Study on the Diversity within the Teaching Profession

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"EDUCATION is the most powerful weapon which YOU can use to change the world."
Nelson Mandela
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Rationale: The teaching profession should aim to reflect the diversity of society for several reasons:

- avoid limiting the pool of candidates for teaching
- equal access to the profession as a matter of equity
- diverse profession offers a range of role models

• In this study: focus on migrant and minority backgrounds
What's in the study

- Useful **overview of national data** on the diversity of the teaching force (confirms the lack of coherent data across European countries)

- It provides a good **overview of the (limited) scientific evidence** linking the background of teachers with student outcomes

- It gives us a **mapping of relevant policies, projects and initiatives** in European countries, illustrated by a set of **case-studies** of best practice and **28 country profiles**
Key outcomes

- People with migrant background make up a large share of the population that is clearly underrepresented among teachers in Europe.

- Obstacles along teachers' pathways (from selection into teacher education to entering and staying in the profession) are cumulative.

- Among the possible strategies, policies and initiatives to overcome these obstacles few aim at raising teacher diversity directly.
Patterns and groups of countries

Qualitative classification of high, medium and low levels of disparities:

- **High level of disparity:** DK, DE, IE, IT, PT, UK (e.g. **DK:** 8.9% of 15-yr old students vs. 3.3% of teachers)

- **Medium level of disparity:** EE (for migrant background), NL, SI, ES)

- **Low level of disparity:** EE (for minority background), HU, LV, LT, SK, RO (e.g. **SK:** 0.7% of 15-yr old students vs. 0.7% of teachers with a migrant background)

- **What may explain these patterns?**

- **Countries with large national minorities?/ Historic (e.g. NL) vs more recent (e.g. IT, DK, IE) migration?**
BARRIERS to access and complete teacher training, to enter the profession
**Policies to attract pupils to take up teacher training**

**Rationale:** ‘Soft barriers’ (e.g. confidence, knowledge), ‘hard barriers’ (e.g. qualifications, funding, language)

**Target groups:** Potential students of teacher training with migrant/minority background

**Key actors:** ITT institutions, sometimes in collaboration with local migrant organisations (e.g. “We want you days” (AT)) education ministries, charitable organisations

**Key activities:** Information and awareness-raising campaigns (e.g. Campus for pupils (DE), KDAS (DK), Prepared for the Pre-school Institution (DE)), financial support (e.g. Horizonte (DE), PIA (DE), Jobs of the Future (FR)), specific teacher training programmes (e.g. Narva College (EE), Special Pedagogical Academy of Thessaloniki (GR))

**Gaps:** Tackling qualification gap
Policies to support teacher training students

Rationale: ‘Soft barriers’ (e.g. lack of support, mono-cultural approaches to ITE, discrimination), ‘hard barriers’ (e.g. financial and opportunity costs)

Target groups: Students of teacher training with migrant/minority background, sometimes newly arrived migrants/ refugees

Key actors: ITE colleges, teacher networks

Key activities: Mentorship programmes (e.g. MigraMentor, Project teaching staff with migration history in North Rhine-Westphalia (DE), KDAS (DK)), language and academic support (e.g. FIF (DK), Specima (FI), University of Exeter (UK))

Gaps: Generally few policies at this stage, no policies tackling the mono-cultural approach to ITT
Policies to support access to the teaching profession

**Rationale:** barriers relating to recruitment practices, recognition of foreign qualifications

**Target groups:** recent migrants, specific sub-groups of the population of teachers with migrant/minority background

**Key actors:** education ministries, school authorities, minority groups

**Key activities:** recruitment into specific roles (e.g. Austrian Association of Native Language Teachers, Zones of Educational Priority (GR), Teacher’s Assistants of Roma Background (LV), New School (CZ)), recognition of foreign diplomas (e.g. Recognition of Foreign Teaching Diplomas (IT), NARIC Coaching Tree (BE))

**Gaps:** targeted recruitment only into ‘specific roles’, affirmative action
Recommendations for policy-makers/practitioners

- Teacher diversity initiatives should **provide support at every stage of the ‘teaching pipeline’** (or ‘pathway’)

- **More specific policies and initiatives** focusing on teacher diversity are needed

- **Conditions for successful implementation** have been identified and should be taken into account when planning policies to promote diversity

- Existing policies and initiatives on teacher diversity need to be **more closely monitored and more comprehensively evaluated**
Recommendations for policy-makers/practitioners

- Teaching staff of migrant/minority origin **should not** be ascribed automatically **to take on a role of intercultural mediator in schools**

- Policies and initiatives can benefit from **distinguishing the needs of migrants** from within the EU/third countries and first/second generation migrants

- The nature and focus of policies and initiatives **should constantly reviewed and updated** e.g. in light of recent mass inflows of refugees, potential need for focus on recognition