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The teaching profession in the EU: A comparative analysis building upon the TALIS 2024 results

European Education Policy Report

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The teaching profession in the EU

A comparative analysis building upon the TALIS 2024 results

Directorate-General for Education, Youth, Sport and Culture

2026

EN

Glossary

Experienced teachers are defined as those with more than ten years in the profession.

Fast-track (shorter) programmes refer to pathways into the teaching profession that differ from regular teacher education programmes and whose duration and/or content are tailored to specific groups of candidates (e.g. second-career candidates, candidates with prior teaching experience, or candidates with strong subject-matter knowledge).

Induction activities are designed not only to support new teachers' introduction into the teaching profession but also to support experienced teachers who are new to a school. They might be organised in formal programmes (e.g., regular supervision by the principal, a reduced teaching load or formal mentoring by experienced teachers) or as informal activities that are available to support new teachers (e.g., general introduction to the school or a welcome handbook).

Mentoring is a support structure in schools whereby more experienced teachers support less experienced teachers. This structure may involve all teachers in the school or only novice teachers but it does not include mentoring of student teachers undertaking teaching practice at the school.

Novice (or early-career) teachers are defined as those with less than five years in the profession.

Recent graduates: those who completed their first teaching qualification less than 5 years prior to the TALIS survey.

School management teams are groups within a school that are responsible for leading and managing decisions related to instruction, resource allocation, curriculum, assessment and evaluation, and other strategic matters concerning the effective functioning of the school.

Second-career teachers are defined as those with at least ten years of work experience in non-education roles for whom teaching was not their first career choice.

Subject-specific training programmes refer to subject-specific studies that are part of post-secondary education. In the consecutive model, they are usually followed by pedagogical training. In the TALIS questionnaire, this refers to teachers who have indicated that, for their first teaching qualification, they completed "subject-specific training only".

Teachers recently arrived at the current school are those who started working in their current school within the five years preceding the survey.

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Foreword

One lesson taught at school is *never answer a question with a questio*n. Happily, the best educators also teach the exceptions. Such as the answer to the question; 'Why are teachers so valuable to society?" My favourite response is to simply ask: "Who was your favourite teacher at school?"

Two teachers shaped my path in life. My history teacher in secondary school, and my English teacher in high school. And across Europe there are millions of stories just like mine. Moments where a teacher saw a spark flicker, cupped their hands around it, and waited until it became a passionate flame. Every time that happens potential is converted into realised ability. That's what helps us make a society. Millions of cupped hands following us around as we perform to the best of our ability.

This report, "The teaching profession in the EU, a comparative analysis building upon the TALIS 2024 results", gives invaluable data which shows the challenges and the needs of teachers across the continent. But it starts with an important reminder. Empirical evidence consistently shows that teachers are *the most decisive school-related factor* for student outcomes.

Teachers are the ones who help children learn how to be in a group, they introduce critical thinking, they point the path to civic engagement. In short, they inspire.

Yet, the teaching profession today faces mounting pressures. Increased shortages in all member states, scarce resources, and limits to the space teachers have to judge how best to connect to their students' needs.

This report shows that as the role of teachers broadens, so the challenges are compounding. While it is welcome that emotional needs of students are now part of the classroom, we must be sure educators are equipped to meet them.

And now, to the requirement of emotional intelligence, we can add the challenge of artificial intelligence. What do teachers think of the role of AI in the classroom, for preparation? This report provides valuable insight.

In March 2025, I launched the Union of Skills. Building on and strengthening the European Education Area. At the heart of this are motivated, recognised, and secure educators.

This report provides an in-depth analysis of the state of the teaching profession in the EU.

It shows what we suspected: strong commitment by teachers, who are passionate about making a social contribution. Who want to influence the next generation.

But we also see the pressures. Concerns around salaries, and career incentives. Doubts whether their role is truly recognised. Data points to administrative workload and challenges related to classroom discipline.

Disparities persist based on age, levels of experience, and school contexts. New teachers report higher stress, greater exposure to challenging classroom environments, and stronger intent to leave the profession. The share of teachers aged 50 or above and those under 30 is raising concerns about future replacement needs.

It identifies the importance of investing in mentoring, in collaborative working, in giving space to teachers to trust their judgement.

Under the Union of Skills, this year we will propose the Teachers and Trainers Agenda. It will build on this report, on our Investing in Education report, and on the PISA results.

And at its core it will recognise that if teachers are to continue to cup their hands around children, and kindle those flames, policymakers, educators, researchers and social partners need to be doing the same for them.

Europe faces many global challenges. Strategically there are urgent needs for basic skills, STEM, digital, democratic. But the foundation to this is that most basic skill, the joy of learning. That is what teachers instil.

To return to answering questions, the answer to why we must help resolve the challenges teachers face, is because we recognise how they've helped make us who we are.

Thank you Ms. Mucha. Grateful, always, Ms. Luca!

Roxana Mînzatu

Executive Vice-President
Social Rights and Skills, Quality Jobs and Preparedness

Executive summary

This report provides a comprehensive overview of the key features of the teaching profession in the EU, examining teachers' motivations and experiences related to the profession – including satisfaction, well-being, and future career intentions – as well as the factors that empower teachers, and those that pose challenges and increase job demands.[1] Teachers are a key priority for education policy within the framework of the European Education Area (EEA) and the 2026 Council Recommendation on human capital in the European Union. As central actors in the quality of education systems, their working conditions, job satisfaction and well-being have a direct impact on their teaching and, ultimately, student outcomes. To support the Commission's evidence-informed approach, the report draws primarily on data from the OECD Teaching and Learning International Survey (TALIS) 2024, complemented by TALIS Starting Strong 2024, UOE[2] and Eurydice data.[3] It also draws on the indicators presented in the Teachers' dashboard of the Education and Training Monitor[4] Toolbox. This report also aims to inform and support the development of an EU Teachers and Trainers Agenda, announced by the European Commission as part of the Union of Skills Communication. As set out in the Communication on the Union of Skills, the aim of this agenda would be to support Member States to improve teachers' working conditions and career prospects, and tackle teacher shortages, as many European education systems face challenges in ensuring a sufficient and sustainable teaching workforce. Moreover, as the report also addresses teachers' use of, professional development in, and perceptions of AI, it may also help inform the initiatives under the planned Education Package[5], in particular its Roadmap on digital education and skills.

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1 The report is guided by the Job Demands-Resources model, which explains how working conditions relate to professional outcomes (satisfaction, well-being, and future career intentions). It distinguishes between job demands (aspects of work associated with physiological and psychological costs) and job resources (aspects that support teachers in their work), whose interaction shape teachers' experiences of the profession.

2 UOE refers to the joint UNESCO, OECD and Eurostat (UOE) data collection on education statistics administered by the OECD in 2024.

3 All analyses presented in this report are correlational in nature, that is, they examine whether variations in one variable are statistically associated with variations in another. The design of TALIS does not allow causal relationships between variables to be established.

4 Education and Training Monitor 2025

5 The Education package aims to equip future generations with the skills and knowledge needed to thrive in a modern, competitive society (Commission work programme 2026).

The report focuses on comparable data on the working conditions, practices, and professional development of teachers and school leaders across the world. It benefits notably from new survey questions in TALIS 2024[6] on how teachers adapt to increasingly diverse student populations, as well as on their use of technology and artificial intelligence. These topics are thoroughly covered in this report, alongside key features of the composition of the EU teaching workforce and an in-depth analysis of working conditions and their association with teacher professional experiences (job satisfaction, well-being, and career intentions), with the aim of reflecting on the factors that matter for the attractiveness of the teaching profession. Breakdowns by teacher characteristics – especially experience and age – help to complete this picture and improve understanding of different needs.

The report focuses on teachers in lower secondary level (ISCED level 2), since participation by EU countries is highest at this level (23 countries in 2024), allowing for the construction of a meaningful EU average and cross-country analysis. Evidence for primary (ISCED level 1) or upper secondary education (ISCED level 3), as well as pre-primary education from TALIS Starting Strong, is presented where relevant in dedicated boxes throughout the report and separately in the country profiles. The report's key findings are:

About 90% of teachers in the EU report being satisfied with the profession and with their current work environment, and about 70% with their terms of employment (excluding salaries). Teachers who are satisfied with their terms of employment (excluding salaries) report greater satisfaction with the profession and are 36% less likely to want to leave the profession within the next five years.

Supportive working conditions are closely correlated to job satisfaction, well-being and, ultimately, career intentions. More specifically:
(1) *job resources* – including induction and mentoring, teacher agency (in particular, opportunities for participation in school decision-making and instructional autonomy), collaborative school environments, and supportive school leadership – are positively correlated with teachers' job satisfaction and well-being.
(2) *job demands* – including stress related to classroom discipline, student behaviour and administrative workload – are consistently correlated with lower job satisfaction, poorer well-being and stronger intentions to leave the profession. Administrative work and maintaining classroom discipline are also among the most reported stress sources for teachers.

Teacher agency matters for job satisfaction, well-being and self-efficacy. Teachers in schools that provide opportunities to be actively involved in school decision-making, are encouraged to lead initiatives, or report they have greater autonomy in teaching (instructional autonomy) consistently report higher levels of job satisfaction. Similarly, teachers who report greater instructional autonomy are less likely to experience work-related stress, and report higher self-efficacy – particularly in their confidence to manage classrooms and deliver instruction.

The share of teachers who feel valued by society is relatively low (15.4%), although it varies considerably across countries, both in terms of the level in 2024 and the change since 2018. Feeling valued is linked to motivation and retention, as teachers who feel that their profession is valued in society are 23% less likely to report intending to leave the profession within the next five years.

The teacher workforce is progressively ageing in the EU, with the share of teachers aged 50 or above (around 40%) far exceeding those under 30 (8%). At the same time, intentions to leave the profession are particularly pronounced among young teachers (15.4% of teachers under 30) and those over 50 who are not yet close to retirement (17.9%). Intentions to leave have increased since 2018 in many EU countries. Demographic projections at EU level also show declining numbers of school-age children between 2022 and 2030, which could partly offset the impact of an older teaching workforce. However, the impact on teacher shortages at national level is hard to

[6] The results of the TALIS 2024 cycle were published on 7 October 2025, following the previous edition conducted in 2018.

assess, also as shortages tend to be localised (e.g. in some schools, specific subjects, or geographic areas), and teachers are not equally needed everywhere.[7]

Teachers feel less prepared for contemporary challenges than for traditional subject content, notably teaching in multicultural/multilingual settings, supporting social-emotional development of their pupils, and using digital tools. Participation in continuous professional development is near-universal across the EU, but it focuses mainly on traditional topics and unmet needs remain in particular for classroom management, teaching students with special education needs, supporting social-emotional development and digital/AI competences.

Teachers and principals report that classrooms in the EU have become increasingly diverse in terms of migration and refugee backgrounds, language diversity and special education needs. In nearly all EU countries, novice teachers are more often exposed to challenging classroom contexts – those with higher shares of students who have difficulties understanding the language(s) of instruction, special education needs, behavioural problems, or academic difficulties – and report more disruption than their experienced colleagues.

T**eachers' use** of AI and participation in AI-related training in the EU remains below the OECD average. One in three teachers report having used AI in their work in the EU, with higher shares observed for younger teachers. This share is smaller than in non-EU OECD countries. This gap is reflected in training, with 25% of teachers reporting professional development needs in AI and only 30% having participated in related training, compared with 38% across all OECD countries. Teachers who have not used AI report lack of knowledge and skills to teach using AI as a main barrier. Additionally, more than half of EU teachers believe AI should not be used in teaching – a share substantially higher than in non-EU OECD countries.

Overall, strengthening the job resources of the teaching profession – particularly through targeted professional learning, greater recognition, and fostering collaboration and supportive leadership – has the potential to improve teachers' well-being, job satisfaction and retention, and ultimately the attractiveness of the profession.

[7] No consolidated EU-level projection that models declining student numbers and the age distribution of the teacher workforce exists. Such an exercise would in any way require a wide range of arbitrary assumptions, including statutory and effective retirement ages, inflows into initial teacher education, expected attrition rates beyond retirement, and policy assumptions (e.g. class sizes, support staff, subject allocation).

Introduction

Teachers are a cornerstone of our societies, facilitating students' learning and socialisation, while also promoting critical thinking and civic engagement. Empirical evidence consistently shows that teachers are the most decisive school-related factor for student outcomes (Chetty et al. 2014; Jackson, 2018; Konstantopoulos, 2006). Teachers are therefore central to achieving the European Education Area (EEA)[8], which seeks to ensure improved access to high-quality, inclusive education, training and lifelong learning for all. Moreover, in a rapidly changing world – marked by geopolitical and socio-economic instability, global humanitarian, climate and health crises, and advances in technologies – the teaching profession is increasingly at the forefront of the transformation of education systems (UNESCO, 2021b; ILO, 2024).

As part of the Union of Skills flagship initiative to build skills for quality lives and jobs, the European Commission announced an *EU Teachers and Trainers Agenda*. This agenda would support Member States to improve teachers' working conditions and career prospects, and tackle teacher shortages, as many European education systems face challenges in ensuring a sufficient and sustainable teaching workforce (OECD, 2025a; European Commission, 2023). As the report also addresses teachers' use of, professional development in, and perceptions of AI, it may also help inform the Education Package, in particular its Roadmap on digital education and skills. This report provides a comprehensive overview of the key features of the teaching profession in the EU, drawing primarily on data from the OECD Teaching and Learning International Survey (TALIS)[9] 2024, complemented by TALIS Starting Strong 2024, UOE[10] and Eurydice data, and supporting the Commission's evidence-informed approach.[11] It also draws on the

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8 The strategic framework for European cooperation in education and training towards the EEA sets out five strategic priorities, one of which is "enhancing competences and motivation in the education profession (teachers and trainers)", as outlined in the support study for the interim evaluation of the European Education Area Strategic Framework 2021–2030.

9 TALIS results are based exclusively on self-reported data from teachers and principals, reflecting their perceptions and beliefs, which are subject to limitations such as cultural response patterns, social desirability bias and validity concerns, and therefore require caution, particularly in cross-country comparisons.

10 UOE refers to the joint UNESCO, OECD and Eurostat (UOE) data collection on education statistics administered by the OECD in 2024.

11 All analyses presented in this report are correlational in nature, that is, they examine whether variations in one variable are statistically associated with variations in another. The design of TALIS does not allow causal relationships between variables to be established.

indicators presented in the Teachers' dashboard of the Education and Training Monitor[12] Toolbox and covers factors that enhance the profession's attractiveness and empower teachers, as well as those that pose challenges and increase job demands. By bringing together a wide range of indicators, this report informs the debate on teaching as a profession (Ingersoll and Collins, 2018).

The OECD TALIS is the largest international survey of teachers and school leaders. First introduced in 2008, TALIS has since been administered in 2013, 2018, and 2024, with participation expanding in each cycle. TALIS 2024 covers 53 education systems (23[13] EU Member States) at the lower secondary level (OECD, 2025b).[14] Through the indicators collected, TALIS aims to contribute to the debate on the teaching profession – helping policymakers and stakeholders identify and contextualise system-wide challenges and needs of the teaching profession. TALIS is administered to teachers and principals across primary, lower and upper secondary education. This report focuses on teachers in lower secondary level (ISCED level 2) as part of their regular duties in surveyed schools, as participation by EU countries is highest at this level (23 countries in 2024), allowing for the construction of a meaningful EU average and cross-country analysis. Principals are defined as the heads of these schools. Evidence for primary (ISCED level 1) or upper secondary education (ISCED level 3), as well as pre-primary[15] education from TALIS Starting Strong, is presented where relevant in dedicated boxes throughout the report and separately in the country profiles, although it is available for only a much smaller number of EU countries.[16]

In the face of a rapidly changing world, a comprehensive examination of the teaching profession – considering who teachers are, their perceptions and needs, as well as the contexts and working conditions in which they operate – provides insights that can help education systems better support teachers in meeting the evolving needs of their students and make the profession more attractive. TALIS 2024 provides regular, internationally comparable data on the teaching profession, enabling to monitor trends and informing policymakers as they develop policies to support teachers and promote effective teaching and learning conditions.

Conceptual Framework

This report is guided by the Job Demands–Resources (JD-R) model, which is widely used in the literature to examine characteristics of the teaching profession (e.g. Granziera et al., 2021; Sheridan et al., 2025) and in analyses of TALIS (e.g., Admiraal & Kittelsen Røberg, 2023). The JD-R model provides a framework for understanding the relationship between employees' working conditions and professional outcomes – applied here to the teaching profession –, including job performance, well-being, job satisfaction and engagement (Bakker & Demerouti, 2017). It posits that every work environment is characterised by job demands and job resources that interact to shape these outcomes,

[12] Education and Training Monitor 2025

[13] These are Austria, Belgium (French and Flemish Communities), Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Hungary, Italy, Latvia, Lithuania, Malta, Netherlands*, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden. Data from the Netherlands* are not included in the main EU averages due to higher risk of non-response bias, which would undermine the statistical validity and cross-country comparability. Estimates from the Netherlands* are nevertheless presented separately in the figures and tables. Germany, Greece, Ireland, and Luxembourg did not participate at ISCED level 2.

[14] Throughout the report, two EU aggregates are used. When only TALIS 2024 data are presented, the EU total refers to the 22 European Union member states that participated in TALIS 2024 as a single entity (i.e. in the case of Belgium, only the country values are presented, rather than the Flemish and French communities separately) and to which each of the 22 EU member states contribute in proportion to the number of teachers. Therefore, the EU total is a weighted arithmetic mean based on the sum of teacher weights by country, across all EU member states that participate in TALIS (ISCED level 2) with a data adjudication rating of "good", "fair" or "poor". The Netherlands* are excluded from the EU total-22 due to higher risk of non-response bias, as it did not meet TALIS participation rate standards. When analysing changes in indicators between TALIS 2018 and TALIS 2024, an EU-21 total is used to ensure comparability over time. This aggregate is calculated in the same way as the EU-22 but excludes Poland, which participated in TALIS 2024 but not in TALIS 2018. Both EU-22 and EU-21 represent an "average European teacher", with each participating country contributing in proportion to its target population size.

[15] Evidence for pre-primary education (ISCED level 02, i.e. early childhood education from age 3 until the start of primary education) comes from the TALIS Starting Strong Survey, the early-childhood counterpart of TALIS (OECD, 2025c).

[16] Specifically, the ISCED level 1 questionnaire was administered in Belgium (French and Flemish* Communities), France, Slovenia, Spain, and the Netherlands*. The ISCED level 3 questionnaire was administered in Croatia, Denmark, Belgium (Flemish Community), Portugal, and Slovenia. The ISCED level 02 questionnaire was administered as part of TALIS Starting strong in Belgium (Flemish Community), Denmark, Finland, Germany, Ireland, Spain, Sweden.

while also recognising the role of teachers' beliefs, motivation, and self-efficacy[17] – so-called personal resources (Bakker & Demerouti, 2017; Collie et al., 2020).

On the one hand, job demands refer to aspects of work that require sustained physical or mental effort (for example, workload, classroom conditions and appraisal) and are "therefore associated with physiological and psychological costs" (Demerouti et al., 2001, p. 501). These demands may, but do not necessarily, negatively affect teachers' well-being and job performance. On the other hand, job resources are aspects of work that support the achievement of professional goals, help meet job demands, or foster personal growth. They enhance job performance, well-being, job satisfaction and engagement. Examples include teacher autonomy, support from colleagues and school leaders, access to professional development and adequate terms of employment.

This conceptual framework provides a lens through which the attractiveness of the teaching profession can be understood by disentangling its key determinants (i.e. working conditions), while also considering its consequences (i.e. shortages or oversupply) and teachers' motivations to enter the profession. In particular, mapping working conditions in terms of professional demands and resources is important for identifying appropriate support mechanisms—such as induction and mentoring or targeted professional development—that enable teachers to better navigate the demands of the profession and evolving educational contexts.

This report is composed of three main sections and country profiles. Section 1 outlines the current context of the teaching profession in the EU, including a snapshot on teachers' personal resources (motivation) and professional experiences – job satisfaction, well-being and career intentions. Section 2 presents teachers' working conditions classifying them as either job resources (leadership opportunities and teacher autonomy, collegiality and collaboration, professional development, and professional trust and recognition) or job demands (workload, classroom conditions, appraisal). A third aspect of working conditions is also examined: terms of employment, including teachers' remuneration. Section 3 outlines the evolving role of teachers, particularly regarding the use of new technologies. The country profiles provide concise overviews of key country-level indicators and policy actions for all 23 Member States participating in TALIS 2024. Throughout the report, only statistically significant differences (for example, across age or experience groups) or changes over time are discussed.

[17] Self-efficacy refers to one's belief in their ability to accomplish specific tasks (in the case of teachers, teaching-related tasks such as instruction or classroom management) and to achieve desired outcomes (Bandura, 1977). It reflects one's perceived confidence and can therefore be interpreted as a measure of teachers' confidence in their own work (OECD, 2025b).

1. Understanding the teaching profession: **teachers' experiences** and workforce composition

This section explores teachers' overall perceptions of their work—including job satisfaction and well-being—as well as their career intentions. It also examines the relationships between these professional outcomes and their associations with selected working conditions. The section concludes with a snapshot of the demographic composition of the teaching workforce across the EU, setting the context for the sections that follow.

Teachers experience higher levels of well-being and job satisfaction and ultimately remain in the profession when they receive sufficient support to address the challenges they face (e.g. Admiraal and Kittelsen Røberg, 2023; Collie and Mansfield, 2022; Harmsen et al., 2019). Strengthening the status of the teaching profession—through supportive working conditions, adequate support structures and clear career prospects—can improve both the attractiveness and long-term sustainability of teaching as a career (De Witte et al., 2023). Several countries face challenges in ensuring a sufficient and sustainable teaching workforce, with teacher shortages having become a pressing policy concern across most education systems. Shortages are widespread in the EU (OECD, 2025a; European Commission, 2023) and reflect imbalances across subjects, regions and demographic groups (Eurydice, 2021).

Main takeaway

The most important motivations for entering the teaching profession, as self-reported by teachers, are making a worthwhile social contribution and influencing the next generation, followed by working hours that are compatible with family responsibilities. While most teachers in the EU report being satisfied with their jobs and work environment, satisfaction varies across countries and school contexts and is closely linked to supportive working conditions. Teachers' job satisfaction and well-being are strongly associated with job resources, including induction and mentoring, opportunities for participation in school decision making, instructional autonomy, collaboration with colleagues, and supportive school leadership. Conversely, stress related to classroom discipline, student behaviour and workload is consistently linked to lower job satisfaction, poorer well-being and stronger intentions to leave the profession. Intentions to leave teaching are pronounced among both young (under 30) (15.4%) and old (aged over 50) (17.9%) teachers and have increased since 2018 in many EU countries.

The teacher workforce is progressively ageing in the EU, with the share of teachers aged 50 or above (around 40%) far exceeding those under 30 (around 8%). Gender imbalances among teachers are most evident at lower levels of education, with an EU average of 95.3% female teachers in pre-primary education compared to 61.7% in upper-secondary education. Principals continue to report that teacher shortages affect schools' ability to provide quality instruction. In response, many education systems have introduced measures to attract more teachers, including alternative pathways into teaching.

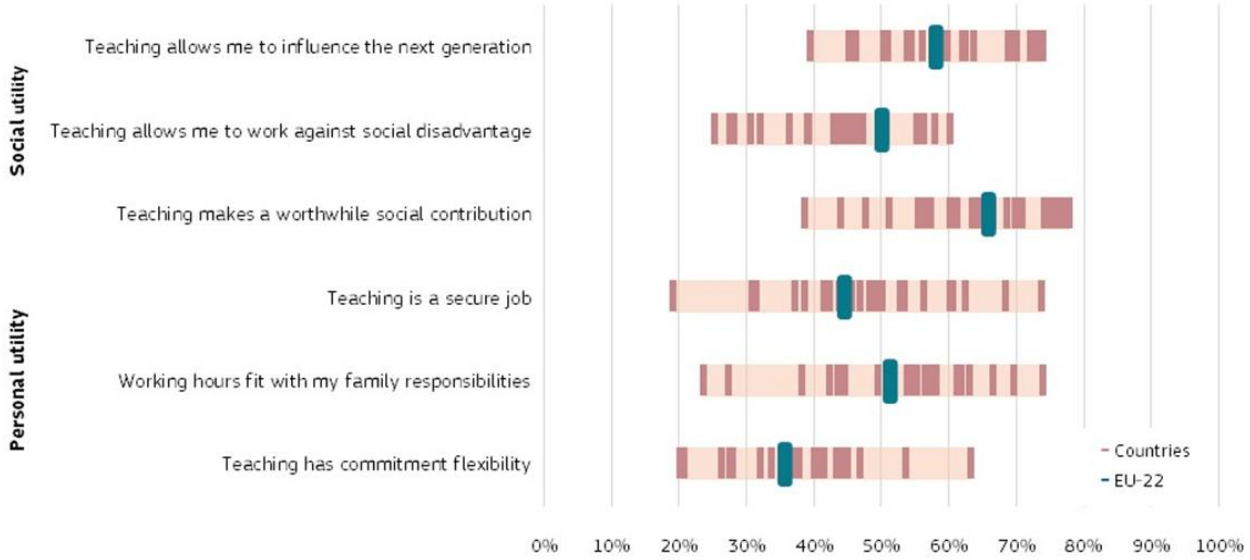
1.1 Motivations for teaching

Understanding teachers' motivations to teach is essential for informing policies designed to enhance the attractiveness[18] of the teaching profession and to recruit and retain teachers. Intrinsic motivation can be viewed as a personal resource that may help buffer job demands, boost engagement and support positive professional outcomes. TALIS 2024 measures intrinsic motivation through teachers' reported feelings of social and personal utility. Across the EU, the motivations most frequently rated as of high importance are making a worthwhile social contribution (65.8%) and influencing the next generation (58.0%) (Figure 1). TALIS 2024 data further show that teachers in the top quartile of social utility motivation who are not approaching retirement are less likely to plan to leave the profession within the next five years compared with those in the bottom quartile (OECD, 2025b).

[18] One signal of the attractiveness of the teaching profession is the share of novice teachers reporting that teaching was their first career choice. According to TALIS, 52.4% of teachers across the EU-22 report teaching being their first career choice, which is below the OECD-25 average (57.5%). The highest shares are observed in Hungary (66.5%) and Portugal (65.9%), while the lowest are found in Latvia (25.6%) and Estonia (34.7%) (OECD, 2025b, Table 7.31). Compared with 2018, the share of teachers reporting teaching as their first career choice increased only in Sweden and Austria, while it declined in Belgium, Slovakia, Czechia, Bulgaria, Lithuania, Estonia, and Latvia (OECD, 2025b, Table 7.32).

The third most cited factor is working hours that fit with family responsibilities (51.2%), highlighting the combined role of social and personal utility in teachers' intrinsic motivation. Female teachers are more likely than male teachers to report any social and personal utility motives as highly important, with the largest gender differences observed for "teaching allows me to work against social disadvantage" (7.8 percentage points) and "working hours fit with my family responsibilities" (6.1 percentage points). Finally, in 10 out of 22 EU countries, teachers under age 30 are significantly more likely than those older than 50 to report that "influencing the next generation" is a highly important reason for choosing teaching, a pattern also seen on average across the EU (10.5 percentage points).

Figure 1. Motivations to teach



Source: OECD, 2025b (Table 7.13).
Notes: Percentage of teachers who report these factors to be of "high importance" to them. Caution is required when interpreting data for the Netherlands due to higher risk of non-response bias. Consequently, the Netherlands are excluded from the EU-22 aggregate.

1.2 Job satisfaction

Satisfied teachers tend to have higher self-efficacy (OECD, 2020; 2014) and are less likely to leave the profession (e.g. Canrinus et al., 2011; Whipp and Geronime, 2015). Teacher job satisfaction is also strongly associated with school culture (Banerjee et al., 2017) and, ultimately, with student outcomes (e.g. Hoque et al., 2023; Wartenberg et al., 2023). Job satisfaction refers to the sense of fulfilment and gratification that teachers derive from their work.

In the EU, most teachers are satisfied with their profession, their current work environment and their terms of employment (excluding salaries) (Figure 2). Nine in ten teachers report that, "all in all", they are satisfied with their jobs (EU: 89.9%), ranging from 79.2% in France to 96.5% in Bulgaria (Table 2.6).[19] Looking in depth at the other indicators of satisfaction with the profession, perceptions are more mixed. In France, Belgium (French Community), Latvia and Malta, fewer than six in ten teachers agree that the advantages of being a teacher clearly outweigh the disadvantages. Furthermore, in Malta and Portugal, around one in five teachers report regretting their decision to become a teacher. In Portugal, however, this regret coexists with very high overall job satisfaction (93.7%), while in Malta more than four out of five teachers (81.6%) still report being satisfied with their job. This suggests that regret may reflect dissatisfaction with specific aspects of working conditions rather than with teaching as a profession overall. In Austria, Belgium (Flemish Community), Italy, the Netherlands, Slovenia and Spain, more than 70% of teachers express positive views of the profession across all four indicators.

In a similar fashion, four out of five teachers in the EU (or more, depending on the specific indicator), report being satisfied with their current work environment (Figure 2). In most EU countries, satisfaction with the work

[19] Overall job satisfaction is discussed further at the country level in the country profiles.

environment has either remained stable or improved since 2018 (Table 2.9). In Bulgaria, Hungary and Portugal, satisfaction has increased across all three dimensions of the work environment shown in Figure 2.

Two out of three teachers (69.8%) are also satisfied with terms of employment, excluding salaries, ranging from 39.1% in Portugal to more than 80% in Austria, Bulgaria, Czechia, Latvia, Poland, Romania and Slovakia. Satisfaction with salaries is, on average, lower in the EU, standing at 37.3% (around two in five teachers). It ranges from more than 60% in Bulgaria (64,6%), Belgium (69,2%), Denmark (69,5), Austria (71,9%) and the Netherlands* (74,1%) to below 15% in Malta (8,9%) and Portugal (13,4%). The share of teachers who are satisfied with their salaries has increased in 23 countries since 2018, with increases above 15 percentage points in Bulgaria, Czechia, Latvia, Lithuania, the Netherlands* and Romania. Satisfaction with salary is discussed further at the country level in the country profiles.

Overall, teacher job satisfaction in the EU shows limited variation across individual characteristics. On average and in most countries, job satisfaction does not differ by gender[20], age[21] or years of experience (Table 2.14). Similarly, the share of second-career teachers who report being satisfied with their job is broadly comparable to that of other teachers, both on average and in most countries (Table 2.20). Where differences are observed, second-career teachers tend to report higher job satisfaction, notably in Croatia, the French Community of Belgium, Lithuania, Malta and Czechia. However, once teacher and school characteristics are taken into account—including the type of teaching qualification completed—this positive association remains statistically significant only in the French Community of Belgium, while it disappears in most other countries and turns negative in Cyprus and Spain (Table 2.21). There is some evidence of variation across school composition. In the EU, the share of teachers "agreeing" or "strongly agreeing" that, all in all, they are satisfied with their jobs is significantly higher in advantaged[22] schools (2.1 percentage points) and schools where students do not have difficulties understanding the language(s) of instruction (2.9) (Table 2.27).

Box 1. Job satisfaction across education levels

Teachers' overall job satisfaction tends to be high and broadly similar across pre-primary, primary, lower secondary and upper secondary education in most EU countries (Table 2.6, OECD, 2025b; and Table D.8.2, TALIS Starting Strong). Where variation exists, satisfaction levels in pre-primary and primary education tend to be higher than those observed at lower secondary level across EU countries with available data.

In primary education, more than 90% of teachers report being satisfied with their job in Spain (96.6%) and Belgium (90.9%), while lower shares are observed in Slovenia (87.7%) and France (80.5%) and Slovenia (87.7%). At the upper secondary level, job satisfaction remains high, exceeding 90% in Denmark (91.3%), Portugal (93.3%) and Belgium (Flemish Community) (92.6%), and Portugal (93.3%) and remaining close to 90% in Croatia (89.3%) and Slovenia (89.4%).

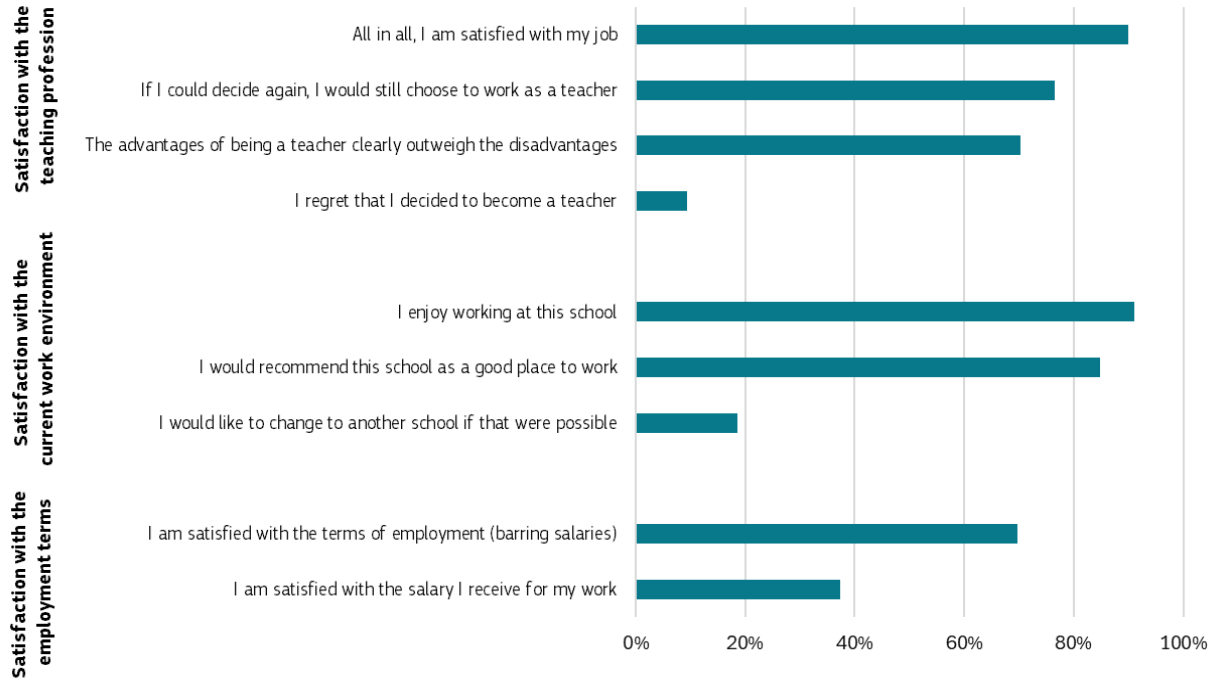
In pre-primary education, more than nine in ten ECEC staff report being satisfied with their job in Denmark (90.6%), Sweden (92.1%), Germany* (92.7%), Belgium (Flemish Community) (95.4%) and Spain (96.6%). While levels are lower in Ireland* (76.3%) and Finland (80.0%), they remain high in comparative terms.

[20] Only in Croatia (+4.5 percentage points), Finland (4.6), Lithuania (3.6), and Italy (1.5) does a larger share of male teachers report being satisfied than female teachers, while the opposite is true in Romania, Slovakia, and Spain.

[21] Only in Czechia (+4.1 percentage points), Estonia (4.8), Latvia (5.9), Malta (8.2), and Romania (3.6) are significant differences in job satisfaction observed in favour of older teachers.

[22] Those having less than 10% of students from socio-economically disadvantaged homes.

Figure 2. Teachers' satisfaction with their profession, current work environment and terms of employment



Source: OECD, 2025b (Table 2.6, 2.8, 7.52 and 7.63).
Notes: Percentage of teachers who "agree" or "strongly agree" with these statements about satisfaction with the teaching profession and the current work environment. Caution is required when interpreting data for the Netherlands due to higher risk of non-response bias. Consequently, the Netherlands are excluded from the EU-22 aggregate.

After accounting for a range of teacher and school characteristics, teachers' job satisfaction is related to both supportive professional conditions (job resources) and work-related demands (Table 1 for a summary). Among job resources, participation in induction[23] programmes (whether formal or informal), especially for teachers new to a school, is consistently linked to higher job satisfaction (Table 4.51).[24] Similarly, teachers with an assigned mentor report higher job satisfaction in 11 countries and on average (Table 4.55). Teachers who report greater autonomy, particularly opportunities to participate in school decision making and to lead initiatives, also tend to report higher job satisfaction (Table 5.49). Finally, supportive leadership – including principals who trust teachers' expertise, provide useful feedback and maintain good professional relationships with staff – is among the most robust positive correlates of job satisfaction across EU countries (Table 6.26 and Table 6.16). Teachers who engage in collaboration with colleagues (engage in exchange and co-ordination for teaching collaborative activities (6.13) and positive relationships with parents and guardians tend to report higher levels of job satisfaction in all countries.

With regard to job demands, experiencing intimidation or verbal abuse by students as a source of stress shows the strongest association with lower job satisfaction, followed by difficulties in maintaining classroom discipline and having too many lessons to teach (Table 2.48). Other demands – such as administrative workload, accountability pressures, adapting teaching to diverse learning needs and keeping up with reforms as sources of stress – are also negatively associated with job satisfaction, though generally to a lesser extent. The negative relationship between maintaining discipline and job satisfaction holds in all countries.

[23] The relationship between participation in induction activities and job satisfaction is statistically significant in 17 countries, with the exception of Bulgaria, Croatia, Cyprus, Poland and Slovenia. Yet, also in these cases, the estimated coefficient is never negative.

[24] At the same time, job satisfaction is not significantly associated to the type of initial teacher education recent graduates attended, both at EU aggregated level and in most countries (Table 4.50).

Table 1. Factors associated with teachers' job satisfaction and well-being

	Domain	Factor	Association with job satisfaction	Association with well-being
Job Resources	Professional development	Type of initial teacher education	Null	Null
		Participation in induction programmes (teacher new to school)	+	+
		Having an assigned mentor	+	Null
	Autonomy & leadership	Participation in school decision making	+ +	+ +
		Encouraged to lead initiatives	+ +	+
		Instructional autonomy	+	+
	Collaboration & relationships	Collaboration with colleagues	+	+
		Supportive principal (good professional relationships)	+ +	+ +
		Feeling valued by parents/guardians	+	+
Job Demands	Student behaviour & classroom climate	Intimidation or verbal abuse by students	– –	– –
		Maintaining classroom discipline	– –	– –
	Workload & demands	Too many lessons to teach	– –	– –
		Administrative workload	–	–
		Adapting teaching to diverse learning needs	–	–
		Accountability pressures	–	–
		Keeping up with reforms	–	–

Source: European Commission elaboration based on OECD, 2025b (Tables 2.46, 2.48, 4.51, 4.55, 5.49, 5.50, 5.61, 5.62, 6.12, 6.13, 6.15, 6.16).
Notes: The table shows the direction of associations between selected job resources and job demands and teachers' job satisfaction and well-being from multiple linear regressions. Results are correlational and should not be interpreted as causal. The underlying regression analyses account for several teacher characteristics—including gender, age and years of teaching experience – as well as school characteristics, including school location, school governance type, the share of students from socio-economically disadvantaged backgrounds, and the share of students with special education needs. ++ / –– = moderate positive / moderate negative association; + / – = weak positive / weak negative association. Job satisfaction and well-being refer to the relevant scale. The scale of workplace well-being and stress is constructed from the following items: "I experience stress in my work"; "My job leaves me time for my personal life"; "My job negatively impacts my mental health"; "My job negatively impacts my physical health". The scale of job satisfaction overall used for these regression analyses was constructed as an average of the two subscales: job satisfaction with profession and job satisfaction with work environment.

1.3 Well-being

Teacher well-being refers to teachers being psychologically, physically and emotionally healthy (Yildirim, 2015). Higher levels of teacher well-being are associated with greater job satisfaction, self-efficacy, motivation and commitment to the profession (Hascher and Waber, 2021). Conversely, low levels of well-being are linked to increased absenteeism, higher turnover and poorer instructional quality (e.g. Collie and Mansfield, 2022; Hascher and Waber, 2021; Ronfeldt, Loeb and Wyckoff, 2013).

In the EU, one in six teachers (16.0%) report experiencing stress "a lot"[25] in their work in 2024 (Figure 3). However, large cross-country differences exist. The share of teachers reporting high stress exceeds 30% in Malta (30.6%) and stands at 25.8% in Portugal, while it is around 10% in Italy (10.1%) and below 10% in Romania (7.3%) (Table

[25] Following the TALIS 2024 approach, the analysis reports the percentage of teachers who experienced the following situations "a lot". This does not exclude the possibility that, if the category "quite a bit" were also included, some of the levels and trends might differ.

2.3). Between 2018 and 2024, the share of teachers experiencing high stress increased in 11 EU countries[26] and decreased significantly in 6 EU countries.[27]

A good work–life balance can help mitigate the negative effects of stress. On average, about 11.3% of teachers in the EU report that their job leaves them time for their personal life "a lot". Nonetheless, differences across countries are pronounced (Table 2.4). In 2024, more than 30% of teachers report a very good work–life balance in Denmark (32.3%) and the Netherlands (25.5%), compared to below 10% in Portugal (5.8%) and Latvia (7.0%). Improvements in work–life balance between 2018 and 2024 are observed in 9 EU countries, with particularly large increases in the Netherlands (+13.7 percentage points), Cyprus (+5.7), Spain (+3.2) and Denmark (+3.0). Significant declines are observed in France[28] (–6.0), Latvia (-3.8) and Belgium[29] (–3.4).

In terms of health, around 9.1% of teachers in the EU report that their job negatively impacts their mental health "a lot", while around 6.9% report a strong negative impact on their physical health. In 13 EU countries[30], the share of teachers reporting negative impact of their job on mental health has increased since 2018. A similar pattern is observed for physical health, with increases observed in 12 countries[31] (Table 2.4).[32]

While variation by career pathway (second-career teachers versus non-second-career teachers) is limited in most EU countries and on average across the EU (Table 2.18), teacher well-being differs across several individual characteristics. In the EU, 17.7% of female teachers report experiencing stress "a lot" in their work, compared to 11.7% of male teachers (Table 2.13). This gender gap is observed in all EU countries. Differences are also evident by age. On average in the EU, the share of older teachers (aged 50 and above) who report experiencing stress "a lot" is 6.6 percentage points lower than among younger teachers (under age 30) (Table 2.13). Bulgaria is the only exception, where the share of older teachers reporting high levels of stress is 8 percentage points higher than among younger teachers. In Belgium (French Community) and the Netherlands*, teachers' work-related stress levels do not vary by either age or gender.

[26] These are Estonia (+10.7 percentage points), Austria (+8.1), France (+6.8), Croatia (+6.3), Spain (+5.6), Italy (+4.2), Finland (+3.4), Lithuania (+2.5), and Slovakia and Slovenia (both +2.1). For France, the translation of this survey item was revised in 2024 to better align with the international version, which may introduce a break in trend and therefore requires caution when making comparisons over time.

[27] These are Denmark (-3.1 percentage points), Belgium (Flemish Community, -3.4), Cyprus (-4.1), Bulgaria (-5.4), Portugal (–9.0) and Latvia (–8.2).

[28] For France, the translation of this survey item was revised in 2024 to better align with the international version, which may introduce a break in trend and therefore requires caution when making comparisons over time.

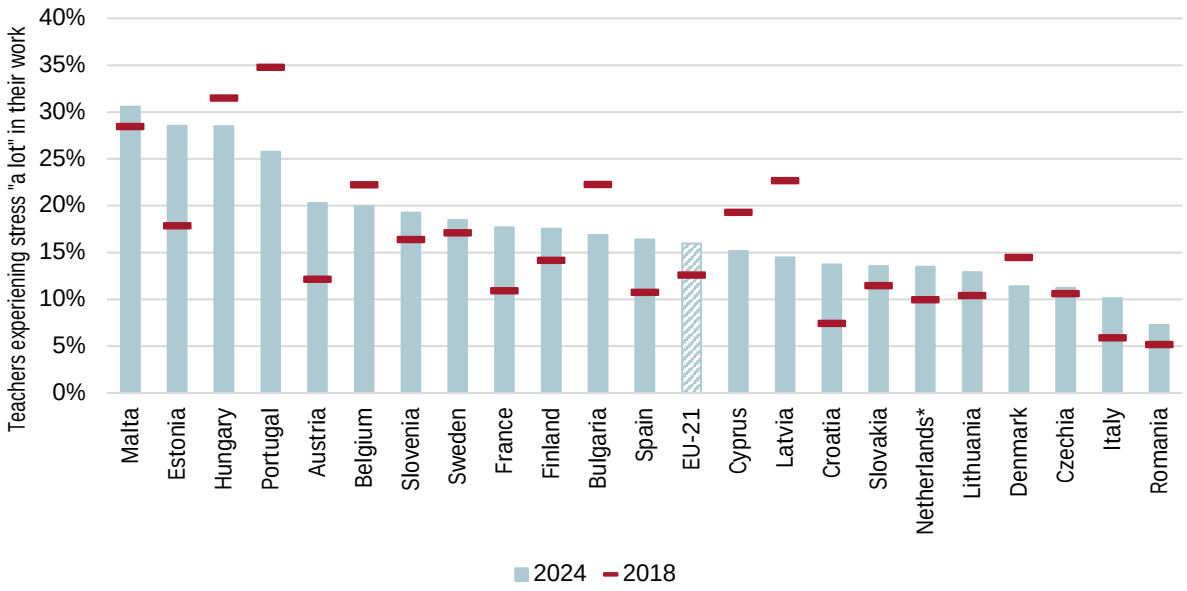
[29] The decline in Belgium is driven by responses from teachers in the French Community (–8.7 percentage points), while responses from teachers in the Flemish Community do not differ significantly from those in 2018.

[30] These are France, Malta, Austria, Estonia, Spain, Finland, Croatia, the Netherlands*, Sweden, Latvia, Slovenia, Lithuania and Italy.

[31] These are Lithuania, Austria, Estonia, France, Latvia, Croatia, Malta, Sweden, Slovenia, Italy, Spain and Slovakia.

[32] In the case of France, if both teachers who responded "a lot" and "quite a lot" are considered, the share of teachers reporting a negative impact of their job on mental health changes direction, showing a significant decrease between 2018 and 2024 (Ceesay et al., 2025). A similar pattern is observed for physical health.

Figure 3. Teachers' level of stress



Source: European Commission calculations based on OECD, 2025b (Table 2.4).
Notes: Percentage of teachers who report experiencing "a lot" of stress in their work. Caution is required when interpreting data for the Netherlands due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

After accounting for a range of teacher and school characteristics, teachers' well-being is related to both supportive professional conditions (job resources) and work-related demands (Table 1 for a summary), following patterns similar to those observed for job satisfaction in Section 1.2. Several job resources are positively related to teacher well-being. Participation in induction activities among teachers who recently joined their school is associated with higher well-being on average in the EU, as well as in Austria, Czechia, Estonia, Finland, Lithuania, Portugal and Sweden (Table 4.52). Having an assigned mentor as a novice[33] teacher shows no association with well-being on average in the EU and in most countries (Table 4.54).[34] Teachers who report that their school provides greater opportunities to participate in school decision making and to lead initiatives also tend to report higher well-being, both on average and in most countries (Table 5.50). Greater instructional autonomy is likewise positively associated with teacher well-being in most countries, although this relationship weakens once teachers' self-efficacy is taken into account (Tables 5.62 and 5.63). Finally, collaborative school environments—as reflected in teachers reporting that they can rely on each other and feel valued by parents and guardians—and supportive school leadership—including principals who trust teachers' expertise, provide useful feedback and maintain good professional relationships with staff—are among the most consistent positive correlates of teacher well-being across countries (Tables 6.15 and 6.25).

Among job demands, sources of stress related to maintaining classroom discipline, workload, adapting teaching to diverse learning needs and accountability pressures show the strongest and most consistent negative associations with teacher well-being, whereas stress related to keeping up with changing requirements or curriculum/programme changes is associated with smaller declines in well-being on average (Table 2.46). Patterns related to task intensity further highlight the role of workload composition: among full-time teachers, additional time spent on general administrative tasks, and marking student work is associated with larger declines in well-being than additional time spent on teaching or lesson preparation (Table 2.47).

[33] Novice teachers, also referred to in the text as early-career teachers, are defined as those with fewer than five years in the profession, while experienced teachers are defined as those with more than ten years in the profession.

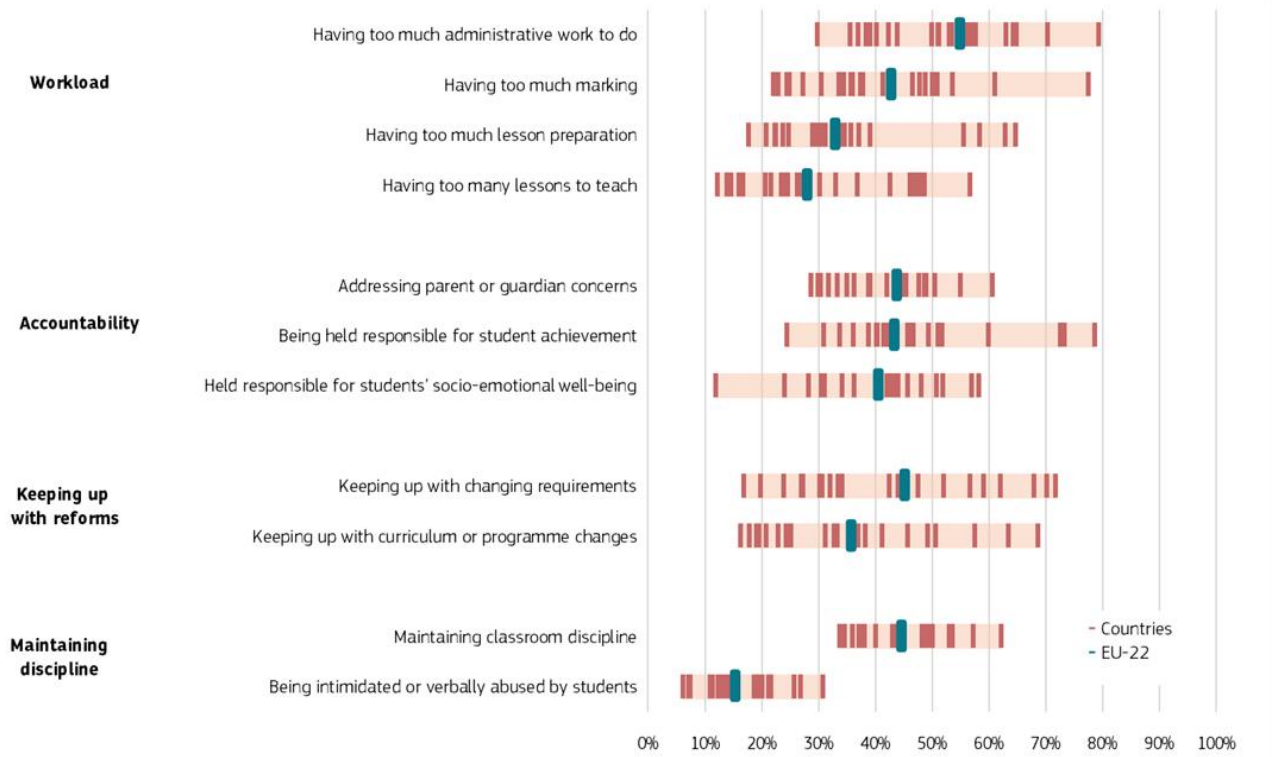
[34] Well-being is also not significantly associated to the type of initial teacher education recent graduates attended, both at EU aggregated level and in most countries (Table 4.48).

1.3.1 Sources of Stress

TALIS sheds light on how teachers respond to the job demands of the teaching profession by collecting evidence on the most common sources of stress reported by teachers. The most frequently reported source of stress for lower secondary teachers in the EU is administrative work[35] (EU-22: 54.8%) (Figure 4). This is despite administrative work accounting for a comparatively small proportion of total working time (as shown in Figure 24). Experienced teachers report administrative workload and requirements from authorities as sources of stress more often than novice teachers, by 13 and 10 percentage points, respectively, and this pattern is observed in each country. Hence, stress related to administrative workload may be shaped not only by its volume (i.e. total working time), but also by the nature of the tasks involved. This indicator is discussed further at the country level in the country profiles.

The second and third most frequently reported sources of stress among EU teachers are changing requirements from authorities (EU-22: 45.1%) and maintaining classroom discipline (44.7%). The prevalence of maintaining classroom discipline as a source of stress has increased in 13 countries since 2018. The share of teachers who report maintaining discipline as a source of stress has declined only in Belgium (French Community, -22.3 percentage points), Bulgaria (-11.8), France (-9.8), Hungary (-8.9) and Portugal (-10.6). Novice teachers are more likely than experienced teachers to report maintaining classroom discipline as a source of stress in all countries, except Bulgaria, where the opposite pattern is observed (Table 3.16).

Figure 4. Job demands as a source of stress



Source: OECD, 2025b (Table 3.16).
Notes: Administrative work includes communication, paperwork, and other clerical duties. The Netherlands are excluded from the EU-22 aggregate due to higher risk of non-response bias.

[35] The perception that administrative work is a source of stress varies across countries. While around four in ten teachers report this as a source of stress in Estonia (39.1%) and Finland (40.2%)—and even fewer do so in Cyprus (29.8%)—the share rises to more than two thirds in Belgium (70.3%) and to almost eight in ten in Portugal (79.3%). Furthermore, in nine countries (Austria, Belgium, Estonia, Finland, Italy, Malta, Portugal, Slovenia and Spain), teachers' reports of too much administrative work as a source of stress have increased significantly between 2018 and 2024, ranging from 2 percentage points in Portugal to 18 percentage points in Spain (Table 3.17). At the same time, in six countries (Bulgaria, Cyprus, Czechia, Denmark, Hungary and Romania), this indicator has decreased, from 22 percentage points in Bulgaria to about 6 percentage points in Romania.

Regression results indicate that more diverse learning needs in the classroom – both academic and behavioural, language and special education needs – are associated with a higher likelihood of lower secondary teachers reporting classroom discipline as a source of stress across the EU, after controlling for teacher characteristics. This highlights the need to consider providing adequate resources and support for teachers in this context. In the EU-22, teachers working with students with diverse behavioural, language and special education needs[36] are 81% more likely to report discipline-related stress, while those teaching academically diverse[37] classrooms are 24% more likely to do so. Across EU countries, the association with academic diversity is generally modest (and significant only in Austria, Belgium, Portugal, Romania and Spain). Cross-country variation in tracking systems may partly explain this pattern, as tracking influence the level of academic heterogeneity within classrooms. Instead, behavioural, language and special education needs are consistently linked to substantially higher stress levels, with odds ratios exceeding 2 in several countries – that is, teachers have more than 100% higher odds of reporting this source of stress, including Malta, Latvia, Portugal and Slovakia (Table 3.46).

1.4 Career intentions

Teacher attrition[38] – and, ultimately, teacher shortages – represents a major concern for principals and policymakers in many EU countries. Replacing teachers entails not only substantial financial costs (OECD, 2020), but also detrimental effects on students' learning outcomes (e.g. Gambi and De Witte, 2023; Sorensen & Ladd, 2020). One proxy measure for the risk of teacher attrition is teachers' intention to leave the profession.[39]

In the EU, 23.5% of teachers state that they want to leave teaching within the next five years (Table 7.1). Excluding those close to retirement[40], this share drops to 12.5% (Table 7.6). The countries with percentages above 40 are Lithuania (51.3%), Latvia (47.2%) and Estonia (45.5%) (Table 7.1), whose relatively high average age of the teacher workforce may partly explain these figures. Excluding teachers close to retirement, the share of teachers wanting to leave teaching within the next five years decrease significantly but remains comparatively high in Lithuania (35.3%), Latvia (33.7) and Estonia (31.2%). In contrast, less than 10% of teachers express this intention in Portugal, Italy, Austria, Spain and Belgium (Flemish Community) (Table 7.6).

A high proportion of young teachers wishing to leave their work within the next five years may exacerbate teacher shortages. Across the EU-20, the share of teachers under age 30 who report they intend to leave teaching within the next five years increased from 10.4% in 2018 to 13.4% in 2024 (Figure 5). This average increase masks substantial cross-country variation. In Latvia, Lithuania and Estonia, around half of teachers under age 30 report intending to leave teaching in 2024, with particularly large increases since 2018 in Latvia (+10.9 percentage points) and Lithuania (+6.6 percentage points). Marked increases are also observed in Croatia and Finland (both +13.2 percentage points), where the share of young teachers intending to leave more than doubled over the period. A significant increase is also observed in France (+9.9 percentage points). By contrast, intentions to leave among young teachers declined in Sweden, Bulgaria and Romania, and remained low and relatively stable in Belgium, Spain, Estonia and Romania (Figure 5).

36 These are classrooms where the share of students is at least 1% in more than one of the following categories: students with behavioural problems; students with difficulties understanding the language of instruction; students with special education needs.

37 A classroom with diverse academic characteristics refers to a class where the share of students who are low academic achievers and/or academically gifted students is between 11% and 90%.

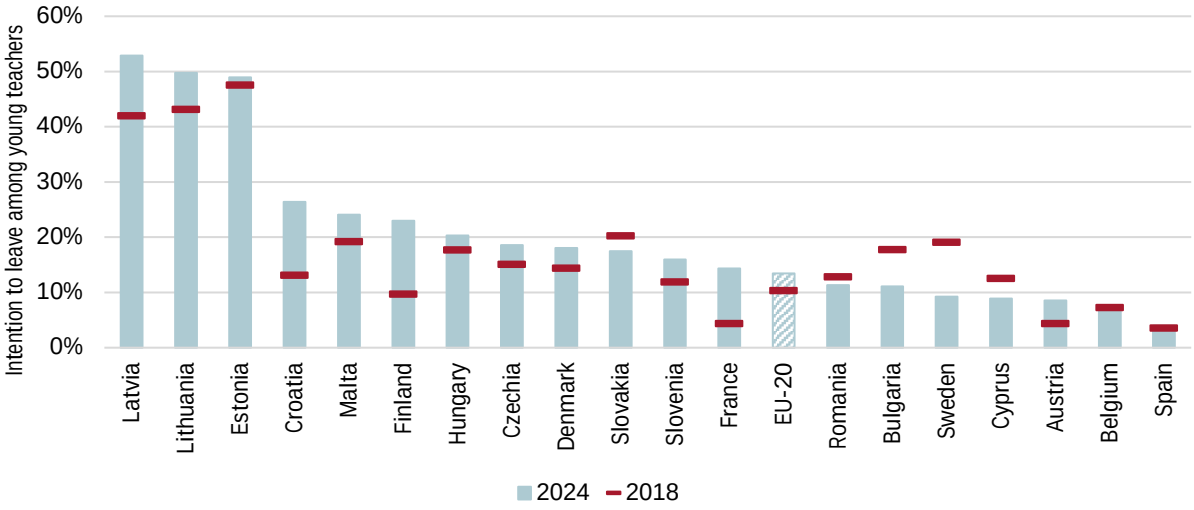
38 Teacher attrition refers to teachers leaving the profession (e.g. Madigan & Kim, 2021).

39 Teachers were asked how many more years they would like to keep working as a teacher. To shed light on where concerns about teacher attrition may be more pronounced, and on the factors associated with these intentions, the analyses presented here focus on the share of teachers who report wanting to leave the profession within the next five years.

40 The responses are restricted to teachers who, when asked about their reasons for leaving teaching within the next five years, indicated that "retirement from the work sector" is either "not at all likely" or "not very likely".

In most EU countries, teachers' intentions to leave teaching within the next five years do not differ by school context[41] or gender[42] (Table 7.6). Differences by age, however, are more pronounced (Table 7.6). In 2024, in seven[43] EU countries, a significantly higher percentage of teachers aged over 50 and not yet close to retirement indicated that they intended to leave teaching as compared to those under age 30. indicated that they intended to leave teaching compared with those under age 30. In contrast, in Estonia, Latvia and Portugal, younger teachers were more likely to report intentions to leave. While on average across the EU, the percentage of teachers intending to leave teaching does not significantly differ between those aged over 50 (17.9%) and those under 30 (15.4%), both groups report significantly higher intentions to leave than teachers in mid-career (age 30-49), whose share stands at 10.5%. Overall, these patterns suggest that the risk of teacher attrition in the EU tends to be highest among teachers at the early and later stages of their careers (Table 7.6).

Figure 5. Intention to leave within five years among young teachers



Source: European Commission calculations based on OECD, 2025b (Table 7.2).
Notes: Young teachers are those under age 30. The EU-20 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands, Portugal, Italy are excluded from the EU-20 aggregate due to a higher risk of non-response bias.

In the EU-22, the most reported reasons among teachers under age 30 for planning to leave teaching within the next five years are a job outside of education (44.4%), personal or family reasons (44.8%), and further education or training (37.2%) (Table 7.5). Among teachers aged 30–49, the most common reasons are personal or family reasons (41.7%), a job outside of education (34.1%), and a non-teaching position within education (29.1%). For teachers aged 50 and above, retirement (52.6%) is the most frequently cited reason, followed by personal or family reasons (39.0%) and a non-teaching position within education (19.5%) (Table 7.5).

After accounting for a range of teacher and school characteristics[44], the career intentions of teachers who are not about to retire[45] are related to both supportive professional conditions (job resources) and work-related demands.

41 School location is the only school characteristic associated with significant differences in teachers' intentions to leave teaching: on average, teachers working in urban schools are more likely than those in rural schools to intend to leave the profession within the next five years. In Austria, Poland and Spain, this difference exceeds 5 percentage points (Table 7.7).

42 Only in Malta and Romania, a higher share of male teachers who are not close to retirement report intending to leave teaching, while the opposite pattern is observed in Lithuania and the Netherlands* (Table 7.6).

43 Italy, Slovakia, Spain, Bulgaria, Sweden, Slovenia and Cyprus.

44 Teacher characteristics include gender, age and teaching experience, while school characteristics include school location, school governance type, the share of students from socio-economically disadvantaged homes, the share of students who have difficulties understanding the language(s) of instruction, and the share of students with special education needs.

45 These are teachers who report that retirement from work sector is "not at all likely" or "not very likely" to lead them to leave teaching within the next five years.

In the EU, teachers who report being satisfied with their jobs have substantially lower odds – around six times lower – of intending to leave teaching within the next five years than those who are not satisfied (Table 7.8). This association remains robust even after accounting for teacher well-being (Table 7.9). In all EU countries except Portugal, teachers who report higher social utility motivation[46] also have significantly lower odds of intending to leave the profession within the next five years (Table 7.17) [47], although the magnitude of this association is smaller than that observed for job satisfaction. Among job demands, stress related to maintaining classroom discipline and experiencing intimidation or verbal abuse by students shows the strongest and most consistent association with teachers' intentions to leave the profession within the next five years across EU countries. Teachers who report these sources of stress are substantially more likely to consider leaving teaching, even after accounting for teacher and school characteristics. Other job demands, including stress related to lesson preparation, marking and administrative work, adapting teaching to diverse learning needs, and accountability-related demands – are also associated with a higher likelihood of intending to leave teaching, but these relationships tend to be more moderate and less consistent across countries. Stress related to keeping up with curriculum or policy changes is generally among the weakest correlates of teachers' career intentions (Table 7.12)

1.5 The composition of the EU teaching workforce

Data trends point to a progressively ageing teaching workforce, with implications for future replacement needs and for the sustainability of teacher supply. Eurostat data for 2023 show that, in both primary and secondary education, 8% of teachers in the EU were under 30, while around 40% were aged 50 or above (see Figure 6). Notably, 11% were aged 60 or over, which can be considered a proxy for teachers approaching retirement and signals substantial replacement needs in the coming years.

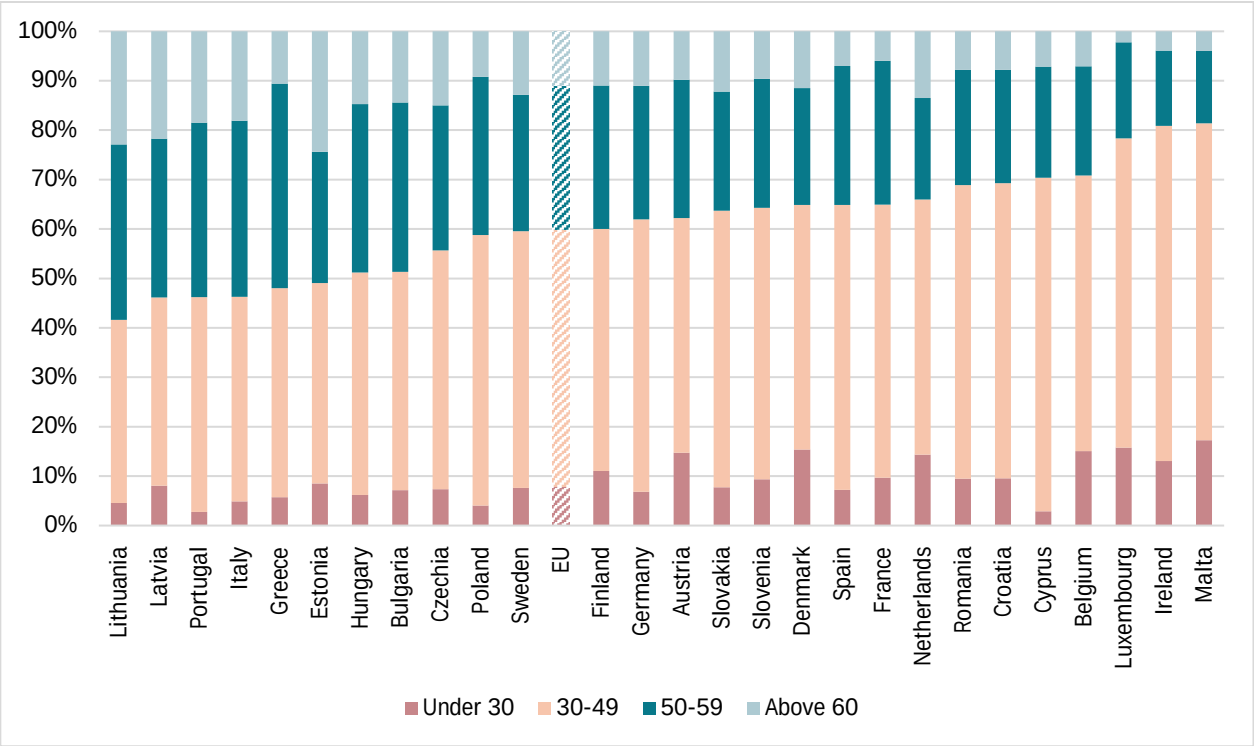
The EU average masks substantial differences across Member States. The share of teachers aged 50 and over ranges from more than 50% in Lithuania (58%), Latvia and Portugal (both 54%), Italy (54%) and Greece (52%), to below 25% in Luxembourg (22%), Malta and Ireland (both 19%). The share of teachers aged 60 or over also varies considerably across countries, reaching particularly high levels in Estonia (24%), Lithuania (23%) and Latvia (22%), pointing to especially acute replacement pressures in these systems. The proportion of teachers under 30 varies from 17% in Malta to just 3% in Portugal and Cyprus, with several countries recording similarly low levels, including Poland (4%), Lithuania and Italy (5%). Teacher age demographics are discussed further in the country profiles.

An ageing teacher population, however, does not necessarily translate into teacher shortages. In countries with ageing populations, declining numbers of school-age children could offset the impact of an older teaching workforce (European Commission, 2025b). For example, Latvia and Portugal both have relatively old teacher populations but experience very different levels of national reported shortages (see Figure 8). Shortages also tend to be localised – affecting specific subjects, geographic areas, types of schools (see Education at a Glance 2025 data). As a result, national-level shortages do not imply that teachers are equally needed everywhere nor does the absence of a national shortage rule out localised gaps.

[46] Social utility motivation to teach is a scale constructed using teacher responses (from "not important at all", to "of high importance") about how important the following factors are to them (see Figure 1): "Teaching allows me to influence the next generation"; "Teaching allows me to work against social disadvantage"; "Teaching makes a worthwhile social contribution".

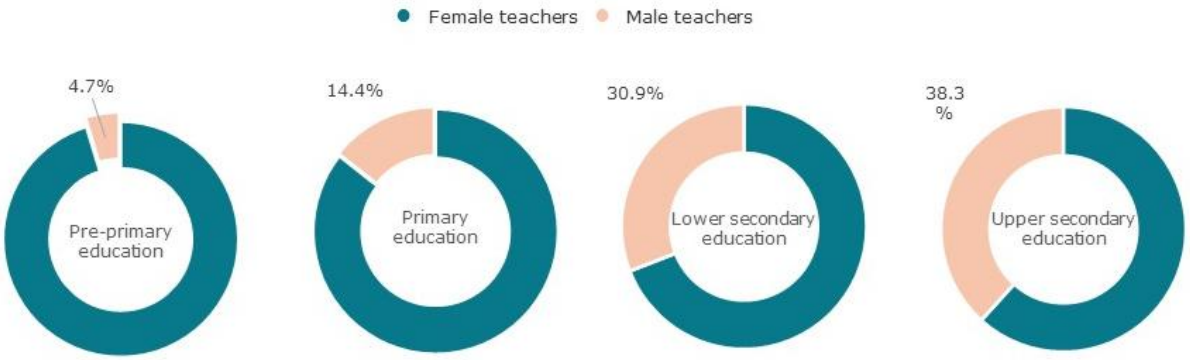
[47] When additionally controlling for contract type (permanent vs. fixed-term and full-time vs. part-time) and satisfaction with terms of employment (including salaries), the relationship between motivation and career intentions remains statistically significant on average across the EU, but only in eight countries (Bulgaria, Croatia, Cyprus, Czechia, Denmark, Finland, Romania and Slovakia). In the remaining countries, the estimated magnitude of the association is similar but loses statistical significance.

Figure 6. Share of primary and secondary teachers aged under 30 and above 50, by country (2023)



Source : Eurostat (UOE joint data collection 2023) [educ_uoe_perp01]

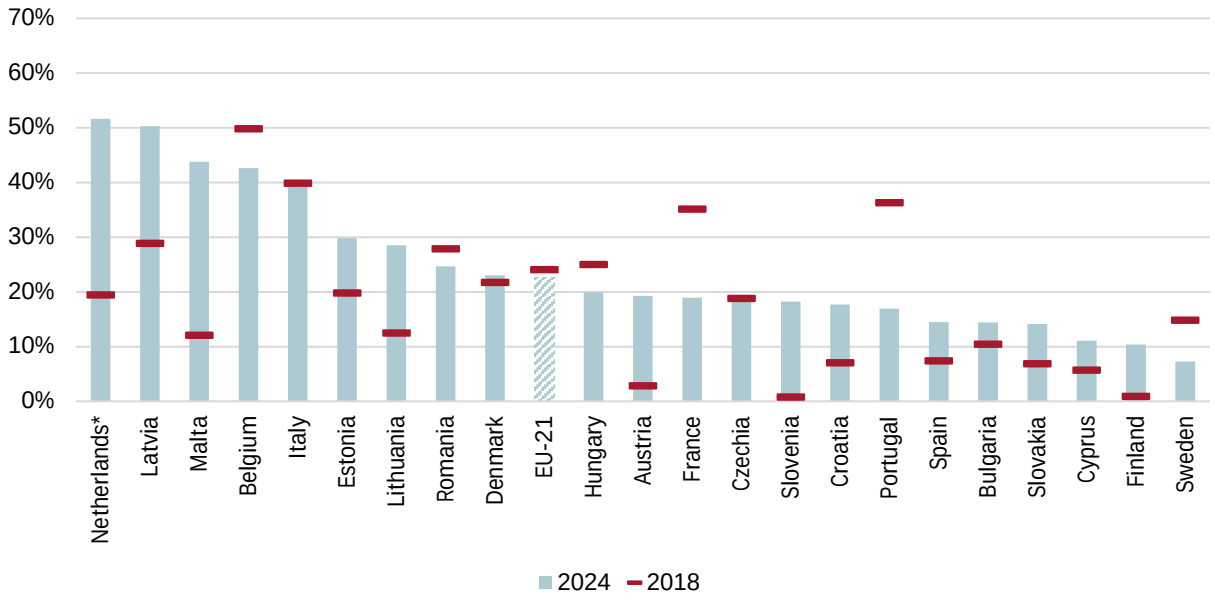
Figure 7. Gender distribution of teachers across education levels in the EU



Source: Eurostat (UOE joint data collection 2023) [educ_uoe_perd03]

Gender imbalances among teachers are most evident at lower levels of education (Figure 7). In pre-primary education, the proportion of female teachers exceeds 90% in nearly all EU countries (except the Netherlands, 87.9%) and averages 95.3% across the EU. Men are also strongly under-represented in primary education, where the EU average share of male teachers is below 15% with Denmark being the only country where the proportion of male teachers exceeds 30% (32.8%). In secondary education, the gender distribution is more balanced, though women remain a clear majority. At lower secondary level, the EU average proportion of female teachers is 69.1%, falling below 60% only in the Netherlands (56.3%). At upper secondary level, the EU average drops further to 61.7%, with several countries coming close to achieving gender balance, including the Netherlands (57.6%), Germany (57.3%), Spain (56.8%), France (56.0%), Austria (55.2%), Sweden (54.1%), Luxembourg (52.0%), and Denmark (50.9%).

Figure 8. Principals' perceptions of the impact of shortages of qualified teachers



Source: European Commission calculations based on OECD, 2025b (Table 1.18).
Notes: Data are based on responses of principals, using final teacher weights. Caution is required when interpreting data for the Netherlands due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

In 2024, principals' perceptions of the impact of shortages[48] of qualified teachers on schools' capacity to provide quality instruction did not change significantly at EU level compared with 2018 (Figure 8), standing at 22.5% (EU-22: 20.4%). However, trends vary substantially across countries, pointing to widening differences in how teacher shortages are perceived across countries. A significant increase was reported in 12 countries, with the largest rises observed in the Netherlands* (+32.2 percentage points), Malta (+31.7) and Latvia (+21.4). Other notable increases occurred in Slovenia (+17.4), Austria (+16.5) and Lithuania (+16.0). By contrast, three countries reported a significant decline in perceived shortages, with the largest decreases in Portugal (–19.4 percentage points) and France (–16.2), followed by Sweden (–7.5) and Belgium (–7.2, driven by the French Community where a decreased of 21.7 percentage points was reported). Perceptions remained broadly stable in the remaining countries.

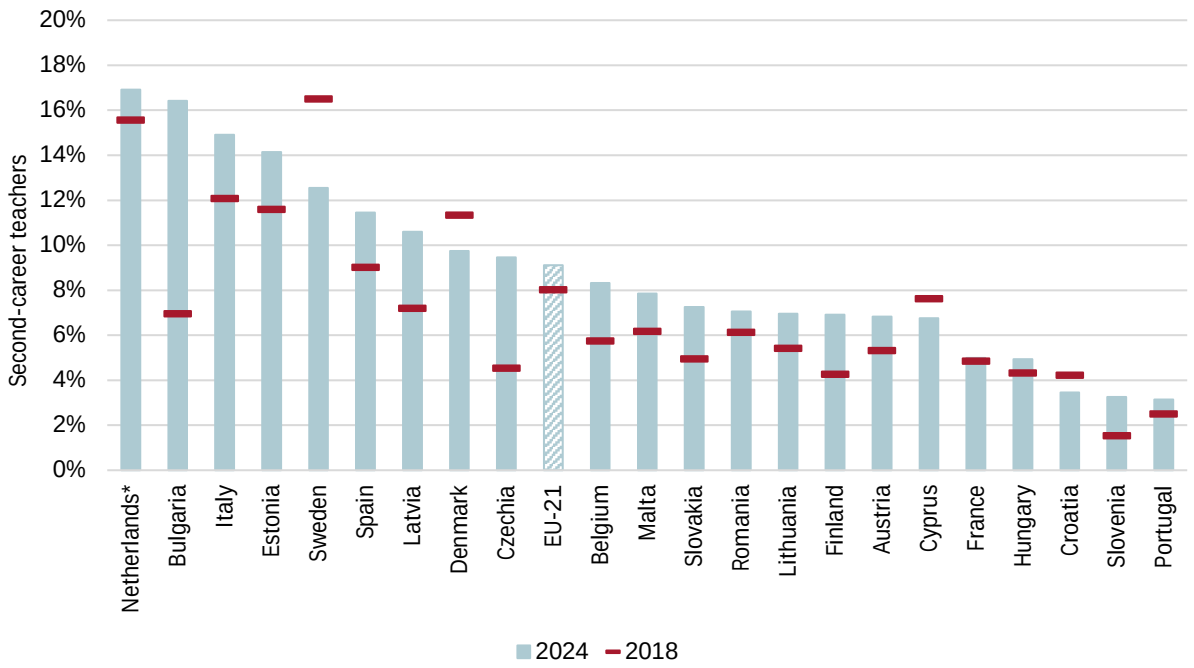
In response to teacher shortages, education systems have taken a variety of measures[49], and many have introduced alternative pathways into teaching, including the recruitment of second-career teachers (European Commission, 2023; European Commission/EACEA/Eurydice, 2023; Tigchelaar, Brouwer and Vermunt, 2010). In the EU, the share of second-career teachers who report having at least ten years of work experience in non-education roles (and for whom for whom teaching was not a first career choice) is 9.1% (EU-22: 8.6%), concealing substantial variation across countries. The share of second-career teachers ranges from 16.9% in the Netherlands* and 16.4% in Bulgaria to 3.3% in Slovenia and 3.1% in Portugal (Figure 9).

[48] Cross-country quantifications and comparison of teacher shortages are far from straightforward, as different conceptualisations of what constitutes a shortage exist. Some countries focus on 'unfilled' or 'vacant' positions or attrition rates, while others take a broader perspective, defining teacher shortages as positions filled by teachers who do not meet national qualification standards, or measuring shortages based on school principal surveys (Sutcher et al., 2019; European Commission, 2023). There is no single indicator that "can fully capture the scale or nature of teacher shortages, nor the ways in which teachers are distributed across schools" (OECD, 2025a, p. 482).

[49] All EU countries, with the exception of Greece – which expects to have a sufficient number of teachers in the future (ETM, 2023) – and Cyprus – which did not report a lack of education staff (ETM, 2023) – adopted policies in 2023 to address teacher shortages (in all or some subjects), such as improving planning and recruitment, increasing the number of ITE graduates, and facilitating the recruitment of non-qualified teachers. Two thirds of EU countries reported alternative pathways to obtaining a teaching qualification, in addition to mainstream ITE programmes (European Commission/EACEA/Eurydice, 2023).

Between 2018 and 2024, the share of second-career teachers significantly increased in the EU (by 1.6 percentage points). This overall trend masks substantial cross-country variation, with marked increases in countries such as Bulgaria (+9.5 percentage points), Czechia (+4.9), Latvia (+3.4) and Italy (+2.8), alongside a significant decline in Sweden (−4.0). Large differences in levels across countries persist in 2024.

Figure 9. Share of teachers who report being second-career teachers



Source: European Commission calculations based on OECD, 2025b (Table 1.16).
Notes: Second-career teachers have at least ten years of work experience in non-education roles and teaching was not their first career choice. Caution is required when interpreting data for the Netherlands due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

2. Working conditions

In this section, working conditions are organised into job demands and job resources, providing a clear and comprehensive overview of key features of the teaching profession in the EU. This framework helps to identify both support mechanisms and sources of strain affecting teachers.

Teachers' working conditions shape both the demands placed on school staff and the resources available to them for meeting those demands. They strongly influence whether they choose to stay at or leave their school (e.g., Ladd, 2011; Geiger and Pivovarova, 2018), as well as their well-being and job satisfaction (e.g., Admiraal and Kittelsen Røberg, 2023; Collie et al., 2020; Collie and Mansfield, 2022). Teachers' working conditions comprise all features of the workplace that affect teachers' daily work (Merrill, 2021; European Commission, 2022; and Kraft & Lyon, 2024). These include but are not limited to: (i) leadership and teacher agency; (ii) collegiality and collaboration; (iii) accountability systems (appraisal); (iv) career development opportunities[50]; (v) terms of employment, including contractual arrangements and remuneration[51]; (vi) working hours and workload; (vii) continuous professional development, including induction, mentoring, and feedback; and (viii) professional trust and recognition.

Main takeaway

Job resources

Across EU countries, teachers report high overall instructional autonomy, although autonomy is more limited when it comes to implementing the curriculum flexibly and selecting learning objectives. About eight out of ten teachers across the EU report that their school provides opportunities to participate in leadership, with higher self-efficacy teachers reporting more opportunities. Collaborative practices are expanding across European schools, but they continue to be dominated by informal exchanges rather than by more practice-focused forms of professional collaboration. On average across EU countries, teachers report very positive views of their school leaders. Most teachers obtained their initial teaching qualification through regular teaching education, with the second most common pathway being subject-specific training programmes and fast-track programmes gaining popularity. Teachers feel less prepared for challenges such as teaching in multicultural/multilingual settings, supporting students' socio-emotional development, and using digital tools, than they do for traditional aspects such as subject content. While around two thirds of teachers across the EU report having taken part in some form of induction, only 6.6% report having an assigned mentor. Participation in continuous professional development is widespread across the EU, but it focuses mainly on traditional topics. Moreover, perceived societal appreciation of teachers remains relatively low.

One in five EU teachers work on a fixed-term contract, with higher shares observed among young and novice teachers. Moreover, teachers' annual gross actual salaries are on average 15% lower than those of tertiary-educated workers. Both salary levels and salary progression vary widely across countries. Countries with steeper early progression and shorter career ladders may be more attractive for teachers. In the EU, 17.9% of teachers were employed part-time in 2024, an arrangement that can promote work-life balance but also limit career progression and pension entitlements. Male, young and novice teachers are on average more likely to work part-time.

[50] As TALIS does not provide an ad hoc measure of career progression opportunities, a separate subsection on this topic is not included in this report. However, related aspects are covered across several subsections within section 2.1.

[51] While Merrill (2021) and Kraft and Lyon (2024) do not classify terms of employment as working conditions, this report follows the European Commission's (2022) approach, which defines working conditions as encompassing both financial and non-financial features of the workplace, including terms of employment.

Job demands

In the EU, around half of teachers' working time is devoted to teaching, while lesson preparation and assessment account for approximately one quarter of the working day. Classrooms have become increasingly diverse in terms of migration/refugee backgrounds, language barriers, and special education needs. In nearly all EU countries, novice teachers are more often exposed to challenging classroom contexts – such as those with higher shares of students who have difficulties understanding the language(s) of instruction, special education needs, behavioural problems, or academic difficulties – and report more disruption than their experienced colleagues. Maintaining classroom discipline has also become increasingly difficult. Teacher appraisal is a common practice in the EU, primarily distributed by school principals and with classroom observation as a main method. Administrative work and changing requirements from authorities are the most common stress sources for teachers, followed by maintaining classroom discipline.

2.1 Job resources of the teaching profession

2.1.1 Leadership opportunities and teacher agency

Teacher agency – defined as teachers' active role in shaping their work and working conditions – is an important dimension of professional life (Biesta, Priestley and Robinson, 2015; Datnow, 2020). It empowers teachers with decision-making capabilities that increase their sense of professional ownership (Mohammad Nezhad and Stolz, 2024). TALIS covers two main aspects of teacher agency: instructional autonomy and participation in school leadership.

Teachers' instructional autonomy

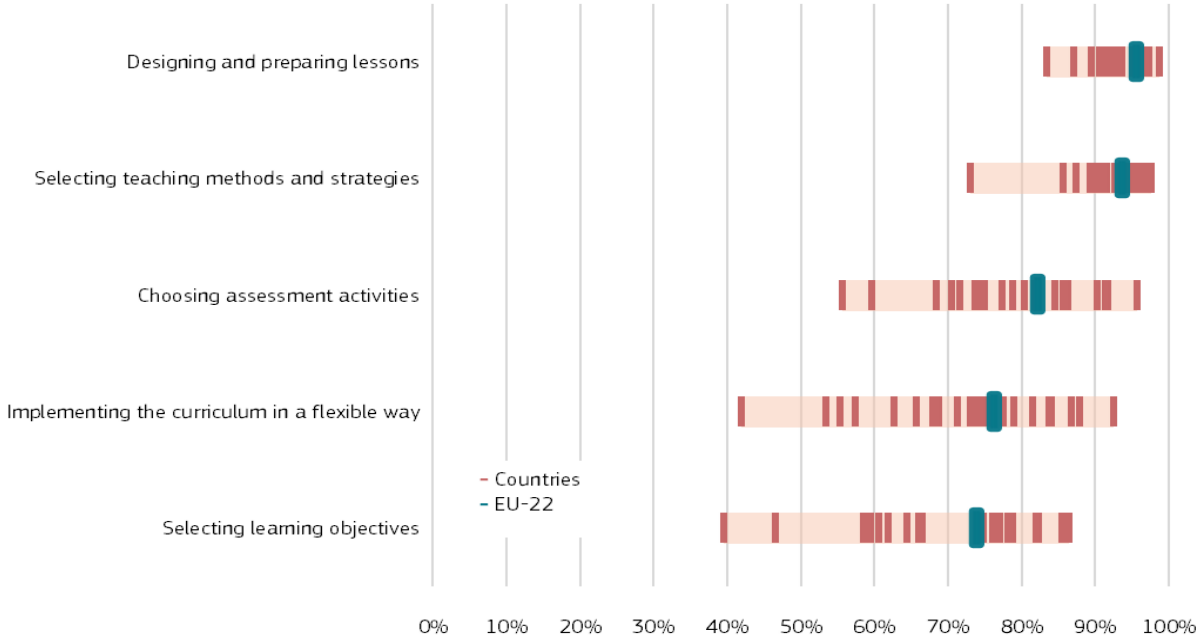
Teacher autonomy refers to the degree of freedom and discretion that teachers have to shape their teaching practices, curriculum, and instructional methods (Worth & Van den Brande, 2020). It is positively linked to job satisfaction and motivation (Kengatharan, 2020; Worth & Van den Brande, 2020).

Teachers in the EU report a high degree of autonomy across all five areas of instructional autonomy in TALIS (Figure 10).[52] However, this masks considerable cross-country variation. In most countries, autonomy is highest for designing and preparing lessons and for selecting teaching methods and strategies, with most countries reporting values exceeding 90% in these areas, except for Cyprus (83.4% and 81.4%, respectively) and Malta (87.4% in selecting teaching methods and strategies). In contrast, teachers report lower levels of autonomy to choose assessment activities, and particularly to implement the curriculum in a flexible way and select learning objectives, where EU averages fall below 80% and cross-country differences are much more pronounced. In Bulgaria and Italy 85% of teachers report perceiving they have substantial or full autonomy across all five dimensions.

There is little evidence of a systematic relationship between autonomy and teaching experience. In the EU, more experienced teachers report only slightly greater autonomy than early career teachers in selecting teaching methods and choosing assessment criteria, while no differences are observed in the other areas of instructional autonomy (Table 5.37, OECD, 2025b). This suggests that novice teachers have a high degree of autonomy from the beginning, highlighting the need for induction and mentoring to support them as they embark on their professional career.

[52] The indicator "autonomy in selecting teaching methods and strategy" is discussed further in the country profiles.

Figure 10. Teachers' instructional autonomy



Source: OECD, 2025b (Table 5.31).
Notes: Percentage of teachers who report having "substantial" or "full" autonomy over several aspects of planning and teaching. The Netherlands are excluded from the EU-22 aggregate due to higher risk of non-response bias.

Teachers as leaders

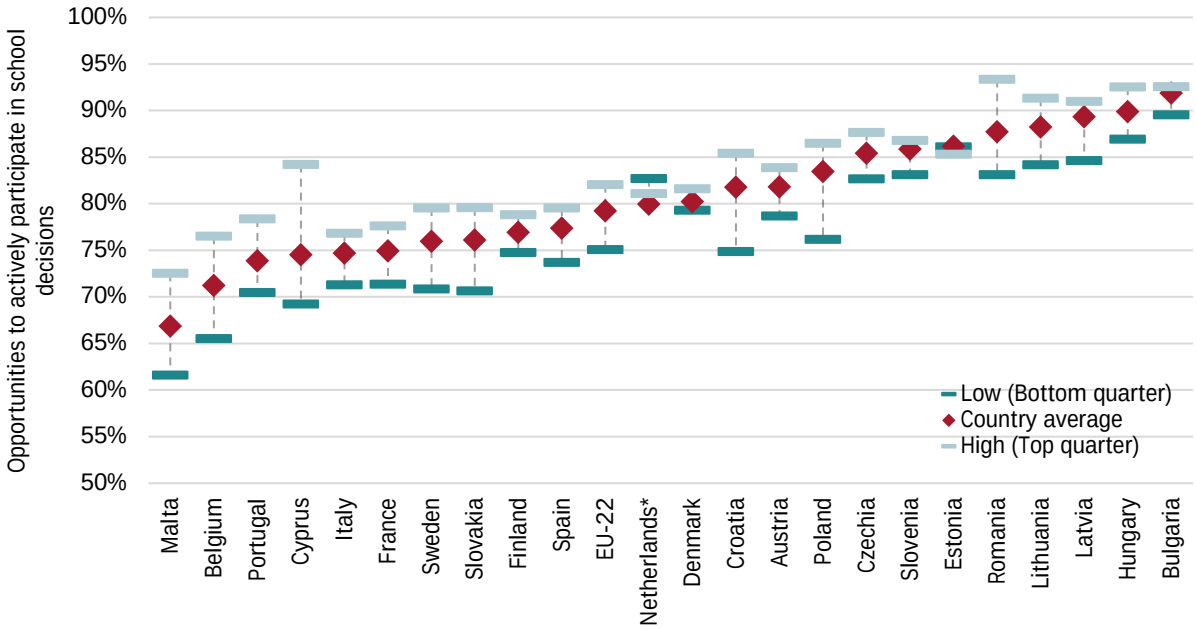
Another important dimension of teacher agency is the degree to which teachers participate in decision-making processes that influence how their schools operate (Hargreaves and Fullan, 2012). Teachers' participation in decision-making is an important component of a democratic school environment that promotes the development of citizenship competencies and democratic values of the students (e.g. Korkmaz & Erden, 2014; Solhaug, 2018). An indicator of leadership is reflected in teachers' perceptions of their opportunities to influence school-level decisions and take on leadership roles, and in the time they spend participating in school management.

On average, about eight out of ten teachers across the EU report that their school provides opportunities to participate in leadership, whether through active involvement in school decision-making (79.2%), leading new initiatives (83.0%), promoting professional learning communities (76.5%), or leading collaborative activities (85.5%). Teacher characteristics – such as gender, age, or teaching experience – are not consistently linked to access to leadership opportunities (see Table 5.10, OECD, 2025b).

One factor that does play a role, however, is self-efficacy[53]: across EU countries, teachers with higher self-efficacy (i.e. those in the top quartile of the self-efficacy index) report more leadership opportunities in all areas than their peers with lower self-efficacy (bottom quartile) (Figure 11). These differences may reflect several reinforcing mechanisms. Teachers with higher self-efficacy, due to greater confidence in their abilities, may be more likely to put themselves forward for leadership roles, consistent with evidence that they are more proactive and engaged in collaborative practices (Tschannen-Moran and Hoy, 2007). At the same time, school leaders may be more inclined to assign leadership responsibilities to teachers perceived as more capable of supporting and influencing others (York-Barr and Duke, 2004). Finally, engaging in teacher leadership roles has been associated with increased feelings of confidence, empowerment, and professional satisfaction (e.g., Hunzicker, 2012), which may, in turn, contribute to improved teaching and learning within schools (Wenner and Campbell, 2017).

[53] Self-efficacy refers to teachers' belief in their ability to accomplish specific tasks, such as instruction or classroom management, and to achieve desired outcomes (Bandura, 1977). The teacher self-efficacy index combines three dimensions – self-efficacy in student engagement, instructional practices and classroom management – by averaging teachers' responses across these subscales. The resulting composite score is standardised, with a mean of 10 and a standard deviation of 2.

Figure 11. Teachers' reported opportunities for participation in school decision making, by self-efficacy



Source: OECD, 2025b (Table 5.18).
Notes: Caution is required when interpreting data for the Netherlands due to higher risk of non-response bias. Consequently, the Netherlands are excluded from the EU-22 aggregate.

An example of structured avenues for teacher leadership is teachers' participation in school management teams[54], which support school leadership in tasks such as instructional planning and resource allocation. According to principals' reports in TALIS 2024, 52.3% of teachers work in schools where teachers are represented in school management teams (Table 5.14, OECD, 2025b). Representation is widespread in countries such as Croatia, Finland, and Austria, where it exceeds 80%, while it is low in Denmark[55] and the Netherlands*, where fewer than 10% of teachers work in schools with teacher representation on these teams.

At the same time, teachers in the EU report spending 1.2 hours per week participating in school management activities. More experienced teachers spend significantly more time on these activities than novice teachers in 13 countries[56]. No gender differences are found at the EU level or in most countries, with the exception of Austria, Czechia, Slovenia and Sweden, where male teachers report statistically significantly more time spent on school management activities (Table 5.17, OECD, 2025b).

2.1.2 Collaborative Environments

TALIS comprises two key dimensions of collaborative environments: collaboration with other teachers and relationship with the principal. Collaborative environments — including both professional collaboration and collegiality — can have positive effects on both students and teachers (García-Martínez et al., 2021; Muckenthaler et al., 2020). Collaboration can improve job satisfaction (Reeves, Ung Pun, and Sun Chung, 2017), help teachers learn from one another (Akinyemi, Rembe and Nkonki, 2020), and support a better understanding of individual student needs (Devecchi and Rouse, 2010). Some research also suggests that collaboration may be linked to teacher well-being (Soini, Pyhältö and Pietarinen, 2010). Ultimately, effective collaborative practices are associated with more effective instruction and improved student academic performance (García-Martínez et al., 2021; Vangrieken et al., 2015).

[54] School management teams are defined as groups within a school that are responsible for leading and managing decisions related to instruction, resource allocation, curriculum, assessment and evaluation, and other strategic matters concerning the effective functioning of the school.

[55] In Denmark, teachers are represented on the school board by union representatives.

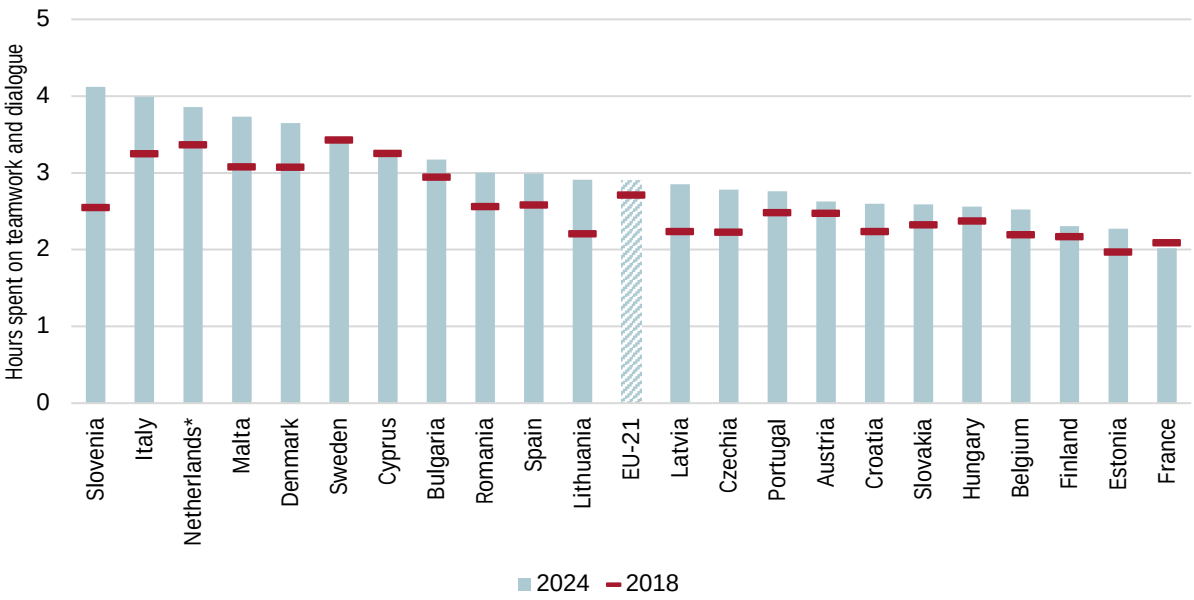
[56] These are Estonia, Austria, Romania, Italy, Sweden, Finland, Spain, Czechia, Hungary, Bulgaria, Portugal, Slovakia, and Cyprus.

Collaboration and collegiality with other teachers

Teachers report spending more time working together than in 2018, suggesting that the school environment is becoming more collaborative. In 2024, full-time teachers in the EU report spending around 3 hours per week participating in teamwork and dialogue with colleagues[57], on average. Compared with 2018, this is a significant increase in 15 EU countries, with no country reporting a statistically significant decrease (Table 6.2, OECD, 2025b).

Looking more closely at the nature of collaborative practices, collaboration is expanding, yet it remains dominated by informal exchanges rather than more practice-focused forms of professional collaboration. Teachers' monthly participation in specific collaborative activities[58] has increased in the EU between 2018 and 2024 (Figure 12). This upward trend masks substantial variation across countries and types of collaboration (Table 6.7, OECD, 2025b). In most countries, teachers report highest participation in less formal collaboration, such as discussing the learning development of specific students (EU: 64.5%), exchanging teaching materials (EU: 43.3%), and working with other teachers to ensure common standards for assessing student progress (EU: 43.2%). More intensive forms of professional collaboration – including teaching jointly as a team (EU: 29.0%) or observing colleagues' classes and providing feedback (EU: 9.0%) – remain much less common. Nevertheless, some countries have seen increases in more intensive forms of collaboration since 2018, notably Denmark, Czechia, and Spain. Participation in collaborative professional learning activities (EU: 14.9%) has also risen modestly but remains below 20% in 18 countries and exceeds 30% only in Sweden.

Figure 12. Teachers' time spent on teamwork and dialogue with other teachers



Source: European Commission calculations based on OECD, 2025b (Table 6.2).
Notes: The figure is restricted to full-time teachers (i.e. those working more than 90% of full-time hours at the school). Caution is required when interpreting data for the Netherlands* due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

[57] In the questionnaire, the corresponding survey item is phrased as follows: "Approximately how many 60-minute hours did you spend on 'Team work and dialogue with colleagues within this school' during your most recent complete calendar week, in your job at this school?". As a result, it is not possible to disentangle the nature of these exchanges.

[58] These are activities related to professional collaboration (i.e. teach jointly as a team, take part in collaborative professional learning, engage in joint activities across different classes and age groups, observe other teachers' classes and provide feedback) and coordination for teaching (i.e. engage in discussion about the learning development of specific students, exchange teaching materials with colleagues, and work with other teachers in this school to ensure common standards in evaluations for assessing student progress).

Collegiality at school is an important aspect of collaborative environments and a measure of mutual support, trust, and solidarity. Teachers in the EU report high levels of collegiality: 86.5% of teachers in the EU "agree" or "strongly agree" that they can rely on each other and levels of collegiality exceed 80% in all countries, with a somewhat lower percentage in Portugal (78.6%) (Table 6.8, OECD, 2025b). Levels of collegiality have increased since 2018 in four countries (Hungary, Latvia, Belgium, and Spain) and decreased in six EU countries (Malta, the Netherlands, France, Denmark, Austria, and Estonia) and (Table 6.9, OECD, 2025b).

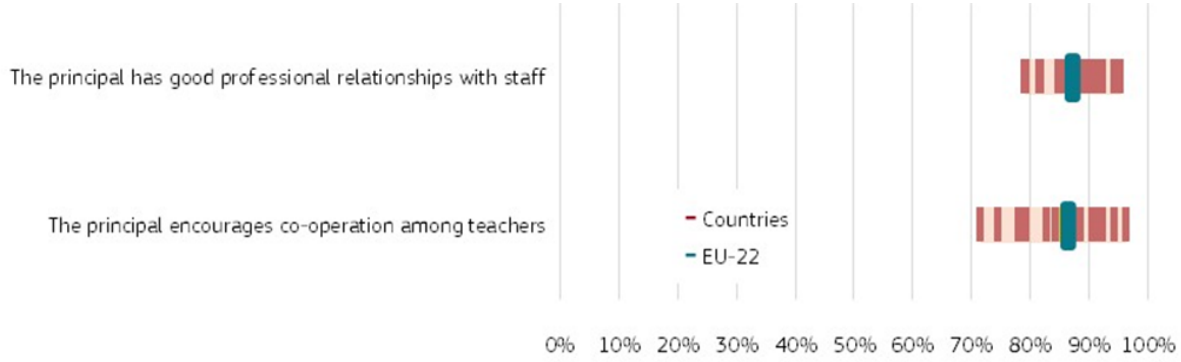
The professional relationship with principals

Teachers in the EU report very positive views of their school leaders across all ten dimensions of principal leadership measured in TALIS (Table 6.17, OECD, 2025b). Principals play a major role in building collaborative school environments (e.g., Benoliel & Schechter, 2018; Duffy & Gallagher, 2017).

Considering principals' leadership practices related to collaboration (Figure 13), most teachers report that principals encourage co-operation among teachers (EU: 86.3%) and maintain good professional relationships with staff (EU: 87.1%). For both indicators, values exceed 90% in six countries (Bulgaria, Latvia, Lithuania, Romania, Czechia, and Malta), indicating strong perceptions of leadership supportive of collaboration.

The relationship between teachers' views of their principals' leadership practices related to collaboration and job satisfaction are outlined in Section 1.2.

Figure 13. Teachers' views of their principals' leadership practices related to collaboration



Source: OECD, 2025b (Table 6.17).
Notes: Percentage of teachers who "agree" or "strongly agree" with these two statements about the principal at their school. The Netherlands are excluded from the EU-22 aggregate due to higher risk of non-response bias.

2.1.3 Professional learning and development across career stages

To deliver high-quality education, teachers need a solid knowledge base acquired through initial teacher education (Zhang, 2024) or targeted support for second-career teachers (Ruitenburg and Tigchelaar, 2021), and early-career support (Ingersoll and Strong, 2011) and continuous opportunities to update their skills following the evolving[59] educational context (Sancar, Atal and Deryakulu, 2021; Ventista and Brown, 2023). Professional development both pre-service and in-service can contribute to enhancing the attractiveness of the teaching profession. Professional development enhances attractiveness through better working conditions, professional growth and improved career prospects (Coldwell, 2017). Its effects vary depending on quality, relevance and support structures (De Witte et al., 2023). For example, integration with induction, mentoring and workload matters. Hence, outcomes may vary across contexts and education systems.

[59] Evolving educational contexts are characterised, for example, by curriculum and policy reforms, technological developments, and growing classroom diversity, including widening learning gaps following the pandemic.

Professional development encompasses activities "…that develop an individual's skills, knowledge, expertise and other characteristics as a teacher [or principal]." (OECD, 2009, p. 49). It covers the full continuum of teacher learning, from initial teacher education to in-service training (induction, mentoring, and continuous professional learning).

Initial teacher education and training

Initial teacher education programmes[60] remain the most common pathways into the teaching profession across the EU. Almost four in five teachers (78.4%) obtained their qualification through initial teacher education. In six countries (Poland, Portugal, Hungary, Austria, Slovenia and Spain), the share exceeds 90%, while Romania is the only country where the proportion of teachers having graduated from initial teacher education is below 50% (Table 4.1; OECD, 2025b). Subject-specific[61] training programme alone represent the second most common pathway to obtaining an initial teaching qualification (EU: 13.1%). However, this average is largely driven by a small number of countries where this route is particularly prevalent, namely Romania (50.2% of teachers), Italy (43.4%), Cyprus (27.1%) and Lithuania (26.2%). Fast-track programmes[62] (4.7%) and the absence of any formal qualification related either to the subject taught or to pedagogical training (1.5%) account only for a small share of teachers. However, the proportion of teachers who entered the profession through fast-track programmes varies considerably across Member States, ranging from 0% in Hungary and Italy to over 10% in Czechia and Slovakia, 14.2% in Belgium, 16.6% in Sweden and 18.4 in the Netherlands*. Moreover, fast-track programmes are gaining popularity among recent[63] and second-career teachers in several education systems (Tables 4.1 and 4.2; OECD, 2025b). This trend reflects efforts to prepare teachers more quickly and to draw on a more diverse pool of candidates in response to teacher shortages.

A way to gauge the quality of initial teacher education consists of learning from teachers how well prepared they felt for various aspects of their job by the time they completed their education. Teachers across the EU feel far less prepared for areas of teaching that address contemporary challenges than for traditional topics. As concerns traditional topics, a significantly higher share of teachers report having a strong command of subject content (84.6% of teachers in the EU felt prepared "quite a bit" or "a lot") than a strong command of subject pedagogy and classroom practice related to that subject (68.6% and 67.2%, respectively, felt prepared "quite a bit" or "a lot"). By contrast, levels of perceived preparedness are much lower for contemporary topics. On average, only 31.3% of teachers report feeling prepared to teach in multicultural or multilingual settings, 43.4% feel prepared to support students' social and emotional development, and 45.9% feel prepared to use digital resources and tools for teaching (Figure 14).

There are small differences in perceived preparedness between teachers who recently completed their first teaching qualification and more experienced teachers, with one notable exception: preparedness to use digital resources and tools. 58.9% of recent graduates report feeling prepared to use digital resources and tools, compared to 41.2% of teachers with more than five years since completing their initial teaching qualification.

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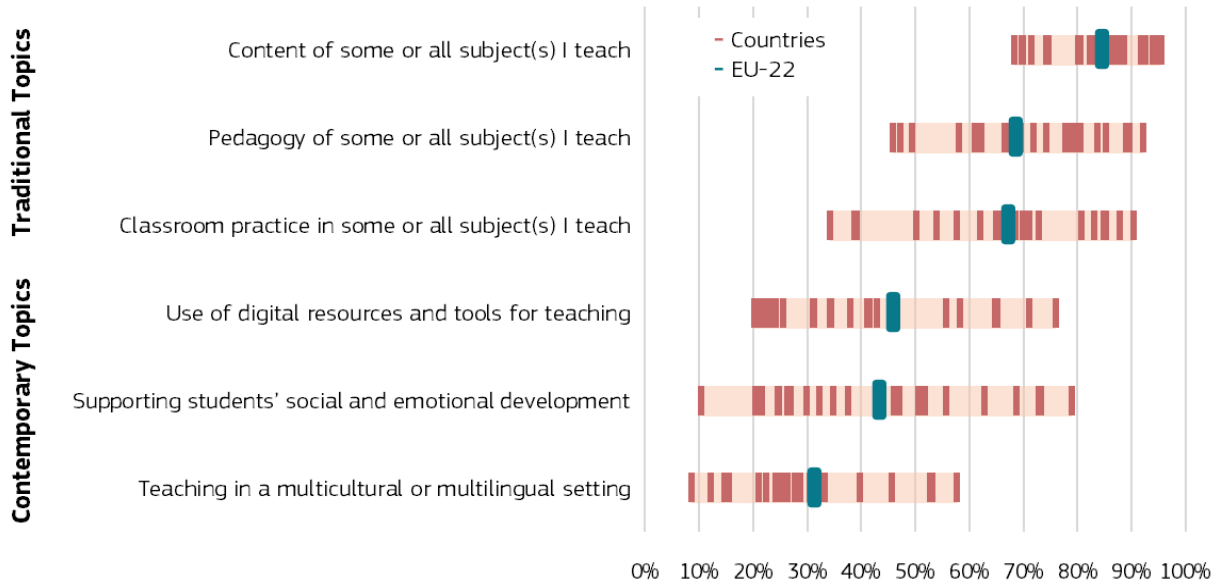
60 In the questionnaire, these are referred to as regular teacher education or training programmes. These programmes are part of post-secondary education and lead to a teaching credential, typically combining subject-specific knowledge, pedagogy and teaching practice, either concurrently (integrated within the same programme) or consecutively (with pedagogical training following the completion of subject-specific studies).

61 Subject-specific training programs refer to subject-specific studies that are part of post-secondary education. In the consecutive model, they are usually followed by pedagogical training. In the TALIS questionnaire, this refers to teachers who have indicated that, for their first teaching qualification, they completed "*subject-specific training only*".

62 Fast-track (shorter) programmes refer to pathways into the teaching profession that differ from regular teacher education programmes and whose duration and/or content are tailored to specific groups of candidates (e.g. second-career candidates, candidates with prior teaching experience, or candidates with strong subject-matter knowledge).

63 Those who completed their first teaching qualification less than 5 years prior to the TALIS survey.

Figure 14. Teachers' sense of preparedness for different aspects of teaching



Source: OECD, 2025b (Table 4.5).
Notes: Percentage of teachers who report that their formal education and training make them feel prepared "quite a bit" or "a lot" for these aspects of teaching. The Netherlands* are excluded from the EU-22 aggregate due to higher risk of non-response bias.

Induction and mentoring

Induction[64] and mentoring[65] are important early-career support mechanisms. They often overlap (Luong, 2025), and mentoring is often considered an element of induction (Eurydice, 2021). Both can help improve instructional quality and student achievement (Maulana, Helms-Lorenz and van de Grift, 2015; Keese et al., 2023), reduce teacher attrition (e.g. induction: Smith and Ingersoll, 2004; Helms-Lorenz, van de Grift and Maulana, 2016; mentoring: Kutsyuruba et al., 2019; Smith and Ingersoll, 2004), and maximise returns on investment in initial teacher education (OECD, 2022).

Two thirds of teachers across the EU (66.1%) report having taken part in formal[66] or informal induction at their current school (OECD, 2025b, Table 4.7).[67] Among teachers who joined their current school within the past five years (OECD, 2025b, Table 4.9), participation in informal induction activities (58.4%) is more common than participation in formal induction programmes (37.0%). In several EU countries, lower participation in formal induction among teachers newly[68] arrived at their school is observed alongside higher participation in informal activities: for example, formal induction participation among these teachers is relatively low in Portugal (19.1%), Hungary (18.9%), France (22.6%), Sweden (24.2%), Denmark (28.3%) and Italy (29.2%), while participation in informal induction in these same countries ranges from around 48% in France to 64% in Portugal.

Few teachers in the EU report having an assigned mentor (6.6%), reflecting that mentoring is primarily targeted at early-career teachers: among teachers with up to five years of experience, one in four (25.0%) has an assigned

[64] The TALIS 2024 and 2018 definition of induction considers that induction activities are designed not only to support new teachers' introduction into the teaching profession but also to support experienced teachers who are new to a school. They might be organised in formal programmes (e.g., regular supervision by the principal, a reduced teaching load or formal mentoring by experienced teachers) or as informal activities that are available to support new teachers (e.g., general introduction to the school or a welcome handbook).

[65] Mentoring involves a structured relationship in which experienced teachers supporting novice or less experienced colleagues through guidance and feedback, helping them develop professional skills, confidence and well-being (Kutsyuruba et al., 2019; Shanks, 2017).

[66] As concerns formal induction, most education systems mandate compulsory induction to the profession for new teachers, while in Estonia, Slovenia, and Finland induction is recommended (European Commission/EACEA/Eurydice, 2021). Mentoring support is usually a compulsory element of the induction programmes.

[67] A related indicator – provision of indication – is discussed further in the country profiles.

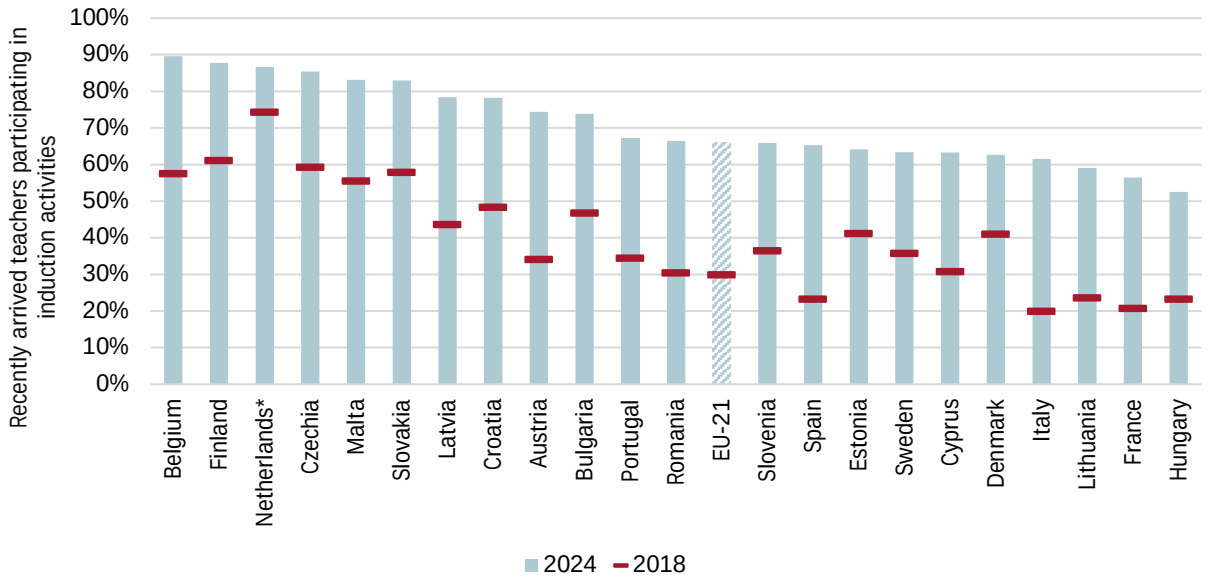
[68] Teachers newly arrived at their school are those who started working in their current school within the five years preceding the survey.

mentor, compared with just 2.3% of teachers with more than ten years of experience (EU-22; OECD, 2025b, Table 4.10). Across EU countries, the share of early-career teachers with an assigned mentor ranges from around 12.7% in Slovenia to 57.2% in Poland. Based on principals' responses, around three quarters of teachers work in a school that offers a mentoring programme (76.5%) (OECD, 2025b, Table 4.10).

Early-career support for teachers, both in terms of induction and mentoring, has been strengthened since 2018 (Figure 15 and 16). Participation in formal or informal induction activities increased substantially among teachers recently arrived at their current school (36.1 percentage points), with informal induction activities accounting for a larger share of this growth in most EU countries (OECD, 2025b, Table 4.9). Opportunities for novice teachers to benefit from mentoring also expanded in the EU. In about half of EU countries participating in both cycles, novice teachers became more likely to have an assigned mentor. Particularly large increases were observed in Lithuania (+17 percentage points), as well as increases of more than 10 percentage points in Italy (+10.7), the Netherlands* (+10.6), Austria (+10.5), and Czechia (+10.4).

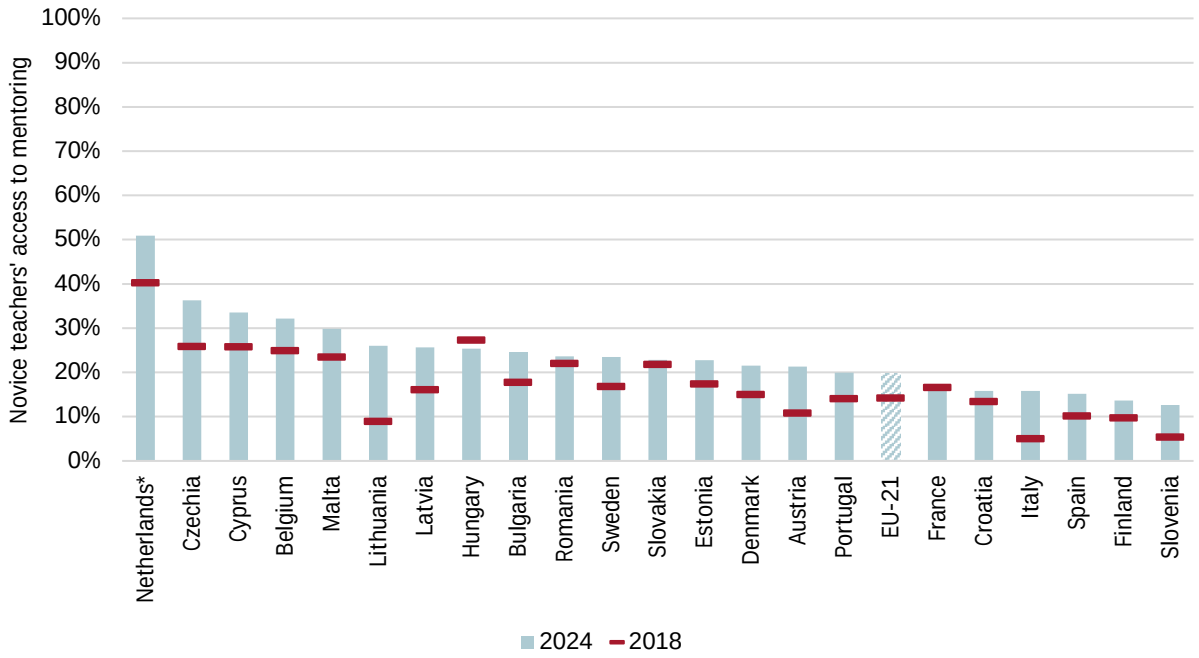
The relationship between participation in induction and mentoring and teachers' self-efficacy are outlined in box 3.

Figure 15. Induction participation among recently arrived teachers at the current school



Source: European Commission calculations based on OECD, 2025b (Table 4.9).
Notes: Caution is required when interpreting data for the Netherlands* due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands* are excluded from the EU-21 aggregate due to a higher risk of non-response bias. Countries are shown in descending order of participation in induction activities among teachers recently arrived at their school in 2024.

Figure 16. Mentoring access for novice teachers



Source: European Commission calculations based on OECD, 2025b (Table 4.11).
Notes: Percentage of novice teachers who report that they have an assigned mentor. Caution is required when interpreting data for the Netherlands* due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands* are excluded from the EU-21 aggregate due to a higher risk of non-response bias. Countries are presented in descending order based on the percentage of novice teachers with an assigned mentor in 2024.

Access to continuous professional development

High-quality continuous professional development (CPD)[69] is a valuable approach to enhancing the performance of teachers and students (Darling-Hammond, 2017). CPD can also improve teachers' job satisfaction, reduce teachers' workload (due to higher teacher efficacy, improved teaching strategies, and enhanced subject and ICT knowledge) and increase teacher retention rates (Coldwell, 2017).

Participation in CPD[70] is widespread across the EU. 95.4% of teachers report having participated in at least one professional development activity in the 12 months preceding the TALIS survey (EU-22). The main exceptions are France (87.1%), Finland (90.4%), and Hungary (90.7%), where participation rates are lower than the EU average but can still be considered high overall. Participation differs little by career stage, as novice and experienced teachers report similar levels of participation in professional development in the EU (OECD, 2025b, Table 4.19). At the same time, not all teachers perceive their CPD as having a positive impact on their teaching. Just over half of teachers report that the professional learning activities they participated in during the 12 months preceding the survey had a positive impact on their teaching "quite a bit" or "a lot" (EU: 56.0%) (OECD, 2025b, Table 4.24), with younger teachers (under 30) and novice teachers being more likely to perceive these activities as impactful. This indicator of perceived CPD impact is discussed further at the country level in the country profiles.

CPD activities continue to focus primarily on traditional topics. Subject-specific knowledge and understanding is the most common topic, included in the professional learning activities attended by 71.7% of teachers. However,

[69] Continuous professional development encompasses in-service professional learning activities beyond initial education and induction.

[70] Among the different types of professional learning activities, the most common are traditional courses, workshops or seminars (83% of teachers participate in such activities on average in the EU), followed by self-initiated learning activities (69%), education conferences (47%), formal or informal teacher networks for the purpose of professional learning (45%), and reflections on lesson observations (44%) (Table 4.12). Compared with more experienced teachers, novice teachers are more likely, on average in the EU, to participate in formal qualification programmes (31% versus 15%) and in CPD focused on reflections on lesson observations (47% versus 44%) (Table 4.18).

traditional topics with high participation are less often reported to be of high need (Figure 17). Only classroom management for student behaviour combines relatively high participation (EU: 51.1%) with high reported need (EU: 22.1%). Finally, participation (EU: 18.0%) and reported need (EU: 6.9%) is lowest for CPD in school management and administration.[71]

By contrast, participation in CPD activities addressing contemporary challenges is significantly lower, with the exception of pedagogical and technical skills for digital resources and tools (ICT), where participation exceeds 60%, although the reported need remains relatively high (above 15%).[72] In particular, approaches to individualised learning, teaching students with special needs, and supporting students' social and emotional learning all combine participation rates above 40% with a high reported need (above 15%). Finally, participation (EU: 28.2%) and reported need (EU: 15.4%) are lowest for CPD in teaching in a multicultural or multilingual setting. Participation in AI-related CPD is the second lowest (EU: 29.7%), while the reported need is relatively high (EU: 25.2%) (see Section 3 for further discussion).

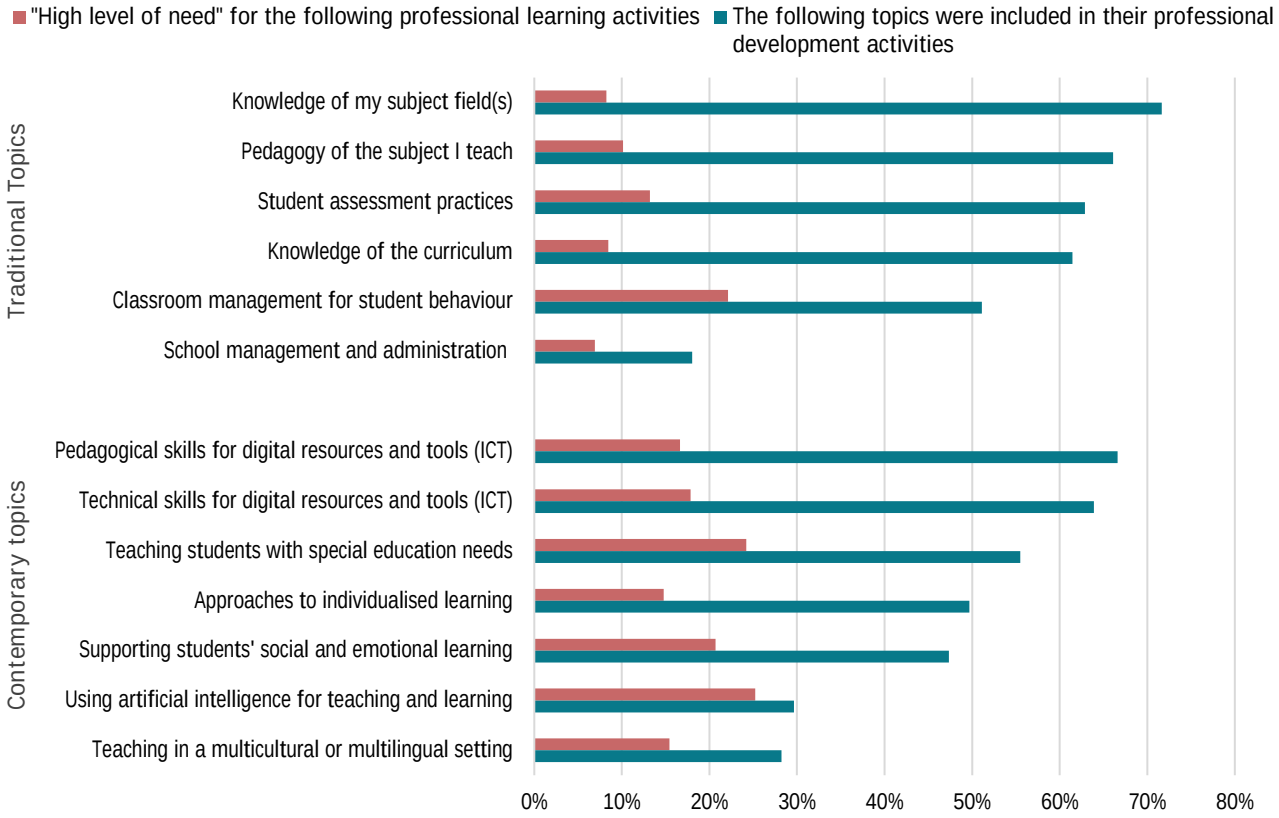
Overall, the three areas in which the highest shares of teachers report a "high" level of professional learning need are the use of AI, teaching students with special needs, and classroom management for student behaviour. High reported professional learning need does not necessarily indicate a lack of training activities (Cooc, 2018), since it may reflect teachers' demand for further professional development beyond professional leaning activities already undertaken.[73] At the same time, high reported need may also signal barriers to participation, such as lack of time or misalignment between teachers' needs and the available provision. In the EU, most teachers report a lack of time due to other responsibilities (63.9%), followed by conflicts with their work schedule (52.1%), a lack of incentives to participate in such activities (49%), and a lack of relevant professional learning opportunities or activities being too expensive (both at 39.6%) (Table 4.39).

[71] Several indicators on professional learning needs of teachers are discussed further in the country profiles.

[72] When a single aggregated indicator is constructed based on teachers who reported participation in at least one of the two items, participation in "digital resources and tools" stands at 74.1%, with a high reported need (EU-22: 20.8%), making it the most common topic included in teachers' professional learning.

[73] Teachers may report a need for training in topics they have already covered, because of either dissatisfaction with the quality of previous training or the need for further depth. Moreover, fields such as ICT skills and teaching students with special needs evolve rapidly with new pedagogical approaches, generating an ongoing need to remain up to date (OECD, 2019).

Figure 17. Participation in specific professional development activities for teachers and need for it



Source: OECD, 2025b (Table 4.22 and Table 4.27).
Notes: Values are ranked in descending order of the percentage of teachers for whom the above topics were included in their professional development activities, by traditional and emerging topics.

CPD participation and professional learning needs differ significantly by teachers' level of experience. The largest participation gap concerns classroom management for student behaviour, with novice teachers participating more often than their more experienced peers (56.7% and 50.0%, respectively). This difference is statistically significant in six countries, with the largest gaps observed in France (19 percentage points) and Belgium (18 percentage points) (OECD, 2025b, Table 4.22).

In terms of professional learning needs, novice teachers are significantly more likely to report high needs across most topics, except for those topics related to the pedagogical and technical use of digital resources and to artificial intelligence (see Section 4.1). The areas in which novice teachers report particularly high needs are classroom management for student behaviour (31.6% of novice teachers across EU countries, compared to 18.9% of experienced teachers)[74] and teaching students with special education needs (29.9% of novice teachers across EU countries, compared to 21.9% of experienced teachers) (OECD, 2025b, Table 4.27).

These experience-related differences point to the more challenging characteristics (in terms of socio-demographic composition and discipline) of schools in which novice teachers work (see Section 2.2 on classroom conditions).

[74] Some cross-country differences exist in this area, with more than 40% of novice teachers reporting learning needs in Austria and Lithuania, compared to less than 20% in Denmark and Sweden. In twelve EU countries (Lithuania, Austria, Romania, Czechia, Estonia, Spain, Hungary, Netherlands*, Slovenia, Belgium, Finland, and Denmark) the share of novice teachers with learning needs in classroom management has increased significantly since 2018, while no country has seen a decrease (OECD, 2025b, Table 4.33).

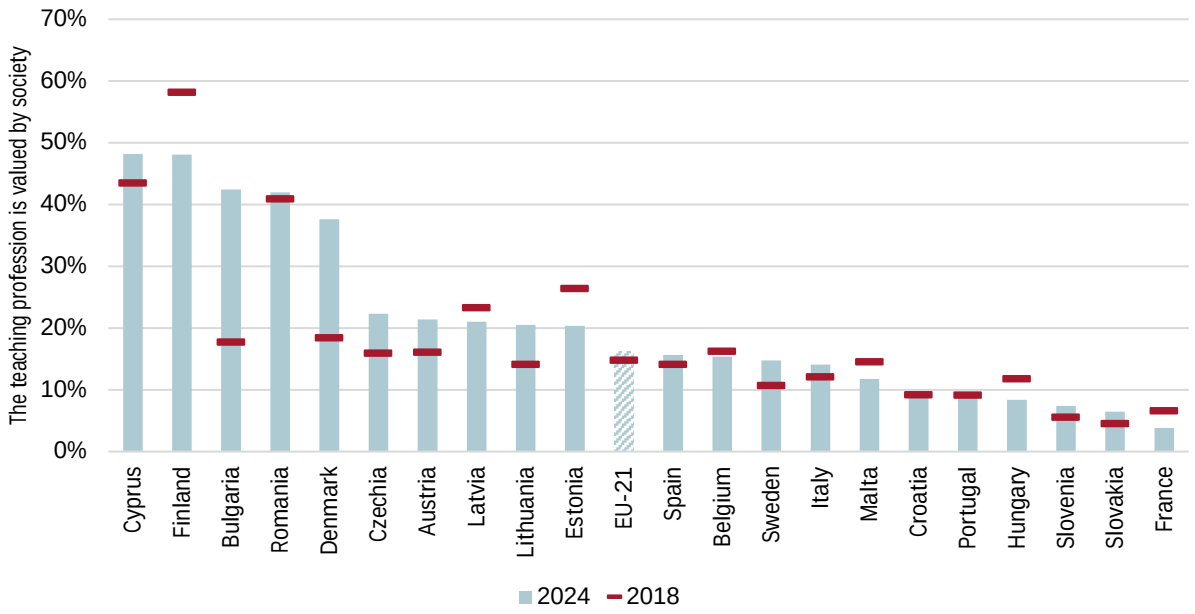
2.1.4 Professional trust and recognition

The status and prestige of the profession can help improve its attractiveness and the retention of in-service teachers (Ingersoll and Collins, 2018; Price and Weatherby, 2018). Teachers who feel valued by society tend to be more motivated and are less likely to consider leaving the teaching profession within five years (see Section 3.3).

Teachers' perceptions of the way society values their profession remains low overall: in the EU-21, only 16.3% (and including Poland, EU-22: 15.4%) of teachers report that they feel valued by society in 2024 (Figure 18). Teachers report feeling most valued in Cyprus (48.2%), Finland (48.1%), Bulgaria (42.4%), and Romania (42.0%), whereas the opposite is true in Croatia, Portugal, Hungary, Slovenia, Slovakia, and France, where reported levels are all below 10%. This indicator is discussed further in the country profiles. Box 2 outlines another indicator of perceived recognition and trust: teachers' perceptions of being valued by parents (or guardians) across education levels, which shows particularly positive perceptions at the pre-primary education level.

Since 2018, the share of teachers who feel valued by society has remained broadly stable on average in the EU, although this masks considerable cross-country variation. Specifically, it has increased by more than 5 percentage points in Bulgaria (+24.7), Denmark (+19.2), Czechia and Lithuania (both +6.4) and Austria (+5.3). It has decreased by 10.1 percentage points in Finland and by 6.1 in Estonia. These changes in perceived social status may reflect shifts in working conditions[75], as well as media coverage of teachers and education more broadly.[76]

Figure 18 Teachers' perceptions of the way society values their profession



Source: European Commission calculations based on OECD, 2025b (Table 7.29).
Notes: Countries are shown in descending order by perception of societal appreciation in 2024. Percentage of teachers who "agree" or "strongly agree" with this statement. Caution is required when interpreting data for the Netherlands* due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands* are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

[75] For example, De Witte et al. (2023) identify an across-the-board salary increase as a way to attract more students to initial teacher education and to enhance the social status of the teaching profession. Czechia, Estonia, France, and the Netherlands have recently implemented pay rises aimed at making teacher salaries more competitive (European Commission/EACEA/Eurydice, 2023). Nevertheless, teachers' annual gross actual salaries across the EU remain 15.1% lower than those of tertiary-educated workers (see Section 2.3).

[76] Communication campaigns have been considered an attractive, low-cost measure to enhance recognition of the teaching profession and to attract more students to initial teacher education, yet their effectiveness remains unclear and understudied (De Witte et al., 2023). In recent years, several countries have launched such campaigns, including the Flemish Community of Belgium, Czechia, Germany, Ireland, France, Luxembourg, the Netherlands, and Austria (European Commission/EACEA/Eurydice, 2023).

Box 2. Professional trust and recognition by parents or guardians across education levels

Teachers' perceptions of being valued – not only by society as a whole, but also by different stakeholders within the school community (i.e. students and parents) and the broader community (such as the media and policymakers) – matter for teachers' commitment and school improvement (Price and Weatherby, 2017; Akiba et al., 2023). In particular, trusting relationships between parents and teachers are essential for addressing children's emotional and behavioural concerns (Smith et al., 2022; Santiago et al., 2016).

Teachers' perceptions of being valued by parents and guardians tend to be broadly similar across primary and secondary (both lower and upper) education in most EU countries (Table 6.38). If differences exist, teachers' perceptions in primary and upper secondary are slightly higher than in lower secondary education. At the lower secondary level, around two-thirds of teachers in the EU (62.9%) "agree" or "strongly agree" that teachers are valued by parents and guardians, with over 80% reporting this in Denmark (83.5%) and Italy (81.4%), and less than 50% in France (44.6%) and Belgium (French Community: 44.7%).

Perceived recognition from parents and guardians is particularly strong in pre-primary education across EU countries with available data and is significantly higher than at later stages of education (Table D.8.2, TALIS Starting Strong). In most countries, well over nine in ten ECEC staff (i.e. including both teachers and assistants) report that parents or guardians value them. The share exceeds 95% in all TALIS-participating EU countries – namely Denmark, Sweden, Finland, Germany*, Belgium (Flemish Community) and Spain – with the exception of Ireland* (85.7%), which nonetheless remains high in comparative terms. Estimates for countries followed by an * should be interpreted with caution due to a higher risk of non-response bias.

2.1.5 Terms of employment

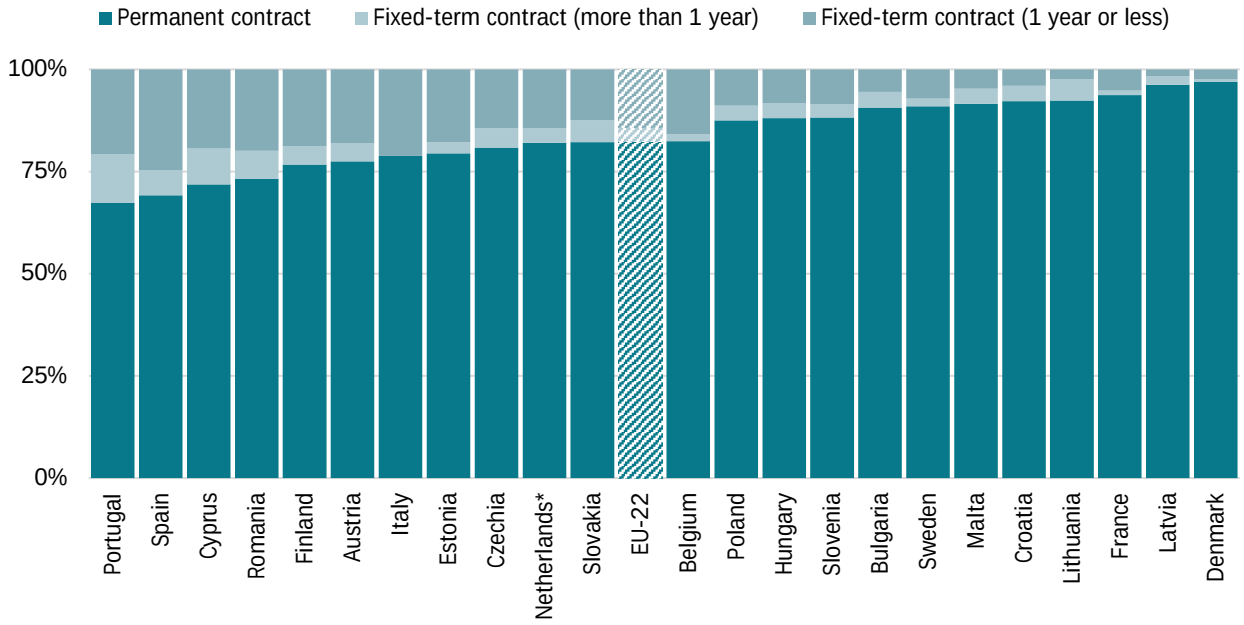
Contract duration

Contract duration reflects teachers' stability of employment and job security. This indicator of job security is included in the Teachers' dashboard of the Education and Training Monitor. Across the EU, 82.3% of teachers have permanent contracts, with teachers in Spain (69.2%) and Portugal (67.4%) less than teachers in Denmark (97.0%) and Latvia (96.2%) (Figure 19).

In the EU, one in five teachers (17.7%) work on a fixed-term contract. Contracts of one year or less are more prevalent than those longer than one year both in the EU (14.2% vs 3.5%) and in all individual countries, except for Lithuania (2.4% vs 5.2%) and Latvia (1.6% vs 2.2%). This more precarious employment condition is largely concentrated on young and novice teachers. In the EU, one out of two teachers below 30 (48.6%) is employed on a fixed-term contract compared to 9.3% of teachers older than 50. This share is 52.7% for novice teachers and 7.5% for experienced teachers. In several EU countries – namely Austria, Cyprus, Italy, Portugal and Romania – more than two thirds of teachers under the age of 30 are employed on fixed-term contracts. This indicator is discussed further in the country profiles.

About half of teachers report that job security is of high importance to them (Section 1.1, Figure 1). The concentration of fixed-term contracts, often seen as precarious, in the early years of the teaching career may therefore influence the retention and attraction of new teachers. Fixed-term contracts entail some insecurity that may increase pressure on teachers (De Cuyper, De Witte and Van Emmerik, 2011). At the same time, however, a high prevalence of permanent contracts may make it more difficult for young teachers on temporary contracts to find a stable workplace (European Commission, 2023). Fixed-term contracts can also be used to provide flexibility in teacher supply (OECD, 2020, p. 55).

Figure 19. Share of teachers on permanent employment or fixed-term contracts



Source: OECD, 2025b (Table 7.35).
Notes: Permanent employment refers to an ongoing contract with no fixed endpoint before the age of retirement. Caution is required when interpreting data for the Netherlands* due to higher risk of non-response bias. Consequently, the Netherlands* are excluded from the EU-22 aggregate.

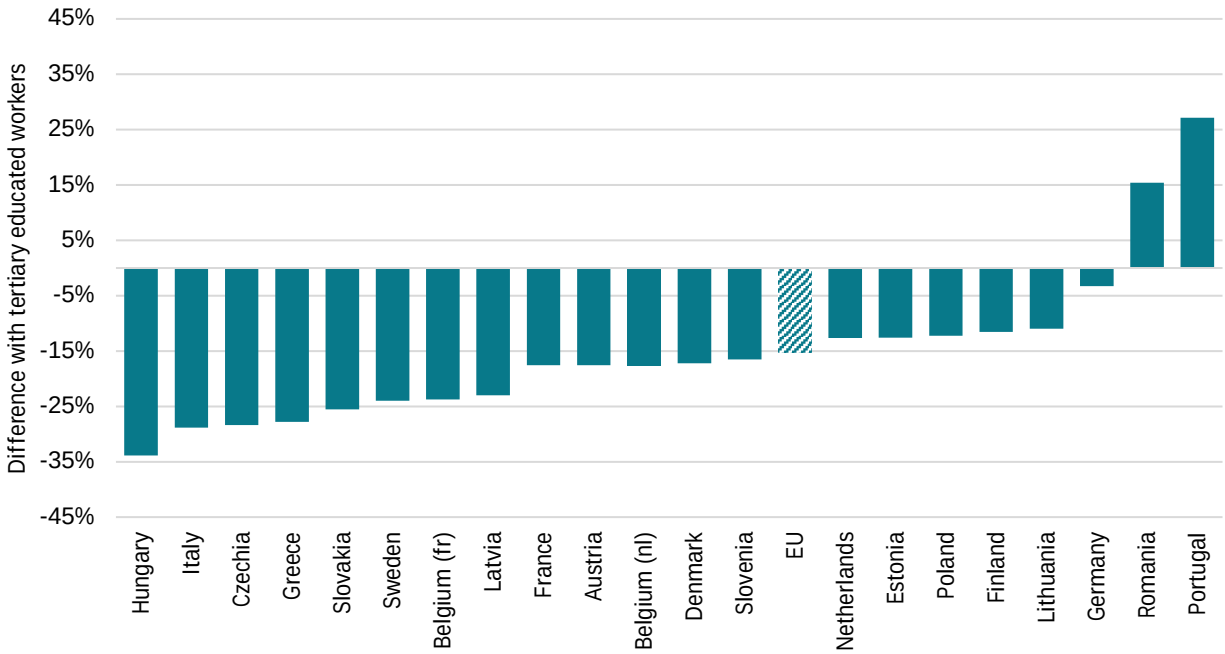
Remuneration and career prospects

Teachers' salaries, both in absolute terms and relative to those of other professions play a role for the attractiveness of the teaching profession. Salaries can influence decisions to enter the teaching profession (Nagler, Piopiunik and West, 2020) as well as decisions to remain in teaching (e.g., Hendricks, 2014; Burge et al., 2021). Staff costs – particularly the salaries of teachers and school leaders – constitute the largest category of public expenditure on education (European Commission, 2025b; OECD, 2025a).

The competitiveness of teachers' salaries can be measured relative to the actual earnings of full-time tertiary-educated workers aged 25–64 (Figure 20, also see the Teachers' dashboard of the Education and Training Monitor).[77] In the EU, teachers' annual gross actual salaries are on average 15.1% lower than those of tertiary-educated workers. Only in two countries – Romania and Portugal – teachers' actual salaries in lower-secondary education exceed those of tertiary-educated workers on average.

[77] As the reference school year for Poland is 2022, the data do not reflect the 30% salary increase implemented in 2024.

Figure 20. Teachers' actual salaries relative to earnings of tertiary-educated workers

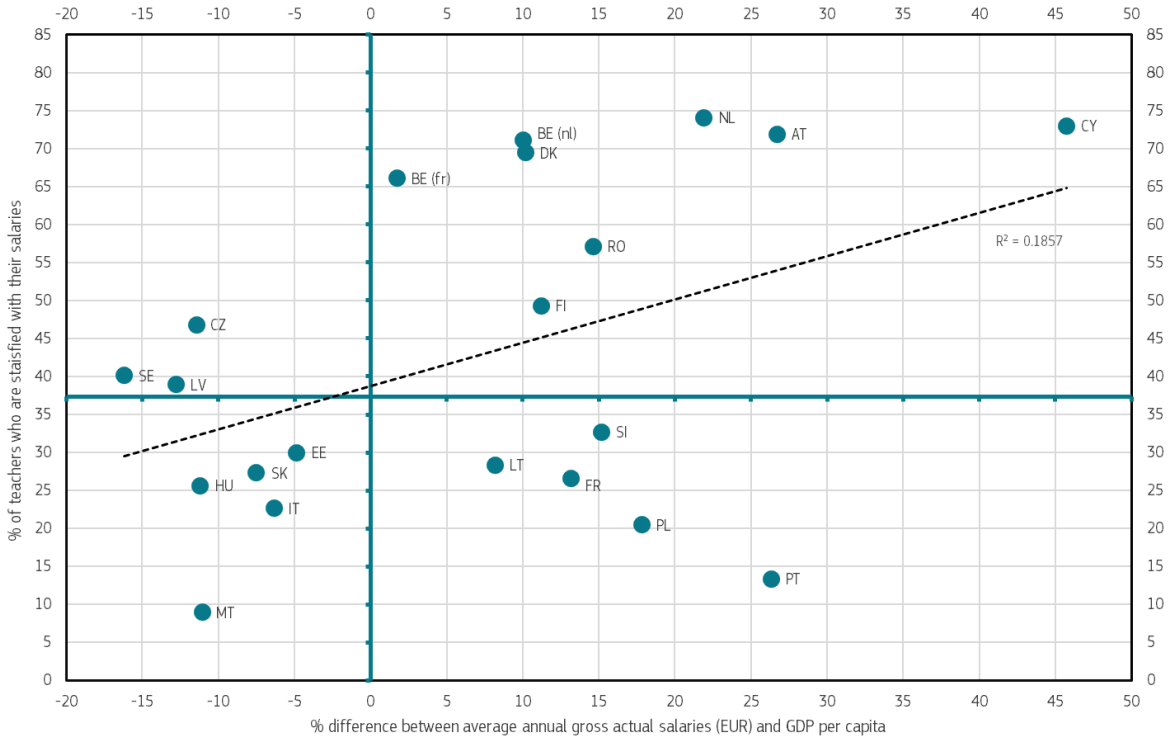


Source: European Commission calculations based on OECD's Education at a Glance 2025 data. (OECD, 2025a)
Note: The indicator captures annual gross actual salaries (including bonuses and allowances) of full-time lower secondary (general) teachers in public institutions relative to earnings of full-time, full-year workers aged 25-64 with tertiary educational attainment. The reference is the school year 2023-2024, except in Greece (2018); Finland, France, Italy, and Lithuania (2022 calendar year); and Czechia, Slovenia and Sweden (2023 calendar year). For Belgium (both Communities), data on earnings for tertiary-educated workers refer to the country as a whole.

National gross domestic product (GDP) per capita provides a proxy for the broader economic context for teachers' earnings. As shown in Figure 21, the difference between teachers' average annual gross actual salaries and GDP per capita varies widely across countries. In some countries, teachers' salaries exceed GDP per capita by a substantial margin, notably in Cyprus (+45.7%), Austria (+26.7%), Portugal (+26.3%) and the Netherlands* (+21.9%). By contrast, in countries such as Czechia (–19.5%), Sweden (–16.2%), Latvia (–12.8%) and Hungary (–11.2%), teachers' salaries are well below GDP per capita.

Figure 21 also shows that salary competitiveness (that is, teachers' salaries relative to GDP per capita) is positively associated with teachers' satisfaction with their pay. Countries where teachers' salaries are higher relative to GDP per capita tend to report higher shares of teachers satisfied with their salaries. However, this relationship varies across countries and explains only a small share of the overall differences in satisfaction (low R^2).

Figure 21. Teachers' salary satisfaction and difference between teachers' average annual gross actual salaries (EUR) and GDP per capita



Source: European Commission calculations based on Eurydice's Teachers' and School Heads' Salaries and Allowances 2023-2024, OECD, 2025b (Table 7.63) and Eurostat [nama_10_pc]
Note: Annual gross actual salaries (including bonuses and allowances) of full-time lower secondary (general) teachers in public institutions, 25-64 years. The reference is the school year 2023-2024 except in Czechia, Slovenia and France (2022-2023) and Sweden (calendar year).

Salary progression[78] can also influence the attractiveness of the teaching profession.[79] Cross-country comparisons of salary progression are complex due to large differences in statutory starting salaries (even when adjusted for purchasing power[80]), the pace of salary progression (both absolute and relative), and the time required to reach the top of the salary scale. Figure 22 illustrates the progression of annual gross statutory salaries from entry to the top of the salary range, highlighting increases after 10 and 15 years of experience. Relative salary progression over the career ranges from 16.0% in Denmark to 149.0% in Cyprus, although both countries reach comparable salary levels (adjusted for differences in purchasing power) after 15 years.

In some countries, low starting salaries are partly compensated by a steep progression, while in others salary growth remains limited throughout the career. After ten years, salaries increase by more than 50% in the Netherlands* and Cyprus (both +53.0%) and by 37.0% in Ireland, but by less than 10% in Bulgaria and Lithuania (3.0%), Czechia (6.0%), Croatia and Hungary (4.0%), France and Spain (9.0%).

Countries also differ markedly in the time needed to reach the top of the salary scale (Figure 22), for example through seniority-based progression or internal competitions, ranging from 12 years in Denmark and the Netherlands* to 40 years in Croatia and Slovakia. In several countries, progression to the top exceeds three decades,

78 Salary progression refers to advancement within the salary range and can occur in both single-level and multi-level career structures. Salary and career progression often occur automatically after a given number of years of service, but may also be linked to teacher appraisal results, completion of CPD activities, or other criteria (European Commission/EACEA/Eurydice, 2023).

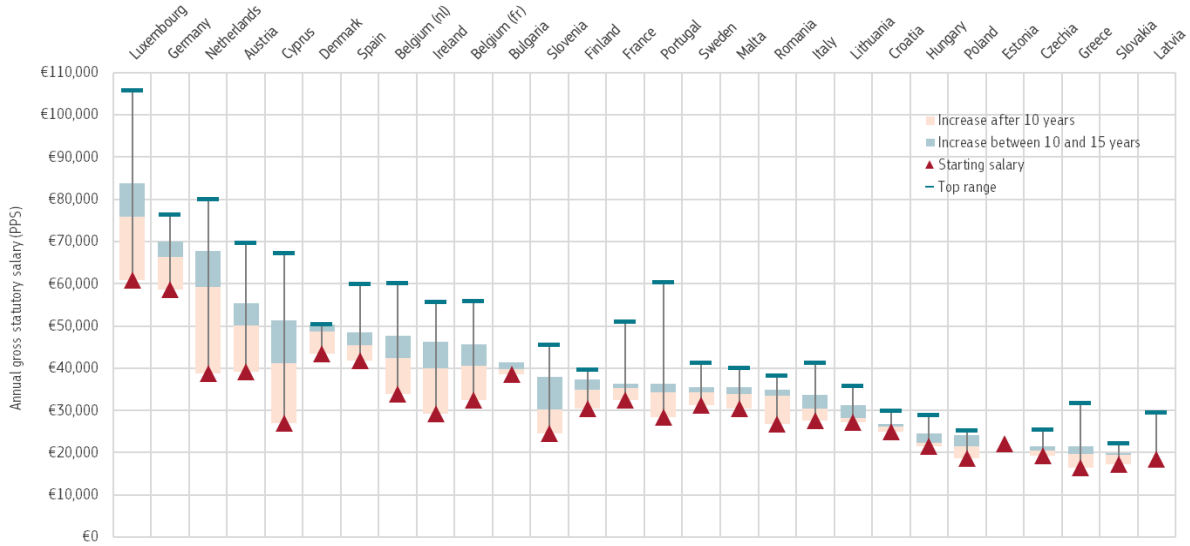
79 For a recent and in-depth analysis of teacher salaries and the factors influencing them, see Education at a Glance 2025 (OECD, 2025a).

80 For general lower-secondary full-time teachers, starting salaries range from just above EUR 16 000 per year in purchasing power standards (PPS) in Greece and around EUR 17 000 in Slovakia, to about EUR 56 000 in Germany and EUR 61 000 in Luxembourg. In most countries, teacher salaries also rise with minimum qualification requirements, meaning that pre-primary teachers tend to earn less, while upper-secondary teachers earn more (OECD, 2025a).

including Spain (39 years), Belgium (nl) and Greece (36 years), Ireland and Italy (35 years), and France and Portugal (34 years).

The interaction between progression rates and the time needed to reach the top of the salary scale reveals contrasting remuneration models. In countries such as the Netherlands*, rapid progression and a short time to the top combine with a large top-of-scale premium (+106.0% relative to starting salary), resulting in strong early- and mid-career financial rewards. By contrast, Denmark also reaches the top of the scale quickly (after 12 years) but offers a much smaller overall premium (+16.0%), leading to relatively flat lifetime earnings progression. In other systems, such as Cyprus and Portugal, very large lifetime salary increases (+149.0% and +111.0%, respectively) are achieved only over long career spans, delaying financial rewards until later stages of the career. Systems characterised by low entry pay, slow early progression and long paths to the top may be less attractive to prospective and early-career teachers, whereas steeper early progression and shorter career ladders may be more attractive.

Figure 22. Teachers' annual gross statutory salaries at different stages of the career



	Luxembourg	Germany	Netherlands	Austria	Cyprus	Denmark	Spain	Belgium (nl)	Ireland	Belgium (fr)	Bulgaria	Slovenia	Finland	France	Portugal	Sweden	Malta	Romania	Italy	Lithuania	Croatia	Hungary	Poland	Estonia	Czechia	Greece	Slovakia	Latvia
After 10 years(%)	25	13	53	28	53	12	9	25	37	25	3	22	15	9	21	10	12	25	10	3	4	4	15		6	21	12	
After 15 years(%)	38	19	75	41	90	16	16	41	59	41	7	54	23	12	28	14	17	30	21	15	7	14	29		11	31	15	
Top range(%)	74	30	106	78	149	16	43	78	90	72		84	30	57	111	32	32	42	49	31	19	33	34		32	93	29	60
Years to top of career*	30		12	32	24	12	39	36	35	27		25	20	34	34		19	25	35	25	40	16	20		32	36	40	

Source: European Commission calculations based on Eurydice's Teachers' and School Heads' Salaries and Allowances 2023-2024
Note: Annual gross statutory salary of full-time fully-qualified lower secondary school teachers, as adjusted for differences in purchasing power, using purchasing power parities (PPPs) for actual individual consumption from Eurostat [prc_ppp_ind_1].[81] The period of reference for teachers' salaries is from 1 July 2023 to 30 June 2024. The reference date for PPPs is 2024. The data table shows all differences relative to the respective statutory starting salary (%) in 2023-24. Countries are shown in descending order according to the salary after 15 years. * Years to top of the career refers to the average number of years required to reach the salary at the top of the scale for teachers (data are missing for Germany, Bulgaria, Sweden, Estonia and Latvia).

Contractual working time arrangements (full-time versus part-time)

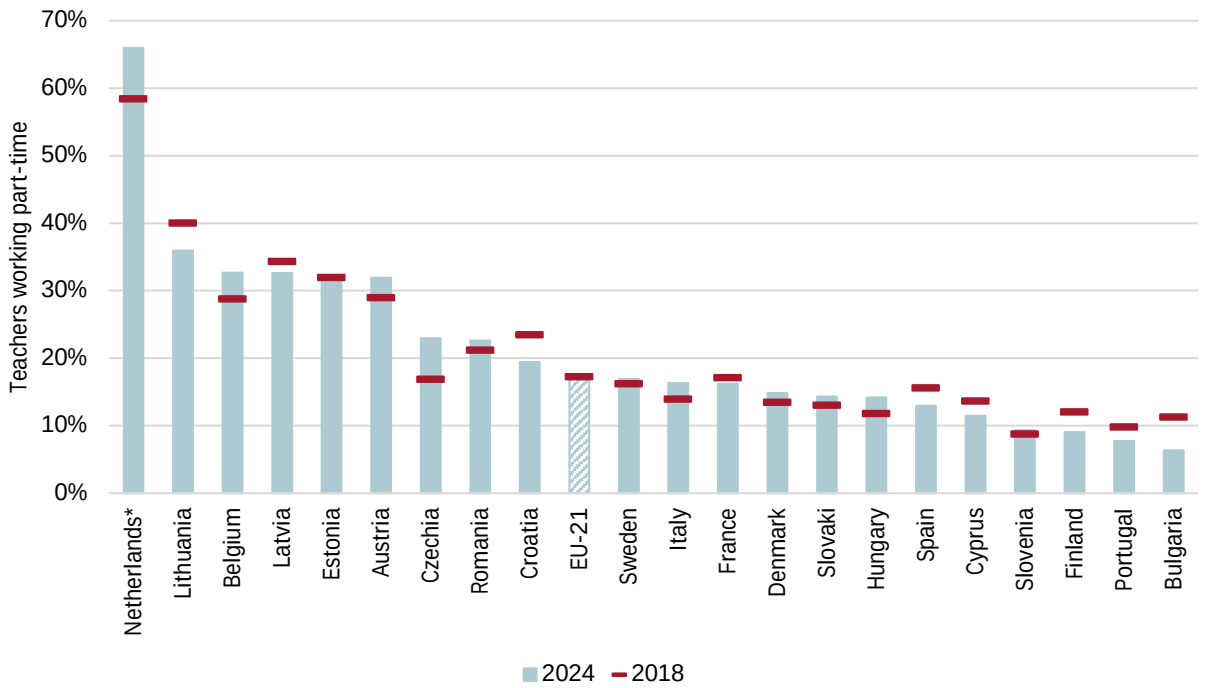
Part-time working arrangements are often viewed as a flexible form of work that can support work–life balance and well-being but may limit career progression and pension entitlements (e.g., Wheatley, 2017). In the EU, 17.9% of teachers were employed part-time in 2024 (Figure 23), with part-time employment being especially widespread in the Netherlands*, where more than 60% of teachers work part-time.[82] In all other EU countries, the share remains

[81] While Table D3.1 in Education at a Glance 2025 (OECD, 2025a) also reports teachers' statutory salaries at different points in their careers, these are presented in equivalent USD converted using PPPs for private consumption, which explains the slight differences compared with Figure 22 of this report.

[82] According to Eurostat (lfsa_epgaed), the Netherlands has the highest part-time employment rate in the EU (38.6%), with 60.5% of employed women working part-time.

below 35%. Across the EU, teachers employed part-time are also more likely to work in multiple schools than those working full-time (Table 7.44). While the overall share of part-time teachers has remained broadly stable in the EU since 2018, it increased significantly in both Czechia and the Netherlands* by more than 5 percentage points, and in Belgium (+3.9 percentage points, driven by the Flemish Community), Austria (+2.9), Italy (+2.3), and Malta (+1.5). By contrast, part-time employment declined significantly in Bulgaria (–4.9), Croatia (–4.0), Finland (–3.0), Spain (–2.7), and Portugal (–2.1).

Figure 23. Teachers working part-time



Source: European Commission calculations based on OECD, 2025b (Table 7.45).
Notes: Teachers employed part-time are those who work less than 90% of full-time hours. Caution is required when interpreting data for the Netherlands* due to higher risk of non-response bias. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands* are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

The share of teachers working part-time varies by gender across EU countries (Table 7.47), with male teachers being significantly more likely than female teachers to work part-time in 11 EU countries. The largest gender gaps in favour of men (more than 10 percentage points) are observed in Estonia, Latvia, Lithuania and Slovakia. Female teachers are significantly more likely to work part-time in five EU countries, most notably Austria (10.7 percentage points), Belgium – particularly in the Flemish Community (10.7) and the Netherlands* (21.2), where the difference in favour of women exceeds 10 percentage points. While the reasons for this gender gap are multiple and related to the specific country context, evidence suggests that male teachers are more likely than female teachers to hold multiple jobs (e.g., Quintero et al., 2024; Winters, 2010), including taking on part-time work to supplement earnings (Fitchett et al., 2016).

Differences by experience and age are also pronounced (Table 7.47). In the EU, novice and younger teachers are significantly more likely to work part-time than their more experienced and older colleagues (EU-22: 30.9% vs 14.5% by experience; 25.4% vs 15.5% by age). This pattern holds in most EU countries, with the exception of Belgium (Flemish Community), Denmark and Malta. In several countries, the gap between novice and experienced teachers exceeds 15 percentage points, including Italy (28.3), Portugal (24.6), Poland (24.0), Czechia (20.1), Croatia (19.7), Romania (19.4) and Spain (16.0).

Box 3. **Why does teachers' self**-efficacy matter, and what are its predictors?

Teacher self-efficacy refers to teachers' confidence in their ability to carry out key aspects of their work effectively, including managing classrooms, delivering instruction and responding to everyday teaching challenges. Teachers' self-efficacy is a key resource for teachers' instructional quality, well-being and capacity to manage complex classroom demands. It is consistently linked to better outcomes for teachers. Table 2 summarises the direction of associations between selected job resources and teachers' self-efficacy. Regression analyses of TALIS data show that teacher self-efficacy is positively associated with fulfilling lesson aims across multiple dimensions of teaching (Table 2.31), particularly adaptive teaching (Tables 2.32 and 2.33), as well as higher well-being (Table 2.34) and job satisfaction (Table 2.35), even after controlling for teacher and school characteristics. Conversely, low self-efficacy is linked to higher intentions to leave the profession within five years (Tables 7.10 and 7.11). These findings are in line with international research showing that higher teacher self-efficacy is associated with greater job satisfaction and commitment, as well as lower levels of burnout (e.g. Chesnut and Burley, 2015; Skaalvik and Skaalvik, 2010; Skaalvik and Skaalvik, 2017). The literature also finds that higher teachers' self-efficacy is associated with wider teaching practices and adaptive classroom management (e.g. Zee and Koomen, 2016), as well as improved student achievement (e.g., Caprara et al., 2006; Klassen & Tze, 2014) and motivation (e.g., Hardré and Sullivan, 2008).

Table 2. Factors associated with teacher self-efficacy

Factor	Association
Teacher autonomy	+
Teacher collaboration	++
Initial teacher education (overall)	+
– Classroom management	++
– ICT for teaching	+
– Teaching in diverse classrooms	++
Participation in induction (any)	++

Source: European Commission calculations.
Notes: The table shows the direction of associations between selected job resources and teachers' self-efficacy from multiple linear regressions. Results are correlational and should not be interpreted as causal. The underlying regression analyses account for several teacher characteristics—including gender, age and years of teaching experience. ++ / –– = moderate positive / moderate negative association; + / – = weak positive / weak negative association.

Autonomy

Regression analyses show that teachers who report higher levels of autonomy are also significantly more likely to feel confident in their classroom management, teaching capabilities and ability to engage student (Tables 5.64, 5.65 and 5.66). The association between autonomy and self-efficacy is not statistically significant for classroom management in Denmark, or for student engagement in Denmark, Belgium (Flemish Community) and Latvia. This positive relationship between autonomy and self-efficacy is stronger for experienced teachers than for novice teachers, which may reflect that autonomy and self-efficacy reinforce each other over time, or that more experienced teachers are granted greater autonomy. These findings highlight the importance of considering not only the level of autonomy, but also its timing and the profiles of teachers to whom it is granted, while pointing to the need to support teachers with lower levels of self-efficacy – especially novices – for whom self-efficacy is still developing with experience.

Collaboration

Teachers who collaborate more frequently tend to be in the top quartile of self-efficacy in their country, in all the collaborative practices listed, on average (Table 6.6). This is particularly the case when teachers engage in discussions about the learning development of specific students (+22 percentage points among teachers with high self-efficacy) and exchange teaching material with colleagues (+18 percentage points).

Initial Teacher Education

Regression analyses show that, across EU countries, the content of teachers' formal education and training matters for teachers' confidence. After controlling for teacher characteristics, those whose formal education and training made them feel prepared for classroom practice also tend to report higher confidence in their classroom capabilities. A similar relationship is observed to use of ICT in teaching: teachers whose formal education made them feel prepared in the use of digital resources and tools for teaching are also more likely to report using them in the classroom, on average across EU countries and in the majority of countries. When it comes to teaching in diverse classrooms, teachers who have been trained in teaching in a multicultural or multilingual setting also tend to report higher self-efficacy. Regression results should be interpreted with caution given the generally low explanatory power of the models (low R^2).

Participation in induction at current school

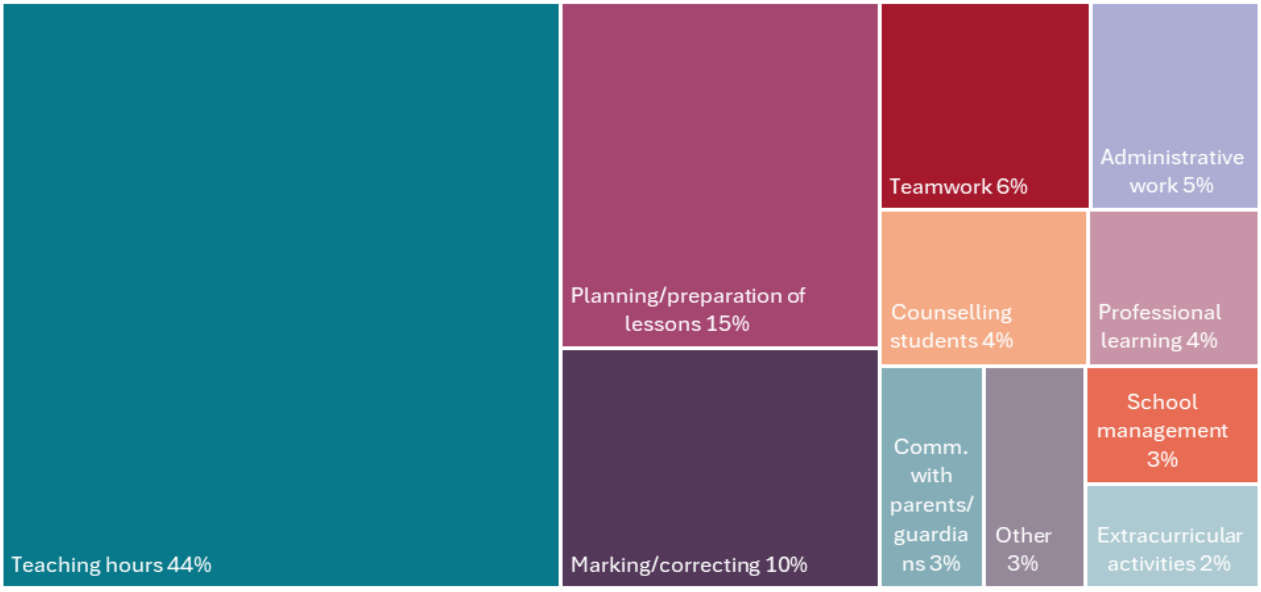
Regression analyses show that, on average across EU countries, teachers who took part in some form of induction activity, whether formal or informal, tend to report higher levels of self-efficacy and job satisfaction. This is consistent with the literature, which has found that novice teachers who participate in induction programmes report higher job satisfaction, commitment and retention (Ingersoll and Strong, 2011). In particular, after controlling for teacher and school characteristics, teachers who undertook induction activities at their current school tend to report higher self-efficacy in 11 countries and higher job satisfaction in 17 EU countries. As before, regression results should be interpreted with caution, given the generally low explanatory power of the models (low R^2).

2.2 Job demands of the teaching profession

2.2.1 Workload

High workloads and long working hours are commonly cited reasons for teachers' decisions to leave the profession (De Witte et al., 2023). While teachers are often formally required to work a certain number of hours, their contracts do not always reflect all the different duties, such as administrative tasks, and related working hours that takes teachers to perform them. In terms of time allocation, teachers across the EU report that 44.0% of their working time is dedicated to teaching (Figure 24). About one quarter is spent on lesson planning and preparation (15.0%) and on marking and correcting students' work (10.0%). The remaining quarter is split among several tasks, such as teamwork, administrative work, counselling students, and professional learning.

Figure 24. Share of working time full-time teachers report spending on job-related activities (EU-22)



Source: European Commission calculations based on OECD, 2025b (Table 3.10).

Notes: The figure is restricted to full-time teachers (i.e. those working more than 90% of full-time hours at the school) and is based on the average number of hours full-time teachers report having spent on each activity during the most recent complete calendar week. The data shown in the figure are derived from the ratio of the average hours spent on specific tasks to the sum of the disaggregated hours reported for each individual task. This sum does not always correspond to the total weekly working hours reported as a single figure. Administrative work includes communication, paperwork, and other clerical duties, while counselling students refers to student supervision, mentoring, virtual counselling, career guidance, and behaviour guidance. Extracurricular activities refer, for example, to sports and cultural activities after school.

2.2.2 Classroom conditions

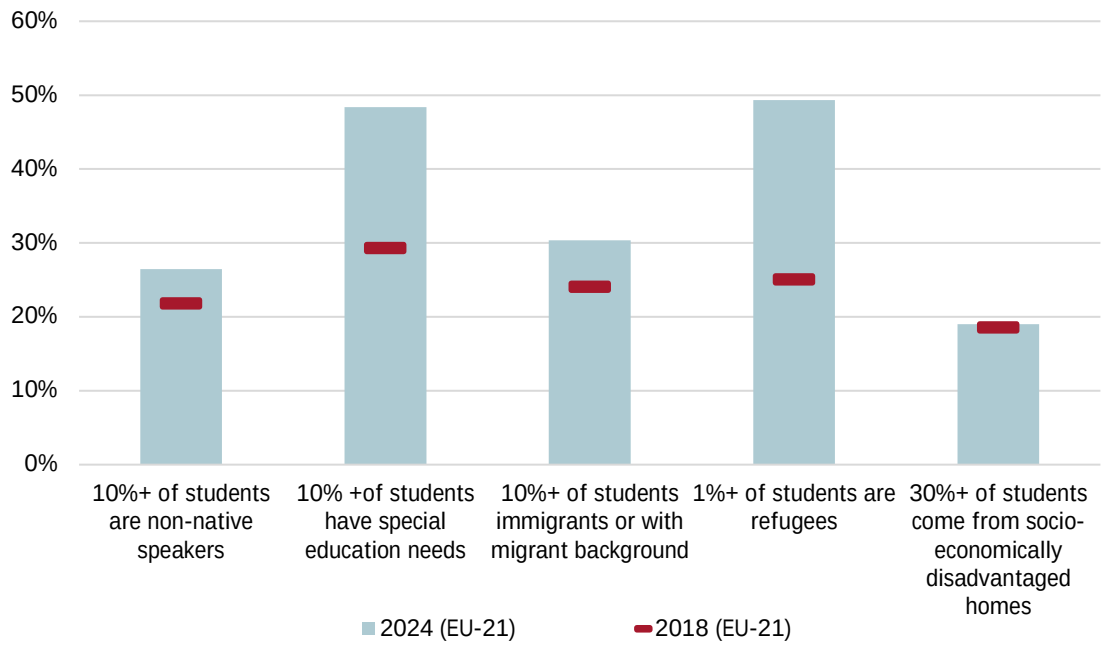
Based on principals' reports, schools – and therefore classrooms – have become increasingly diverse. In particular, the share of teachers working in schools where at least 1% of students are refugees has increased by 24 percentage points since 2018 (Figure 25). Similarly, the proportion of teachers in schools where at least 10% of students have special education needs[83] has risen by 19.1 percentage points on average in the EU.

Increases are also observed in the share of teachers working in schools where at least 10% of students are non-native speakers and where at least 10% of students are immigrants or have a migrant background (up by 4.7 and 6.4 percentage points on average, respectively). Only one indicator has not changed significantly since 2018: the share of teachers working in schools where more than 30% of students come from socio-economically disadvantaged homes.

Teaching in diverse classrooms requires increased instructional adaptation and differentiation, which can place additional demands on teachers' time, focus and capacity to adjust instructional strategies to students' needs in real time (Porta, 2025).

[83] TALIS refers to students with special education needs as those whose special education needs have been formally identified because they are mentally, physically, or emotionally disadvantaged (OECD, 2025b).

Figure 25. School composition at EU level



Source: European Commission calculations based on OECD, 2025b (Table 1.26).
Note: Data are based on responses of principals, using final teacher weights. The EU-21 aggregate includes countries that administered both the 2018 and 2024 surveys: Austria; Belgium (French and Flemish Communities); Bulgaria; Croatia; Cyprus; Czechia; Denmark; Estonia; Finland; France; Hungary; Italy; Latvia; Lithuania; Malta; Portugal; Romania; Slovakia; Slovenia; Spain; and Sweden. Data from the Netherlands* are excluded from the EU-21 aggregate due to a higher risk of non-response bias.

At the same time, maintaining classroom discipline has become more difficult since 2018, as teachers report using classroom management practices more frequently. This is the case for all four indicators of classroom practices regarding classroom management, i.e. calming students who are disruptive (+7.6 percentage points), having to tell students to follow classroom rules (+5.8 percentage points) or to listen (+5.8 percentage points), and to quieten down when the lesson begins (+4.1 percentage points) (Table 1.35, OECD, 2025b). About 20.8% of teachers in the EU report experiencing significant disruptive noise and disorder in their classrooms and losing time because students interrupt the lesson (Table 3.35, OECD, 2025b).

Classroom condition demands vary greatly across the profession. Younger teachers (under the age of 30) and, to a lesser extent, novice teachers report teaching in classrooms with higher shares of students who have difficulties understanding the language(s) of instruction, special education needs, behavioural problems, or academic difficulties (Tables 3.25, 3.26, 3.27 and 3.28, OECD, 2025b). In the EU-22, 21.3% of young teachers report teaching in classrooms where more than 10% of students have difficulties understanding the language(s) of instruction, compared with 15.9% among teachers aged 50 or over. The difference by experience is smaller, at 2 percentage points. A slightly stronger age/experience gradient is observed for academic disadvantage: 27.1% of teachers under 30 (vs 20.6% of those aged 50+) report that more than 30% of students are low academic achievers, with a similar gap between novice and experienced teachers. Likewise, the share reporting that more than 10% of students have special education needs is 9 percentage points higher among young teachers than among those aged 50 or over.

Novice Teachers report more classroom disruptions than their experienced colleagues in nearly all countries. In Austria, Belgium (both communities), Denmark, Finland, Italy and Spain, frequent disruptive noise and disorder are reported by over 40% of early-career teachers, with the share increasing to 58.9% in Portugal. By contrast, reports among experienced teachers are lower, staying below 30% in all education systems except Portugal (33.4%). A similar pattern is observed for lesson interruptions: 32.0% of novice teachers in the EU report losing substantial instructional time because students interrupt the lesson, compared with 14.8% of experienced teachers, with particularly large experience gradients in countries such as Spain, Italy and Sweden (Table 3.35, OECD, 2025b).

These findings suggest that early-career teachers face greater challenges in managing classroom disruptions. While this may partly reflect the development of classroom management skills with experience, it may also be influenced by differences in classroom composition or teaching assignments, pointing to a potential need for additional support for novice teachers in this area.

2.2.3 Appraisal, feedback to teachers

Teacher appraisal – defined as a formal feedback process used to evaluate teacher work – can support the improvement of teaching practices by helping teachers reflect on their work and identify areas for development (i.e. formative function), while also contributing to the overall quality of education systems. At the same time, teacher appraisal can represent an additional demand and introduce pressures when it is used primarily for accountability purposes (i.e. a summative function), particularly when accountability policies are linked to student performance (e.g., Von der Embse et al., 2016).

Teacher appraisal is a common practice in the EU. On average, 83.3% of teachers in the EU-22 work in schools where teachers are formally appraised at least once a year (Table 3.47, OECD, 2025b). While in 10 EU countries (Czechia, Latvia, Lithuania, Romania, Slovakia and Slovenia, Estonia, Hungary, Bulgaria and Croatia) teacher appraisal is almost universal (more than 90% of teachers work in schools with at least yearly appraisal), in Finland (62.3%) and Italy (59.2%) this is not the case. In these two countries, 35.4% and 24.6% of teachers, respectively, report working in schools where teachers are never formally appraised.

Across EU countries, school principals are responsible for teacher appraisal, often supported by other members of the school management team. In most countries, appraisal is highly centralised and predominantly led by school leadership, with more than 90% of teachers working in schools where appraisal is conducted by the principal, with the exception of Italy, Portugal and the Netherlands*. In contrast, other members of the school management team or assigned mentors play a similar or more prominent role in countries such as Denmark, Malta, Spain, Italy, Portugal and the Netherlands*, pointing to more distributed or developmental approaches to teacher appraisal.

Classroom observation remains the most widespread appraisal method. According to school principals, 94.8% of teachers work in schools that use classroom observation as a formal appraisal method. This proportion exceeds 90% in almost all countries, except for Denmark, Finland and Spain, where the share still exceeds 70% (Table 3.48). The use of this method has remained relatively stable since 2018, with teachers in few countries reporting significant changes (Table 3.49).

Teacher appraisal in the EU primarily serves to identify professional learning needs and support improvements in teaching practice, rather than as a punitive mechanism.[84] Most teachers across the EU work in schools where appraisal outcomes are used to support teachers' development (Table 3.50). 62.4% of teachers report that measures to address identified weaknesses in teaching are discussed with them, and 44.2% indicate that an individual development or training plan is established. Appraisal-linked financial incentives are reported by only 11.4% of teachers, and formal sanctions – such as contract termination or changes in career advancement prospects - are relatively uncommon (1.3% and 7.4%, respectively).

[84] This interpretation is reinforced by recent evidence showing that, in most EU countries covered by TALIS 2024 (Belgium – French Community, Bulgaria, Czechia, Denmark, Estonia, Spain, France, Croatia, Cyprus, Latvia, Lithuania, Hungary, Malta, Austria, Portugal, Romania, Slovenia, Slovakia, Finland, and Sweden), top-level regulations or collective agreements explicitly link teacher appraisal to the identification of continuing professional development needs and participation in CPD (European Commission/EACEA/Eurydice, 2023).

3. The evolving role of teachers: ICT and AI

This section examines teachers' use of and perceptions about artificial intelligence (AI) and digital technologies in teaching. It presents evidence on patterns of use, perceived benefits and risks, and participation in related professional learning, while highlighting differences across countries and teacher groups.

Teachers' roles have become more complex and multifaceted (e.g., Forghani-Arani et al., 2019; Zhai, 2025). Next to transmitting knowledge, teachers are expected to support the development of the competencies required for students to thrive in, and respond to, the evolving demands of contemporary societies (Guerriero, 2017). Teachers are also increasingly expected to support students' social and emotional development and address diverse learner needs – areas in which digital technologies and artificial intelligence (AI) can play a supportive role through, for example, content creation, personalised learning and enhanced student engagement (Zhai, 2025). Consequently, teachers are also expected to integrate digital technologies into teaching.

With regard to technological and digital demands, the COVID-19 pandemic accelerated the use of digital technologies in the classroom, and the release of ChatGPT in late 2022 intensified the everyday use of AI[85], sparking renewed debate about its role in education. As generative artificial intelligence (GenAI) becomes increasingly embedded in daily life, its short- and long-term implications for teaching and learning remain uncertain, requiring both current and future teachers to adapt (Zhai, 2025). Nevertheless, teachers remain central to student learning, even as the COVID-19 pandemic highlighted the role of digital tools in sustaining education during disruption (De Witte & Smet, 2021). In this rapidly evolving context, teachers and education systems face the challenge of harnessing the potential benefits of AI while mitigating associated risks. Risks include issues related to equity, the reinforcement of existing biases and data privacy (OECD, 2023). Addressing these challenges requires the thoughtful integration of digital tools in the classroom, including AI, supported by strong initial teacher education and continuous professional development (OECD, 2026). TALIS 2024 introduced new survey questions[86] on teachers' use of technology and artificial intelligence, providing baseline evidence on this important topic. As the data were collected in spring 2024, the findings should be interpreted as a snapshot in time, particularly given the rapid evolution of both the debate on and the use of AI in education, which may look different in the coming years.

Main takeaway

About one in three teachers in the EU report having used AI in their teaching or to support student learning, with higher shares observed for younger teachers. This share is smaller than in non-EU OECD countries. The most common uses of AI are for preparatory and planning tasks. Teachers who have not used it report lack of knowledge and skills to teach using AI as a main barrier. Additionally, more than half of EU teachers believe AI should not be used in teaching – a share notably higher than in non-EU OECD countries. Recent graduates show increased preparedness to use digital resources and tools for teaching compared to more experienced teachers. There is growing emphasis on broad digital competence in both teacher education and professional development, and not specifically on AI. On average across the EU, only 29.7% of teachers report having participated in professional learning activities on AI, while one quarter report unmet training needs.

[85] The EU AI Act defines an AI system as "a a machine-based system that is designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment, and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments."

[86] The TALIS 2024 questionnaire defines AI as "the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text." The scope of this definition is not limited to GenAI, as it also covers a broad set of AI-enabled technologies, such as tools for language and speech processing or image-based recognition technologies (UNESCO, 2021a).

3.1 Teachers' use of AI

About one in three teachers report having used[87] AI in their teaching or to support student learning (Table 1.59), with great variation across countries. AI use is highest in Malta (46.0%), Romania (45.8%), Czechia (45.8%) and Poland (45.1%), where nearly half of teachers report using it, and lowest in France (13.5%) and Bulgaria (22.1%).

Teachers who use AI primarily rely on it for preparatory and planning tasks including learning about or summarising topics (65.4%) and generating lesson plans or activities (63.9%). Fewer teachers use AI for more student-centred or complex tasks, such as supporting practice in real-life scenarios (48.6%), assisting students with special education needs (39.5%) or adapting materials to students' needs (39.4%). Use for assessment or administrative purposes remains limited, including generating feedback or parent communications (30.9%), analysing student participation or performance data (29.4%), and marking student work (26.0%) (Table 1.60). Patterns of use vary substantially across countries. For example, out of teachers who use AI, the share of teachers using it to generate lesson plans or activities is 74.7% in Malta and 74.6% in Romania, compared to 50.4% in France and 40.0% in Finland. Similarly, the use of AI to learn about or summarise topics is particularly high in Romania (90.5%) and Lithuania (92.3%), while it remains just below 50% in Denmark and Finland (Table 1.60).[88]

Teachers who have not used AI for teaching report several barriers to its use in teaching. The most frequently cited barrier is a lack of knowledge and skills to teach using AI, reported by nearly three quarters of teachers (74.3%). Around 30% report feeling overwhelmed by the integration of new technologies into their teaching, with shares ranging from below 20% in Italy to over 50% in Croatia. This points to a widespread gap in digital and AI-related pedagogical capacity. In addition, more than half of EU teachers (55.9%) report that they do not believe AI should be used in teaching. This share ranges from below 40% in Finland, Malta, Sweden, the Flemish Community of Belgium, Cyprus, and Denmark to above 60% in Estonia, France, Slovakia, Bulgaria, Latvia, Hungary, and Slovenia. This share is significantly higher than the average across all OECD countries (48.0%)[89] and suggests stronger reservations about the appropriateness of AI in education in the EU. Finally, 11.6% of teachers indicate that their school does not allow the use of AI in teaching. Most countries are clustered around the mean, ranging from 4.1% in Bulgaria to 16.9% in Cyprus, with the exception of Slovakia, where 40.5% of teachers report that their school does not allow the use of AI in teaching (Table 1.63).

3.2 Teachers' professional learning activities and needs

TALIS 2024 data point to a growing emphasis on digital competence in initial teacher education programmes. While TALIS 2024 does not directly ask about preparedness to use AI, it asks about preparedness to use digital resources and tools (ICT) for teaching (see Figure 14 in Section 2.1.3). Differences in perceived preparedness between recent graduates and more experienced teachers are particularly pronounced in this area. On average across the EU, 58.9% of teachers who completed their first teaching qualification within the five years preceding the survey report feeling prepared "quite a bit" or "a lot" to use digital resources and tools (ICT) for teaching. This compares to 41.2% of teachers who completed their qualification more than five years earlier. More than two thirds of recent graduates report feeling well prepared in several EU countries, including Lithuania, Hungary, Cyprus, Romania, Latvia and Estonia. Across all 22 EU countries, recent graduates consistently report higher levels of preparedness than their more experienced peers, with gaps exceeding 30 percentage points in Belgium, Denmark, Hungary, Portugal and Finland (Table 4.5).

Regarding professional learning and development, the TALIS 2024 survey asked teachers about the topics covered in their professional learning activities during the 12 months prior to the survey, as well as their professional learning needs related to the use of AI and digital resources and tools (Figure 14). The use of digital resources and tools is

[87] In the questionnaire, the corresponding survey item is phrased as follows: "During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?". As a result, the frequency of use cannot be determined from the TALIS questionnaire.

[88] This indicator on "use of AI" is discussed further in the country profiles.

[89] When considering only non-EU OECD countries (i.e. Australia, Chile, Colombia, Costa Rica, Iceland, Israel, Japan, Korea, Türkiye, and the United States), 37.8% of teachers report that they do not believe AI should be used in teaching.

among the most frequently covered areas in CPD: 66.6% of teachers report training in pedagogical skills for integrating digital tools into teaching, and 63.9% report training in technical skills.

However, only 29.7% of teachers in the EU participated in professional learning activities related to the use of AI for teaching (Table 4.22), while 25.2% report professional development needs in this area – the highest share across all content areas surveyed (Table 4.27). Participation in AI-related training is highest in Estonia (50.7%), Czechia (53.9%), Slovenia (54.7%), and lowest in France (8.9%) (Table 4.22). Experienced teachers are more likely to report high learning needs related to AI (26.0%, compared to 22.2% among novice teachers), yet are less likely to have participated in AI-related training (28.5%, compared to 32.3% of novice teachers) (Table 4.27).

Box 4. The EU in the global context regarding AI

Teachers' use of AI in education remains less widespread in the EU (31.6%) than across all OECD countries (36.3%). When considering only non-EU OECD countries[90], 42.1%[91] of teachers report having used AI). Specifically, more than 50% of teachers in 14 non-EU countries participating in TALIS report having used AI for teaching or to support student learning, while in all EU countries the share remains well below 50%. Malta, Romania, Czechia (around 46%) and Poland (45.1%) report the highest level of AI use. In other EU countries, adoption remains extremely low, notably Bulgaria (22.1%) and France (13.5%). Singapore and the United Arab Emirates are the two non-EU countries (and not fully OECD members) with the highest levels of AI adoption in education, with three quarters of teachers reporting AI use (74.5% and 75.0%, respectively), alongside high participation in AI-related professional learning (75.7% and 72.5%, respectively). In the EU, only 29.7% of teachers report having received training on AI (compared to 37.7% across all OECD countries, and 43.1% when considering only non-EU OECD countries), while one quarter report unmet training needs. This points to the importance of a comprehensive approach across initial teacher education, induction and continuous professional development to equip teachers with the competences needed for the informed and effective use of AI in schools.

The 2023 Council Recommendation on the key enabling factors for successful digital education and training represents a first step in this direction. It addresses digital education and highlights the need for teachers to be equipped and empowered with the necessary skills and competences for the effective use of digital technologies in the classroom through a comprehensive approach to initial education, induction and continuous professional development. Similarly, the Guidelines on the Ethical Use of AI and Data in Teaching and Learning and the Guidelines on tackling Disinformation and Promoting Digital literacy aim to help educators understand the potential of AI in education and training, raise awareness of its potential risks, enhance digital literacy, and provide practical knowledge on disinformation. Both are under review and will be updated in 2026. In this context, frameworks such as Digital Competence Framework for Educators (DigCompEdu) and the AI Literacy Framework (AILit) offer structured guidance on the digital and AI-related competences teachers are expected to develop, helping to frame teacher preparedness in this area.

3.3 Teachers' opinions about AI in teaching

Teachers in the EU tend to perceive more challenges than benefits associated with the use of AI in education. 43.0% of EU teachers agree or strongly agree that AI helps them write or improve lesson plans, with responses ranging from over 70% in Malta to 18.0% in France. A similar share (43.0%) believe that AI supports the adaptation of learning materials to students' different abilities. Around one in three teachers (31.7%) consider that AI helps them provide more individualised support to students. Perceptions of AI's benefits also vary with respect to inclusion and efficiency: 46.4% of teachers agree that AI can support students with specific needs, and 39.6% believe it can help

[90] These are Australia, Chile, Colombia, Costa Rica, Iceland, Israel, Japan, Korea, Türkiye, and the United States.

[91] 47.7% of teachers in non-EU countries overall (i.e. non-EU countries that are both OECD and non-OECD member. This includes the non-EU OECD countries, as well as Albania, Azerbaijan, Bahrain, Brazil, Kazakhstan, Kosovo, Montenegro, Morocco, North Macedonia, Saudi Arabia, Serbia, Shanghai (China), Singapore, South Africa, the United Arab Emirates, Uzbekistan, and Viet Nam.

automate administrative tasks. Across these dimensions, national variation is substantial, with consistently higher levels of agreement in Malta and lower levels in France (Table 1.61).

At the same time, teachers across the EU express widespread concerns about the risks associated with AI use in education. The most cited concern relates to academic integrity: 71.7% of EU teachers agree that AI could enable students to misrepresent others' work as their own. Concerns are particularly pronounced in Austria, Czechia and Poland, while they are less widespread in Hungary. In addition, nearly two thirds of teachers (63.9%) believe that AI may generate inappropriate or incorrect recommendations. Around four in ten teachers express concerns that AI could amplify biases that reinforce student misconceptions (39.8%) or compromise the privacy and security of student data (43.6%). Fewer teachers (22.5%) believe that AI promotes unsuitable pedagogical approaches (Table 1.62).

Box 5. Differences in teachers' use of artificial intelligence by background and school context

Teachers' use of AI in teaching and their participation in AI-related professional learning vary across teachers' background and school context. Regression analyses help to shed light on these patterns.

Differences by degree of urbanisation are limited. Levels of AI use and participation in AI-related professional learning are broadly similar across rural areas, towns, and cities. Similarly, only small differences are observed by gender: female teachers report slightly higher levels of AI use and participation in AI-related professional learning than male teachers.

By contrast, the socio-economic composition of the school is strongly associated with AI use. Teachers working in more advantaged schools are more likely to report using AI in their teaching and to have participated in AI-related professional learning than their peers in disadvantaged schools. These differences are statistically significant and point to a socio-economic gradient in both AI use and engagement in related professional development, potentially reflecting differences not only in access to training opportunities, but also in school leadership priorities, parental expectations, resource availability, and staff composition.

Marked differences are also observed by age and teaching experience. First, young teachers, particularly those under 30, report substantially higher levels of AI use in teaching and participation in AI-related professional learning than older teachers. The likelihood of using AI and engaging in related training declines steadily with age, with differences between younger and older age groups being statistically significant. Second, novice teachers are significantly more likely to use AI in their teaching and to participate in professional learning on AI than more experienced teachers. AI engagement decreases with increasing years of experience, consistent with the strong correlation between age and experience. These patterns point to a generational divide in AI engagement.

Overall, while access to and use of AI appear relatively evenly distributed by degree of urbanisation, significant disparities remain by school socio-economic composition of the school, age, and experience. These gaps highlight potential equity challenges in the diffusion of emerging digital practices in education.

Country profiles

Austria

Teacher shortages in Austria are significant, and the share of non-fully qualified teachers has increased. TALIS 2024 shows that, although Austria has now a younger teaching force and teachers are overall satisfied, they report increased stress levels and less support compared to EU colleagues. This contributes to existing staff shortages. 4 778 vacancies in 2022/2023 represent 4.6% of all teaching positions in primary and secondary education[92]. Teacher attrition rates in Austria at the primary and secondary levels have nearly doubled from 3.2% in 2014/2015 to 6.2% in 2022/2023[93], half through retirement and half through voluntary exit, with 58% of teachers leaving with less than 5 years of experience[94]. The number of teaching positions being filled by teachers who are not fully qualified has significantly increased. The share of such teachers rose from 2.4% in the 2014/2015 school year to 5.7% in the school year 2022/2023[95]. The share of Austrian teachers intending to leave the profession compared to the EU is about half for under 30 years old teachers (-6.6 pps) but 3.3 pps higher for those aged 50 plus (see table).

Austrian teachers show higher job satisfaction and are much more satisfied with their salaries than their European peers, but they report having less assistance. 93.2% of teachers are overall satisfied with their jobs (3.3 percentage points above the EU) and most of them report high level of autonomy in the classroom (96.2% vs EU: 93.7%). Satisfaction with salaries is nearly double the EU average (71.9% vs EU: 37.3%). However, stress from classroom discipline has increased significantly since 2018 (+13.6 percentage points) along with stress from administrative burden (+8.6 percentage points), both above the EU average. Austria has one of very diverse classrooms with 62.6% one the highest shares of teachers teaching in schools where more than 10% of students are not native speakers, compared to 24.4% in the EU. Support for foreign languages has been identified to being too rigid and insufficient[96]. In 2024, Austrian teachers work 41.6 hours a week, 2.6 hours more than the EU (a 0.5 pps increase from 2018). Inclusive education for students with special needs remains modest with only 8.1% of Austrian teachers teaching in schools where more than 10% of students have special education needs, compared to 50.2% in the EU.

Austrian teachers get less support in the classroom. 74.4% of young teachers benefit from induction upon joining school. This share more than doubled since 2018 from 34.1% closing to the EU average of 66%. In contrast, participation in impactful professional learning, at 40.7%, in 2024, is 15.3 percentage points below the EU average. 18.5% of Austrian teachers report high professional learning needs in teaching students with special education needs (EU: 24.2%), an important share with the overall low exposure of 8.1% of teachers in schools with special needs. A comparatively higher share of Austrian novice teachers report a high level of professional learning needs in several areas, like classroom management for students' behaviour, teaching students with special needs and teaching in a multicultural or multilingual setting[97]. Nevertheless, fewer Austrian teachers aged younger than 30 indicate an intention to leave teaching within the next 5 years (6.6 percentage points below the EU average).

Austria has adopted various initiatives and reforms including to improve working conditions and the supply of teachers. The Ministry of Education undertakes several activities under the name department strategy "Klasse Job" destined to increase the public profile of teachers, attract more young people to the teaching career and to motivate lateral entry of professionals of other disciplines into the teaching profession[98]. In addition, adjusting the recently reformed initial teacher training should improve the attractiveness of teacher training, the shortened bachelor programme allows for faster graduation already after 6 semesters combined with an obligatory two-year master's degree. Primary and lower secondary teachers gain only permanent employment when they complete their master's degree within 5 years while already working in schools[99]. Defining a job profile, stronger linkage of teacher education to practical challenges (2025-2029 government programme) and increasing teachers' wellbeing[100] is meant also to increase attractiveness of the profession. A quality assurance council for teachers supports the implementation of the reforms. To increase available resources in schools the government further

92 OECD (2025). *Education at a Glance 2025: Austria*, second only to Sweden among OECD countries with available data.
93 OECD (2025). *Education at a Glance 2025: Austria*
94 OECD (2025). Education at a Glance 2025: Austria
95 OECD (2025). Education at a Glance 2025: Austria
96 Evaluation der Implementierung des Deutschfördermodells, im Auftrag des BMBWF, Abschlussbericht Oktober 2022 (Evaluation of the implementation of the German language support model, commissioned by the Federal Ministry of Education and Science, final report October 2022).
97 OECD, TALIS (2024): Table 4.33.
98 Federal Ministry of Education, https://www.bmb.gv.at/Themen/schule/zrp/klassejob.html.
99 https://www.bmb.gv.at/Themen/schule/fpp/ausb/pbneu.html.
100 European Commission (2025). *Education and Training Monitor 2025: Austria*. Luxembourg: Publications Office of the European Union.

decided to introduce a financing model based on the socioeconomic profile of each school[101]. Additionally, language support was rendered more flexible in 2025, and schools are to draw up individual language support schemes.

	Austria		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	96.5%	93.2%	89.5%	89.9%
Satisfaction with salary	69.9%	71.9%	38.1%	37.3%
Stress from having too much administrative work to do	48%	56.6%	53.4%	54.8%
Stress from maintaning classroom discipline	36.1%	49.7%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	8.6%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	50.3%	46.0%	49.9%	42.7%
Share agreeing that teachers are valued in society	16.1%	21.4%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	74.7%	77.5%	82.4%	82.3%
Weekly total working hours (full-time teachers)	41.1	41.6	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	9.9%	8.1%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	50.6%	62.6%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	95.7%	96.2%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	34.1%	74.4%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	79.6%	40.7%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	39.1%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	28.2%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	18.5%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	16.8%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	47.4%	36.8% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.84 [19]	0.82 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

[101] Federal Ministry of Education, https://www.bundeskanzleramt.gv.at/dam/jcr:8f7e1023-b546-4317-aa39-796b6ad2a7b9/29_14_mrv.pdf.

Belgium

Belgium is facing shortages of qualified teachers amid increasing absenteeism. Compared to other countries, the teaching workforce is relatively young. However, teacher shortages are widespread, especially in Dutch, mathematics, ICT (BE-nl) and in STEM, languages and vocational subjects (BE-fr). Increasing absences and burnouts exacerbate difficulties to recruit qualified replacements[102]. 7% of secondary teachers in Flanders and 17% in the French Community were not fully qualified in 2022/2023.[103]. In Flanders, additional recruitment needs are expected to remain high until 2027/28 (6 000 full-time equivalents annually) to match growing student numbers in secondary education[104]. TALIS 2024 shows that job stability has improved compared to 2018 and that the share of teachers with permanent contracts varies by community: while the Flemish Community (87.2%) exceeds the EU average (82.3%) following the 2021 reform of permanent appointments, the French Community (75.1%) remains notably below it. Part-time work is increasing, reaching 32.7% teachers working up to 90% full-time hours in 2024[105] (28.8% in 2018), reflecting a growing need for flexibility.

Most teachers are satisfied with the profession, but many feel stressed and undervalued by society. Teachers in the French Community are less satisfied with their job (83.6%) than in the Flemish Community (93.5%). Most lower secondary teachers are satisfied with their salary (69.2% vs. 37.3% in the EU), despite the fact that their actual salaries relative to the earnings of tertiary educated workers are lower than the EU average (0.82 in BE-nl and 0.76 in BE-fr, vs 0.85 in the EU)[106]. The share of teachers reporting a lot of stress in their work is slightly higher (19.9%)[107] than the EU average (16%), and over two-thirds experience stress related to administrative work (70.3%)[108], as opposed to over half in the EU (54.8%). 15.4% of teachers feel that they are valued by society (in line with the EU average), but teachers in the French Community feel especially underappreciated, with only 5.8% of them agreeing with the statement. Graduates' transition into teaching remains precarious, as the Communities report more than one third of new teachers leaving teaching in the first 5 years of their employment[109]. However, in TALIS 2024, younger teachers (under 30) are less likely to report they want to leave in 5 years than their European peers (7.6% vs. EU: 15.2%).

As learning needs are diversifying, teachers' professional development remains limited. In TALIS 2024, two-thirds of teachers (65.1%)[110] indicated working in schools where more than 10% of students have special education needs (SEN), above the EU average of 50.2%. However, only 16.8% report high professional learning needs in teaching students with SEN (EU: 24.2%). In addition, 55.8% of the teachers surveyed[111] work in schools where the share of non-native speakers exceeds 10%, well above the EU average of 24.4% and substantially more than in 2018 (37.2%). This indicates that teachers in Belgium are under a growing pressure to adapt to diversifying classrooms. However, despite this and recent curricular changes, less than half participated in impactful professional training (46.9%, EU: 56%) in the previous 12 months. Above 60% cite lack of time and conflicting work schedules as barriers to professional learning and in the French Community, 60% of teachers also deplore the lack of incentives.

The Communities extend temporary measures to ease shortages, while an overhaul of teaching careers is under discussion. Flanders successfully introduced incentives to encourage lateral entry in the teaching profession, through a communication campaign, and by financially recognising the work experience of professionals transitioning from the private sector. A "teacher bonus" serves to compensate for the time invested in teacher training while already employed as a teacher. In this period, teachers have a reduced teaching load yet continue to receive their full salary. In addition, a 'guest teacher' status allows private sector employees (with or without pedagogical qualifications) to teach outside of the statutory framework. The possibility of financially awarding 'specialist teacher' positions (rewarding teachers for specialised skills or experience) has also been created; however,

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102 Commissie van Wijzen (2023). *Priority for professionalism: Contemporary personnel policy with competent teachers, powerful schools and strong school boards*.

103 OECD (2025). *Education at a Glance 2025: OECD Indicators*. Paris: OECD Publishing. https://doi.org/10.1787/1c0d9c79-en, Table D8.2. Share of non-fully qualified teachers, by level of education (2014/15 and 2022/23).

104 Departement Onderwijs & Vorming (2023). *Toekomstige Arbeidsmarkt voor onderwijspersoneel in Vlaanderen 2023-2030* (Future Labour Market for Education Staff in Flanders 2023-2030).

105 BE-nl: 36%, BE-fr: 27.5%. OECD, TALIS (2024): Table 7.46.

106 OECD (2025). *Education at a Glance 2025: OECD Indicators*. Paris: OECD Publishing. https://doi.org/10.1787/1c0d9c79-en.

107 BE-nl: 23.2%, BE-fr: 14.7%. OECD, TALIS (2024): Table 2.13.

108 BE-nl: 75.5%, BE-fr: 62.1%.

109 De Witte, K. & Iterbeke, K. (2022). *Het lerarentekort als katalysator voor onderwijshervormingen* (The teacher shortage as a catalyst for educational reforms). KU Leuven. Lafontaine, D., Dupont, V., & Quittre, V. (2024). *La pénurie d'enseignants: mise en perspective* (The teacher shortage: putting it into perspective). Université de Liège – ORBi.

110 BE-nl: 62.8%, BE-fr: 69%.

111 BE-nl: 61.9%, BE-fr: 45.6%.

take-up of both measures remains limited. Recommendations to prepare a long-term vision for teaching careers and school staffing policies were drawn up by an expert committee in 2023[112]. The French Community also reaffirmed is measures on statutory adjustments and replacement pools in 2024. Initial teacher education was reformed in 2023, but enrolments have dropped by around 20% since 2016[113]. The government has also announced plans to reform the employment status of the teachers. In addition, both Communities facilitate the employment of retired teachers.

Flemish ECEC staff feel well prepared but are responsible for bigger groups of children compared to other countries. Data from TALIS Starting Strong in Flanders shows that there is a stark contrast between the education levels of staff in ECEC settings depending on the children's age group: while 72% of the staff caring for children under 3 report upper secondary education as their highest educational attainment, over 90% of teachers of children over 3 holds at least a bachelor's degree[114]. This is related to the different qualification requirements in a split ECEC system. Pre-school teachers feel generally confident to deal with diverse learning needs, even though 43% of school leaders report over 30% of children with a different mother tongue in their school (vs. 18% in EU-7) and 35.2% consider that over 30% of children in their schools are from disadvantaged backgrounds (vs. 5.5% in EU-7)[115]. 92.4% of teachers also feel prepared to develop early learning (language, numeracy, etc.), and 62.1% (EU-7: 53.1%) participate in related professional development activities[116]. At the same time, half of the teachers in pre-primary settings and one-third of childminders in settings for children under 3 report stress in their work, mostly linked to administrative obligations to document children's development and filling in for duties of absent staff, respectively[117]. A teacher in Flemish ECEC settings for children over 3 is responsible for more children on average (14.4 vs 13.1 in EU-7) and can rely on fewer supporting staff than in other countries[118].

	Belgium		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	89.2%	89.7%	89.5%	89.9%
Satisfaction with salary	64.6%	69.2%	38.1%	37.3%
Stress from having too much administrative work to do	65.3%	70.3%	53.4%	54.8%
Stress from maintaning classroom discipline	51.2%	43.3%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	7.6%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	57.2%	43.3%	49.9%	42.7%
Share agreeing that teachers are valued in society	16.3%	15.4%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	78.0%	82.5%	82.4%	82.3%
Weekly total working hours (full-time teachers)	37.5	37.8	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	42.7%	65.1%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	37.4%	55.8%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	95.6%	89.3%	95.6%	93.7%

112 Commissie van Wijzen (2023). *Priority for professionalism: Contemporary personnel policy with competent teachers, powerful schools and strong school boards*.
113 ARES, 2022. *La formation initiale des enseignants* (Teachers' initial training). StatSup'Info, n° 4.
114 OECD, TALIS Starting Strong (2024): Tables D.2.5 and D.2.6.
115 Van Droogenbroeck, F., Almey, K., Simon, R., Faddar, J., Kavadias, D., Siongers, J., Spruyt, B., Te Braak, P., & Thomas, V. (2025). *TALIS Starting Strong 2024 Vlaanderen* (TALIS Starting Strong 2024 Flanders). Vrije Universiteit Brussel.
116 Idem.
117 OECD (2025). *Results from TALIS Starting Strong 2024: Strengthening Early Childhood Education and Care*. Paris: OECD Publishing.
118 Idem.

	Belgium		EU*	
	2018	2024	2018	2024
Professional learning and career development				
Provision of induction to teachers upon joining school	57.6%	89.6%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	69.2%	46.9%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	33.2%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	17.1%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	16.8%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	11.4%	:	15.4%
TALIS Starting Strong (ECEC)**				
Overall job satisfaction[1]	:	94.8%	:	:
Participation in professional development activities in the previous 12 months	:	93.8%	:	:
Contextual indicators***				
Share of teachers aged 50+ in ISCED 2	28.2%	27.7% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	:	:	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** 7 member states (Belgium - Flemish Community, Denmark, Finland, Germany, Ireland, Spain and Sweden) participated in TALIS Starting Strong 2024. The only member states which took part in TALIS Starting Strong 2018 were Denmark and Germany. The reported figures relate to pre-primary settings (ISCED level 02). *** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Bulgaria

Bulgaria continues to face subject-related teacher shortages amid an ageing workforce. While the shortage of primary school teachers is closing, Bulgaria faces persistent subject-related teacher shortages in STEM fields, including vocational education and training, further exacerbated by an ageing workforce, with nearly half (46.7%) of lower-secondary teachers aged 50+ in 2023 (EU: 39.8%). National data for 2024-2025 show that around one third of schoolteachers are at least 55 years old (32.9%), and one in seven at least 60 (14.7%),[119] raising concerns about approaching large-scale retirements despite some retired teachers (2% of all teachers in 2024) temporarily filling vacancies. TALIS 2024 highlights further challenges linked to the attractiveness of the teaching profession, including low recruitment and retention of novice teachers, as well as uneven professional support and misaligned training with evolving educational needs. These should be viewed in the context of broader structural and quality challenges of the Bulgarian education system, as highlighted in the Education and Training Monitor 2025[120] – including widespread lack of basic skills, socio-economic divides, and the limited effectiveness of the 2016 competence-based curriculum reform.

Despite strong job satisfaction, retention and stress levels show mixed progress. TALIS 2024 shows a rising perception of teaching advantages outweighing disadvantages since 2018 (+20 pp)[121]. While 42.4% feel overall valued in society, more than double the 2018 level (17.7%) and the EU average (15.4%), those in disadvantaged schools report lower perceived value from students (-9.6 pp)[122]. Most teachers would choose teaching again (83.6% vs. EU 76.5%)[123], though only 43.6% of novice teachers reported it as their first career choice (down 16.4 pp since 2018)[124], and 11.1% of teachers under 30 plan to leave within five years (EU: 15.2%). Bulgaria shows the highest share of second-career teachers in the EU (16.4% vs EU: 8.6%)[125]. Reported salary satisfaction has more than doubled since 2018 (64.6% vs 29.5%), exceeding the EU average (37.3%), reflecting decade-long increases - though salaries in cities lag behind. Meanwhile, only 16.9% of respondents reported experiencing stress a lot[126], with declining stress since 2018 from administrative workload (35.6% vs 57.5%, now below the EU average: 54.8%) and classroom discipline (53.5% vs 65.3%, above the EU average of 44.7%). However, experienced teachers report significantly higher stress than novice teachers in all measured sources.

Professional learning is well-established but faces uneven implementation and limited relevance. TALIS 2024 shows that teachers' induction access increased significantly since 2018 (46.9% to 73.8%), above EU levels (66%), yet only 24.5% of novice teachers report having assigned mentors despite mandatory requirements[127]. Continuous professional development (CPD) has been mandatory since 2016, with participation tied to career advancement through a credit-based qualification system[128]. However, the perceived training impact remains modest at 58.4% (EU: 56%), with experienced teachers less likely to find training impactful. This (EU-wide) issue may reflect challenges in adapting to rapidly evolving teaching environments and new technologies. Bulgarian teachers were less likely than their EU peers to have used AI in teaching in the last 12 months (22.1% vs 31.6%), though 24.4% reported high AI-related learning needs (EU: 25.2%). Reported priority needs include curriculum knowledge, subject pedagogy and digital skills. While the drop in cost barriers may be linked to the schools' obligation to allocate 1% of salary funds to teacher qualification, scheduling conflicts, lack of incentives and time constraints remain significant barriers. These patterns reveal a strong demand for tailored professional learning that the CPD system only partially addresses and unevenly implements.

Bulgaria has boosted teacher salaries and support systems to tackle shortages and retention challenges. Teachers progress through a three-tier career structure based on experience, performance, and CPD, with entry requiring a higher education pedagogical qualification. To boost recruitment, the government offers scholarships and fee waivers for priority initial teacher training programmes, including in STEM fields and pedagogical bachelors, and supports alternative entry pathways for second-career teachers through university

[119] NSI (National Statistical Institute): Edu_2.5.3_en.
[120] European Commission (2025). *Education and Training Monitor 2025: Bulgaria*. Luxembourg: Publications Office of the European Union.
[121] OECD, TALIS (2024): Table 2.6.
[122] OECD, TALIS (2024): Table 6.30.
[123] OECD, TALIS (2024): Table 2.6.
[124] OECD, TALIS (2024): Table 7.31.
[125] OECD, TALIS (2024): Table 1.14.
[126] OECD, TALIS (2024): Table 2.13.
[127] OECD, TALIS (2024): Table 4.11.
[128] Teachers need 48 credit hours (3 qualification credits) per four-year appraisal cycle and 16 annual school-level training hours for career progression.

programmes or initiatives by organisations like '*Teach for Bulgaria*'[129]. A key strategy to boost the profession's attractiveness has been substantial salary increases, among the largest in the EU over the past decade, aimed at reaching 125% of the national average wage[130], though urban salaries still lag behind. Various national programmes aim to strengthen the profession through mentoring and individual support for novice teachers, and wellbeing support. The 2025 '*Future for Talents*'[131] programme targets STEM teacher shortages through specialised schools and teacher training, while a 2024 stress support module[132] under the '*Prevention and rehabilitation of pedagogical specialists*' programme helps teachers manage professional stress and burnout.

	Bulgaria		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	92.4%	96.5%	89.5%	89.9%
Satisfaction with salary	29.5%	64.6%	38.1%	37.3%
Stress from having too much administrative work to do	57.5%	35.6%	53.4%	54.8%
Stress from maintaning classroom discipline	65.3%	53.5%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	11.1%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	69.5%	51.2%	49.9%	42.7%
Share agreeing that teachers are valued in society	17.7%	42.4%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	86.5%	90.7%	82.4%	82.3%
Weekly total working hours (full-time teachers)	39.4	38.7	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	4.6%	9.9%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	42.8%	37.4%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	97.9%	89.2%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	46.9%	73.8%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	70.5%	58.4%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	22.1%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	24.4%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	25.7%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	21.7%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	47.9% [b]	46.7% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	:	: [m]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

[129] The 'New Way in Teaching' programme trains high-achieving graduates and experienced professionals from various fields to teach within 2 years.
[130] The last 15% increase to teachers' basic salaries took effect on 1 March 2025.
[131] Ministry of Education and Science (2025). National Programme 'Future for talents'.
[132] Electronic portal for diagnosis and prevention of burnout syndrome risk and resilience development among pedagogical specialists.

Croatia

Croatia faces teacher shortages for subject teachers, particularly for STEM subjects. Teacher shortages are also a challenge in remote and depopulated areas, underdeveloped areas, and areas where population generally has lower education[133]. Qualified STEM teachers are lacking in primary and secondary schools (particularly mathematics, physics and computer science), possibly also linked to low salaries reducing interest in the profession[134]. TALIS 2024 points to significant challenges in terms of retention of young teachers, which may be linked to other challenges identified by TALIS: low satisfaction with salary, high workload, and low societal recognition of value of the teaching profession. These should be seen in the broader context of the Croatian education system and its recent reforms as presented in the Education and Training Monitor 2025[135] and its earlier editions. Croatia is among the countries with the lowest share of lower secondary teachers older than 50 years (24.7% vs EU 39.8%).

More than a quarter of young teachers plan to leave the profession within five years possibly linked to dissatisfaction with salary and recognition of the profession. Croatia is one of the countries with the lowest share of teachers satisfied with their salary: only 22.5% vs EU 37.3%, and satisfaction has decreased since TALIS 2018 by 2.5 percentage points. The total increase in teacher salaries over the six-year period (2019-2025) was 67 percent (according to the MSEY) but salaries are, according to the national data[136], still at the level of 80% of the salaries of all tertiary educated workers (EU average: 85%). The share of teachers who believe their profession is valued in the society is also low (only 9.5% vs EU: 15.4%), while the workload is relatively high (43.5 hours vs EU: 39 hours a week) and has increased by 0.9 hours since 2018. Stress from maintaining classroom discipline has increased significantly since 2018: by 11 percentage points, but is still slightly below the EU average. All of these factors might be part of the reason why 26.4% of teachers under the age of 30 intend to leave the profession (EU: 15.2%), mainly for a job outside education (63%)[137]. This group might also include STEM teachers with teaching obligation due to the earlier scholarship (as their obligation would end within 5 years).

Croatian teachers are highly educated and are largely provided with induction training upon joining school. Teachers are among the most educated in the EU: 94.2% have ISCED 7 level education (vs EU: 75.1%)[138]. Induction upon joining the school is much more frequent than the average in the EU (78.3% vs EU: 66%), and its accessibility has significantly increased since 2018, when it was just 47.3%. A teaching job provides relative stability, as 92.2% of lower secondary teachers have permanent contracts (significantly higher than the EU average of 82.3%). The share of teachers in schools with more than 10% of pupils with special education needs has significantly increased between 2018 and 2024 (from 10.7% to 23.5%), which might be the reason for relatively high share of teachers reporting the need for training for teaching such students (28.6% vs EU: 24.2%). It is still well below the EU average of 50.2%. Teachers do more administrative work (3 hours vs EU: 2.3 hours) and participate in school governance less (0.8 hours a week vs EU: 1.3 hours) than in the EU on average[139].

Recent education reforms introduced changes in the work of teachers. Between 2019 and 2025 a number of reforms have taken place in education, which impacted on the teaching profession, such as the curricular reform 2019 – 2022, e-Schools project 2019-2023, introduction of national exams in 2023, the pilot project of the whole-day school (since 2023) and preparations for the transition of all schools to single shift. Additionally, new modular vocational curricula were introduced in vocational schools in the 2025/2026 school year. In 2022, Croatian Ministry of Science, Education and Youth introduced scholarships for students of STEM teacher studies with the condition of recipients working in schools for as long as they have received the scholarship to reduce the shortage of STEM teachers.

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133 Bakić, H., Galić, G., Štremfel, U. (2024). *From Perspectives from Croatia. Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity-Related Challenges*, 81.

134 Croatian Government. (Official Gazette 38/2024). *Programa Politike »Put U Digitalno Desetljeće 2030* (Policy Programme "Road to Digital Decade 2030). *Zagreb.*

135 European Commission (2025). *Education and Training Monitor 2025: Croatia. Luxembourg*: Publications Office of the European Union.

136 Croatian Bureau of Statistics (2025). *Prosječne mjesečne isplaćene neto i bruto plaće prema stupnju stručne spreme i djelatnostima u 2023* (Average monthly paid net and gross earnings, by professional attainment and activities, 2023). https://podaci.dzs.hr/2024/hr/76840.

137 OECD, TALIS (2024): Table 7.5.

138 OECD, TALIS (2024): Table 1.7.

139 OECD, TALIS (2024): Table 3.10.

	Croatia		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	90.6%	84.3%	89.5%	89.9%
Satisfaction with salary	25.0%	22.5%	38.1%	37.3%
Stress from having too much administrative work to do	59.9%	56.8%	53.4%	54.8%
Stress from maintaning classroom discipline	32.1%	43.1%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	26.4%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	49.6%	46.9%	49.9%	42.7%
Share agreeing that teachers are valued in society	9.2%	9.5%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	90.9%	92.2%	82.4%	82.3%
Weekly total working hours (full-time teachers)	42.6	43.5	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	10.7%	23.5%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	10.7%	4.3%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.2%	93.5%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	48.4%	78.3%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	85.6%	50.8%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	32.5%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	21.1%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	28.6%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	13.7%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	25.0%	24.7% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	:	: [m]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Cyprus

Teacher job and salary satisfaction in Cyprus remain high, but concerns about discipline-related pressure persists. Cyprus is the only Member State facing an oversupply of teachers. The teaching profession is attractive, largely due to the favourable working conditions and high salaries, in particular when compared with alternative employment opportunities available. Salary satisfaction in the country was in 2024 almost double than the EU average (73% vs EU: 37.3%) and increased markedly compared to 2018 (58.5%). TALIS 2024 data highlight that teaching was the first career choice for the majority of novice teachers (71%) confirming its appeal[140]. A high share of teachers, 48.2%, consider that their profession is valued in the society which is three times higher than the EU average 15.4%. Also, administrative stress seems less of an issue for Cypriot teachers, with only 29.8% reporting stress from having too much administrative work to do vs 54.8% on average in the EU. However, stress from maintaining classroom discipline has grown from 2018 by 3.8 percentage points to 43.9% in 2024, aligning with the EU average (44.7%). Intentions to leave the profession are relatively low among teachers under 30 (8.9% vs EU: 15.2%).

Working conditions and teaching in Cyprus reflect relatively light workloads but increasingly diverse and complex classroom environments. Cypriot lower-secondary teachers reported shorter weekly working hours than their EU peers (32.8 vs 39.0), suggesting comparatively lower time pressures. However, they were far more likely to teach in schools where more than 10% of students are non-native speakers (42.4% vs EU: 24.4%), a distinctive contrast that points to challenges related to high linguistic and cultural diversity in the Cypriot classrooms. The share of teachers working in schools where more than 10% of students have special education needs (SEN) has risen sharply since 2018 (from 15.6% in 2018 to 47.3% in 2024), though it remains slightly below the EU average of 50.2%. Despite this growing complexity in classroom composition, Cypriot teachers reported less autonomy in selecting teaching methods than the EU average (81.4% vs 93.7%). Overall, while workload hours appear comparatively low, the combination of increasing student diversity and more limited instructional autonomy shapes core challenges in daily teaching practice in the country.

Professional learning in Cyprus is widely accessible. Lower-secondary teachers in Cyprus reported relatively high access to induction upon joining a school (63.3%), which comes short of the EU average (66%). A similar high share of teachers participated in impactful professional learning over the previous year, 61.9%, above the EU average of 56%. Participation is not mandatory, even though CPD is instrumental in enhancing teaching quality[141]. While the integration of AI in teaching stands at the EU average (31.5% vs 31.6%), teachers expressed considerable learning needs in this area (37.8% vs EU: 25.2%), highlighting emerging digital-competence gaps as AI tools become more prevalent in education. A further 23.7% reported high learning needs for teaching students with special educational needs, share considered low (vs EU: 24.2%) taking into account the sharp increase in the share of teachers working in schools where more than 10% of students have SEN.

Reforms to empower teachers are underway with a strong focus on improving student's educational outcomes. In the 2022 PISA programme, Cyprus recorded one of the largest declines in basic skills compared to 2018, highlighting the urgency for systemic change. The teaching profession has to be seen in the context of the education challenges highlighted in the Education and Training Monitor 2025[142], which points to significant gaps in the acquisition of basic skills at school level, requiring adaptation of teaching and learning methods. Major reforms regarding teachers are in progress: a) the introduction of a new teacher evaluation framework and b) the renewal of the teacher recruitment system. The new evaluation framework – supported through the EU Recovery and Resilience Facility - aims to ensure an objective assessment of teachers' work, while also providing professional support, to strengthen pedagogical skills and overall teaching quality. The proposed reform was recently (December 2025) approved by the national Parliament, a development that could resolve a five-decade-long issue. Cyprus introduced a revamped recruitment system designed to ensure that new teachers have the appropriate qualifications and competencies, promoting meritocracy and better alignment between teacher skills and school needs. Together, these reforms reflect the country's commitment to addressing the decline in students' basic skills and are expected to contribute significantly to improving learning outcomes.

[140] OECD, TALIS (2024): Table 7.31.
[141] Kyriakides, L., Antoniou, P., & Dimosthenous, A. (2021). *Does the duration of school interventions matter? The effectiveness and sustainability of using the dynamic approach to promote quality and equity*.
[142] European Commission (2025). *Education and Training Monitor 2025: Cyprus.* Luxembourg: Publications Office of the European Union.

	Cyprus		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	91.2%	92.8%	89.5%	89.9%
Satisfaction with salary	58.5%	73.0%	38.1%	37.3%
Stress from having too much administrative work to do	36.9%	29.8%	53.4%	54.8%
Stress from maintaning classroom discipline	40.1%	43.9%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	8.9%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	46.7%	48.5%	49.9%	42.7%
Share agreeing that teachers are valued in society	43.5%	48.2%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	79.0%	71.8%	82.4%	82.3%
Weekly total working hours (full-time teachers)	35.8	32.8	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	15.6%	47.3%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	41.2%	42.4%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	95.6%	81.4%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	30.9%	63.3%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	81.0%	61.9%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	31.5%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	37.8%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	23.7%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	21.0%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	38.6%	34% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	:	:	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Czechia

Despite the increase in the number of teachers in Czechia, the shortage remains acute in STEM subjects. The number of teachers has been increasing in Czechia by 2.5% on average annually since 2019. Subsequently, the student-to-teacher ratio fell from 12.9 in 2019 to 12.0 in 2024[143]. However, the supply of graduates in teacher training programmes does still not meet the demand and motivation among newcomers is dwindling. According to TALIS 2024, the share of teachers with less than five years of professional experience who opted for teaching as their first career choice has declined from 53.6% in 2018 to 46.3% in 2024[144]. Moreover, fewer graduates have been completing teachers training than needed to replace retiring teachers in Czechia[145]. And although an overall teacher's satisfaction is very high in Czechia (90.6%), almost one in five young teachers intend to leave within next 5 years, above the EU average at 15.2% in 2024. Teacher shortages in science, physics, mathematics and ICT subjects[146] were analysed in the Education and Training Monitor 2025 (European Commission, 2025), also in the context of broader skills and competitiveness developments. The insufficient number of new graduates has only been partially addressed by graduates of supplementary pedagogical studies, accounting for around one-fifth of all primary and secondary teachers. In regions with lower educational achievement, the share of non-fully qualified teachers is roughly double the national average, pointing at significant regional disparities.[147] The lowest proportion of qualified teachers is in the Central Bohemian Region (82.7%), Prague (83.4%), and the Karlovy Vary Region (84.3%)[148]. The proportion of teachers working in schools where a shortage of support staff was reported notably decreased from 37% in 2018 to 20% in 2024. Considering demographic development, the need for teachers in education might be decreasing by around one-tenth over the next decade.[149]

Teacher salaries and satisfaction with salaries have increased since 2018, but only a minority of Czech teachers feel that their work is valued by society. The salary ratio to earnings of tertiary-educated has increased (from 0.66 in 2019 to 0.72 in 2024), although it remains below the EU average (0.85)[150]. The increased salary ratio may have also contributed to substantial increase in teachers' satisfaction with salary in Czechia (from 28% in 2018 to 46.8% in 2024) which is now well above the EU average (37.3%). However, the actual salaries of primary and lower secondary teachers are still almost one third lower (28%) than those of tertiary-educated.[151] Although TALIS 2024 suggests that the Czech teachers work more than their peers in the EU (42.2 hours vs 39 hours in the EU), only 11.2% of them reported a lot of stress in their work (vs 16% in the EU), and they are also less stressed from maintaining classroom discipline (33.7% vs 44.7% in the EU)[152]. While only one in five (22.3%) of the Czech teachers feel valued in society (EU: 15.4%), the overwhelming majority of them would choose their profession again (78.7% in Czechia vs 76.5% in the EU).[153]

Among their peers in the EU, Czech teachers are among top users of technologies and support to novice teachers has improved. TALIS 2024 shows that just slightly more than a half of teachers (57.2%) participated in impactful professional learning (around the EU average of 56% in 2024). Positively, the survey showed that access to induction for novice teachers rose from 59.4% in 2018 to 85.4% in 2024, well above the EU average (at 66%). Czech teachers are also among top users of artificial intelligence (AI) in their work (45.8% vs 31.6% in the EU). Nevertheless, 23.4% still report a high need to learn more about the use of AI (vs 25.2% in the EU). Considering the self-efficacy of teachers dealing with low motivated students, according to TALIS 2024, only 40.5% of Czech teachers believe they can motivate students who show low interest in schools (vs 64.4% in the EU)[154] , and only 67.2% can help every student to progress (vs 80.6% in the EU)[155].

Czechia has been improving teachers' initial training and education and strengthening retention and entry into the teaching profession. The amended *Framework Requirements for the Accreditation of Programmes Leading to Teacher Qualification* has been put in place since 2024, and a new *Competency Framework for Teacher Graduates* was agreed by main stakeholders and is being implemented into initial teacher preparation and induction period[156]. Furthermore, the *Programme to support the increase in the capacities of public universities in teaching,*

143 Koucký (2025). https://pedf.cuni.cz/PEDF-865-version1-ceskemu_skolstvi_hrozi_nedostatek_ucitelu_jk_2025_02_25.pdf.
144 OECD, TALIS (2024): Table 7.31.
145 By app. 15 000 fewer graduates between 2010 and 2024. Koucký (2025). *Teacher Shortage: How to Identify, Solve and Prevent It.*
146 OECD (2025). Economic Surveys Czechia. https://doi.org/10.1787/7a70af5c-en.
147 22% in basic schools in the Karlovy Vary region and 12% in upper secondary schools in the Ústí nad Labem region.
148 https://msmt.gov.cz/file/65003/.
149 Koucký (2025). *Teacher Shortage: How to Identify, Solve and Prevent It.*
150 OECD (2025). *Education at a Glance 2025: OECD Indicators. Paris: OECD Publishing.* https://doi.org/10.1787/1c0d9c79-en.
151 Ibid.
152 OECD, TALIS (2024): Table 2.13.
153 OECD, TALIS (2024): Table 2.6.
154 OECD, TALIS (2024): Table 1.21.
155 OECD, TALIS (2024): Table 1.39.
156 https://msmt.gov.cz/vzdelavani/kompetencni-ramec-absolventa-ucitelstvi.

special education and psychology will be implemented from 2026 to 2037([157]). Starting in 2026, teacher salaries are set to increase by 7%([158]), while teaching assistants and other staff with lower qualifications will receive a fixed increase (by 2 000 CZK). From 2023, graduates (with masters' degree in the relevant field they teach) can be considered qualified for up to three years, based on the decision of school principal, and provided they obtain the necessary qualification (§ 9a of the pedagogy staff act).

	Czechia		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	89.6%	90.6%	89.5%	89.9%
Satisfaction with salary	28.0%	46.8%	38.1%	37.3%
Stress from having too much administrative work to do	61%	51.1%	53.4%	54.8%
Stress from maintaning classroom discipline	29.4%	33.7%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	18.6%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	46.0%	45.4%	49.9%	42.7%
Share agreeing that teachers are valued in society	16.0%	22.3%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	82.1%	80.9%	82.4%	82.3%
Weekly total working hours (full-time teachers)	41.1	42.2	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	37.1%	55.5%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	2.5%	9.6%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.4%	92.9%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	59.4%	85.4%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	78.4%	57.2%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	45.8%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	23.4%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	14.3%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	8.1%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	36.7%	35.8% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.66 [19]	0.72 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

[157] https://msmt.gov.cz/vzdelavani/vysoke-skolstvi/program-na-podporu-navyseni-kapacit-verejnych-vysokych-skol-1.
[158] Ministry of Education, Youth and Sport (2025).

Denmark

While job satisfaction is high among the Danish teaching workforce, it is increasingly difficult to attract and retain teachers. The teaching profession in Denmark is overall regarded as rewarding and well-valued career pathway, with TALIS 2024 pointing to high levels of job satisfaction among lower secondary teachers, favourable working conditions and a well-developed system of continuous professional development. The Danish teacher workforce is also comparatively young: 31.6% of Danish teachers are 50 years or older, below the EU average of 39.8%. However, Denmark faces increasing teacher shortages, driven by both recruitment and retention challenges. A recent forecast projects a shortfall of 1 700 to 8 500 *Folkeskole* (public primary and lower secondary) teachers by 2035 - the former considering the current shares of non-fully qualified teachers would be maintained, the latter assuming all vacancies would be covered by fully qualified teachers[159]. Fewer students are enrolling in teaching degrees, and only about 52.5% of all teacher-trained individuals are working in the *Folkeskole*[160], with many opting for other career pathways. In addition, early-career attrition is a concern, with a notable share of lower secondary teachers under the age of 30 reporting considering leaving the profession within five years in TALIS 2024 (18% vs 15.2% in the EU). As a result, reliance on non-fully qualified staff is particularly high, surpassing 15% of all *Folkeskole* teachers in 2022/23[161]. Difficulties in maintaining the attractiveness of the profession coexist with broader challenges of the Danish education system, as highlighted in the Education and Training Monitor 2025[162] – including persistently high rates of early school leaving and performance gaps for students with a migrant background.

Danish teachers report high salary satisfaction, favourable working conditions and strong societal recognition. In 2023, teacher salaries corresponded to 83% of the average earnings of tertiary-educated workers, slightly below the EU average of 85%[163]. Yet, over two thirds of lower secondary teachers (69.5%) are satisfied with their salaries, almost twice the EU average (37.3%), and nearly all hold permanent contracts (97.0%; EU: 82.3%). This could be closely linked to Denmark's strong collective bargaining system, through which teacher unions play a central role in shaping teacher remuneration and working conditions. Full-time teachers report a weekly workload of 40.3 hours, only slightly above the EU average of 39 hours, yet they experience lower stress related to administrative tasks (42.3% vs 54.8% in the EU) and maintaining classroom discipline (38.0% vs 44.7% in the EU), contributing to overall well-being. Teachers also experience growing societal recognition: the share of teachers who feel valued in society has doubled since 2018 (from 18.5% to 37.6%), now more than twice the EU average (15.4%). Moreover, day-to-day appreciation is exceptionally high: 83.5% of teachers feel valued by parents and guardians[164] and 83.5% feel valued by their students[165], well above most of their EU peers (62.9% and 69.2%, respectively). At the same time, TALIS 2024 highlights a decline in teachers' perceived autonomy particularly regarding the choice of teaching methods and strategies - from 96.8% in 2018 to 90.1% in 2024 (now slightly below the EU average of 93.7%).

The system of continuing professional development **in Denmark is generally well developed.** A high share of teachers reported participating in impactful professional learning over the previous 12 months - 68% in 2024, 12 pps above the EU average (56.0%). In 2024, Danish teachers reported making more use of AI tools than their EU peers (36.1% vs. 31.6%), but also expressed a higher demand for professional learning in AI use (29.9% vs. 25.2%), suggesting readiness to adopt new technologies but a need for more structured training. While the shares of teachers working in schools with more than 10% non-native speakers (27.9%) or students with special education needs (50.7%) are slightly higher than the EU average (24.4% and 50.2%, respectively), they report fewer unmet training needs in teaching in a multicultural or multilingual setting (10% vs 15.4%) or teaching students with special educational needs (18.6% vs. 24.2% in the EU). Participation in continuing professional learning (CPD), while not mandated by law, is strongly embedded in everyday practice, as municipalities are responsible for planning and financing CPD based on identified needs at school and local level. On the other hand, although the percentage of novice teachers participating in induction activities registered an increase since 2018 (from 41.1% to 62.7%), it remains well below the EU average of 66%. Additionally, only 23.2% of early career teachers participated in a

159 Arbejderbevægelsens Erhvervsråd (2025). *Fremskrivning af arbejdsmarkedet for folkeskolelærere* (Forecast of the Labour Market for Primary and Lower Secondary School Teachers).
160 ibid.
161 OECD (2025). *Education at a Glance 2025: OECD Indicators. Paris: OECD Publishing.* https://doi.org/10.1787/1c0d9c79-en.
162 European Commission (2025). *Education and Training Monitor 2025: Denmark. Luxembourg*: Publications Office of the European Union.
163 OECD (2025). *Education at a Glance 2025: OECD Indicators. Paris: OECD Publishing.* https://doi.org/10.1787/1c0d9c79-en.
164 OECD, TALIS (2024): Table 6.38.
165 OECD, TALIS (2024): Table 6.29.

formal induction programme (EU: 35.7%)[166], and just 21.5% had an assigned mentor (EU: 25%)[167], indicating that early-career support structures could be reinforced.

Early childhood education and care (ECEC) in Denmark also faces pressure from staff shortages. Danish pre-primary staff spend more time in direct contact with children than in any other participating country, averaging 90% of their working time[168], contributing to high job satisfaction among teachers (89%). Working conditions are comparatively favourable: 93.2% of staff hold permanent contracts[169], and a strong culture of collaboration is evident, with 83.5% participating in collaborative professional practices[170]. At the same time, comparatively more ECEC leaders in Denmark report that staff absences and insufficient staffing levels hinder their ability to provide quality ECEC (56.6% and 37.8%, respectively)[171]. A high share of staff experience stress at work (63.3%), and over a third report that their job negatively affects their mental health (35.3%)[172]. Reported professional development needs are the highest for working with children from disadvantaged backgrounds (23.6%) and children with special education needs (30.1%)[173]. Attending appropriate training is hampered mainly insufficient staffing levels (58%[174]), reinforcing the pressure that staff shortages currently place on both quality and workforce development in Denmark.

Denmark has launched several initiatives to improve the attractiveness of the teaching profession. The 2023 reform of initial teacher education aims to make training more practice-oriented by giving student teachers more time in schools, clearer guidance and more structured feedback, helping reduce drop-out rates and encouraging graduates to remain in the profession. The 2024 collective agreement (OK24), which covers all public-sector employees, introduces general pay increases and better working conditions across municipalities. For teachers specifically, OK24 enhances support provided at the start of their career and introduces measures to reduce workload and free up more time for teaching and lesson preparation, directly targeting factors that influence retention. In addition, as part of the *Quality Programme for the Folkeskole*[175] - and within the government's broader education reform initiative, *Forberedt på fremtiden* ("Prepared for the Future"), steps are being taken to reduce central regulation and give schools greater autonomy. A forthcoming bill seeks to further support teachers by providing new tools and strategies for managing challenging classroom situations, enhancing both teacher wellbeing and the quality of learning environments.

	Denmark		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	89.2%	91.5%	89.5%	89.9%
Satisfaction with salary	68.0%	69.5%	38.1%	37.3%
Stress from having too much administrative work to do	50.1%	42.3%	53.4%	54.8%
Stress from maintaning classroom discipline	26.9%	38.0%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	18.0%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	39.7%	31.3%	49.9%	42.7%
Share agreeing that teachers are valued in society	18.5%	37.6%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	96.8%	97.0%	82.4%	82.3%
Weekly total working hours (full-time teachers)	40.1	40.3	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	32.1%	50.7%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	27.6%	27.9%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	96.8%	90.1%	95.6%	93.7%

166 OECD, TALIS (2024): Table 4.7.
167 OECD, TALIS (2024): Table 4.11.
168 OECD, TALIS Starting Strong (2024): Table D.4.2.
169 OECD, TALIS Starting Strong (2024): Table 1.31.
170 OECD, TALIS Starting Strong (2024): Table 1.22.
171 OECD, TALIS Starting Strong (2024): Table D.8.1.
172 OECD, TALIS Starting Strong (2024): Table D.8.9.
173 OECD, TALIS Starting Strong (2024): Table Staff.19.
174 OECD, TALIS Starting Strong (2024): Table Staff.20.
175 Børne- og Undervisningsministeriet (2024). *Om Aftale om folkeskolens kvalitetsprogram – frihed og fordybelse* (About the Agreement on the Quality Programme for Primary and Lower Secondary Schools).

	Denmark		EU*	
	2018	2024	2018	2024
Professional learning and career development				
Provision of induction to teachers upon joining school	41.1%	62.7%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	70.9%	68.0%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	36.1%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	29.9%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	18.6%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	10.0%	:	15.4%
TALIS Starting Strong (ECEC)**				
Overall job satisfaction[1]	95.6% [c]	89.0%	:	:
Participation in professional development activities in the previous 12 months	87.9% [c]	84.3%	:	:
Contextual indicators***				
Share of teachers aged 50+ in ISCED 2	29.3%	31.6% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.82 [19]	0.83 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** 7 member states (Belgium - Flemish Community, Denmark, Finland, Germany, Ireland, Spain and Sweden) participated in TALIS Starting Strong 2024. The only member states which took part in TALIS Starting Strong 2018 were Denmark and Germany. The reported figures relate to pre-primary settings (ISCED level 02). *** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Estonia

Estonia's teaching workforce is ageing, resulting in subject-specific shortages and higher shares of non-fully qualified teachers. Estonia's teaching force is one of the oldest in the EU, with 27.8% of teachers aged 60 or above in 2023 (EU: 10.9%), a share that has constantly grown in the last decade. At the same time, the share of young teachers (under 35) has roughly been stable for 10 years, with 16.6% in 2023 (EU: 17.5%)[176]. Ageing among STEM teachers is a particular concern, as in some regions between 42-46% of mathematics teachers are over 60[177]. Teacher shortages lead to an increasing share of teachers employed without meeting the qualification requirements, i.e. a Master's degree and a teacher qualification (24% in general education[178]). This should be seen in the context of broader structural changes of the Estonian education system highlighted in the Education and Training Monitor 2025[179] – including the transition to Estonian as instruction language in all public schools and the extension of compulsory schooling to age 18.

Despite high job satisfaction, many young teachers do not express a long-term wish to stay in the profession. According to the TALIS 2024, Estonian teachers stand out for their high overall job satisfaction, with 92.7% of teachers indicating being satisfied with their job (EU: 89.9%). Most teachers (91.3%) found the overall quality of their initial teacher education to be very high (EU: 71.5%)[180]. Despite this, almost half of teachers under 30 (49%) indicated not knowing if they will continue in the profession for more than 4 years (15.2% in the EU), indicating retention risks. More novice teachers indicate having taken part in induction programmes than in 2018 (64.1% in 2024 compared to 41.3% in 2018). While this is still slightly below the EU average (66%), the increasing participation in induction programmes can contribute to creating a supportive environment for novice teachers.

Demanding working conditions and stress might contribute to retention risks. Teachers indicate a higher level of hours worked per week than in the EU on average (43 vs. 39 hours), while satisfaction with salaries dropped to 30% (EU: 37.7%). Estonian teachers report less stress from maintaining classroom discipline and administrative tasks than their EU peers, but overall stress at work is increasing (28.5% reported experiencing 'a lot' of stress, vs 16% in the EU on average[181]). The main sources of stress were: (i) feeling responsible for students' learning outcomes ('quite a bit' or 'a lot' 51.7%), (ii) for their social and emotional well-being (45.7%) and (iii) adapting teaching to pupils with special education needs (44.4%)[182]. More experienced teachers reported lower overall stress levels. Teaching to non-native speakers was not associated to higher stress levels.[183] Estonia experiences an acute shortage of support professionals (speech therapists, school psychologists, social workers)[184] which is likely to have a direct impact on teachers' workload and feeling of stress.

As classrooms are getting more diverse, the skills required for teaching have evolved, yet teachers report rather low perceived impact of continuous training. Compared to 2018, the share of teachers working in schools with more than 10% of students with special education needs has almost doubled (from 29.8% to 57.1% in 2024). The share of teachers working in schools with more than 10% of non-native speakers has also substantially increased (from 13.3% to 24.9%) and is now in line with the EU average (24.4%). This is due to a wide-ranging reform gradually introducing Estonian as instruction language at all public schools. This change requires teachers to learn new competences, and 18% of teachers indicated high learning needs in teaching in multicultural or multilingual settings. Yet, only around half of teachers (51.2%) attended professional training in the previous year that they found impactful, short of the EU average (56%).

Policy efforts are ongoing to improve the attractiveness and working conditions of the teaching profession. In recent years, admissions of students to teacher education programmes have increased, as the government provided scholarships to students in teacher education and universities opened more places for such students. A salary increase is planned as of 2026 (+10%). Further measures are outlined in the 2022-2026 Teacher Action Plan[185]. For example, Estonia undertakes efforts to provide non-fully qualified teachers with flexible opportunities to gain the missing qualifications (e.g. micro-credits at Teacher Academies). A new career model for

176 Eurostat educ_uoe_perp01, ISCED 1-3.
177 Arenguseire Keskus (2024). *Matemaatikaõpetajate järelkasvu vajadus ja tööalternatiivid* (The need for new math teachers and their job alternatives).
178 Education statistics portal HaridusSilm: https://haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajad.
179 European Commission (2025). *Education and Training Monitor 2025: Estonia*. *Luxembourg*: Publications Office of the European Union.
180 OECD, TALIS (2024): Table 4.3.
181 OECD, TALIS (2024): Table 2.3.
182 OECD, TALIS (2024): Table 3.16.
183 Leijen, Ä., et.al. (2025). *OECD rahvusvahelise õpetamise ja õppimise uuringu TALIS 2024 Eesti tulemused*. (TALIS 2024 Estonian Results).
184 OSKA (2022). *OSKA general forecast 2022-2031 - Key findings*.
185 Ministry of Education (2021) *Õpetajate järelkasvu tegevuskava* (Action Plan for the Next Generation of Teachers).

teachers associating years of experience with salary increases, was adopted in December 2025. The transition to Estonian as instruction language at all public schools is accompanied by salary top-ups in certain regions and pedagogical counsellors provide support to teaching staff. At the same time, the support to school leaders is stepped up to help them improve the quality of school management and create an environment allowing teachers to thrive.

	Estonia		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	94.2%	92.7%	89.5%	89.9%
Satisfaction with salary	39.1%	30.0%	38.1%	37.3%
Stress from having too much administrative work to do	30.3%	39.1%	53.4%	54.8%
Stress from maintaning classroom discipline	29.5%	34.5%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	49.0%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	52.9%	54.1%	49.9%	42.7%
Share agreeing that teachers are valued in society	26.4%	20.3%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	85.4%	79.4%	82.4%	82.3%
Weekly total working hours (full-time teachers)	40.6	43.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	29.8%	57.1%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	13.3%	24.9%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.7%	95.6%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	41.3%	64.1%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	76.5%	51.2%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	35.0%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	18.4%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	23.0%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	18.0%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	54.5% [d]	53.8% [23, d]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.89 [19]	0.87 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Finland

Addressing emerging challenges is important for maintaining the high appeal of Finland's teaching profession. As highlighted in TALIS 2024, teaching is an attractive profession in Finland. At the forefront is the exceptionally prevalent feeling of being valued in society, also supported by the significantly above-EU-average levels of satisfaction with salary and high autonomy. Shortages of lower-secondary teachers primarily affect early childhood education and care (ECEC) staff, and special education teachers[186]. TALIS 2024 found that a considerable number of teachers; 41% reaching the age of retirement and circa one-fourth of young teachers intend to leave the profession in the next five years. Novice teachers typically receive support when they first start in the profession, and the survey also revealed an increasing trend in novice teachers' professional learning needs. At the same time, in-service teachers' participation in professional learning is significantly below the EU average (27.2% vs EU: 56%)

Overall job satisfaction is high, but specific work-related challenges have increased. TALIS 2024 shows that teachers are satisfied with their work scoring close to the EU average (85.5%; EU: 89.9%). Additionally, Finnish teachers are much more likely to feel valued in society (48.1% vs EU: 15.4% in 2024), and be more satisfied with their salary (49.3% vs EU: 37.3%) compared to their counterparts from other member states. Additionally, novice teachers' access to induction training has notably improved since 2018 (from 61.2% to 87.7%), surpassing the EU average (66%). On the downside, stress related to maintaining classroom discipline has notably increased (from 27.6% to 43.7%) similarly to the administrative work, which increased from 32.8% in 2018 to 40.2% in 2024, but still remains well below the EU average (54.8%). TALIS also indicates that 22.9% of Finnish teachers under 30 (EU: 15.2%) and 41% of those over 50 (EU: 42.7%) reported intending to leave the profession within the next five years.

Participation in impactful professional learning comes short of the EU average. In 2024, only 27.2% of teachers received impactful professional learning well below the EU average (56%). The main reported barriers for participation in in-service training were the lack of time and lack of incentives (OECD, 2025. TALIS 2024 Results, Table 4.39). However, increasing diversity and the relatively low participation in impactful professional learning may negatively impact teachers' preparedness to address increasingly heterogeneous classrooms. In line with the EU average, every second Finnish teacher works in schools having more than 10% of students with special education needs in their schools, an increase of 19.5 percentage points since 2018. Despite this, only 16.6% of teachers report high professional learning needs in teaching students with special education needs (EU: 24.2%). Similarly, 33.8% of teachers report having more than 10% of non-native speaker students, an increase of 15.6 percentage points since 2018, well above the EU average (24.4%). However, a relatively low 11.6% of teachers report high professional learning needs in teaching in a multicultural or multilingual setting (EU: 15.4%). A minority of Finnish teachers - as their EU peers - are using AI in their work (26.9% vs 31.6%), which is also identified as the area with the most professional learning needs according to TALIS 2024 (22.8% vs EU: 25.2%) (OECD, 2025. TALIS 2024 Results, Table 4.27).

While a majority of teachers in early childhood education and care are satisfied with their work, issues with societal recognition, salary, and stress remain prevalent. According to TALIS Starting Strong 2024, while 78.1% of ECEC staff are satisfied with their work, only 36% feels valued in society and 17% are satisfied with their salary (table D.8.2). The survey indicates that 83.8% of ECEC staff have participated in professional development activities and 59% (table D.6.3) report participation in job-embedded training and collaborative learning prior to the survey. The main barriers to participating in professional development in pre-primary settings are conflicts with the schedule (52%), insufficient staff to cover for absences (61%), lack of incentives to participate (48%) and high costs (44%) (table Staff.20). The most frequently reported professional development needs are working with children with special education needs (19%), using digital resources and tools to facilitate working with children (13%) and working with children whose home language differs from the language of the setting (12%) (table Staff.19). Four in ten ECEC staff in Finland report experiencing work-related stress (table D.8.10). The main sources of stress include accommodating children with special education needs (51.3%), taking on extra duties due to absent colleagues (50%) and managing classroom/playgroup/group behaviour (40.7%) (table D.8.12). Leaders in ECEC settings report a lack of human resources (65%), having too much administrative work (56%) and managing ECEC staff (48%) as their main sources of stress (table Leader.45). The main reasons for ECEC staff potentially leaving their roles within the next five years include returning to education or training (28%) and finding work outside the ECEC sector (34%) (table D.8.14).

[186] Kosunen, S., Saari, J., Huilla, H., & Hienonen, N. (2024). Uupuvat opettajat: Rekrytointivaikeudet ja opettajasegregaatio Suomessa [Exhausted teachers: Recruitment difficulties and teacher segregation in Finland]. *Yhteiskuntapolitiikka*, *89*(3).

Finland has introduced a new vision and development programme to enhance teacher education and professional growth. The Finnish National Teacher Education Forum has released a new vision, "Teacher Education 2050.[187]", developed in collaboration with higher education institutions responsible for teacher education and key stakeholders. Its purpose is to guide the development of pre-service and in-service teacher education, along with continuous learning. The vision's development focus areas are enhancing the attractiveness and retention of the teaching profession through predictions of changing teacher needs and supply, and student admissions, the continuous development of teacher expertise, strengthening teacher education through collaboration and networks, and skilful leadership that enables educational institutions to become learning and evolving communities. The Teacher Education Development Programme for 2022-2026, developed collaboratively by teacher educators, the Ministry of Education and Culture, the Finnish National Agency for Education and representatives of stakeholders aims to meet the evolving needs of teacher education. The programme covers teachers' core education and induction as well as career-long professional and continuous learning.[188]

	Finland		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	88.0%	85.5%	89.5%	89.9%
Satisfaction with salary	45.3%	49.3%	38.1%	37.3%
Stress from having too much administrative work to do	32.8%	40.2%	53.4%	54.8%
Stress from maintaning classroom discipline	27.6%	43.7%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	22.9%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	47.6%	41.0%	49.9%	42.7%
Share agreeing that teachers are valued in society	58.2%	48.1%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	78.1%	76.8%	82.4%	82.3%
Weekly total working hours (full-time teachers)	35.1	36.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	31.1%	50.6%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	18.2%	33.8%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.0%	94.7%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	61.2%	87.7%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	78.6%	27.2%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	26.9%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	22.8%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	16.6%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	11.6%	:	15.4%
TALIS Starting Strong (ECEC)**				
Overall job satisfaction[1]	:	78.1%	:	:
Participation in professional development activities in the previous 12 months	:	83.8%	:	:
Contextual indicators***				
Share of teachers aged 50+ in ISCED 2	32.2%	35.8% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.97 [19]	0.88 [22]	0.89 [19]	0.85

[187] University of Helsinki Policy Brief; 3/2025.
[188] Ministry of Education and Culture (2022). *Teacher Education Development Programme 2022–2026*.

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** 7 member states (Belgium - Flemish Community, Denmark, Finland, Germany, Ireland, Spain and Sweden) participated in TALIS Starting Strong 2024. The only member states which took part in TALIS Starting Strong 2018 were Denmark and Germany. The reported figures relate to pre-primary settings (ISCED level 02). *** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

France

France's teaching force is relatively young, but declining interest in the profession leads to shortages. Although the teaching force in France is younger than in the EU on average, it is experiencing signs of ageing. The share of teachers aged 50 years or over grew from 27.2% in 2018 to 35.8% in 2024 (EU: 39.8%). In the past years, interest in the teaching profession declined, as measured by the decreasing and – in some regions and subjects – insufficient participation in the teacher profession entrance exams (see 2025 Education and Training Monitor[189]). TALIS 2024 shows that, although France has a younger teaching force and teachers report decreased stress levels, declining interest in the profession—linked to reform fatigue, recognition and salaries—results in shortages and lower job satisfaction compared to their European peers. Temporary staff is hired to address shortages in specific regions or subjects, but most teachers hold permanent contracts (93.7% compared to 82.3% in the EU in 2024). The shares of teachers feeling valued by society and policy makers are among the lowest in the EU, with 3.8% and 4.4%, respectively (EU: 15.4% and 11.9%)[190]. Teacher shortages should be viewed in the context of broader challenges of the French educational system highlighted in the 2025 Education and Training Monitor, including a declining level of basic skills and a significant impact of socio-economic background on academic performance.

Overall stress levels have decreased, yet job satisfaction has declined, particularly linked to reform fatigue and concerns about salaries. Eight out of ten teachers in France report overall job satisfaction, though this figure is lower than the EU average, where nine out of ten teachers feel satisfied. Satisfaction with salaries dropped from 28.7% in 2018 to 26.6% in 2024 (EU: 37.3%), despite salary increases in 2023. Teachers indicated that the main sources of stress were (i) keeping up with changing requirements from authorities (62% vs. EU: 45.1%), followed by too much administrative work (57.7% vs. EU: 54.8%) and modifying lessons for students with special education needs (49.1% vs. EU: 39.2%)[191]. The share of teachers in schools with more than 10% of students with special education needs has significantly increased: from 42.4% in 2018 to 50.5% in 2024 (EU: 35.7%). Consequently, over a quarter of teachers indicated high professional learning needs in teaching students with special education needs (28.4% vs EU: 24.2%). Overall, however, work-related stress has decreased, with 40.3% of teachers feeling 'quite a bit' or 'a lot' of stress at work, whereas this was 51.7% in 2018[192] (EU: 47.1% in 2018, 43.3% in 2024). Quite notably, the share of teachers planning to leave the profession is lower in France (18.2%)[193] than the EU (23.5%).

Participation in impactful professional learning falls short of the EU average and teachers report infrequent collaboration with colleagues and parents. In 2024, only slightly more than half of teachers (50.7%) found that the overall quality of their initial education was high (EU: 71.5%)[194]. When it comes to continuous professional training, 69% of secondary school teachers followed at least one training module equivalent to 3.1 days of training in the school year 2023/2024, according to national data[195]. The share of teachers reporting participation in professional training with a positive impact on their teaching (35.3%) is significantly below the EU average (56%). Additionally, almost half (49.2%) of teachers reported being asked to implement changes without the necessary resources (EU: 29.4%)[196]. Similarly to 2018, teacher collaboration remains less developed compared to the EU, especially deeper forms of collaboration such as observing other teachers' lessons, participating in collaborative training or engaging in joint activities across classes[197]. Collaboration with parents was also less frequent than in the EU on average: 9.7% of teachers reported collaborating with parents to enrich students' learning activities at least once a month (EU: 23.6%)[198].

Comprehensive reforms of initial teacher education and continuous training are ongoing. A reform of initial teacher education is underway, aiming to attract more candidates to the profession and provide students with paid, practical classroom experience earlier. Starting in the 2026/2027 academic year, the selective teacher entrance exams will occur at the end of the bachelor's degree instead of after the master's degree. Master students will already work in classrooms and hold the status of paid probationary civil servants (pending the approval of the 2026 budget). To foster a genuine professional culture of lifelong learning, a 2022 reform established local training centres for education staff, known as *écoles académiques de la formation continue*. These centres work to improve the accessibility, visibility and relevance of teacher training, supported by a streamlined governance of continuous training. The training programmes offered also include artificial intelligence (AI) and in 2025, the Education Ministry introduced a legal and ethical

189 European Commission (2025). *Education and Training Monitor 2025: France.* Luxembourg: Publications Office of the European Union.
190 OECD, TALIS (2024): Table 7.24.
191 OECD, TALIS (2024): Table 3.16.
192 OECD, TALIS Table 2.3 (2024), Table II.2.36 (2018).
193 OECD, TALIS (2024): Table 7.1.
194 OECD, TALIS (2024): Table 4.3.
195 DEPP (2025). *La formation continue des enseignants des premier et second degrés en 2023-2024* (The continuos formation of primary and secondary school teachers in 2023-2024). Note d'information n° 25.65.
196 OECD, TALIS (2024): Table 3.54.
197 OECD, TALIS (2024): Table 6.3.
198 OECD, TALIS (2024): Table 6.36.

framework for using AI in schools. Finally, from school year 2025/2026 on, the Education Ministry encourages schools to draft a charter on parents-school relations to strengthen co-education.

	France		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	84.7%	79.2%	89.5%	89.9%
Satisfaction with salary	28.7%	26.6%	38.1%	37.3%
Stress from having too much administrative work to do	60%	57.7%	53.4%	54.8%
Stress from maintaning classroom discipline	58.4%	48.6%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	14.3%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	47.7%	29.6%	49.9%	42.7%
Share agreeing that teachers are valued in society	6.6%	3.8%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	92.6%	93.7%	82.4%	82.3%
Weekly total working hours (full-time teachers)	38.9	38.7	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	42.4%	74.3%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	15.9%	16.7%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	96.6%	92.6%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	20.8%	56.5%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	70.6%	35.3%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	13.5%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	23.9%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	28.4%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	14.9%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	31.8% [d]	39.1% [23, d]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.90 [19]	0.82 [22]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Hungary

While interest in teaching training programmes is on the rise attracting and retaining new graduates remains challenging in the light of TALIS 2024 results and teacher shortages. Half of lower secondary teachers are over 50 years old, significantly above the EU average (39.8%)[199]. The lack of systemic forecasting mechanisms to monitor supply and demand makes it challenging to accurately estimate shortages. Nonetheless, new graduates from initial teacher education (cca. 2800 in 2023[200]) cannot make up for the 54.9% of lower secondary teachers over 50 (around 20 000) who expect to leave the profession in the next 5 years (EU: 42.7%), according to TALIS 2024. Teacher shortages are more pervasive in rural areas and in schools with a higher share of disadvantaged students[201]. At the same time, the share of new entrants in the teaching workforce is on the rise (9% in 2022 at primary and lower secondary levels)[202] and the number of applicants to teacher education programmes has also increased significantly in recent years[203].

General job satisfaction is high, but a majority of teachers feel undervalued and underpaid. Job satisfaction is generally high: 88.3% of teachers are satisfied with their job, slightly below the EU average (89.9%). However, only one-fourth (25.6%) are satisfied with their salary, compared to 37.3% in the EU. In 2023, the actual salaries of teachers were far below the average salary of other tertiary educated workers (66%) and the lowest among EU countries (EU: 85%). This is expected to improve, as in 2024 the government launched a major salary reform to bring teacher salaries to at least 80% of the average tertiary educated workers and to sustain that at least until 2031. One out of five teachers under 30 intends to leave the profession in the next five years (EU: 15.2%), mostly for job opportunities in other sectors. Only 8.4% think that teachers are valued by society, and their share has decreased (11.8%) since 2018 – this is one of the lowest in the EU.

The workload of teachers has increased since 2018 but classroom climate remains positive. Hungarian teachers report working 4 hours more per week on average than their EU peers (43.2 vs 39): for full-time teachers, the increase compared to 2018 can be linked to more time spent on lesson preparation and correction of pupils' work rather than time spent teaching[204]. Close to one-third (28.5%) report experiencing a lot of stress in their work (EU: 16%), which is a slight decrease compared to 2018 (31.5%)[205]. The main sources of stress include too much administrative work, the increasing workload and having to keep up with the changing requirements by education authorities. Compared to other EU countries (15.4%), only a small fraction (6.2%) of teachers link stress to verbal abuse and intimidation from students[206], and teachers also spend less time on classroom discipline than in other countries[207].

Participation in continuous professional development is high, and only few teachers use AI tools. Only about half of new teachers (52.5%) receive some type of induction at the start of their career, compared to 66% in the EU. As career progresses, more teachers participate in impactful in-service training (72.8%) than their European peers (56%), especially among teachers under 30. In 2025, the government reformed the system of continuous professional development, which includes mandatory courses (50%) on subject content and elective methodological courses over a period of 5 years, compared to the previous 7-year cycle. There is little traction for the use of new technology in teaching. Only a little more than a fifth of teachers (23.1%) report using AI tools in their teaching, in contrast to 31.6% in the EU, and around the same share of teachers (26.8% vs EU: 25.2%) expressed need for further professional development in this area. Less than half think that AI is useful for teaching.

Hungary has raised salaries and introduced bonuses to increase the attractiveness of the profession. To address wage inequalities compared to other professions, the government launched a large-scale salary reform, co-financed by ESF+ and impacting around 140 000 teachers. The results of the reform are not reflected in the findings of TALIS 2024[208], but the increasing number of applications to initial teacher education programmes could

199 Eurostat, educ_uoe_perd01.
200 According to a recent study, only about 1 644 of 2 960 freshly graduated teachers enter the education sector annually, while needs are estimated at around 3 000 per year. See Stéger, Cs. (2023). Tanárképzés az adatok tükrében (Teacher training in light of the data), *Magyar Tudomány, 184*(2), 192–201. The figures refer only to the 5-year integrated teacher training programme.
201 Measured by the share of vacant posts. Varga, J. (ed.) (2024). *A közoktatás indikátorrendszere 2023* (Public education indicator system 2023).
202 Idem.
203 European Commission (2025). *Education and Training Monitor 2025: Hungary*. Luxembourg: Publications Office of the European Union.
204 OECD, TALIS (2024): Table 3.8.
205 OECD, TALIS (2024): Table 2.13.
206 OECD, TALIS (2024): Table 3.16.
207 OECD, TALIS (2024): Table 3.6.
208 The first stage of the reform was implemented on 1 January 2024, whereas data for TALIS 2024 was collected in Spring 2024. It is not known to what extent teachers participating in the survey had benefitted from the salary increase at that point.

be linked to the salary raise. In addition, bonuses have been introduced for teachers with shortage qualifications (such as mathematics, physics, chemistry, biology, geography and ICT) and teachers employed in schools with a higher-than-average share of disadvantaged students.

	Hungary		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	88.1%	88.3%	89.5%	89.9%
Satisfaction with salary	27.5%	25.6%	38.1%	37.3%
Stress from having too much administrative work to do	63.2%	55.0%	53.4%	54.8%
Stress from maintaning classroom discipline	46.2%	37.3%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	20.3%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	52.3%	54.9%	49.9%	42.7%
Share agreeing that teachers are valued in society	11.8%	8.4%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	87.7%	88.0%	82.4%	82.3%
Weekly total working hours (full-time teachers)	41.6	43.2	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	21.8%	23.4%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	1.2%	1.7%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.5%	95.0%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	23.4%	52.5%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	:	72.8%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	23.1%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	26.8%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	28.2%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	11.2%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	46.6%	50.2% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.66 [19]	0.66 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Italy

Italy faces persistent teacher shortages and an ageing workforce in lower secondary education, despite falling student numbers. Italy's 2023 school-age (0-16 years old) population is projected to shrink by 15.4% by 2040[209], which nevertheless is unlikely to fully offset teacher shortages in the context of an ageing teacher force, as around half of lower secondary teachers (48.8%) are 50 years old, and above (EU: 39.8%)[210]. The Ministry of Education and Merit is developing a forecasting model for the teaching workforce to support planning. Currently, teacher shortages are particularly acute in science, maths and foreign languages, and are more pronounced in northern regions, while there is an oversupply of teachers in humanities in the south[211]. TALIS 2024 shows that the attractiveness of the teaching profession could be affected by dissatisfaction with salaries and the perceived low prestige of the profession. Regional and subject imbalances in terms of teacher supply should be seen in the context of broader challenges highlighted in the Education and Training Monitor 2025[212].

TALIS 2024 confirms that Italian teachers remain highly satisfied with their work, but feel poorly recognised. Overall job satisfaction is very high and stable (around 96% in both 2018 and 2024, compared to 89.9% at EU level in 2024), and only 6.5% of teachers under 30 intend to leave teaching within the next five years (EU: 15.2%). At the same time, just 22.6% of teachers are satisfied with their salary – far below the EU average of 37.3%. In addition, consistent with earlier TALIS rounds, a minority consider teaching a valued profession in Italian society (14.1% vs an EU average of 15.4%). Nevertheless, teachers report levels of high stress in line with EU figures (56.2% declare high stress from too much administrative work, and 44.2% from maintaining classroom discipline). This share has risen since 2018. These findings mirror recent studies which point to a combination of high intrinsic and job-security-related satisfaction, but low satisfaction with pay and career prospects[213].

Working conditions and classroom contexts may help explain this mix of professional satisfaction and concerns with job security. According to TALIS 2024, 78.8% of teachers now have a permanent contract (up four percentage points since 2018 and approaching the EU average at 82.3%), and the system also relies on annual fixed-term contracts and short-term replacements, which are allocated through regional lists and school-level calls and contribute to discontinuity in teaching. Full-time lower secondary teachers report working 32.7 hours per week, below the EU average of 39 hours, with statutory teaching time and student–teacher ratios being comparatively favourable. Classrooms are increasingly diverse: two-thirds of teachers now work in schools where more than 10% of students have special educational needs (up from 41% in 2018), and 38% teach in schools where more than 10% of students are non-native speakers. Most teachers report not feeling well-equipped to respond to this diversity – only 14.5% say they can design learning tasks for students with special educational needs, compared to the EU's 24.2%.

The perceived impact of professional learning is high, and induction is expanding as new challenges arise. TALIS 2024 shows that a large majority of Italian teachers (82.9%) consider the professional learning they undertook in the previous year to be impactful on their teaching, significantly above the EU average standing at 56%. At the same time, lack of incentives, time constraints and timetable conflicts remain key barriers to engaging in professional learning, particularly for novice teachers. Induction and mentoring have expanded: among teachers who recently joined their current school, 61.5% (EU: 66%) report having taken part in induction activities (up from 20% since 2018). TALIS 2024 also provides, for the first time, insights into teachers' use of and training needs in artificial intelligence (AI). Around one quarter of Italian lower secondary teachers (25.4%) report having used AI tools for teaching-related tasks in the previous 12 months, a slightly lower share than the EU average (31.6%), yet possibly reflecting recent governmental guidelines, which warrant caution in the integration of AI into educational practices and curricula. Meanwhile, 16.3% express high learning needs in how to use AI effectively in teaching – again below the EU average of 25.2%. These developments take place within a regulatory framework where continuing professional development is defined in national legislation as both a right and a professional duty, and is mandatory for newly hired teachers.

Recent reforms under the National Recovery and Resilience Plan (RRP) seek to address long-standing structural challenges of the teaching profession – including complex entry routes and limited career prospects. Career progression largely follows a single-level model, with advancement mainly based on seniority and limited opportunities to move into differentiated roles, despite recent attempts to introduce new functions such as *docente orientatore* (career guidance teacher), *animatore digitale* (digital entertainer) or *docente esperto* (experienced teacher). Aspiring secondary teachers now follow a clearer pathway combining a subject-specific master's degree with at least 60

[209] Eurostat: proj_23np.
[210] Eurostat: educ_uoe_perd01.
[211] EY (2025). *Forecasting the Teaching Workforce in Italy*.
[212] European Commission (2025). *Education and Training Monitor 2025: Italy*. Luxembourg: Publications Office of the European Union.
[213] Magni, F., & Capriotti, V. (2025). Addressing the teacher shortage crisis in Italy: among reforms, challenges and a case study. *Journal of Education for Teaching, 51*(5), 902–916.

ECTS of pedagogical training, competitive exams and a one-year induction period, with targets to recruit over 70 000 teachers by 2026. The development of a forecasting model for teacher demand and supply and the use of RRP funds to support measures such as *Agenda Sud* and STEM-related initiatives embed teacher policy in a broader strategy to improve educational equity and outcomes, particularly in southern regions.

	Italy		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	95.9%	95.6%	89.5%	89.9%
Satisfaction with salary	20.8%	22.6%	38.1%	37.3%
Stress from having too much administrative work to do	39.9%	56.2%	53.4%	54.8%
Stress from maintaning classroom discipline	42.9%	44.2%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	6.5%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	:	34.9%	49.9%	42.7%
Share agreeing that teachers are valued in society	12.1%	14.1%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	74.7%	78.8%	82.4%	82.3%
Weekly total working hours (full-time teachers)	31.7	32.7	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	41.0%	67.0%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	31.1%	38.0%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	95.4%	97.3%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	20.0%	61.5%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	84.3%	82.9%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	25.4%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	16.3%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	14.5%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	17.2%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	50.2%	48.8% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.72 [19]	0.71 [22]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Latvia

Teacher retention in Latvia raises concerns. TALIS 2024 indicates that the Latvian teaching workforce is experiencing a significant shift. Almost two-thirds of lower secondary teachers are aged 50 or older (58.8% in 2023; EU: 39.8%)[214], and half of young educators intend to leave teaching. Young teachers are likely to receive induction when they start teaching and, compared to their EU peers, Latvian in-service teachers are more likely to participate in professional learning. However, factors related to working conditions including increasing weekly working hours and declining appreciation in society might impact teachers' wellbeing and their retention. The Education and Training Monitor 2025 highlights that teacher shortages are particularly severe in rural areas and subjects like mathematics, natural sciences, and foreign languages. Factors contributing to these shortages include demographic decline, low salaries, heavy teaching workloads, and the emigration of qualified professionals.[215] To combat this, Latvia has introduced supplementary pathways into the teaching profession over the past decade[216,217]. According to the TALIS survey, the proportion of second-career teachers in Latvian schools rose from 7% in 2018 to 11% in 2024.

Alongside stable employment conditions, certain working conditions become more demanding. Virtually all Latvian teachers work with a permanent contract (96.2% vs EU: 82.3% in 2024). Since 2018, satisfaction with salary has increased (from 22% to 38.9%), linked to incremental salary increases introduced by the Latvian government. However, compared to other EU peers, actual salaries relative to those of tertiary-educated workers remain modest (0.77 vs 0.85 in 2023)[218]. Teachers' perception of being valued in society has slightly declined (from 23.3% in 2018 to 21% in 2024) but remains clearly above the EU average (15.4%). Work-related stress has remained constant since 2018, and the proportion of teachers reporting high level of stress decreased. They also report less stress from administrative work (38.3% vs EU: 54.8%). However, Latvian teachers experience more stress related to classroom discipline (57.2% vs EU: 44.7%) compared to their EU peers Meanwhile, several aspects of working conditions have become more demanding. Weekly working hours have risen since 2018 (from 40.9 to 42.3), surpassing the EU average (39). TALIS 2024 highlights the growing share of teachers educating students with special education needs (increasing from 9.5% in 2018 to 32.6%). Additionally, the share of teachers working in schools where more than 10% of students are non-native speakers has increased (from 23% to 38.2%), surpassing the EU average (24.4%). The government is actively supporting the integration of the increased number of Ukrainian refugee children into the Latvian education system, mandating compulsory school attendance. 52.9% of teachers under the age of 30 (EU: 15.2%) and 55% of teachers over 50 (EU: 42.7%) intend to leave the profession within five years, underscoring the urgent need to continue improving working conditions to retain the teaching workforce.

Participation in in-service training and induction among Latvian teachers exceeds the EU average. Continuing professional development is compulsory in Latvia for teachers at all education levels[219]. In 2024, more Latvian teachers reported participating in impactful professional learning compared to their EU peers (79% vs EU 56%). Similarly, novice teachers' access to induction has notably improved since 2018, rising from 43.7% to being above the EU average (78.4% vs 66%). Professional learning needs are high for the use of AI (24.3% vs EU: 25.2%), teaching students with special education needs (21.3% vs EU: 24.2%), and technical skills for the use of digital resources and tools (21.3% vs EU: 17.8%)[220].

Latvia is undertaking reforms to increase salaries, and improve induction. Since January 2024, the minimum salaries for teachers have risen by 12% and for preschool teachers by 23%. The 2024 state budget allocated an additional 96.2 million euros to further raise teachers' salaries. To enhance the attractiveness of the teaching profession, the Education Law was amended in 2024. Teachers in publicly funded schools can benefit from additional financial compensation for transport and rental costs. Founders of educational institutions can now decide the conditions, amounts, and procedures for compensating teachers' expenses, with the state's Cabinet handling decisions for state-founded institutions and founders making those decisions for other schools, including whether to cover public transport, personal expenses, or both, based on specific circumstances.[221] Starting in 2025, graduates from initial teacher education programs at five Latvian universities can apply for induction year support within two years after obtaining their qualification, due to insufficient engagement from the newly qualified teachers. It is expected that more new teachers will be reached and supported. The amendments also allow new teachers to

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214 Eurostat: educ_uoe_perd01.
215 European Commission (2025). *Education and Training Monitor 2025: Latvia. Luxembourg*: Publications Office of the European Union.
216 University of Latvia (2025). Mācītspēks (Teaching Force).
217 Iespējamā misija.
218 OECD (2025). *Education at a Glance 2025: OECD Indicators. Paris: OECD Publishing.* https://doi.org/10.1787/1c0d9c79-en
219 Eurydice (2023). Continuing professional development for teachers working in early childhood and school education.
220 OECD, TALIS (2024): Table 4.27
221 Saeima (2024). Saeima to compensate teachers' transport and rental expenses.

receive professional support in the second year after graduation, in cases where they did not initially recognise the need for support.[222]

	Latvia		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	90.6%	89.6%	89.5%	89.9%
Satisfaction with salary	22.0%	38.9%	38.1%	37.3%
Stress from having too much administrative work to do	39.5%	38.3%	53.4%	54.8%
Stress from maintaning classroom discipline	57.7%	57.2%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	52.9%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	51.4%	55.0%	49.9%	42.7%
Share agreeing that teachers are valued in society	23.3%	21.0%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	92.9%	96.2%	82.4%	82.3%
Weekly total working hours (full-time teachers)	40.9	42.3	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	9.5%	32.6%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	23.0%	38.2%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	96.4%	90.6%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	43.7%	78.4%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	88.6%	79.0%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	35.3%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	24.3%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	21.3%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	12.0%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	50.1%	58.8% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	: [m]	0.77 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

[222] Ministry of Education and Science (2025). Cabinet Regulation No. 307 of 27 May 2025.

Lithuania

Lithuania continues to face deepening teacher shortages amid an ageing workforce. In 2023, over half (57.9%) of lower-secondary teachers were aged 50+ (EU: 39.8%)[223]. A 2021 national forecast[224] projected a shortage of 2 000-3 000 teachers by 2025, with particularly acute gaps in rural areas and in subjects such as mathematics, sciences and foreign languages. However, national teacher demand monitoring remains limited. TALIS 2024 points to major challenges in terms of retention of young teachers, which may be linked to low satisfaction with salary, high workload intensity, uneven professional support, along with low societal recognition of the teaching profession reported by Lithuanian teachers. These should be seen in the context of broader structural challenges of the Lithuanian education system highlighted in the Education and Training Monitor 2025[225] – including rural-urban gaps in learning outcomes, and rising demands linked to curriculum reforms and inclusion.

While overall teacher job satisfaction is high, almost half of young teachers intend to leave the profession within five years. In TALIS 2024 only one in five respondents (20.5% vs EU: 15.4%) believe that teachers are valued in society, which may hamper efforts to attract more candidates to teacher education. While Lithuanian lower-secondary teachers' satisfaction with salaries improved substantially since 2018 (from 11.1% to 28.4%), it remained well below the EU average (37.3%). Stress related to maintaining classroom discipline is rising (2018: 44.2%) and markedly higher than the EU (52.9% vs 44.7%). Lithuanian lower-secondary teachers report significantly longer weekly working hours than their EU peers (45.9 vs. 39) and administrative workload remains a major source of pressure (affecting 51.2% of teachers; EU: 54.8%). These challenges, along with inadequate support to novice teachers, may partly explain why around half of teachers under 30 (49.8%) intend to leave the profession within five years. This is more than triple the EU average (15.2%), putting the sustainability of the teacher workforce at risk, despite relatively high intrinsic motivation of teachers.

Participation in professional learning is widespread in Lithuania, yet teachers report significant development needs. Continuous professional development (CPD) is mandatory and regulated at national level, but access to high-quality training and induction opportunities still varies significantly across municipalities and schools. TALIS 2024 showed that teachers' access to induction upon joining a school has significantly improved since 2018 (23.7%) but still lags behind EU levels (59.1% vs. 66%), limiting support at entry into the profession. At the same time, in 2024, only 54.4% of Lithuanian teachers considered their recent professional learning impactful, slightly below the EU average (56%). This (EU-wide) issue may be related to rapid developments in AI and evolving broader challenges affecting the teaching profession. Lithuanian teachers were more likely than their EU peers to have used AI in teaching in the last 12 months (39%; EU: 31.6%). Reported learning needs in areas like AI (30.2% vs. 25.2%) and teaching students with special education needs (32.5% vs. 24.2%) were also higher in Lithuania than the rest of the EU. These patterns, alongside the shift to a competence-based curriculum, suggest strong demand for targeted, high-quality professional learning, which the current CPD system only partly addresses.

A broad set of reforms is currently under way to address shortages, improve conditions and strengthen teacher careers, yet implementation challenges persist. Teachers enter the profession through a competitive recruitment procedure managed by school heads and progress along a multi-stage career structure. To boost entry into the profession, the government has expanded state-funded places in pedagogical studies and introduced monthly scholarships (€299, or €506 for students committed to working for three years in a public school). Moreover, since 2020 substantial salary reforms have been implemented, including multi-year wage increases that have raised average teacher pay by more than 30%, with a government commitment – reiterated in the Recovery and Resilience Plan – to raise salaries to 130% of the national average wage. Nevertheless, the salary ratio to earnings of tertiary-educated workers has dropped from 2019's 1.40 to 2022's 0.89, approximating EU's 0.85[226], limiting progress on competitiveness of salaries. Other measures to tackle shortages include pathways for second-career entrants, expansion of pedagogical conversion programmes, and targeted incentives for teachers in rural areas. Major structural reforms – such as the Millennium Schools programme, the rollout of inclusive education, the ongoing development of a new teacher career model and updated CPD requirements have the potential to improve the long-term attractiveness of the profession, but progress has slowed down due to uncertainties around implementation.

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223 Eurostat: educ_uoe_perd01.

224 STRATA (2021). *Pedagogų poreikio prognozavimas. Rezultatų apžvalga* (The need for teacher forecasting. Overview of the results). Government Strategic Analysis Centre. 20210318-pedagogu-poreikio-prognozavimasrezultatu-apzvalga.pdf (strata.gov.lt).

225 European Commission (2025). *Education and Training Monitor 2025: Lithuania.* Luxembourg: Publications Office of the European Union.

226 Sources: OECD's *Education at a Glance 2020* (for 2019, as 2018 figures were not produced) and *Education at a Glance 2025* (for 2024).

	Lithuania		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	82.7%	85.4%	89.5%	89.9%
Satisfaction with salary	11.1%	28.4%	38.1%	37.3%
Stress from having too much administrative work to do	53.7%	51.2%	53.4%	54.8%
Stress from maintaning classroom discipline	44.2%	52.9%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	49.8%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	59.4%	65.0%	49.9%	42.7%
Share agreeing that teachers are valued in society	14.1%	20.5%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	92.4%	92.4%	82.4%	82.3%
Weekly total working hours (full-time teachers)	41.6	45.9	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	23.9%	37.5%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	5.8%	4.4%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.1%	90.9%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	23.7%	59.1%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	89.0%	54.4%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	39.0%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	30.2%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	32.5%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	17.3%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	52.4%	57.9% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	1.40 [19]	0.89 [22]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Malta

Teacher supply in Malta is characterised by a relatively young workforce and a structured, but still evolving, career framework. Systematic annual figures on vacancies or unfilled posts are not reported at the national level, and there is no regular teacher forecasting, but expert analyses point to recurrent shortages at the start of the school year, especially in Church schools and in subjects such as the sciences, with gaps often bridged through "supply" (non-fully qualified) teachers and teachers of pensionable age[227]. At the same time, lower secondary teachers remain comparatively young: only 18% were aged 50+ (EU: 39.8%)[228] in 2023, up from 12.3% in 2018. The challenges of the teaching profession, such as low salary satisfaction and unmet professional learning needs, are closely linked to the broader structural issues highlighted in the Education and Training Monitor 2025[229] – including weak basic skills, persistent STEM teacher shortages and pressure from increasingly diverse student cohorts – which the National Education Strategy 2024-2030 seeks to address through reforms to teacher education, careers and working conditions.

TALIS 2024 reveals low satisfaction with salary, decreasing perceived societal value and comparatively high early-career attrition risks. Only 8.9% of lower secondary teachers are satisfied with their salary, a sharp drop from 17.9% in 2018 and far below the EU average of 37.3%. Just 11.7% of teachers agree that their profession is valued in society (EU: 15.4%), slightly down from 2018, echoing earlier studies which found strong initial motivation at entry but difficulty sustaining it over time due to limited progression, workload and low perceived esteem[230]. Retention pressures are particularly visible among younger staff: 24.1% of teachers under 30 intend to leave teaching within five years (EU: 15.2%). These patterns suggest that, despite intrinsically motivated entrants and recent pay improvements (whose impacts are yet to be seen), salary perceptions and low societal recognition continue to weigh on the profession's attractiveness.

Working conditions combine relatively secure contractual positions with rising pressures linked to classroom diversity. TALIS 2024 shows that 91.6% of lower secondary teachers work on permanent contracts (EU: 82.3%), and full-time teachers report 38.4 working hours per week – slightly below the EU average (39). However, Malta stands out for the (rapidly rising) diversity of its classrooms. As a result, the share of teachers reporting learning needs in teaching in multicultural or multilingual settings (18.9%) is above the EU average (15.4%). TALIS 2024 shows that, although inclusion is a long-standing priority, teachers often feel insufficiently supported in adapting teaching to diversity and in dealing with behavioural challenges. Moreover, autonomy in selecting teaching methods is perceived as declining – albeit still relatively high (87.4% vs EU: 93.7%).

Professional learning opportunities are widespread, yet teachers report limited impact of training and high unmet needs, particularly in AI. The provision of induction when joining a school increased markedly between 2018 and 2024 (from 55.6% to 83.2% of teachers, above the EU average of 66%). 44.9% of teachers consider their recent professional learning impactful, a relatively high figure, but still well below the EU average (56%). Lastly, TALIS 2024 indicates particularly high professional learning needs in using AI for teaching and learning (39% vs EU: 25.2%), even though 46% of teachers report having used AI in their work in the previous year (EU: 31.6%) – suggesting demand for digital pedagogies, in line with the Digital Education Strategy 2024-2030.

A broad set of recent reforms aims to improve salaries and benefits, strengthen teacher careers and address shortages in the medium and long term. Entry into teaching continues to be regulated through the teacher's warrant[231], with all initial teacher education routes – including newer part-time programmes at the University of Malta, the Institute for Education and MCAST – requiring school-based practice. The 2024 sectoral agreement between the government and the Malta Union of Teachers introduced substantial salary increases and a range of new allowances (including a EUR 2 000 annual allowance after 20 years of service), enhanced special leave rights and accelerated career progression with the explicit aim of boosting motivation, job satisfaction and retention. To mitigate shortages, short-term measures include retaining teachers beyond pensionable age, continuing to recruit substitute teachers (with free continuous professional development (CPD) to help them upskill) and deploying Learning Support Educators[232] to address growing demand linked to students with learning

[227] An internal exercise of the Ministry of Education, aimed at identifying the source of Malta's teacher shortages, was developed by the working group «Evaluating the Teaching Profession». The derived statistical report has not been published yet.
[228] Eurostat: educ_uoe_perd01.
[229] European Commission (2025). *Education and Training Monitor 2025: Malta*. Luxembourg: Publications Office of the European Union.
[230] Stevenson, H., & Milner, A. (2023). *Towards a Framework of Action on the Attractiveness of the Teaching Profession through effective Social Dialogue in Education*. European Trade Union Committee for Education (ETUCE).
[231] In the Maltese education system, a "teacher's warrant" is a formal professional licence that a person must hold in order to practice as a teacher in compulsory education.
[232] A Learning Support Educator (LSE) in Malta is an educational professional who works in schools to support students' access to learning and participation in classroom activities, especially for learners with special educational needs, learning difficulties or language challenges.

difficulties. In parallel, the National Education Strategy 2024-2030 and the forthcoming Peer Support Programme for new teachers place strong emphasis on educators' wellbeing, reducing administrative burden, strengthening voice in policy making and expanding high-quality CPD in digital skills, inclusive education and assessment – key levers for making teaching in Malta more attractive and sustainable in the long run.

	Malta		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	84.6%	81.6%	89.5%	89.9%
Satisfaction with salary	17.9%	8.9%	38.1%	37.3%
Stress from having too much administrative work to do	47.5%	53.5%	53.4%	54.8%
Stress from maintaning classroom discipline	47.5%	49.0%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	24.1%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	49.7%	42.3%	49.9%	42.7%
Share agreeing that teachers are valued in society	14.5%	11.7%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	92.3%	91.6%	82.4%	82.3%
Weekly total working hours (full-time teachers)	37.2	38.4	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	38.6%	54.9%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	18.7%	38.6%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	94.3%	87.4%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	55.6%	83.2%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	70.9%	44.9%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	46.0%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	39.0%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	20.9%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	18.9%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	12.3%	18% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	:	:	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

The Netherlands

The Netherlands has made progress in addressing teacher shortages, but challenges remain. The size of teacher shortages is assessed through an annual survey, capturing both open vacancies and so-called hidden vacancies. Hidden vacancies refer to positions that are formally filled but addressed through non-preferred arrangements, such as merging classes or assigning not fully qualified staff. In 2025/2026, shortages amounted to 6.3% in primary schools (5 760 full-time equivalents - fte), of which three quarter is a hidden shortage[233]. In secondary education the shortages amount 3.5% (2 200 fte) of which two thirds are hidden shortages. The largest shortages are found in primary schools in the five biggest cities (11.0%, compared with 4.8% outside these cities) and in primary schools for students with special education needs (7.0% compared with 6.3% in regular schools). The main factors driving these shortages include a tight labour market, a declining labour supply, workforce ageing, low inflows of new teachers, and a high share of part-time teachers. The Dutch government has introduced a range of measures to address these shortages, and in 2025 the shortages were less severe, compared with 2022 data[234]. According to TALIS 2024 data, the Netherlands had the highest share of lower secondary teachers in the EU satisfied with their salary – 74.1%[235] (EU: 37.3%), which is a significant increase from 58% in 2018.

Working conditions for teachers are improving, contributing to the growing attractiveness of the teaching profession. The share of lower secondary teachers who feel valued by society is significantly higher than the EU-average (37.1% vs 15.4% in 2024), and has increased notably compared with 2018 (from 30.7%). The Netherlands also reports the highest share of lower secondary teachers satisfied with their salaries among EU countries in 2024 (74.1% and EU: 37.3%). Under the 2024-2025 agreement, salaries in primary education were raised, while a new agreement signed on 6 November 2025 foresees additional increases for teachers[236]. On the other hand, Dutch teachers report an average level of satisfaction with participation in the professional impactful learning (56.5% vs EU: 56%). Also teachers' perceived autonomy in selecting teaching methods and strategies declined from 87.1% in 2018 to 73.1% in 2024, and is much lower than the EU average (93.7%).

Teachers are satisfied with the professional development opportunities and use emerging technologies in teaching. In 2024, the Netherlands recorded one of the highest share of lower secondary teachers in the EU (86.6%) who reported receiving induction upon joining a school. Dutch lower secondary teachers also report relatively high levels of confidence in emerging competencies: they make use of AI tools more frequently than their colleagues in other EU countries (37.2% and EU:31.6%) and less often report professional learning needs in this area (13.1% and EU:25.2%). The share of lower secondary teachers indicating high professional learning needs in teaching students with special education needs is much lower in the Netherlands (13.5%) than in the EU countries (24.2%), although the share of teachers in schools were more than 10% of students have special education needs, is the highest in the EU (86.4% and EU: 50.2%). Similarly, Dutch teachers rarely report a need for training in teaching in multicultural setting (6.9% and EU: 15.4%), while share of teachers in schools where more than 10% of students are non-native speakers is very high (47% and EU: 24.4%).

The government is implementing a range of measures to address teacher shortages. One contributing factor is the strong part-time work culture in the Netherlands: in primary education, around 70% of teachers work part-time. However, a recent study indicates that 25% of teachers would be willing to work one additional day per week if they received appropriate compensation[237]. To tap into this potential, a new ministerial scheme was introduced on 1 July 2025, allowing participating schools to reward extra working hours either financially (a bonus for an additional working day) or through non-financial incentives, such as greater flexibility in work schedules or additional leave outside school holidays. The scheme will run for three years, supported by a budget of €15 million, and will be evaluated to assess its effectiveness. Another measure aims to attract professionals from other sectors into teaching. In 2025, approximately 1 200 individuals applied for subsidies to retrain as teachers (*zij-instromers*), and more than 750 current educational support staff received financial assistance to pursue teacher training. Moreover, educational regions established in 2023 are intended to tackle teacher shortages at the regional level. Rather than competing for scarce teaching staff, schools are encouraged to collaborate with one another and with local stakeholders such as teacher-training institutions, municipalities, and vocational education providers. Within these strengthened regional structures, partners work together to recruit, train, and support new teachers and to reduce dropout among beginning teachers.

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233 Arbeidsmarktramingen onderwijs 2025
234 https://www.onderwijsraad.nl/documenten/2023/06/29/scarcity-grinds?.
235 TALIS 2024 data for the Netherlands should be interpreted carefully due to its low reliability linked to the low response rate.
236 Cao-akkoord voor primair onderwijs 2025-2027 ondertekend | PO-Raad, Onderhandelaarsakkoord voor nieuwe cao vo - VO-raad (Collective labour agreement for primary education 2025-2027 signed | PO-Raad, Negotiated agreement for new collective labour agreement for secondary education - VO-raad).
237 Nieuwe stap bij het stimuleren van meer uren werken in het onderwijs | Nieuwsbericht | Rijksoverheid.nl

	Netherlands		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	93.9%	93.7%	89.5%	89.9%
Satisfaction with salary	58.0%	74.1%	38.1%	37.3%
Stress from having too much administrative work to do	46.1%	50.0%	53.4%	54.8%
Stress from maintaning classroom discipline	20.6%	35.9%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	10.5%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	40.7%	44.3%	49.9%	42.7%
Share agreeing that teachers are valued in society	30.7%	37.1%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	86.7%	82.1%	82.4%	82.3%
Weekly total working hours (full-time teachers)	42.2	41.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	50.6%	86.4%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	25.1%	47.0%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	87.1%	73.1%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	74.4%	86.6%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	82.3%	56.5%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	37.2%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	13.1%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	13.5%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	6.9%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	38.6%	34.1% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.88 [19]	0.87 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Poland

Teacher shortages may deepen in Poland as there are challenges in attracting and retaining young teachers. Shortages persist in STEM and VET, but also in general and special education, and ECEC sectors[238]. As of 2024, the estimated shortages reached 15000 teachers[239] (around 3% of the workforce), leading to reliance on retired educators (8.7%[240]), and those not fully qualified. Many experienced teachers are nearing the retirement age, while TALIS 2024 highlights significant difficulties in attracting and retaining young teachers. The proportion of lower-secondary teachers (grades 5-8) aged below 30 is only 3.5% (EU: 7.3%) and many of them declare they plan to leave the profession. While teachers' salaries were increased considerably in 2024 (see below), perceived low societal recognition of the teaching profession and work-related stress continue to affect the attractiveness of the teaching profession. Other surveys reveal similar factors deterring young people from teaching as reflected in the Education and Training Monitor 2025[241]. The demands on teachers are rising in view of necessary reforms, including inclusive education, the curriculum reform, and use of technology (AI).

Polish teachers are generally satisfied with their jobs and express high intrinsic motivation to teach, however they point to low societal recognition and poor work-life balance. According to TALIS 2024, only 10.4% of teachers in Poland consider they are valued by society (EU:15.4%), a decrease by 7.4 percentage points from 2013[242]. Although 88.0% were satisfied with their job, only 20.5% (EU: 37.3%) of them were satisfied with salaries in 2024 (still during salary increase implementation). According to TALIS 2024, full-time (lower-secondary) Polish teachers work a similar number of weekly hours as their EU peers (40.0 vs EU: 39.0), yet more of them report a poor work-life balance (62.9% vs EU 50.3%) and a negative impact of the job on their mental health (29.7% vs. EU: 25.6%)[243]. Many teachers declare they plan to leave the profession within the next 5 years: 29.3% of those below 30 (EU: 15.2%), and 62.3% of those aged above 50 (EU: 42.7%), also due to retirement. These trends pose a long-term risk to the sustainability of the teacher workforce.

Initial teacher education provides strong academic preparation overall, but young teachers report skills gaps. In TALIS 2024, many young teachers report being unprepared for managing student behaviour and diverse teaching contexts. A national survey highlights also insufficient relevance and practical training during ITE, limited exposure to classroom management, and inadequate administrative preparedness for the job[244]. Induction is mandatory, and 83.2% of teachers who have recently joined their current school reported its provision in their school in TALIS 2024 (EU: 68.4%), but actual support is perceived by young teachers as limited[245]. Furthermore, more than a third (35.3%) of novice teachers indicated lack of relevant professional learning offer. Several government and non-governmental programmes support novice teachers and mentors, including an Erasmus+ project 'Development of Support System for Novice Teachers'.

Continuous professional development (CPD) forms part of career progression, however, training needs remain high in managing student behaviour, inclusive education and AI. In TALIS 2024, teachers reported the highest training needs in managing student behaviour (30.2% vs EU: 22.1%), using AI in education (27.7% vs EU: 25.2%), and teaching students with special educational needs (26.9% vs EU: 24.2%)[246]. Out of those who participated in training during the 12 months preceding the TALIS survey, 61.7% reported that the training had a positive impact on their teaching (EU: 56.0%). Classroom diversity has increased adding to the demands on teachers' skills. In 2024, 61.6% of teachers worked in schools with over 10% of students with special educational needs, compared to 27% in 2013[247], and more than the EU average (EU: 50.2%). Furthermore, in 2024, 12.3% of teachers worked in schools where over 10% of students were not native speakers, and 66.4% in schools where at least 1% of students were refugees while in 2013, only 0.3% teachers worked in schools where over 10% were not native speakers[248]. While efforts are made to align CPD with teachers' needs, the changes call for systemic improvements in needs assessment and feedback loops.

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238 MRPiPS (2025). Barometr zawodow (Occupational Barometer 2025).
239 https://www.pap.pl/en/news/poland-lacks-15000-teachers-says-education-minister.
240 Based on open data: Teachers according to age, gender, schools and voivodship in the 2025/2026 school year.
241 European Commission (2025). Education and Training Monitor 2025: Poland.
242 OECD, TALIS (2024): Table 7.29 and TALIS (2013): Tables 7.2 and 7.2.Web.
243 OECD, TALIS (2024): Table 2.3.
244 Dobkowska, J., et al., (2024). Young teachers leave schools. The study was carried out in the Warsaw region, yet teachers' views on their initial teacher education can be interpreted in the context of the whole country.
245 Ibid.
246 OECD, TALIS (2024): Table 4.27.
247 OECD (2018). Teaching students with special educational needs.
248 OECD, TALIS (2024) and TALIS (2013): Table 1.25.

Recent reforms aim to improve teacher recognition and retention. In 2022, lower-secondary teachers' actual salaries were 88% of those of other tertiary-educated professionals (EU: 85%); for lower-secondary teachers aged 25-34, it was 79%[249]. In 2024, Poland increased salaries by 30% and 33% for new teachers, and 5% in 2025. Amendments to the Teachers' Charter aim to improve recognition and retention by increased jubilee awards and better retirement and severance pay, also for part-time teachers. Young teachers can gain long-term contracts after a year (instead of two), and mentorship was formalised for promotion. The curriculum reform aims to reduce overload and bolster teacher autonomy. The ESF+ project 'Friendly School', launched in July 2025, supports educational equity and inclusion of students from Ukraine, involving measures for teachers.

	Poland		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	:	88.0%	89.5%	89.9%
Satisfaction with salary	:	20.5%	38.1%	37.3%
Stress from having too much administrative work to do	:	43.8%	53.4%	54.8%
Stress from maintaning classroom discipline	:	37.1%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	29.3%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	:	62.3%	49.9%	42.7%
Share agreeing that teachers are valued in society	:	10.4%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	:	87.6%	82.4%	82.3%
Weekly total working hours (full-time teachers)	:	40.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	:	61.6%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	:	12.3%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	:	95.4%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	:	83.2%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	:	61.7%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	45.1%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	27.7%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	26.9%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	13.6%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	31.2% [b]	39.2% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.76 [19]	0.88 [22]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

[249] OECD (2025). *Education at a Glance 2025 – Poland*.

Portugal

Portugal's education system is increasingly strained by teacher shortages, as over a third of the teaching workforce is set to retire in the next decade. As of 2023, 60% of lower-secondary teachers were aged 50 or older, an increase of 13.3 p.p. since 2018 and the highest share among EU Member States (EU: 39.8%)[250]. According to a national study[251], 37% of all teachers are expected to retire by 2034/35, creating the need for around 38 000 new teachers over the next decade, despite a projected decline in the number of pupils. Yet, the same projections suggest that only about 20 000 graduates will enter the profession during the same period, revealing widening gaps. Teacher shortages are already considerable: at the start of the 2025/2026 school year, nearly 8 in 10 public schools reported at least one missing teacher, with shortages concentrated in the Lisbon metropolitan area and in the fields of pre-school, primary and special education, Portuguese and ICT[252]. TALIS 2024 points to relatively low salary satisfaction, high administrative workload, job instability and low perceived societal recognition as key factors undermining the attractiveness of the teaching profession. These pressures intersect with broader challenges highlighted in the Education and Training Monitor 2025[253], including the declining levels of basic skills among Portuguese students.

Teachers' satisfaction with salaries is among the lowest in the EU, despite actual salaries being higher than those of other tertiary educated workers. In contrast with most other EU countries, teachers in Portugal earn on average 27% more than other tertiary-educated workers (vs 15% less in the EU). However, only 13.4% of teachers expressed satisfaction with their pay in 2024, one of the lowest levels in the EU, though this level slightly improved from 2018. With regards to working conditions, Portuguese teachers report working on average 40.5 weekly hours, only slightly above the EU average (39.0). However, they report experiencing markedly higher stress levels than their EU peers, driven mainly by administrative workload (79.3% vs 54.8% in the EU) and classroom discipline challenges (62.1% vs 44.7% in the EU). The high and rising share of temporary contracts (32.6% in 2024; EU: 17.7%) particularly affects novice teachers (92.6% of those under 30 were on a fixed-term contract; EU: 48.6%[254]). Nevertheless, Portuguese teachers express strong intrinsic motivation: 93.7% report overall job satisfaction (EU: 89.9%), even though only 8.7% feel valued in society (EU: 15.4%).

Continuous professional learning is perceived as impactful, while high training needs are reported on emerging topics. In Portugal, participation in continuous professional training is enshrined as both a right and a duty in the *Teaching Career Statute*, the central legal framework for the teaching profession. In practice, it is mandatory as it is a key requirement for progressing in the career. In 2024, 91.5% of teachers had engaged in impactful professional learning, substantially above the EU average (56.0%), signalling high standards in relevance and quality. Yet, evolving teaching and learning environments lead Portuguese teachers to report a high need of training in the use of AI (34.8% in 2024; EU: 25.2%). Moreover, the share of teachers in schools where more than 10% of students are non-native speakers more than doubled between 2018 and 2024 (from 7.2% to 19.0%), with over a quarter (28.5%) reporting the need for training in multicultural classrooms (EU: 15.4%). While only 14.6% of teachers reported participating in a formal induction programme (EU: 35.7%)[255], overall participation in induction activities (including informal) by novice teachers increased sharply from 34.5% to 67.2%, mirroring the EU trend.

The Portuguese government is taking a broad range measures to address teacher shortages. Since August 2024, a package containing measures to fill-in critical gaps until 2028 is in place[256]. These include: the possibility of assigning up to 10 extra teaching hours per week to each teacher; temporarily hiring retired teachers and offering incentives for current teachers to remain in service; or recruiting professionals with advanced degrees in shortage subjects, allowing them to obtain an in-service professional teaching qualification. To encourage new entrants in the profession, scholarships will cover full tuition fees for up to 2500 students/year pursuing higher education degrees leading to a professional teaching qualification, starting in 2025. Moreover, the phased restoration of previously frozen career time is under way, unlocking career progression opportunities, and teachers placed in schools over 70km away from their domicile are provided with an additional allowance, improving their overall pay. Lastly, a major reform of the *Teaching Career Statute* – including provisions on career structure, salaries or teachers' assessment – is under preparation, in collaboration with trade unions and other stakeholders. Measures aim at revitalising the attractiveness of the teaching career and signal a renewed commitment to strengthening the profession.

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250 Eurostat: educ_uoe_perd01.
251 Directorate-General for Education and Science Statistics (2025). Estudo de Diagnóstico de Necessidades Docentes de 2025 a 2034 (Diagnostic Study of Teaching Needs from 2025 to 2034).
252 Ministry of Education and Science (2025). Communication from 22 September 2025.
253 European Commission (2025). *Education and Training Monitor 2025: Portugal.* Luxembourg: Publications Office of the European Union.
254 OECD, TALIS (2024): Table 7.37.
255 OECD, TALIS (2024): Table 4.9.
256 Decree Law No. 51/2024.

	Portugal		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	92.1%	93.7%	89.5%	89.9%
Satisfaction with salary	9.4%	13.4%	38.1%	37.3%
Stress from having too much administrative work to do	76.7%	79.3%	53.4%	54.8%
Stress from maintaning classroom discipline	72.8%	62.1%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	27.4%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	21.2%	23.7%	49.9%	42.7%
Share agreeing that teachers are valued in society	9.1%	8.7%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	73.8%	67.4%	82.4%	82.3%
Weekly total working hours (full-time teachers)	40.9	40.5	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	33.0%	44.4%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	7.2%	19.0%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	97.1%	92.9%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	34.5%	67.2%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	81.9%	91.5%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	30.5%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	34.8%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	25.7%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	28.5%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	46.7%	60% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	1.34 [19]	1.27 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Romania

Romania faces teacher shortages, in particular in rural schools. Despite low rates of non-fully qualified teachers (2%) and unfilled positions (1.9%)[257], shortages persist in rural and small schools and in STEM subjects. These stem from unattractive working conditions in rural and small schools and STEM graduates shortages combined with private-sector competition. National monitoring of teacher shortages remains fragmented. While ageing trends among Romanian teachers are less pronounced than in the EU overall, with 26.7% of lower-secondary teachers aged 50+ in 2023 (EU: 39.8%), teachers may work beyond retirement age up to 70 to fill gaps. TALIS 2024 points to weaknesses in continuous professional development and limited support to novice teachers. These should be viewed amid broader challenges of the Romanian education system highlighted in the Education and Training Monitor 2025[258] – including widespread lack of basic skills with strong rural-urban and socio-economic disparities, alongside the ongoing adaptation to competence-based curricula.

Romanian teachers report relatively high job satisfaction, with workloads near EU averages. Compared to EU peers, Romanian teachers report in TALIS 2024 higher job satisfaction (95.8% vs EU: 89.9%) and more than double the social recognition (42% vs EU: 15.4%). 85.7% of teachers say they would choose teaching again (EU: 76.5%)[259]. Salary satisfaction has more than doubled since 2018 (57.2% vs 23.3%), now exceeding the EU average (37.3%), following significant pay increases in 2023-24. Teachers' actual salaries are 15% higher than those of tertiary-educated workers, compared to 15% lower on average in the EU. These trends contrast with challenges in contract stability, where only 73.2% of teachers have permanent contracts (vs EU: 82.3%), particularly affecting novice teachers. TALIS 2024 showed total weekly working hours on par with the EU averages (38.5 vs EU: 39 hours), but these do not yet reflect the changes in the working conditions of teachers taking which took effect as of July 2025. Stress levels are comparatively low regarding administrative workload (37% vs EU: 54.8%) and classroom discipline (37.1% vs EU: 44.7%).

Romanian teachers report room for progress in the relevance of professional development despite improved induction support. TALIS 2024 shows teachers' access to induction has more than doubled since 2018 (30.5% to 66.4%), matching EU levels (66%), yet only 23.6% of novice teachers report having an assigned mentor[260], revealing uneven implementation of mandatory mentoring. Continuous professional development (CPD) is mandatory for all teachers, requiring 15 ECTS credits every 5 years and biennial participation to maintain certification and career progression.[261] However, the perceived impact of professional learning shows space for improvement, as just 59.8% of teachers found recent training impactful, still slightly above the EU average (56%). This (EU-wide) issue may reflect broader challenges in adapting to rapidly evolving teaching environments and new technologies. Romanian teachers were more likely than their EU peers to have used AI in teaching in the last 12 months (45.8% vs. EU: 31.6%), while nearly one-third reported higher professional learning needs in the use of AI (30.7% vs. EU: 25.2%). These patterns, alongside the shift to a competence-based curriculum, reveal a strong demand for professional learning tailored to teachers' needs.

Comprehensive reforms aim to strengthen the quality and attractiveness of the teaching profession despite recent austerity challenges. Teachers enter the profession through national competition (*titularizare*) and progress along a seniority- and exam-based three-grade structure, now complemented by functional role differentiation. From 2025, a compulsory teacher competence framework is set to guide career development and set initial teacher education (ITE) and CPD quality standards. The 198 and 199/2023 Education Laws introduced a mandatory didactic Master's with structured school-based practicum and reinforced induction and mentoring in the first years of service, with new methodology being finalized for application in 2027-2028. These reforms also reposition CPD as school-embedded professional learning with a specific strand for school leaders with mandatory certification and periodic re-training. In 2023, teacher salaries rose by 25% on average and 37.1% for starting teachers, with further salary grid alignment in 2024 aiming to match the national average wage. Additional allowances are granted for functional roles or bonuses for rural hardship, seniority or merit to improve the attractiveness of the profession, including a teaching career bonus of 1°500 lei for professional development supported by ESF+. Nevertheless, recent budgetary measures have halted further improvement, including freezing teachers' remuneration

[257] OECD (2025). *Education at a Glance 2025: Romania – Country note*. OECD Publishing, Paris.
[258] European Commission (2025). *Education and Training Monitor 2025: Romania*. Luxembourg: Publications Office of the European Union.
[259] OECD, TALIS (2024): Table 2.6.
[260] OECD, TALIS (2024): Table 4.11.
[261] Education Law No. 198/2023.

since late 2024,[262] cutting extra teaching hourly pay by 50%, increasing the teaching norm by 2 hours, and raising class sizes across all educational levels, resulting in higher pupil-teacher ratios.[263]

	Romania		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	93.7%	95.8%	89.5%	89.9%
Satisfaction with salary	23.3%	57.2%	38.1%	37.3%
Stress from having too much administrative work to do	42.8%	37.0%	53.4%	54.8%
Stress from maintaning classroom discipline	30.5%	37.1%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	11.3%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	52.2%	37.5%	49.9%	42.7%
Share agreeing that teachers are valued in society	40.9%	42.0%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	73.1%	73.2%	82.4%	82.3%
Weekly total working hours (full-time teachers)	37.1	38.5	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	4.3%	6.2%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	8.5%	6.0%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	97.2%	95.7%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	30.5%	66.4%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	81.2%	59.8%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	45.8%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	30.7%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	37.4%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	21.2%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	25.2%	26.7% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	:	1.15 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

262 Emergency ordinance No. 156/2024 (December 2024).
263 Law No. 141/2025 (25 July 2025), implemented through Order No. 197/2025 (6 August 2025).

Slovakia

Despite high job satisfaction, Slovakia struggles to attract and retain teachers, particularly in STEM subjects and English, especially in the Bratislava region. While the average age of Slovak teachers is 45.2 years (close to the EU average of 46.1), it had increased by 0.9 years between 2018 and 2024, according to TALIS 2024[264]. Only 7.2% of teachers in Slovakia are younger than 30 (the EU average at 7.3%), and this share has significantly decreased from 2008 (at 16.1%)[265]. Teacher shortages are reflected in the high share of lessons taught by qualified but 'out-of-field' teachers. For example, in 2022 the lowest proportion of professionally taught lessons (in lower secondary education) was in the subjects of technology (57%), civics (68%) and informatics (69%); with the lowest levels observed in the Nitra, Bratislava and Trnava regions.[266] In addition, according to TALIS 2024, 17.5% of young Slovak teachers intend to leave the profession within the next 5 years, above the EU average (at 15.2% in 2024). Difficulties in maintaining the attractiveness of the profession coexist with broader challenges of the Slovak education system, as highlighted in the Education and Training Monitor 2025.[267]

Teachers' satisfaction with salaries has been rising but remains below the EU average. Although overall job satisfaction is high (89.8%), salary satisfaction – despite recent increases – remains below the EU average and, together with the low perceived prestige of the profession, continues to affect its attractiveness. In TALIS 2024, 27.3% of Slovak teachers report being satisfied with their salary, below the EU average (37.3%), but up 9.4 pp since 2018. This positive trend can be linked to a substantial statutory salary growth during recent years. For example, the entry level salaries of primary school teachers increased by 45% between 2015-2024[268]. Yet, teachers earn substantially less on average compared to other tertiary educated workers in Slovakia, with the salary ratio stagnating (at 0.74; EU: 0.85 in 2024) for secondary teachers between 2018 and 2024[269]. This could also explain why the teaching profession struggles to be competitive, in particularly in the capital region, and why it is less attractive to men, as women make up 80% of the teaching staff in Slovakia (vs 70% in the EU)[270].

A large majority of Slovak teachers would choose the profession again, despite low perceived recognition. According to TALIS 2024, 77% of Slovak teachers would choose their profession again[271]. The perceived autonomy of teachers in Slovak schools (90.1% in Slovakia vs 93.7% in the EU in 2024) has declined (by 7.7pp from 2018). Administrative workload is a source of stress as more than half of Slovak teachers report that excessive administrative tasks negatively affect their work (53.0% vs 54.8% in the EU)[272]. Slovak teachers work one hour less on average than in the EU (38 vs 39 weekly hours in the EU), and they feel similar level of stress from maintaining classroom discipline as their peers in the EU[273]. Very few Slovak teachers feel that their work is valued by society (6.5%), notably less in the EU (15.4%). Positively, almost twice as many Slovak teachers as in the EU on average believe that their views are valued by policy makers.

Nearly three quarters of recent teacher graduates view the quality of their initial education positively. Slovak teachers are among the most educated as 96.4% have a master's degree or its equivalent (at ISCED 7 level, the highest share among all countries participating in the TALIS 2024). 74% of recent graduates in Slovakia consider the quality of their initial education high[274]. However, although continuous professional development (CPD) is mandatory for teachers career progression and salary increase, only around half of the teachers (53.3%) took part in impactful professional learning, slightly below the EU average of 56%. On the other hand, novice teachers reported significant improvements in the access to induction, from 58% in 2018 to 83% in 2024, well above the EU average (at 66%). Mentoring, however, is available to only one in four (24%) novice teachers. In Slovakia, there is a high demand for training on new technologies, as almost every third teacher (28.7%) report a high need to learn more about artificial intelligence (AI), while only 22.2% of them use AI in their work (less than the EU at 25.2% on average). Also, 28.7% of teachers wish to learn more about teaching students with special education needs and 25% about classroom management for student behaviour[275].

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264 OECD, TALIS (2024): Table 1.3.
265 OECD, TALIS (2024). *The State of Teaching, Education*. https://gpseducation.oecd.org/IndicatorExplorer?plotter=h5&query=43.
266 Janotíková, Balberčáková (2024). https://www.minedu.sk/data/att/09f/29110.d33696.pdf.
267 European Commission (2025). *Education and Training Monitor 2025: Slovakia*: Publications Office of the European Union.
268 OECD (2025), *Education at a Glance 2025*: https://doi.org/10.1787/1c0d9c79-en, Table D3.3.
269 OECD (2025). *Education at a Glance 2025*.
270 OECD, TALIS (2024): Table 1.1.
271 OECD, TALIS (2024): Table 2.6.
272 OECD, TALIS (2024): Table 3.16.
273 OECD, TALIS (2024): Table 3.16.
274 OECD, TALIS (2024): Table 4.3.
275 OECD, TALIS (2024): Table 4.27.

Slovakia is addressing teachers' shortage and strengthening the attractiveness of teaching profession. Salaries of the teachers and education professionals have increased by 7% in September 2025, and by 7% further from January 2026. Scholarships for shortage fields[276] will be expanded from 2026/2027, including for student teachers.[277] The 2025 amendment to the law on pedagogical and professional staff facilitates entry into the profession through updated qualification requirements and shorter pedagogical training for non-teachers.

	Slovakia		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	88.5%	89.8%	89.5%	89.9%
Satisfaction with salary	17.9%	27.3%	38.1%	37.3%
Stress from having too much administrative work to do	53.1%	53.0%	53.4%	54.8%
Stress from maintaning classroom discipline	40.6%	44.5%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	17.5%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	60.6%	53.6%	49.9%	42.7%
Share agreeing that teachers are valued in society	4.5%	6.5%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	82.5%	82.2%	82.4%	82.3%
Weekly total working hours (full-time teachers)	38.5	38.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	17.7%	43.6%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	11.4%	14.5%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	97.8%	90.1%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	58.0%	83.0%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	80.4%	53.3%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	29.4%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	22.2%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	28.7%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	12.9%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	37.5%	33.3% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.74 [19]	0.74 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

276 https://stipendia.portalvs.sk/public_files/d864cb6023e7b5dff3f8bc290edca8c5.pdf.
277 https://www.minedu.sk/grantovy-program-pre-univerzity-na-podporu-novych-ucitelskych-studijnych-programov/.

Slovenia

Slovenia is facing teacher shortages, with the biggest unmet needs in STEM subjects. According to a survey conducted by the Ministry of Education in January 2025, Slovenia lacks 3 611 teachers (around 9.6%), including 1 843 teachers in primary education[278]. However, the Association of Principals, due to a different methodology, estimates that shortages are even more severe, with around 7 000 staff missing[279]. The biggest unmet needs are reported in languages and STEM subjects. To sustain the learning process, schools increasingly hire non-fully qualified staff – nearly 80 percent of primary schools reported employing at least one teacher without adequate education, while in special schools almost one-third of staff do not meet the required qualifications[280]. TALIS 2024 data show relatively low attractiveness of the teaching profession, limited job and salary satisfaction. The share of younger teachers (under the age 30) intending to leave teaching within five years is aligned with the EU average (15.9% vs. 15.2%).

Teachers report relatively low prestige of the profession and below average satisfaction from salary. According to TALIS 2024, the share of Slovenian lower secondary teachers agreeing that teachers are valued in society remains much lower than the EU average (7.4%, EU:15.4%) but shows a slight improvement since 2018 (at 5.6%, EU: 17.7%). The low prestige of teaching profession may be associated with comparatively low levels of reported satisfaction with salary (32.7%) compared to other EU countries (2024: 37.3%). The share of teachers reporting administrative burden increased from 59.1% to 63% between 2018 and 2024, and in both years remained above the EU average (53.4% and 54.8%).

Slovenian teachers face more diverse classrooms, but their reported learning needs in many areas are below the EU average. According to TALIS, between 2018 and 2024, the share of teachers in schools where more than 10% of students are non-native speakers increased strongly from 13.5% to 36.2%, and above the EU average of 24.4% (2024). However, teachers report lower learning needs for teaching in multicultural or multilingual settings than on average in the EU (13.7%, EU: 15.4%). The share of novice teachers taking part in induction training has increased significantly from 36.5% in 2018 to 65.9% in 2024 but is below the EU average (2024: 66%). TALIS data shows that more teachers in Slovenia use AI (34.6%) than on average in the EU (31.6%) and seem to be more satisfied with their knowledge in this area as they less often report high professional needs regarding use of AI than their colleagues in the EU (2024: 18.2% vs. 25.2%). Similarly, a smaller share of Slovenian teachers reports high professional learning needs related to teaching students with special education needs compared to the EU average (18.2%, EU: 24.2%), while the share of teachers in schools where more than 10% of students have special education needs is very close to the EU average (2024: 48%, EU: 50.2%). According to TALIS 2024, participation in impactful professional learning was 42.7%, below the EU average of 56%.

Recent reforms aim to improve teacher remuneration and strengthen the attractiveness of the profession in response to persistent shortages. A new law envisages a gradual increase in salaries by 2028 for all public sector employees, including teachers. The reform is explicitly designed to correct distortions at the bottom of the pay scale[281]. The monthly gross starting salary of teachers (without additional allowances) is expected to rise from EUR 1 669 in 2024 to EUR 2 135 in 2028[282]. The amendment to the Basic School Act adopted in 2025 allows for an additional workload for teachers already employed at the same school or institution (up to 20% of working time beyond 100%)[283]. Funding for scholarships is increasing in Slovenia (from EUR 180 000 in 2022/23 to EUR 1.26 million in 2024/25), enabling a substantial rise in the number of students in teacher-education programmes who can benefit from these scholarships (from 41 in 2022/23 to 300 in 2024/25[284]). These changes are aiming at addressing teacher shortages, helping to attract and/or qualify more future teachers.

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278 Own calculations of percentages, based on Persons employed in formal education, school year 2024/2025, data on teacher shortages: Analiza-pomanjkanja-v-viz_Koncna2025-05-29.pdf.
279 Pomanjkanje učiteljev: odhajajo tudi tisti, ki so šele prišli.
280 Ibidem.
281 ZSSS (2025). Government RS, 2025.
282 STA (2024). Government RS, 2024.
283 Uradni list RS št. 48/2025 z dne 30. 6. 2025 | SIO Zakonodaja (Official Gazette of the Republic of Slovenia No. 48/2025 of 30 June 2025 | SIO Legislation).
284 European Commission (2025). *Education and Training Monitor 2025: Slovenia*. Luxembourg: Publications Office of the European Union.

	Slovenia		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	89.8%	84.9%	89.5%	89.9%
Satisfaction with salary	31.8%	32.7%	38.1%	37.3%
Stress from having too much administrative work to do	59.1%	63.0%	53.4%	54.8%
Stress from maintaning classroom discipline	43.4%	48.2%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	15.9%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	50.2%	55.1%	49.9%	42.7%
Share agreeing that teachers are valued in society	5.6%	7.4%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	91.1%	88.2%	82.4%	82.3%
Weekly total working hours (full-time teachers)	40.3	40.5	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	26.7%	48.0%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	13.5%	36.2%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.3%	94.5%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	36.5%	65.9%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	87.2%	42.7%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	34.6%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	18.2%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	18.2%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	13.7%	:	15.4%
Contextual indicators**				
Share of teachers aged 50+ in ISCED 2	: [d]	: [23, d]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.88 [19]	0.84 [22]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Spain

Spain faces deepening teacher shortages, as the profession struggles to attract new entrants. Among lower secondary teachers, 39.1% were aged 50+ in 2023 (1pp. more than in 2018), slightly below the EU average of 39.8%[285]. However, only 6.7% were under 30, reflecting an ageing workforce, also observed in most EU countries. According to data compiled by the *Central Sindical Independiente y de Funcionarios* (CSIF), based on official figures from the regional education authorities, nearly one in four vacancies offered in the 2025 competition to access teaching positions remained unfilled – the highest proportion recorded - with the Balearic Islands, Castile and León, and Madrid among the most affected. Shortages are concentrated in the subjects of mathematics and ICT, linked to the low share of STEM graduates and higher salaries offered by competing economic sectors. TALIS 2024 shows that, although Spanish teachers report high job satisfaction and low attrition, the prevalence of temporary contracts, elevated stress and increasingly complex student groups may undermine the profession's attractiveness. These factors add to the wider systemic challenges noted in the 2025 Education and Training Monitor[286], including declining basic skills, persistent early school leaving and regional disparities in access to quality education.

Teachers' satisfaction with salaries has improved but job stability remains a key challenge. Over half of Spanish teachers are satisfied with their remuneration (54.2% in 2024), up from 50.2% in 2018 and well above the EU average (37.3%). Stronger agreements between trade unions and the Government, regional pay supplements, and public sector reforms have led to general salary increases in recent years, which could explain heightened salary satisfaction. Weekly working hours are slightly above the EU average (40.0 vs. 39.0) and have risen by 1.4 hours since 2018, suggesting slightly heavier workloads. The share of permanent contracts has grown modestly (66.6% to 69.2%) but remains far below the EU average (82.3%), with temporary positions particularly prevalent in schools with a significant share of vulnerable students, where higher staff turnover can hamper efforts to bridge learning gaps[287]. Still, overall job satisfaction in Spain is comparatively high (95.1%; EU: 89.9%), with only 4% of teachers under 30 intending to leave the profession within the next five years (EU: 15.2%).

Heavier administrative workloads and a deterioration in classroom climate are linked to rising reported stress levels. In 2024, 64.3% of lower secondary teachers reported stress due to excessive administrative workload (EU: 54.8%), an 18.1 pp rise since 2018. Discipline-related stress also grew (from 42.8% to 50.1%), and national surveys point to worsening classroom climate and wellbeing[288]. Meanwhile, the share of teachers in schools with more than 10% of students with special education needs (34.3%) or a migrant background (38.3%[289]) has grown sharply since 2018 (from 17.3% and 26.3%, respectively[290]). Combined with the rise in the share of children at risk of poverty and social exclusion (from 30.5% in 2018 to 34.6% in 2024)[291], student cohorts are increasingly diverse, requiring greater individualised support and adding further demands on teachers. The Spanish education law (LOMLOE) introduces the role of well-being coordinators in all schools to strengthen personalised support, prevent bullying and improve safeguarding practices. However, a UNICEF report[292] notes that implementation is uneven, with many schools relying on teachers to assume this role on top of their regular duties, not always ensuring an easing of their workload.

Participation in induction activities has improved, yet less than half of teachers recognise the positive impact of continuing professional development (CPD). In 2024, only 48.3% reported engaging in impactful training below the EU average of 56%, reflecting challenges in ensuring training quality. The Ministry of Education defines a common national framework and provides CPD through the National Institute for Educational Technologies and Teacher Training (INTEF), but responsibility lies with the Autonomous Communities, allowing training to be tailored to regional needs. All regions include ICT and online or blended learning in their CPD offer, reflected in the high use of AI among Spanish teachers (35.3%; EU: 31.6%). However, many still report needs in AI training (29.7% vs EU: 25.2%), teaching students with special education needs (27.3% vs EU: 24.2%[293]), and slightly less in teaching in a multicultural or multilingual setting (16.3% vs EU:15.4%). Participation in induction by novice teachers has risen strongly (from 23.4% in 2018 to 65.3% in 2024; EU: 66% in 2024), driven mainly by higher engagement in informal induction activities.

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285 Eurostat: educ_uoe_perd01.
286 European Commission (2025). *Education and Training Monitor 2025: Spain.*
287 Gortázar, L. (2025). *El estado de la profesión docente en España. Un análisis con datos sobre la situación del profesorado y las políticas que pueden contribuir a fortalecerlo* (The state of the teaching profession in Spain. An analysis based on data on the situation of teachers and policies that can help strengthen it). EsadeEcPol Policy Brief #49.
288 Perez Coutado, A. (2023). *El profesorado en España 2023* (The teaching profession in Spain 2023). Fundación SM.
289 OECD, TALIS (2024): Table 1.25.
290 OECD, TALIS (2024): Table I.3.25.
291 Eurostat: ilc_peps01n.
292 UNICEF Spain (2025). *Los centros educativos como garantes del bienestar y la protección* (Educational centres as guarantors of wellbeing and protection).
293 OECD, TALIS (2024): Table 4.27.

Spain's early childhood education and care (ECEC) workforce combines strong qualifications with rising professional demands. According to TALIS Starting Strong 2024, nearly all (99.2%[294]) of Spanish pre-primary staff hold at least a bachelor's degree, the highest share among participating EU countries, reflecting the strong professionalisation of the sector. Over 92% of enquired staff had participated in professional development activities in the previous 12 months, denoting a well-prepared workforce, but only 9.4% had participated in induction activities, markedly lower than in other EU countries[295]. As pre-primary enrolment continues to rise (97.7% in 2023[296]) and classroom diversity grows, staff report notable training needs in supporting children whose home language differs from the language of instruction (19.8%) and those with special education needs (44.5%)[297]. At the same time, leaders report comparatively extensive cooperation with external services, as 68.3% regularly consult child-development specialists and 78.6% liaise with primary schools[298], which can particularly benefit vulnerable children. Work-related stress affects 44.7% of pre-primary teachers[299], mainly driven by high administrative burden. While ECEC teachers are slightly less satisfied with their salary levels than lower-secondary teachers (48.2%[300]) - consistent with generally lower wages at this level - overall levels of job satisfaction are still quite high at 96.6%, suggesting strong commitment of the pre-primary workforce.

Spain is advancing measures to address shortages, improve conditions, and strengthen teaching careers. To reduce long-term temporary employment in the public sector, including in education, a 2021 labour reform introduced the possibility to turn positions held for a long period of time into permanent posts. A revision of the teaching profession regulation is underway, with working groups composed of a range of stakeholders reviewing teachers' initial education, competence framework, recruitment, induction, and career progression. Reforms under discussion include new entrance requirements to teaching degrees and access to the profession, such as specific entrance exams and strengthened training pathways. To improve learning conditions, the government has proposed reducing class sizes, easing administrative burden, and setting lower maximum teaching hours to improve workload balance. Together, these measures aim to improve working conditions, professionalise teaching, attract new candidates, and improve stability in the provision of quality education across Spain.

	Spain		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	95.7%	95.1%	89.5%	89.9%
Satisfaction with salary	50.2%	54.2%	38.1%	37.3%
Stress from having too much administrative work to do	46.1%	64.3%	53.4%	54.8%
Stress from maintaning classroom discipline	42.8%	50.1%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	4.0%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	44.9%	43.6%	49.9%	42.7%
Share agreeing that teachers are valued in society	14.1%	15.6%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	66.6%	69.2%	82.4%	82.3%
Weekly total working hours (full-time teachers)	38.6	40.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	17.3%	34.3%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	21.5%	25.8%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	94.6%	91.3%	95.6%	93.7%

294 TALIS Starting Strong (2024): Table D.2.6.
295 TALIS Starting Strong (2024): Table D.6.2.
296 Eurostat: educ_uoe_enra21.
297 OECD, TALIS Starting Strong (2024): Table Staff.19.
298 OECD, TALIS Starting Strong (2024): Table D.9.1.
299 OECD, TALIS Starting Strong (2024): Table D.8.9.
300 OECD, TALIS Starting Strong (2024): Table D.8.2.

	Spain		EU*	
	2018	2024	2018	2024
Professional learning and career development				
Provision of induction to teachers upon joining school	23.4%	65.3%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	78.8%	48.3%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	35.3%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	29.7%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	27.3%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	16.3%	:	15.4%
TALIS Starting Strong (ECEC)**				
Overall job satisfaction[1]	:	96.7%	:	:
Participation in professional development activities in the previous 12 months	:	92.9%	:	:
Contextual indicators***				
Share of teachers aged 50+ in ISCED 2	38.1%	39.1% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	: [m]	: [m]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** 7 member states (Belgium - Flemish Community, Denmark, Finland, Germany, Ireland, Spain and Sweden) participated in TALIS Starting Strong 2024. The only member states which took part in TALIS Starting Strong 2018 were Denmark and Germany. The reported figures relate to pre-primary settings (ISCED level 02). *** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a Likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

Sweden

Sweden is facing teacher shortages in most education sectors. Current national projection of shortage of teachers for 2038 is 10 600 qualified teachers, with the greatest shortages expected among ECEC teachers, but also significant shortages among special education needs (SEN) teachers, vocational teachers and lower secondary school teachers[301]. The share of qualified teachers compared to teachers without a formal qualification varies by county, municipality, school and education level[302]. In 7-9 grade of compulsory school (the teacher population covered by TALIS survey) only 69% of teachers are qualified in Sweden. Municipal schools have higher share of qualified teachers (in all grades) than the independent schools (72% vs 65% respectively)[303]. In 2023, 40.5% of lower-secondary teachers were older than 50 years, slightly higher than the EU average of 39.8%. TALIS 2024 points to the high workload and stress due to administrative work and low recognition of the job being among the factors reducing the attractiveness of the profession. These should be seen in the context of the challenges of Swedish education and training system, as highlighted in the Education and Training Monitor 2025[304] and its previous editions.

Teachers' satisfaction with their salaries and recognition in society are rising. Both teachers' job satisfaction and salary satisfaction are higher than the EU average (91.9% vs EU: 89.9% and 40.1% vs 37.3%, respectively). ECEC teachers overall job satisfaction is also at a high level of 90.3%. Satisfaction with the salary has increased by 5.3 pps since 2018, despite a drop in the ratio of salaries when compared to those of tertiary-educated from 0.87 in 2019 to 0.76 in 2024[305]. During this period there have been no new salary reforms in Sweden. The share of teachers who consider that their profession is valued in society has also increased, from 10.7% to 14.7%, though it is still low for a once valued profession, and below the EU average of 15.4%.

Teachers in Sweden have much higher workload and are more stressed about administrative tasks than average teachers in the EU. The weekly workload of teachers is 44 hours, one of the highest in the EU (EU: 39). Far more teachers are stressed over too much administrative work: 64.8% vs EU: 54.8%. This percentage has remained the same as in 2018, despite the government's efforts to reduce it with teaching assistants. Teachers overall stress has not increased since 2018 (44.7% were stressed to some extent in 2018 and 44.1% in 2024). Even though the stress from maintaining classroom discipline is lower than average in the EU (40.1% vs EU: 44.7%), it has increased sharply by 14.8 pps. Shares of teachers working in schools with more than 10% SEN students (62.9% vs EU: 50.2%) and with more than 10% of non-native speaker students (63.5% vs EU: 24.4%) are high, the highest in the EU for the latter. Both these shares have increased since 2018. Teachers seem to be well prepared for working with SEN students, because much lower share of teachers express the need for learning how to work with them (15% vs EU 24.2%). Perceived learning needs for teaching in multicultural or multilingual settings (10.5%) are also below EU average (15.4%). In Sweden, 34.1% of teachers reported in 2024 that the professional learning activities they participated in in the 12 months prior to the survey were impactful, significantly below the EU average of 56%. Among ECEC teachers 89.7% have participated in professional development activities in the previous 12 months.

Reform of the teaching profession and career system is ongoing and there are alternative pathways to profession. National professional programme for principals, teachers and ECEC teachers, supported by the Recovery and Resilience Plan, started in September 2025. It consists of two parts: 1) the national structure for the development of professional competencies of principals, teachers and ECEC teachers and 2) the national merit system for licenced teachers and ECEC teachers, with qualification levels. The levels of merit awarded within this system will in a few years be tied to the career progression of teachers[306], and this systematic approach could contribute to the improvement of the attractiveness of the profession. Sweden has several alternative pathways to the profession: complementary educational training for people with an academic degree or with previous academic studies in a teaching subject, to add a teacher qualification[307], further education for already employed teachers who lack a degree qualification[308], and supplementary education for people with a foreign teaching degree[309]. Recently the access to the first of these pathways has been widened (from 60 to 76 possible areas) and funding for it has been increased to enable higher education institutions to admit more students.

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	Sweden		EU*	
	2018	2024	2018	2024
Job satisfaction and wellbeing				
Overall job satisfaction[1]	90.3%	91.9%	89.5%	89.9%
Satisfaction with salary	34.8%	40.1%	38.1%	37.3%
Stress from having too much administrative work to do	64.8%	64.8%	53.4%	54.8%
Stress from maintaning classroom discipline	25.3%	40.1%	41.6%	44.7%
Share of teachers under the age 30 intending to leave teaching within five years	:	9.2%	:	15.2%
Share of teachers aged 50 and above intending to leave teaching within five years	53.6%	34.5%	49.9%	42.7%
Share agreeing that teachers are valued in society	10.7%	14.7%	17.7%	15.4%
Working conditions and teaching				
Share of teachers with permanent contracts	87.6%	91.0%	82.4%	82.3%
Weekly total working hours (full-time teachers)	44.0	44.0	38.2	39.0
Share of teachers in schools where more than 10% of students have special education needs	52.5%	62.9%	34.0%	50.2%
Share of teachers in schools where more than 10% of students are non-native speakers	55.1%	63.5%	24.9%	24.4%
Autonomy (in selecting teaching methods and strategies)	98.5%	97.5%	95.6%	93.7%
Professional learning and career development				
Provision of induction to teachers upon joining school	35.8%	63.4%	32.6%	66.0%
Participation in impactful professional learning over the previous 12 months	72.5%	34.1%	79.0%	56.0%
Share of teachers who used AI in their work in the previous 12 months	:	31.4%	:	31.6%
Share of teachers reporting high professional learning needs in the use of AI	:	25.3%	:	25.2%
Share of teachers reporting high professional learning needs in teaching students with special education needs	:	15.0%	:	24.2%
Share of teachers reporting high professional learning needs in teaching in a multicultural or multilingual setting	:	10.5%	:	15.4%
TALIS Starting Strong (ECEC)**				
Overall job satisfaction[1]	:	90.3%	:	:
Participation in professional development activities in the previous 12 months	:	89.7%	:	:
Contextual indicators***				
Share of teachers aged 50+ in ISCED 2	36.9%	40.5% [23]	37.0% [d]	39.8% [23, d]
Actual salaries relative to earnings of tertiary-educated workers	0.87 [19]	0.76 [23]	0.89 [19]	0.85

Data for lower secondary teachers (ISCED level 2). * Germany, Greece, Ireland and Luxembourg did not participate in TALIS 2024. The Netherlands participated but its sample size did not reach representativity, leading to NL data being excluded from the EU-wide averages. Out of the 22 EU member states which participated in TALIS 2024, only Poland did not take part in TALIS 2018. In 2018, data from the Netherlands concurred to the calculation of a Union-wide average (EU-23) which also include the UK (England) but, as mentioned, not Poland. ** 7 member states (Belgium - Flemish Community, Denmark, Finland, Germany, Ireland, Spain and Sweden) participated in TALIS Starting Strong 2024. The only member states which took part in TALIS Starting Strong 2018 were Denmark and Germany. The reported figures relate to pre-primary settings (ISCED level 02). *** Under 'contextual indicators, the reported EU averages relate to the current 27 member states (excluding the UK) for both time points in the case of the share of teachers aged 50+ in ISCED 2 (source: Eurostat, educ_uoe_perd01). Figures on the actual salaries of teachers relative to the earnings of tertiary-educated workers are derived from Education at a Glance 2020 (for 2019, as 2018 data is not available) and Education at a Glance 2025 (for 2024), whereby the EU averages are computed on the basis of the 23 participating member states in the 2020 report (including the UK, but excluding BG, CY, HR, MT and RO) and the 25 ones which took part in the 2025 study (all except CY and MT). Note: data on the perceived impact of professional learning is not fully comparable across TALIS rounds, given that the related survey inquiry was a binary question in 2018, but a likert scale question, including different degrees of perceived impact, in 2024. 1 = data on overall job satisfaction is derived from the statement "All in all, I am satisfied with my job"; 19 = 2019; 23 = 2023; b = break in time series; c = estimates to be interpreted with caution due to a higher risk of non-response bias; d = definition differs; e = estimated; m = missing values.

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