



Questionnaire on recruitment and retention in the education sector

INTRODUCTION

This questionnaire has been developed as part of the European project “*Recruitment and Retention in the education sector, a matter of social dialogue*”, carried out by ETUCE and EFEE. It aims to support the work undertaken by the European social partners in education within the Working Group n° 2 of the European Sectorial Social Dialogue in Education, “Demographic challenges”.

The questionnaire is meant to examine the current situation regarding recruitment and retention in the education sector as well as existing national policies in order to identify possible best practices and to develop a joint approach among the social partners. It is addressed to all ETUCE and EFEE member organisations.

The questionnaire is divided into 6 sections:

1. An overview of the education sector’s workforce in your country
2. The available data regarding the *workforce planning*¹ for the education sector
3. The process for recruiting teachers
4. The measures undertaken to attract candidates into the sector
5. The measures undertaken to retain the teachers in the sector
6. The European dimension of the issue

If possible, employee organisations and employer organisations in the same country are encouraged to answer factual questions in section 1 (Overview of the sector) together.

¹ Workforce Planning is a continual process used to align the needs and priorities of the organisation with those of its workforce to ensure it can meet its legislative, regulatory, service and production requirements and organizational objectives. (Sloan, Julie. The Workforce Planning Imperative JSM, 2010)

A. Organisation profile

Country: Greece

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B. Level(s) of education covered by your responses to the questionnaire

Please tick which level(s) of education are covered by your organisation and, if possible, indicate how many individual teachers your organisation covers.

The levels of education correspond to the UNESCO ISCED nomenclature (1997)².

Level of education	Covered by your organisation	Number of teachers covered
Pre-primary education (Apr. aged 3 to 6)	<input type="radio"/> Yes <input type="radio"/> No	

² The International Standard Classification of Education is aimed at providing “an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally’ For more detailed information on the ISCED, please consult :

http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

Primary education or first stage of basic education (Apr. aged 6 to 12)	<input type="radio"/> Yes <input type="radio"/> No	Number of teachers covered
Lower secondary or second stage of basic education (Apr. aged 12 to 15)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
(Upper) secondary education (Apr. aged 15 to 18)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Total		15.000

I have no answer to this question

Comments: **There is no separation between lower secondary and upper secondary education**

SECTION 1: OVERVIEW OF THE SECTOR

1. What legal status do teachers have in your country (e.g. civil servants, career civil servant, public service employee etc.³)?

Level of teaching	Legal status of teachers
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³ These categories are based on the Eurydice definitions of teachers legal status that can be found here http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/105EN.pdf, p. 163

Pre-primary education <i>(Apr. aged 3 to 6)</i>	
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	Civil servants
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	Civil servants

I have no answer to this question

Comments: _____

2. How many teachers are currently employed in your country?

If statistics are not available gender separated, please fill in the last column to the right called "Total"

Level of education	Male	Female	Total
Pre-primary education (Apr. aged 3 to 6)			
Primary education or first stage of basic education (Apr. aged 6 to 12)			
Lower secondary or second stage of basic education (Apr. aged 12 to 15)			
(Upper) secondary education (Apr. aged 15 to 18)			
Total			102.000

I have no answer to this question

Comments: _____

3. How many teachers will retire within the next five years?

If statistics are not available gender separated please use the vertical column "Total" in each year.

Level of teaching	2012			2013			2014			2015			2016		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Pre-primary education (Apr. aged 3 to 6)															

Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>															
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>			7800*			6500*			5525*			3900*			3250*
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>															
Total															

I have no answer to this question

Comments: ***Total for lower and upper secondary education together**

fi _____

4. How many new teachers are expected to complete their studies within the following five years?

If statistics are not available gender separated please use the vertical column "Total" in each year.

Level of teaching	2012			2013			2014			2015			2016		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total

Pre-primary education (Apr. aged 3 to 6)															
Primary education or first stage of basic education (Apr. aged 6 to 12)															
Lower secondary or second stage of basic education (Apr. aged 12 to 15)			12.642 * **			?			?			?			?
(Upper) secondary education (Apr. aged 15 to 18)															
Total															

I have no answer to this question

Comments:___* Total for lower and upper secondary education together

****The Ministry of Education decides and changes every year the number of students in Universities and Polytechnics Universities**

****We have at least 50 teacher ratings at secondary schools (gymnasium, high school-lyceum) and that number (12.642) is from these teacher ratings**

****We have 132 teacher ratings in secondary education (gymnasium, high school-lyceum and technical education). The technical specialist teachers should study teaching at the university: ASPAITE-SELETE for 1 year to be appointed in public schools**

5. How many teachers were recruited during the last five years?

If statistics are not available gender separated please use the vertical column "Total" in each year.

Level of teaching	2007			2008			2009			2010			2011		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Pre-primary education <i>(Apr. aged 3 to 6)</i>															
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>															
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>			6542*			5842*			6326*			1335*			414*
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>															
Total															

I have no answer to this question

Comments: * **Total for lower and upper secondary education together**

6. How many teachers have left the sector before retirement during the last 5 years?

If statistics are not available gender separated please use the vertical column "Total" in each year.

Level of teaching	2007			2008			2009			2010			2011		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Pre-primary education <i>(Apr. aged 3 to 6)</i>															
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>															
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>															
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>															
Total															

I have no answer to this question

Comments: **_(50-60) A few dozen teachers leave for various reasons before retirement.**

In our country do not leave teachers before retirement because they are public servants and waiting to get their pensions.

7. Please indicate the turn-over of teachers in your country during the last 5 years

The labour turnover is equal to the number of employees leaving, divided by the average total number of employees, multiplied by 100 (in order to give a percentage value). The number of employees leaving and the total number of employees are measured over one calendar year.

For example, 300.000 teachers were active in your country in 2008. 20.000 have left the sector. The turn-over rate will be $20.000/300.000*100= 6,6 \%$

Level of teaching	2007	2008	2009	2010	2011
Pre-primary education <i>(Apr. aged 3 to 6)</i>					
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>					
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>					
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>					
All levels					

I have no answer to this question

Comments: _____

8. Additional comments in general on the overview of the education sector in your country:

In Greece, the last, at least, 30 years there is no problem in attracting teachers. On the contrary, the demand is much greater than the needs. Now with the Government- Troika- IMF policies and according to Article 11 of Law 3833/2010, from 1 January 2011 until 31 December 2013 the number of annual recruitment and appointment of permanent staff can not be greater than the overall ratio of one to five (one intake every five departures). Furthermore if the redundancies will apply to the public sector, the next few years there will be a reduction in the number of teachers.

SECTION 2: WORKFORCE PLANNING AND RECRUITMENT POLICY

9. Is there a current or expected shortage of teachers in your country?

Level of teaching	Shortage?
Pre-primary education <i>(Apr. aged 3 to 6)</i>	<input type="radio"/> No <input type="radio"/> Yes, current <input type="radio"/> Yes, expected <input type="radio"/> Yes, current and expected <input type="radio"/> Not applicable

<p>Primary education or first stage of basic education (Apr. aged 6 to 12)</p>	<ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, current <input type="radio"/> Yes, expected <input type="radio"/> Yes, current and expected <input type="radio"/> Not applicable
<p>Lower secondary or second stage of basic education (Apr. aged 12 to 15)</p>	<ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, current <input type="radio"/> Yes, expected <input checked="" type="radio"/> Yes, current and expected <input type="radio"/> Not applicable
<p>(Upper) secondary education (Apr. aged 15 to 18)</p>	<ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, current <input type="radio"/> Yes, expected <input checked="" type="radio"/> Yes, current and expected <input type="radio"/> Not applicable

If yes (current and/or expected shortage), please describe the characteristics of the shortage (including subject areas, e.g. mathematics, sports, history etc.):

If yes, does the current recruitment policies/workforce planning take this shortage into account?

- No
- Yes

If no, how could the recruitment policies/workforce planning be improved:

If yes, please describe how the policies take the shortage into account:

I have no answer to this question

Comments: **The problem in our country is that the government on the occasion of economic crisis applies**

cuts in public sector and is geared to dismissal civil servants. The same applies for teachers.

10. In your opinion, have the recruitment policies/workforce planning in your country been adequate:

- Yes
- **No**

If yes, please explain how:

I have no answer to this question

Comments: ____

11. Who is responsible for the workforce planning/recruitment policy of teachers at the following levels of teaching in your country?

Level of teaching	Institution(s) responsible for workforce planning <i>E.g. the Ministry of Education, local government etc.</i>
Pre-primary education <i>(Apr. aged 3 to 6)</i>	
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	The Ministry of Education
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	The Ministry of Education

I have no answer to this question

Comments:

12. Are the social partners at national level involved in the workforce planning/recruitment policy development?

- Yes
- **No**

If yes, please describe how the social partners are involved:

I have no answer to this question

Comments:

SECTION 3: RECRUITMENT PROCESS OF TEACHERS

13. Who recruits the individual teacher in your country?

Level of teaching	Institution(s)/bodies/persons responsible for implementing the recruitment policy and choosing the individual teacher <i>e.g. the local school leader, a public selection committee etc.</i>
Pre-primary education <i>(Apr. aged 3 to 6)</i>	
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	The Ministry of Education
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	The Ministry of Education

I have no answer to this question

Comments:

14. What is the administrative process used to recruit teachers in your country?

Level of teaching	Please explain the recruitment process of teachers <i>(E.g. public selection, job advertisement, headhunting etc.)</i>
Pre-primary education <i>(Apr. aged 3 to 6)</i>	
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	Competition with exams
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	Competition with exams

I have no answer to this question

Comments:

15. Has the recruitment process changed over the last 5 years?

No

Yes

If yes, please explain how:

If yes, please explain why:

I have no answer to this question

Comments:

16. In your opinion, is the recruitment process of teachers in your country adequate?

- Yes
- **No**

If no, please describe why the recruitment process of teachers is not adequate:

Because our union is not involved in the workforce recruitment planning.

If no, in your opinion, how could the recruitment process be improved:

The participation of our union in this process is necessary.

There must be a better planning of the recruitment process according to the needs of education.

I have no answer to this question

Comments:

17. Additional comments in general on the recruitment process of teachers in your country:

SECTION 4: ATTRACTION OF TEACHERS

18. Does the education sector in your country experience difficulties to attract teachers?

Level of teaching	Answer
Pre-primary education <i>(Apr. aged 3 to 6)</i>	<ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, male teachers <input type="radio"/> Yes, female teachers <input type="radio"/> Yes, both male and female teachers If yes, what are the reasons for this: <hr/> <hr/> <hr/> <hr/>

	<p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/> <hr/> <hr/> <p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none"> • Yes • No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/>
<p>Primary education or first stage of basic education (Apr. aged 6 to 12)</p>	<ul style="list-style-type: none"> ○ No ○ Yes, male teachers ○ Yes, female teachers ○ Yes, both male and female teachers <p>If yes, within which subject areas (e.g. mathematics, sports, history etc.):</p> <hr/> <hr/>

	<hr/> <p>If yes, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/> <hr/> <hr/> <p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none">• Yes• No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/>
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<p>Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i></p>	<ul style="list-style-type: none"><input checked="" type="radio"/> No<input type="radio"/> Yes, male teachers<input type="radio"/> Yes, female teachers<input type="radio"/> Yes, both male and female teachers <p>If yes, within which subject areas (e.g. mathematics, sports, history etc.):</p> <hr/> <hr/> <hr/> <p>If yes, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/> <hr/> <hr/>
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	<p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none"> • Yes • No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/>
<p>(Upper) secondary education (Apr. aged 15 to 18)</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> No <input type="radio"/> Yes, male teachers <input type="radio"/> Yes, female teachers <input type="radio"/> Yes, both male and female teachers <p>If yes, within which subject areas (e.g. mathematics, sports, history etc.):</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/>

	<hr/> <p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/> <hr/> <hr/> <p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none">• Yes• No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/>
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I have no answer to this question

Comments:

19. Do measures exist in your country to increase mobility from other sectors to the education sector?

- Yes
- **No**

If yes, from which sectors:

If yes, please describe these measures:

If yes, do the candidates coming from other sectors get pedagogical support:

- Yes
- No

If yes, in what way:

I have no answer to this question

Comments:

We believe that if the conditions of work and salaries were better more able professionals would prefer the teacher profession.

20. What is the basic required level of education to be a teacher in your country?

Level of teaching	<u>Required</u> level of certified education to work as a teacher (tick the right answer)
Pre-primary education <i>(Apr. aged 3 to 6)</i>	<ul style="list-style-type: none"> <input type="radio"/> Secondary education degree <input type="radio"/> Professional training <input type="radio"/> Post-secondary non-tertiary education <input type="radio"/> First stage of tertiary education (e.g. bachelor) <input type="radio"/> Second stage of tertiary education (e.g. master) <input type="radio"/> No required level <input type="radio"/> Other (please describe): _____
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	<ul style="list-style-type: none"> <input type="radio"/> Secondary education degree <input type="radio"/> Professional training <input type="radio"/> Post-secondary non-tertiary education <input type="radio"/> First stage of tertiary education (e.g. bachelor) <input type="radio"/> Second stage of tertiary education (e.g. master) <input type="radio"/> No required level <input type="radio"/> Other (please describe): _____
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	<ul style="list-style-type: none"> <input type="radio"/> Secondary education degree <input type="radio"/> Professional training <input type="radio"/> Post-secondary non-tertiary education <input checked="" type="radio"/> First stage of tertiary education (e.g. bachelor) 4 years <input type="radio"/> Second stage of tertiary education (e.g. master) <input type="radio"/> No required level <input type="radio"/> Other (please describe): _____
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	<ul style="list-style-type: none"> <input type="radio"/> Secondary education degree <input type="radio"/> Professional training <input type="radio"/> Post-secondary non-tertiary education <input checked="" type="radio"/> First stage of tertiary education (e.g. bachelor) 4 years <input type="radio"/> Second stage of tertiary education (e.g. master)

	<input type="radio"/> No required level <input type="radio"/> Other (please describe): _____
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I have no answer to this question

Comments:

21. Does the education sector in your country experience difficulties in attracting teachers that meet the basic requirement for teacher education?

Level of teaching	Answer
Pre-primary education <i>(Apr. aged 3 to 6)</i>	<input type="radio"/> No <input type="radio"/> Yes If yes, in your opinion, what are the reasons for this: <hr/> <hr/> <hr/> <hr/>

<p>Primary education or first stage of basic education (Apr. aged 6 to 12)</p>	<ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes <p>If yes, within which subject areas (e.g. mathematics, history etc.):</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, in your opinion, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/>
<p>Lower secondary or second stage of basic education (Apr. aged 12 to 15)</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> No <input type="radio"/> Yes <p>If yes, within which subject areas (e.g. mathematics, history etc.):</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, in your opinion, what are the reasons for this:</p> <hr/> <hr/>

	<hr/> <hr/>
<p>(Upper) secondary education <i>(Apr. aged 15 to 18)</i></p>	<p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Yes</p> <p>If yes, within which subject areas (e.g. mathematics, history etc.):</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, in your opinion, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/>

I have no answer to this question

Comments:

22. Do you experience a gap between the skills and competences teachers have and the skills and competences needed in the education sector, e.g. intercultural competences, IT skills?

- No
- **Yes**

If yes, please elaborate (which skills, at what level of teaching etc.): _

A part of teachers have not adequate pedagogical training in universities studies.

If yes, have any measures been taken to accommodate this:

- No
- **Yes**

If yes, what measures have been taken:

A new law has passed from Greek Parliament (for pedagogical certificate) but until now it has not been applied.

If yes, have the measures taken been adequate:

- Yes
- No

If no, how could they be improved:

I have no answer to this question

Comments:

23. In your opinion, how important are the following factors in attracting teachers to the profession?

1: not important at all, 2: somewhat important, 3: neither important nor unimportant, 4: important, 5: very important

Factor	1	2	3	4	5
Work/Life Balance				+	
Possibility of self-revelation/creativity			+		
Possibility of mobility	+				
Influence on own job content		+			
Image/social status of the profession		+			
Security of employment					+
Career opportunities		+			
Access to Continuous Professional Development (CPD)		+			
Commitment to education/doing something useful to society				+	
Salary		+			
(non-salary) Benefits (e.g. discount on fitness center access or on public transportation etc.)					
Other (please describe):					

I have no answer to this question

Comments:

24. Are the national social partners involved in tackling the challenges related to the attraction of teachers?

- Yes
- No

If yes, please describe how the social partners are involved:

I have no answer to this question

Comments:

25. Additional comments in general on the attraction of teachers:

SECTION 5: RETENTION OF TEACHERS

26. Who is responsible for the retention POLICY of teachers in general in your country?

Level of teaching	Institution(s)/bodies designing the retention policy <i>E.g. the Ministry of Education, local government, the individual school leader etc.</i>
Pre-primary education <i>(Apr. aged 3 to 6)</i>	
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	The Ministry of Education

(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	The Ministry of Education
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I have no answer to this question

Comments:

27. Who implements the retention policy at the individual institution level?

Level of teaching	Institution(s)/bodies/persons responsible for implementing the retention policy at the institution level <i>E.g. the Ministry of Education, the individual school leader, a committee etc.</i>
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Pre-primary education <i>(Apr. aged 3 to 6)</i>	
Primary education or first stage of basic education <i>(Apr. aged 6 to 12)</i>	
Lower secondary or second stage of basic education <i>(Apr. aged 12 to 15)</i>	The Ministry of Education
(Upper) secondary education <i>(Apr. aged 15 to 18)</i>	The Ministry of Education

I have no answer to this question

Comments:

28. Does the education sector in your country experiences difficulties retaining teachers?

Level of teaching	Answer
<p>Pre-primary education (Apr. aged 3 to 6)</p>	<ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes, male teachers <input type="radio"/> Yes, female teachers <input type="radio"/> Yes, both male and female teachers <p>If yes, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/> <hr/> <hr/> <p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none"> <input type="radio"/> Yes

	<ul style="list-style-type: none"> • No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/>
<p>Primary education or first stage of basic education (Apr. aged 6 to 12)</p>	<ul style="list-style-type: none"> ○ No ○ Yes, male teachers ○ Yes, female teachers ○ Yes, both male and female teachers <p>If yes, within which subject areas (e.g. mathematics, sports, history etc.):</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, what are the reasons for this:</p> <hr/> <hr/> <hr/> <hr/> <p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/>

	<hr/> <hr/> <hr/> <p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none"> • Yes • No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/>
<p>Lower secondary or second stage of basic education (Apr. aged 12 to 15)</p>	<p><input checked="" type="radio"/> No</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, male teachers <input type="radio"/> Yes, female teachers <input type="radio"/> Yes, both male and female teachers <p>If yes, within which subject areas (e.g. mathematics, sports, history etc.):</p> <hr/> <hr/> <hr/> <p>If yes, what are the reasons for this:</p>

	<hr/> <hr/> <hr/> <hr/> <hr/> <p>If yes, which policies exist to tackle the problem (please describe):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>In your opinion, are the policies in place adequate:</p> <ul style="list-style-type: none"> • Yes • No <p>If no, how can they be improved:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>(Upper) secondary education (Apr. aged 15 to 18)</p>	<p><input checked="" type="radio"/> No</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, male teachers <input type="radio"/> Yes, female teachers

- Yes, both male and female teachers

If yes, within which subject areas (e.g. mathematics, sports, history etc.):

If yes, what are the reasons for this:

If yes, which policies exist to tackle the problem (please describe):

In your opinion, are the policies in place adequate:

- Yes
- No

If no, how can they be improved:

	<hr/> <hr/> <hr/> <hr/>
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I have no answer to this question

Comments:

29. Have the retention policies changed over the last 5 years?

- Yes
- **No**

If yes, please explain how:

If yes, please explain why:

- I have no answer to this question

Comments:

30. In your opinion, how important are the following factors in influencing teachers to leave the profession?

1: not important at all, 2: somewhat important, 3: neither important nor unimportant, 4: important, 5: very important

Factor	1	2	3	4	5
Praxis shock (i.e. the transition from teachers education to work life in the education sector) ⁴		+			
Relations with headmasters		+			
Relations with parents		+			
Relations with pupils			+		
Relations with colleagues	+				
Difficulties relating work/life balance	+				
Lack of job security	+				
Lack of career opportunities		+			
Lack of access to Continuous Professional Development (CPD)		+			
Salary				+	
(Non-salary) Benefits	+				
Job satisfaction		+			

⁴ “Many newly graduated teachers leave the profession. The so-called “praxis shock” is often the case; the newly graduated teachers have not developed the necessary knowledge and abilities to cope with the tasks facing them as teachers” (Bronäs, 2006; Kelchtermans & Ballet, 2002; Mc Cormack & Thomas, 2003; Fransson & Gustafsson, 2008).

3rd party violence		+			
Stress			+		
Amount of pedagogical support		+			
School characteristics, e.g. school size, private/public, rural/urban etc.		+			
Performance evaluation practices		+			
Lack of teachers' autonomy		+			
Other (please describe):					

I have no answer to this question

Comments:

31. Are the social partners at the national level involved in the policy development to retain teachers?

- Yes
- **No**

If yes, please describe how the social partners are involved:

I have no answer to this question

Comments:

32. Additional comments in general on the retention of teachers in your country:

SECTION 6: THE EUROPEAN DIMENSION

33. In your opinion, what can be done at the European level to improve the situation in your country regarding recruitment and retention of teachers?

I have no answer to this question

34. In your opinion, what can be done at the European level specifically by the social partners in education to improve the situation in your country regarding recruitment and retention of teachers?

In compliance with the decision of the UN, EU must ensure that there should not be cuts in education sector due to financial crisis.

I have no answer to this question

35. Additional comments on the international/European dimension of recruitment and retention in the education sector

I have no answer to this question

Thank you for your cooperation!