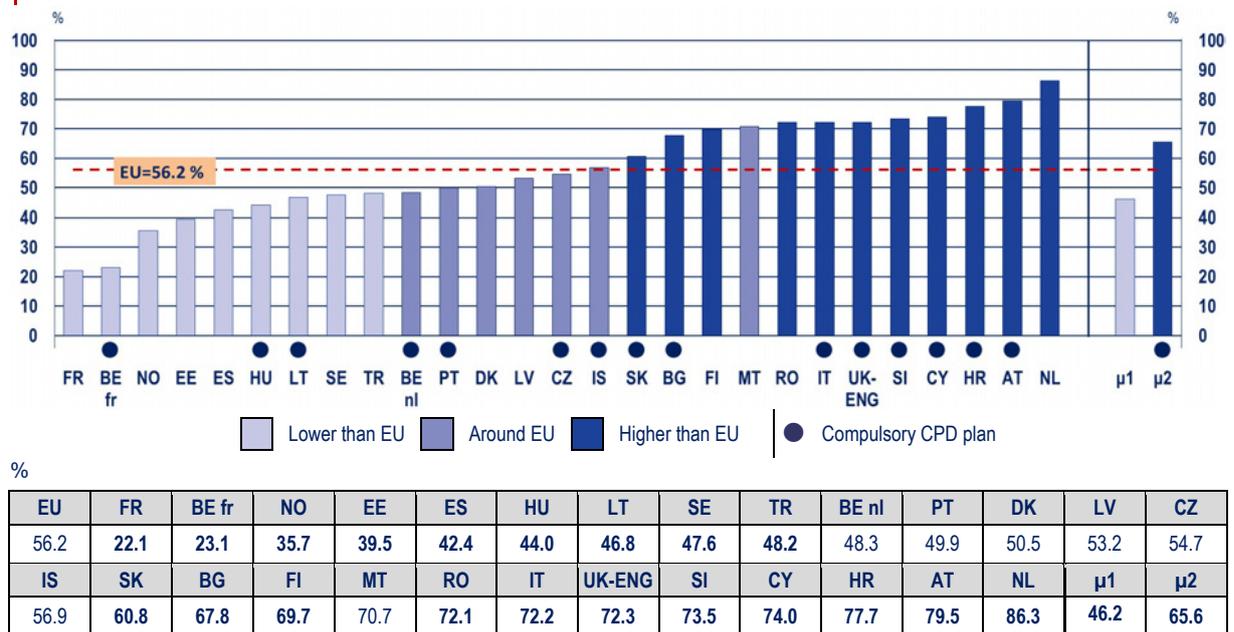
⁽²⁸⁾ Denmark, Germany, Estonia, Ireland, Greece, some Autonomous Communities of Spain, France, Latvia, Malta, the Netherlands, Romania, Finland, Sweden, the United Kingdom (Scotland), Switzerland, Norway and Turkey.

⁽²⁹⁾ Guidance can be found on the General Teaching Council for Scotland website at <http://www.gtcs.org.uk/nmsruntime/saveasdialog.aspx?IID=7912&SID=10743>

⁽³⁰⁾ See Annex II for detailed description of statistical terms and methodology applied in this report.

⁽³¹⁾ Lower secondary teachers from EU countries where a CPD plan is required, on average, reported participating in 3.73 (S.E. 0.02) different types of professional training in the 12 months prior to the survey. By contrast, the average number was 3.31 (S.E. 0.03) in EU countries that do not have this requirement. The difference between these two estimates (0.42) was statistically significant (S.E. 0.04, $p < 0.05$).

Figure 3.9: Proportion of lower secondary teachers whose principals worked 'often' or 'very often' on a professional development plan for their school during the 12 months prior to the survey, 2018



Source: Eurydice, on the basis of TALIS 2018 (see Table 3.6 in Annex II).

Explanatory notes

The Figure is based on lower secondary school principals' answers to question 22: 'Please indicate how frequently you engaged in the following activities in this school during the last 12 months', option (k) 'I worked on a professional development plan for this school' (missing data excluded). Answers 'often' and 'very often' grouped together. The data is weighted by teacher.

The intensity of the bar colour and the use of the bold in the table indicate statistically significant differences from the EU value. The data is arranged in ascending order.

EU refers to all the European Union countries/regions that participated in the TALIS survey in 2018. It includes UK-ENG.

'Compulsory CPD plan' shows the top-level regulations, see Figure 3.8.

μ1=average for countries that have no 'Compulsory school plan'. μ2=average for countries that have 'Compulsory school plan'.

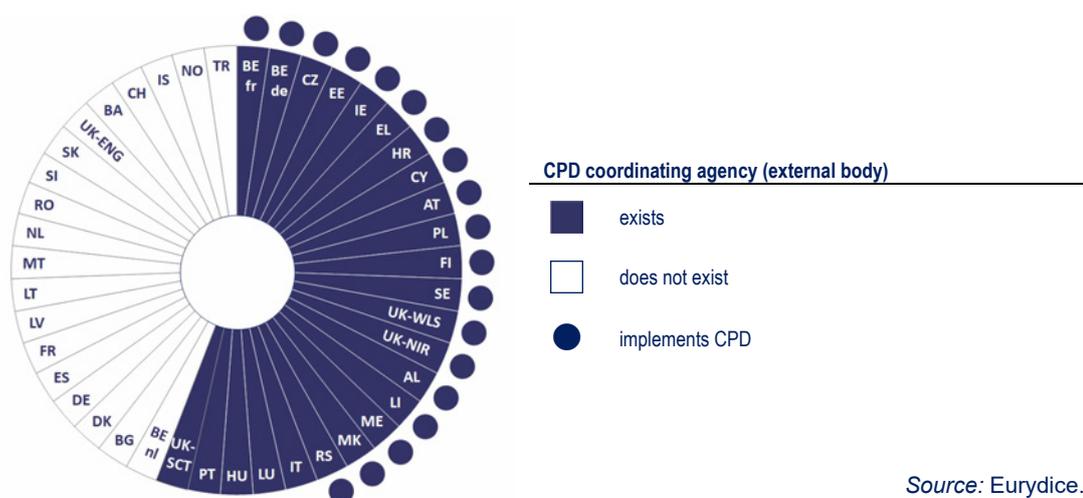
TALIS 2018 data reveals that there is a great variation between European countries. The proportion of teachers whose principals reported working 'often' or 'very often' on a professional development plan, range from 22.1 % in France to 86.3 % in the Netherlands. Top-level regulations requiring schools to have a CPD plan seem to have a positive correlation with the proportion. In countries where a school CPD plan is mandatory, a significantly higher proportion of teachers had principals working on the plan (65.6 %, S.E. 1.44) than in the countries with no such requirement (46.2 %, S.E. 1.31). The difference of 19.4 percentage points (S.E. 1.84) was statistically significant ($p < 0.05$).

3.5. Continuing professional development coordinating bodies

Teachers' CPD may take different forms and can be provided by various institutions. To ensure that teacher's CPD activities are coordinated, quality assured and provide support for teachers and schools, many countries have set up a body or agency outside the ministry of education.

For the purposes of this report, a continuing professional development body/agency is an organisation with a legal status external to the top-level education authority but supported financially by it. The CPD body/agency would be responsible for providing support for lower secondary teachers in the area of continuing professional development.

Figure 3.10: Continuing professional development coordinating agency (external body), 2019/20



Source: Eurydice.

Explanatory note

This Figure indicates which countries have an external body (not within the top-level authority) to provide support for lower secondary teachers in the area of continuing professional development. Countries are ordered on the basis of the existence of the CPD agency and then by CPD implementation.

Country-specific note

Iceland: Recent legislation establishes a new committee (*Kennararáð*) which, among other functions, has the role of supporting, coordinating and analysing CPD of compulsory school teachers. See Article 7 of the Act on education, qualification and hiring of teachers and school heads of pre-primary, compulsory, and upper secondary schools ([Act 95/2019](#), in force as of 01/01/2020).

As Figure 3.10 shows, more than half of the European countries have a CPD coordinating agency in place to support lower secondary teachers' continuing professional development. Such a responsibility can be the main mission of the body/agency (e.g. Cyprus, Portugal and Serbia). In other cases, CPD may be a part of a broader mission that covers other aspects linked to education (e.g. Estonia, Croatia, Finland and North Macedonia). An entity mainly dedicated to the teaching profession and teacher CPD may cover such functions:

In **Portugal**, the Scientific-Pedagogical Council of Continuing Professional Training is responsible for accrediting trainers and continuing teacher training actions and monitoring the process of evaluating the teacher continuing training system. It is also responsible for the accreditation of specialized training courses.

In **Serbia**, the Institute for the Improvement of Education is an accreditation body for CDP programmes for teachers. It publishes the catalogue of accredited programmes, gathers information on participation and evaluation of programmes as well as organises some CPD programmes in their premises.

CPD coordination and even implementation functions may be carried out in an agency that is responsible for a broader set of tasks. These may include the development of national curricula, managing the national examination and testing system, quality assurance, teacher evaluation, recognition of foreign qualifications, administering various funding programmes, education research, etc.

The competences and responsibilities of the CPD agencies in relation to teachers' professional training itself also vary greatly across countries. However, several typical functions might be highlighted. The most common task of the CPD agency is to provide information about CPD. The coordinating body usually publishes lists of available (or accredited) CPD programmes or maintains searchable digital information platforms.

In **Hungary**, the Educational Authority runs the accreditation process of new training programmes, maintains a register of accredited training programmes, publishes training programmes offered by providers and supervises the conduct of training programmes. It provides information to teachers on the CPD requirements.

Education Scotland is a **Scottish** Government executive agency charged with supporting quality and improvement in Scottish education. It supports education professionals to make a difference in the classroom, school and wider community through access to a wide range of professional learning and leadership opportunities. An online resource enables teachers to engage with learning activities within their own secure account area, search for high-quality programmes of learning and access materials which support professional learning and leadership.

In 19 education systems, the CPD agency itself organises and implements CPD activities ⁽³²⁾. Usually, the CPD coordinating body provides methodological support both for schools and teachers. Most CPD agencies organise CPD activities both in schools and other locations, usually on their own premises.

In **Estonia**, the Education and Youth Authority develops the teachers' and school heads' CDP system, coordinates CDP and organises various CDP courses.

Another very common set of CPD agency functions relates to management of the CPD offer across different CPD providers. Most of the CPD agencies control CPD quality across CPD providers, analyse the CPD demand and/or coordinate the CPD offer. In some cases, the agencies run the formal accreditation or certification processes of the CPD programmes/courses.

In **Luxembourg**, the Training Institute of Education designs, implements and evaluates the arrangements for the induction period, the alternative pathways (*certificat de formation pédagogique*) and CPD for national education staff.

Sometimes, the CPD agency acts as a coordinating body for regional/local CPD providers or other network organisations.

In **Belgium (French Community)**, schools operate within networks that organise CPD for their member schools and teachers. The Institute for in-service training is in charge of organising CPD for all members of the teaching body, regardless of the organizing authority for which they practice their profession. As such, it is responsible for taking into account and meeting the common needs of the entire system. It is responsible for CPD activities in the school networks.

In **Austria**, the university colleges of teacher education are situated in all nine provinces. The so-called 'Rectors' Conference of the Austrian university colleges of teacher education' coordinates the opinion of the colleges of teacher education in fundamental questions of teacher education (initial, continuing and further education as well as school development support), research and teaching.

In **Greece**, the Institute of Educational Policy (IEP) is responsible for design and development of CPD policy as well as accreditation of CPD providers. On a regional level, the Regional Centres for Educational Planning (PEKES) are responsible for organising and implementing teacher training seminars and programmes in collaboration with IEP, where centrally planned programmes are concerned, or their own planning for issues coming up at school level of their region.

Less common functions include providing support to schools when developing their CPD plans. A task which is much less frequently delegated to the coordinating body is the distribution of grants for teachers and schools. Few external agencies are charged with the distribution of CPD funding.

In those countries that have no top-level CPD coordinating agency or external body, CPD coordination is usually the task of the top-level authorities (e.g. ministries or governmental departments). These functions may also be decentralised to regional/local entities or school networks. If there is no national CPD coordination, CPD providers themselves analyse the demand and implement CPD offers as well as providing information to teachers and schools.

⁽³²⁾ Belgium (French and German-speaking Communities), Czechia, Estonia, Ireland, Greece, Croatia, Cyprus, Austria, Poland, Finland, Sweden, the United Kingdom (Wales and Northern Ireland), Albania, Liechtenstein, Montenegro, North Macedonia and Serbia.

Some countries have several CPD coordinating bodies or several entities being in charge of CPD-related activities. This is especially common in decentralised education systems, e.g. Germany or Bosnia and Herzegovina. Figure 3.10 shows these countries as not having one central coordinating agency, since more than one organisation is involved in these functions.

In **Belgium (Flemish Community)**, there is more than one body offering CPD as various network-based pedagogical counselling services ⁽³³⁾ are available for different types of schools (e.g. public schools, private Catholic schools, Steiner schools, etc.). They organise CPD activities, provide information about CPD and help schools to prepare their own CPD plans.

In **Germany**, the *Länder* are responsible for the CPD activities. State-run CPD is organised in the *Länder* at central, regional and local level. All *Länder* have established state-run CPD training institutes which for the most part are subordinate to the Ministries of Education and Cultural Affairs as dependent *Länder* institutions.

In **Bosnia and Herzegovina**, the Pedagogical Offices of Cantons and Entities (*Pedagoški zavodi kantona i entiteta*) are responsible for CPD.

In some countries, the CPD coordination functions may be split between an external agency and the ministry.

The **Italian** Ministry of Education implements a digital information platform [S.O.F.I.A.](#), which offers a comprehensive catalogue of the CPD offer, as well as course evaluation and certification. However, the National Institute for Documentation, Innovation and Educational Research (INDIRE) monitors the quality of professional development and in-service training at national level.

3.6. Conclusions

Shared European objectives on education emphasise that teachers need to engage in continuing professional development (CPD) for good quality teaching and learning. Top-level authorities in almost all European countries consider CPD to be a teacher's professional duty or one of their statutory obligations. Accordingly, TALIS 2018 survey data reveals that a high proportion of lower secondary teachers in Europe engage in CPD activities. In the EU, 92.5 % of lower secondary teachers had attended at least one type of professional development activity in the 12 months prior to the survey.

The Council conclusions on European teachers and trainers for the future stress that it is important for teachers to participate in 'various training models, including face-to-face, virtual, blended and work-based learning' ⁽³⁴⁾. The chapter therefore focused on teachers' participation in varied CPD activities.

TALIS 2018 data shows that in the EU, on average, teachers attended three to four different types of professional development activities in the 12 months prior to the survey. Before COVID-19 pandemic, teachers usually attended a course/seminar in person, read professional literature or participated in an education conference. There is a considerable variation between countries. Teachers in the Baltic countries attended on average five to six different types of training. By contrast, teachers in Belgium (French Community) and France participated in two or three different types of training.

The data reveals that some top-level regulations might impact teachers' participation in CPD. Teachers in countries that allocate a certain amount of time for CPD tend to participate in more varied types of CPD. Currently, more than half of the European countries grant some CPD time for each teacher, either as mandatory to take or as an entitlement. CPD is mandatory for all teachers in lower secondary education in 18 education systems ⁽³⁵⁾. Usually, approximately 18 hours of CPD per year

⁽³³⁾ <https://onderwijs.vlaanderen.be/nl/contacteer-je-pedagogische-begeleidingsdienst>

⁽³⁴⁾ Council conclusions of 26 May 2020 on European teachers and trainers for the future, OJ C 193, 9.6.2020, p. 11.

⁽³⁵⁾ Belgium (French Community), Bulgaria, Cyprus, Latvia, Luxembourg, Hungary, Malta, Austria, Portugal, Romania, Slovenia, Finland, the United Kingdom (Scotland), Albania, Bosnia and Herzegovina, Montenegro, North Macedonia and Serbia.

are mandatory. Every teacher is entitled to take a certain amount of time for CPD in eight education systems ⁽³⁶⁾. The most common practice is to grant approximately five working days for CPD per year.

Another way to allocate time for CPD is to allow paid study leave. This is especially important for training activities that are teacher-initiated and take place outside the school. The data shows that most European countries offer teachers the possibility of taking paid study leave. Short periods of paid study leave (up to one week) are the most common. However, TALIS 2018 data seems to indicate that the length of the leave might be important. Teachers who had the possibility of taking paid study leave for a week or longer seemed to perceive lower levels of conflict between CPD and their work schedule. This was not the case when the period of study leave was shorter.

CPD planning at school level is essential in order to balance individual and organisational learning needs and to establish priorities. In the majority of European education systems, it is compulsory for schools to develop a CPD plan (usually annually). TALIS 2018 data reveals that teachers participated in more varied CPD in those countries where schools are required to have a CPD plan. However, CPD planning is not the most frequent activity of lower secondary school principals. Data indicates that, in the EU, approximately 56.2 % of lower secondary teachers had principals who worked 'often' or 'very often' on a professional development plan for their school during the 12 months prior to the survey. This proportion was significantly higher (65.6 %) in those countries where schools are required to have a CPD plan.

CPD activities may also need coordination and planning at top-level. Many European countries have a body or agency that is responsible for providing support for lower secondary teachers in the area of CPD. Such an organisation usually provides information about available (or accredited) CPD programmes or maintains searchable digital information platforms. Often, the CPD agency organises and implements CPD activities and provides methodological support.

⁽³⁶⁾ Belgium (French Community), Czechia, Croatia, Italy, Lithuania, the Netherlands, Sweden and Iceland.

ANNEXES

Annex I.3: Name(s) and website(s) of national bodies/agencies with responsibilities in supporting lower secondary teachers' continuing professional development, 2019/20 (Data to Figure 3.10)

	Name	Link
BE fr	<i>Institut de la Formation en cours de Carrière</i> Institute for in-service training	www.ifc.cfwb.be
BE de	<i>Weiterbildungskommission</i>	www.ahs-dg.be
CZ	<i>Národní pedagogický institut České republiky</i> National Pedagogical Institute of the Czech Republic	www.npicr.cz
EE	<i>Haridus- ja Noorteamet</i> Education and Youth Authority	https://www.harno.ee/
IE	<i>Professional Development Service for Teachers (PDST)</i>	www.pdst.ie
EL	<i>Institute of Educational Policy</i>	www.iep.edu.gr
HR	<i>Agencija za odgoj i obrazovanje</i> Education and Teacher Training Agency	www.azoo.hr
IT	<i>INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa)</i> National Institute for Documentation, Innovation and Educational Research	www.indire.it
CY	<i>Παιδαγωγικό Ινστιτούτο Κύπρου</i> The Cyprus Pedagogical Institute	www.pi.ac.cy
LU	<i>Institut de formation de l'Éducation nationale</i> Training institute of education	www.ifen.lu
HU	<i>Oktatási Hivatal</i> Educational Authority	https://www.oktatas.hu/tovabbkepzes/pedagogus_tovabbkepzesek/altalanos_tajekoztato
AT	<i>RektorInnenkonferenz der Pädagogischen Hochschulen</i> Rectors' Conference of the Austrian university colleges of teacher education	
PL	<i>Ośrodek Rozwoju Edukacji</i> The Centre for Education Development	www.ore.edu.pl
PT	<i>Conselho Científico-Pedagógico Da Formação Contínua</i> Scientific-Pedagogical Council of Continuing Professional Training	www.ccpfc.uminho.pt
FI	<i>Opetushallitus/Utbildningsstyrelsen</i> Finnish National Agency for Education	www.oph.fi
SE	<i>Skolverket</i> Swedish National Agency for Education	www.skolverket.se
UK-WLS	<i>Education Workforce Council</i>	www.ewc.wales
UK-NIR	<i>The Education Authority</i>	www.eani.org.uk
UK-SCT	<i>Education Scotland</i>	https://education.gov.scot/
AL	<i>Agjencia e Sigurimit te Cilesise ne Arsimin Parauniversitar</i> Agency for Quality Assurance of Pre-university Education	www.ascap.edu.al
LI	<i>Schulamt – Zentrum für Schulmedien</i>	https://www.llv.li/inhalt/11239/amtstellen/zentrum-fur-schulmedien
ME	<i>Zavod za školstvo</i> Bureau for Educational Services	https://www.zzs.gov.me
MK	<i>Biro za razvoj na obrazovanie</i> Bureau for Development of Education	www.bro.gov.mk
RS	<i>Zavod za unapređivanje obrazovanja i vaspitanja</i> Institute for the Improvement of Education	zuov.gov.rs

Annex II: Statistical tables

Open the Excel file [Statistical Annex](#)

Chapter 3: Continuing Professional Development

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Teachers in Europe

Careers, Development and Well-being

This report analyses key aspects of the professional life of lower secondary teachers (ISCED 2) across Europe. It is based on qualitative Eurydice data from national policies and legislation, and quantitative data from the Teaching and Learning International Survey (TALIS) on practices and perceptions of teachers and school heads.

Connecting these two data sources, the analysis aims to illustrate how national policies and regulations may contribute to making the teaching profession more attractive. It examines ways teachers receive their initial education, and policies that may influence the take up of continuing professional development. Among other issues, the report investigates working conditions, career prospects and teachers' well-being at work. It also explores to what extent teacher evaluation is used to provide formative feedback, and ways to encourage teachers to travel abroad for learning and working. The challenges brought by the COVID-19 pandemic, with the shift to distance teaching and learning, are briefly addressed.

The report covers all 27 EU Member States, as well as the United Kingdom, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey. The reference years are 2018-2020.

The Eurydice network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides evidence-based information and descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is coordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see <https://eacea.ec.europa.eu/national-policies/eurydice/>

