

**ANNEX 3: SOURCES, METHODS
AND TECHNICAL NOTES**

Chapter D: The learning
environment and organisation of
schools

Indicator D7: How extensive are
professional development activities
for teachers?

Education at a Glance 2014

Description: This document is intended to provide guidance as to the methodology used during the data collection for each Indicator, the references to the sources and the specific notes for each country.

For source, methods and technical notes on data from the 2013 Teaching and Learning International Survey (TALIS 2013), please refer to the Technical report at: www.oecd.org/edu/school/TALIS-technical-report-2013.pdf

The complete TALIS 2013 report can also be browsed or purchased at: <http://dx.doi.org/10.1787/9789264196261-en>

How to read this document: Annex 3 is organised by chapters. Click on each link below in order to be redirected to the information related to the different tables of indicator D7 or use the [overview table](#) where notes are broken down by country.

Chapter D: The learning environment and organisation of schools

[Indicator D7: How extensive are professional development activities for teachers?](#)

[Table D7.1: Requirements for teachers' professional development \(web only\)](#)

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CHAPTER D: THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS

Indicator D7: How extensive are professional development activities for teachers?

	D7			
	D7.1 (a-d)	D7.2 (a-d)	D7.3 (a-d)	D7.4 (a-d)
Argentina				
Australia	AUS	AUS		AUS
Austria	AUT	AUT		AUT
Belgium (Fl.)	BFL	BFL	BFL	BFL
Belgium (Fr.)	BFR	BFR	BFR	BFR
Brazil	BRA	BRA		
Canada				
Chile				
China				
Colombia				
Czech Republic	CZE			
Denmark	DNK	DNK		
England	ENG	ENG		
Estonia				EST
Finland	FIN	FIN	FIN	FIN
France			FRA	FRA
Germany	DEU			DEU
Greece	GRC	GRC	GRC	GRC
Hungary	HUN			HUN
Iceland	ISL	ISL	ISL	ISL
India				
Indonesia				
Ireland	IRL	IRL	IRL	IRL
Israel	ISR	ISR	ISR	ISR
Italy	ITA	ITA	ITA	ITA
Japan	JPN	JPN	JPN	
Korea	KOR			
Latvia				
Luxembourg				LUX
Mexico	MEX	MEX	MEX	MEX
Netherlands	NLD	NLD	NLD	NLD
New Zealand				
Norway	NOR	NOR	NOR	NOR
Poland	POL	POL		POL
Portugal				
Russian Federation				RUS
Saudi Arabia				
Scotland	SCO			
Slovak Republic	SVK			SVK
Slovenia	SVN			
South Africa				
Spain	ESP		ESP	ESP
Sweden	SWE	SWE	SWE	SWE
Switzerland	CHE	CHE		
Turkey	TUR		TUR	TUR
United States	USA	USA	USA	USA

Table D7.1 (a-d): Requirements for teachers' professional development (web only)

Australia:

Requirements for professional development (column 1): Professional learning can be made mandatory for selected areas (e.g. introducing a new curriculum or new administrative arrangements etc.).

Breadth of policy implementation (column 3): Mandatory professional development is usually provided by individual education authorities within states and territories and is implemented in accordance with industrial relations agreements. [Back to table](#)

Austria:

Requirements for professional development (column 1): For upper secondary vocational education there is no general legal requirement for professional development but there are targets set within the quality assurance system of the Austrian vocational education and training quality initiative (*QIBB*).

Funding and support strategies for professional development (columns 11-15):

Costs subsidised or shared by the government (column 11): For all educational levels except for pre-primary education costs are covered by the government if the activity is provided by a University College of Teacher Education. This may also be the case for teachers of pre-primary education if a University College of Teacher Education allows them to participate. For pre-primary education, there are various providers of development activities. Whether the costs are subsidized depends on the content of the development activity. [Back to table](#)

Belgium (Flemish Community):

Requirements for professional development (column 1): Although professional development is an integral part of the teaching profession, there are no laws requiring compulsory participation in professional development activities. However, professional development may be imposed by the school. [Back to table](#)

Belgium (French Community):

Breadth of policy implementation (column 3): 'Country wide' refers to the French Community of Belgium.

Minimum duration of professional development required (column 4): The legislation sets a minimum of 6 half-days per year, but these can be spread over three years (18 half-days over 3 years). The figures in hours are estimated since legislation does not set the number of hours per half-day.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Teacher (column 5): Some continuous professional development (CPD) activities are organised at school level in which case the school head decides on what is offered.

Funding and support strategies for professional development (columns 11-15):

Paid teachers' leave of absence (column 13): Compulsory CPD is always organised during school hours, so there is leave for teachers. However, most of the times there is no replacement.

Separate school budget allocated (column 15): Funding of CPD is organised at central level, such that schools or teachers do not have to pay for it. [Back to table](#)

Brazil:

Requirements for professional development (column 1): Given that professional development of teachers is a decentralised policy and there is a high level of autonomy between municipalities (5.570) and states (27), it is not possible to provide information on the requirements across the country. However, the following general comments apply. Professional development is not a national compulsory requirement for teachers, but some municipalities and states could use it for recertification, promotion or salary increase. The National Education Law n. 9394/1996 - Art. 62,63 and 67. and the Decree n. 6.755, 29/01/2009 - National Policy for Initial Education and Professional Development for Teachers at Basic Education (ISCED levels 0 to 3) establishes how the national policy should be organised between states and municipalities and the central government. [Back to table](#)

Czech Republic:

Minimum duration of professional development required (column 4): The minimum duration of professional development is not defined by legislation. There is only an established minimum number of days of leave intended for study purposes.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Teacher (column 5): Applicable since February 1st, 2013.

School management (column 6): Applicable since February 1st, 2013. [Back to table](#)

Denmark:

Requirements for professional development (column 1): School leaders are responsible for the quality of teaching and learning activities at each single institution and therefore also for the professional development for teachers and all staff at their school. [Back to table](#)

England:

Requirements for professional development (column 1): It is compulsory as per the Professional Teaching Standards.

Minimum duration of professional development required (column 4): There are requirements for teachers to demonstrate they have met specific objectives or have completed a set of development activities as agreed with their employers. However, there is no requirement that they should spend a minimum time on completing these objectives.

Funding and support strategies for professional development (columns 11-15):

Costs subsidised or shared by the government (column 11): There is no compulsory training for all teachers. [Back to table](#)

Finland:

Requirements for professional development (column 1): For primary and lower secondary school teachers, 3-5 days of professional development per school year are compulsory. This also includes planning and work in community development but as many teachers might not necessarily understand this as professional development, the participation rate is not 100%.

In pre-primary education the data refers to teachers working in schools. In kindergartens there is no obligation for professional development.

For teachers of upper secondary vocational subjects there exists a requirement for most vocational education and training fields, but not for all.

Year legislated (column 2): There is no legislation but it was agreed upon in the collective agreement for municipal civil servants in the educational sector.

Minimum duration of professional development required (column 4): The collective agreement for municipal civil servants in the educational sector only states a minimum duration of 3-5 days for planning, work community development and professional development. To calculate the minimum duration in hours, it is assumed that one day corresponds to six hours.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

School management (column 6): Local authorities can decide on the involvement of school management.

Inspectorate (column 7): Refer to the comment on column 6 above, which also applies here.

Local/municipal education authorities (column 8): Refer to the comment on column 6 above, which also applies here. [Back to table](#)

Germany:

Minimum duration of professional development required (column 4): Legislations do not specify a specific minimum time of professional development to be attended by teachers. [Back to table](#)

Greece:

Requirements for professional development (column 1): These requirements include in-service training (seminars) organised by school counsellors for the teachers in their area of duty, as well as seminars that may be decided upon by schools in the framework of self-evaluation.

Year legislated (column 2): In-service training for teachers was first legislated in 1985 (Government Gazette 167/A/1985) and was modified in 2002 (Government Gazette 1340/B/2002), and 2011 (Act 3966).

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Teacher (column 5): This only applies to development activities that are considered compulsory by the school unit.

School management (column 6): Refer to the comment on column 5 above.

Inspectorate (column 7): This only applies to development activities organised by school counsellors in order to implement educational policies in their area of responsibility.

Regional/sub-regional education authorities (column 9): This only applies to professional development activities organised by this authority for the implementation of educational policy.

Funding and support strategies for professional development (columns 11-15):

Paid teachers' leave of absence (column 13): The professional development activities take place either after teaching hours or after temporary changes are made to the teaching timetable such that it is ensured that no teaching periods have to be cancelled.

Cost of substitute teachers covered (column 14): Refer to the comment on column 13 above.

Separate school budget allocated (column 15): This is done at central level.

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Hungary:

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

School management (column 6): Development plans developed by the principal have to be approved by the respective school district.

Funding and support strategies for professional development (columns 11-15):

Cost of substitute teachers covered (column 14): Since the beginning of school year 2013/2014 teachers have to provide substitution of up to 6 hours/week. Any hours above that should be paid.

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Iceland:

Requirements for professional development (column 1): Participation in professional development (PD) activities is not a legal requirement but a contractual obligation related to a wage deal between teachers unions and employers (municipal authorities). The law only requires each school to have a plan for teachers' PD but teachers are responsible for their own PD. However, they are expected to attend the courses or programmes included in the school plan.

Teachers in the compulsory education levels (primary and lower secondary) have 150 hours per year that can be allocated to PD. Upper secondary teachers can apply for leave of absence for a period of up to one year for PD purposes. Pre-primary teachers can also apply for leave of absence for PD purposes; after 5 years they can apply for 3 months, after 10 years for 6 months and after 12 years for 9 months.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Teacher (column 5): Upper secondary school teachers can apply for a sabbatical year every five years to pursue professional development purposes.

Local/municipal education authorities (column 8): For pre-primary level teachers, the local authority validates only the school plan, but not the activities undertaken by individual teachers.

Funding and support strategies for professional development (columns 11-15):

Costs subsidised or shared by the government (column 11): For pre-primary level teachers, PD activities are organised as part of each school's plan for PD and are fully subsidized. Other PD activities may also be partially funded.

For upper secondary school teachers the PD activities are financed by the school budget and through grants that are offered to teachers. [Back to table](#)

Ireland:

Requirements for professional development (column 1): While attendance is not compulsory, the Central Government Department strongly encourages principals and teachers to avail of all relevant continuous professional development (CPD) opportunities provided by the Department of Education.

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Israel:

Requirements for professional development (column 1): There have been two reforms in the educational system: *Oz Letmura* for upper secondary education and *New Horizon* for the other educational levels. The professional advancement that can be achieved through professional development is not the same across these two reforms.

Year legislated (column 2): Refers to the years in which the reforms were implemented. The requirements for professional development are not enacted as a law but there are some guidelines for education reforms.

Minimum duration of professional development required (column 4): For upper secondary teachers professional development is organised in units, with a maximum of 18 units. After participating in 112 hours of professional development a teacher receives one unit a year, which entitles him to a 1.2% increase over the base salary.

For all other educational levels, the “New Horizon” reform applies, which allows for 9 levels of professional advancement. For levels one to six, teachers can receive a salary increase of 7.5% per level. For the first and the second level, teachers need to complete 120 hours of professional development within two years. For levels 4-6 they need to complete 180 hours within three years. For levels 7-9 the salary increase is 8.5% per level and teachers need to complete 210 hours within 3 years and receive a positive evaluation of the school principal.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Teacher (column 5): The teacher chooses the courses from a list of activities.

School management (column 6): There is dialogue between teachers and principals in which both parts can propose activities.

Inspectorate (column 7): The inspectors should approve the general professional development activities of the school but they do not interfere with the individual learning activities.

Local/municipal education authorities (column 8): The local authorities can ask teachers to participate in specific programmes. However, this is not very common.

Central/state education authorities (column 10): The central educational authority should approve professional development programmes.

Funding and support strategies for professional development (columns 11-15):

Costs subsidised or shared by the government (column 11): Courses that are provided at school are free, whereas those organised by teachers unions have to be paid for. However, the payment is relatively small.

Paid teachers' leave of absence (column 13): This is rarely granted. In general, teachers should not participate in activities during school hours.

Cost of substitute teachers covered (column 14): Usually there is no substitute teacher but in cases in which there is one, the costs are covered by the Ministry of Education.

Separate school budget allocated (column 15): The Ministry of Education is responsible for the budget spend on professional development. [Back to table](#)

Italy:

Requirements for professional development (column 1): The current wording in the national teachers' contract only refers to the direct obligation for schools and education authorities to provide professional development (PD) opportunities. For teachers, PD is highlighted as a professional right, which is also considered a professional duty, but it is not a legal requirement. [Back to table](#)

Japan:

General comment: In Japan there are two kinds of professional development programmes. One is for teachers with 10 years' of experience, referred to here as “compulsory for all teachers”. This is provided by the regional and local authorities. The other programme is required for recertification of teachers, which is valid for 10 years. Teachers must complete a 30 hours developmental course every 10 years for their recertification. 30 hours must be completed during two of 26 years and 2 months prior to the designated deadline (roughly to say "expiration" of their certification/license). [Back to table](#)

Korea:

Minimum duration of professional development required (column 4): This refers only to professional development activities that are required for teachers to obtain a higher teacher qualification which also involves a salary increase. [Back to table](#)

Mexico:

General comment: Most of the information in this table refers to the Program of Magisterial Career. More specifically, it applies to columns 1-4 and 10-13. [Back to table](#)

Netherlands:

Requirements for professional development (column 1): There are no formal requirements. All issues related to professional development (time and/or money) are part of the collective salary agreement made by the social partners and are at the discretion of schools. There is no law stating that it is compulsory, but professional development is common and may be imposed by the school or organizing body. [Back to table](#)

Norway:

Requirements for professional development (column 1): The responsibility for professional development of teachers or maintaining and updating teacher skills in general lies at the school level. [Back to table](#)

Poland:

Requirements for professional development (column 1): In-service teacher training is required for teachers who want to become qualified for a higher grade/level.

Minimum duration of professional development required (column 4): The minimum duration is not defined. [Back to table](#)

Scotland:

Year legislated (column 2): There is no legislation on the requirements but they are an element of the agreement A Teaching Profession for the 21st Century.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Teacher (column 5): Every teacher agrees on an annual continuous professional development (CPD) plan with his/her immediate line manager.

Funding and support strategies for professional development (columns 11-15):

Costs subsidised or shared by the government (column 11): Teachers' CPD activities are funded by local authorities in line with their local agreements. These funds are taken of the block grant that each authority receives from the central government. [Back to table](#)

Slovak Republic:

Minimum duration of professional development required (column 4): The duration is not strictly determined and depends on the number of credits obtained. Teachers need a total of 60 credits where one credit corresponds to five hours. Teachers receive the required number of credits mostly after successfully completing several educational activities. The number of credits granted for each of these activities is adjusted for the extent of the activities and depends on how well they were completed. The

credits earned are valid for a maximum of seven years. In order to remain on the same salary scale, teachers constantly have to renew their credit account. [Back to table](#)

Slovenia:

Minimum duration of professional development required (column 4): The minimum duration of professional development required is 5 days per year. [Back to table](#)

Spain:

Year legislated (column 2): Refers to EDU/2886/2011 Order of October 20.

Who decides the professional development activities undertaken by individual teachers (columns 5-10)?

Regional/sub-regional education authorities (column 9): The regional authorities do not only propose but also validate the professional development activities.

Funding and support strategies for professional development (columns 11-15):

Costs subsidised or shared by the government (column 11): Courses that are offered by the educational authorities are totally subsidized, but teachers can also participate in other activities or courses outside the official programme. These activities can be recognized and certified by the authorities but can only be partially or not at all funded. [Back to table](#)

Sweden:

Requirements for professional development (column 1): There only is a requirement for the principal organisers of the school to give teachers opportunities for professional development. [Back to table](#)

Switzerland:

Requirements for professional development (column 1): Continuing education is part of the conditions of service, which differ between cantons. Some cantons do have a legal basis for a compulsory requirement of continuing education. [Back to table](#)

Turkey:

Funding and support strategies for professional development (columns 11-15):

Paid teachers' leave of absence (column 13): Since compulsory professional development activities are in principle organised outside school hours, weekends or school holidays, the notion of "leave of absence" and "covering the costs of substitute teacher" are not applicable within this context.

Cost of substitute teachers covered (column 14): Refer to the comment on column 13 above. [Back to table](#)

United States:

General comment: For some information in this table it is not possible to provide data on national requirements for teachers' professional development as such requirements are set by individual states or school districts and consequently, vary. [Back to table](#)

Table D7.2 (a-d): Content of compulsory teachers' professional development activities (web only)

Australia:

Requirements for professional development (column 1): Professional learning can be made mandatory for selected areas (e.g. introducing a new curriculum or new administrative arrangements etc.).

Content of professional development activities specified (column 4): This varies. For some activities the content is not specified and others just have to be aligned with established standards. Professional development in specific content areas can be required. [Back to table](#)

Austria:

Requirements for professional development (column 1): For upper secondary vocational education there is no general legal requirement for professional development but there are targets set within the quality assurance system of the Austrian vocational education and training quality initiative (QIBB).

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Belgium (Flemish Community):

Requirements for professional development (column 1): Although professional development is an integral part of the teaching profession, there are no laws requiring participation in professional development activities. However, professional development may be imposed by the school. [Back to table](#)

Belgium (French Community):

Who sets the standards and/or the content areas of professional development activities (columns 5-14)?

Universities (column 5): The central authority sets the standards but the CPD institutions decide on the contents of the professional development activities. [Back to table](#)

Brazil:

Requirements for professional development (column 1): Given that professional development of teachers is a decentralised policy and there is a high level of autonomy between municipalities (5.570) and states (27), it is not possible to provide information on the requirements across the country. However, the following general comments apply. Professional development is not a national compulsory requirement for teachers, but some municipalities and states could use it for recertification, promotion or salary increase. The National Education Law n. 9394/1996 - Art. 62,63 and 67. and the Decree n. 6.755, 29/01/2009 - National Policy for Initial Education and Professional Development for Teachers at Basic Education (ISCED levels 0 to 3) establishes how the national policy should be organised between states and municipalities and the central government. [Back to table](#)

Denmark:

Requirements for professional development (column 1): School leaders are responsible for the quality of teaching and learning activities at their institution and therefore also for the professional development for teachers and all staff at the school. [Back to table](#)

England:

Requirements for professional development (column 1): It is compulsory as per the Professional Teaching Standards. [Back to table](#)

Finland:

Requirements for professional development (column 1): For primary and lower secondary school teachers, 3-5 days of professional development per school year are compulsory. This also includes planning and work in community development but as many teachers might not necessarily understand this as professional development, the participation rate is not 100%.

In pre-primary education the data refers to teachers working in schools. In kindergartens there is no obligation for professional development.

For teachers of upper secondary vocational subjects there exists a requirement for most vocational education and training fields, but not for all.

Professional development activities planned in the context of individual school development priorities (column 3): Local authorities have autonomy in planning professional development activities. However, state funding is available for in-service training that supports the quality of education and education priorities. [Back to table](#)

Greece:

Requirements for professional development (column 1): These requirements include in-service training (seminars) organised by school counsellors for the teachers in their area of duty, as well as seminars that may be decided upon by schools in the framework of self-evaluation.

Requirements for professional development planning (column 2): This applies only to professional development activities organised in the framework of the self-evaluation of school units (G.G. 614/B/2013).

Content of professional development activities specified (column 4): This applies only to initial training programmes for beginning teachers, training programmes for new curricula, new course books and new teaching materials, as well as for development activities concerning innovations in teaching.

Who sets the standards and/or the content areas of professional development activities (columns 5-14)?

Schools (column 6): Schools set the standards or content areas of professional development activities for their teachers in the framework of self-evaluation of school units (G.G. 614/B/2013) but not with respect to initial training programmes.

Other education providers (column 7): The Institute of Educational Policy is also involved.

Regional/sub-regional educational authorities (column 11): The head of scientific and pedagogical guidance of school counsellors can set the standards and specifications of the training programmes concerning formal educational policy. [Back to table](#)

Iceland:

Requirements for professional development (column 1): Participation in professional development (PD) activities is not a legal requirement but a contractual obligation related to a wage deal between teachers' unions and employers (municipal authorities). The law only requires each school to have a plan for teachers' PD but teachers are responsible for their own PD. However, they are expected to attend the courses or programmes included in the school plan.

Teachers in the compulsory education levels (primary and lower secondary) have 150 hours per year that can be allocated to PD. Upper secondary school teachers can apply for leave of absence for a period of up to one year for PD purposes. Pre-primary level teachers can also apply for leave of absence for PD

purposes; after 5 years they can apply for 3 months, after 10 years for 6 months and after 12 years for 9 months. [Back to table](#)

Ireland:

Requirements for professional development (column 1): While attendance is not compulsory, the Central Government Department strongly encourages principals and teachers to avail of all relevant continuous professional development (CPD) opportunities provided by the Department of Education. [Back to table](#)

Israel:

Requirements for professional development (column 1): There have been two reforms in the educational system: *Oz Letmura* for upper secondary education and New Horizon for the other educational levels. The professional advancement that can be achieved through professional development is not the same across these two reforms.

Professional development activities planned in the context of individual school development priorities (column 3): This applies only to the implementation of policies regarding new subjects, new materials, new curricula or new topics in the educational system.

Content of professional development activities specified (column 4): The content of professional development activities are determined by the professional units in the Ministry of Education. The teachers and the school principals can choose to attend those courses that best fit their needs.

Who sets the standards and/or the content areas of professional development activities (columns 5-14)?

Universities (column 5): The universities operate according to the policies of the Ministry of Education but academic freedom is maintained. [Back to table](#)

Italy:

Requirements for professional development (column 1): The current wording in the national teachers' contract only refers to the direct obligation of schools and education authorities to provide professional development (PD) opportunities. For teachers, PD is highlighted as a professional right and also considered a professional duty, but it is not a legal requirement. [Back to table](#)

Japan:

General comment: In Japan there are two kinds of professional development programmes. One is for teachers with 10 years of experience, referred to here as "compulsory for all teachers". This is provided by the regional and local authorities. The other programme is required for recertification of teachers, which is valid for 10 years. Teachers must complete a 30 hours developmental course every 10 years for their recertification. 30 hours must be completed during two of 26 years and 2 months prior to the designated deadline (roughly to say "expiration" of their certification/license). [Back to table](#)

Mexico:

General comment: Some of the information provided in this table refers to the Program of Magisterial Career. More specifically, this applies to columns 1, 2, 4 and 12. [Back to table](#)

Netherlands:

Requirements for professional development (column 1): There are no formal requirements. All issues related to professional development (time and/or money) are part of the collective salary agreement made by the social partners and are at the discretion of schools. There is no law stating that it is

compulsory, but professional development is common and may be imposed by the school or organizing body. [Back to table](#)

Norway:

Requirements for professional development (column 1): The responsibility for professional development of teachers or maintaining and updating teacher skills in general lies at the school level. [Back to table](#)

Poland:

Requirements for professional development (column 1): In-service teacher training is required for teachers who want to become qualified for a higher grade/level. [Back to table](#)

Sweden:

Requirements for professional development (column 1): There is only a requirement for the principal organisers of school to give teachers opportunities for professional development. [Back to table](#)

Switzerland:

Requirements for professional development (column 1): Continuing education is part of the conditions of service, which differ between cantons. Some cantons do have a legal basis for a compulsory requirement for continuing education. [Back to table](#)

United States:

General comment: For some information in this table it is not possible to provide data on national requirements for teachers' professional development as such requirements are set by individual states or school districts and consequently, vary. [Back to table](#)

Table D7.3 (a-d): Non-compulsory teachers' professional development (web only)

Belgium (Flemish Community):

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): The teacher cannot decide on this autonomously but has to get approval from the head of the school. Additionally, according to legislation the professional development has to get approval from the local committee or the general staff meeting.

School management (column 2): This body cannot only propose activities but also validates the choices taken by teachers themselves. It can also decide autonomously which activities a teacher should undertake.

Local/municipal educational authorities (column 4): This applies only to schools for which the local authority is the governing body and not to all schools in the municipality. See also the comment on column 2 above.

Regional/sub-regional educational authorities (column 5): This applies only to schools for which the provinces are the governing body and not to all schools in the province. See also the comment on column 2 above.

Central/state educational authorities (column 6): The authorities decide on the themes for priority in-service training.

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): Depending on the individual agreement with the teacher, it might also be that the total participating costs are covered. [Back to table](#)

Belgium (French Community):

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

School management (column 2): This only applies to non-compulsory continuous professional development (CPD) workshops that are held during school hours. Otherwise the school management is not involved.

Central/state educational authorities (column 6): Teachers can choose non-compulsory CPD activities from the ones proposed by the authorities. [Back to table](#)

Finland:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): The data refers to professional development (PD) activities that are funded or supported by the employer.

Professional development activities planned in the context of individual school development priorities (column 8): Local authorities have autonomy in planning professional development activities.

Funding and support strategies for professional development (columns 9-13):

Costs subsidized or shared by the government (column 9): PD activities cannot be categorised as compulsory or non-compulsory. The state contributes to PD which is related to political priorities or reforms. Teachers' PD is otherwise not centrally decided upon and they have autonomy in this regard.

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France:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Inspectorate (column 3): In primary education, the inspector can suggest a professional development activity to a teacher but he is also validating choices made by teachers.

Central/state educational authorities (column 6): This refers to ministerial representatives at the local level (*DSDEN*).

Other (column 7): These can be stakeholders from sports facilities, cultural or private associations.

Professional development activities planned in the context of individual school development priorities (column 8): Pre-primary & Primary: More and more often, the school project includes a training component to collect the professional development needs of teaching staff. In Educational Priority Zones (*RRS* or *ÉCLAIR*), the contracts on educational objectives must have a component on professional development followed by a component on evaluation. Lower & Upper secondary: Some institutions and school networks include a component on professional development in their school project and in their contract on educational objectives. It is already done in the Educational Priority Zones (*RAR* and *ÉCLAIR*).

Funding and support strategies for professional development (columns 9-13):

Costs subsidized or shared by the government (column 9): Totally for some professional development activities (i.e. *Programme Académique de Formation des personnels*) and partially for others (i.e. *Droit Individuel à la Formation* and *Congé Individuel de Formation*).

Participation cost covered (column 10): Participation is totally free for some professional development activities (i.e. *Programme Académique de Formation des personnels*) and there is a compensation or a partial funding for others (i.e. *Droit Individuel à la Formation* and *Congé Individuel de Formation*).

Cost of substitute teachers covered (column 12): The ministerial representatives at the local level (*recteurs*) have a number of fully qualified substitute teachers which are used, as far as possible, to replace absent teachers due to training [Back to table](#)

Greece:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Regional/sub-regional educational authorities (column 5): Regional educational authorities are able to recommend and facilitate teachers' participation in non-compulsory professional activities.

Professional development activities planned in the context of individual school development priorities (column 8): This applies only to school-based in-service training.

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): This applies only to professional development activities that are offered for free to teachers by public bodies.

Paid teachers' leave of absence (column 11): This applies only to a limited number of teachers who fulfil certain criteria.

Cost of substitute teachers covered (column 12): This applies only to a limited number of teachers who take a long leave of absence to pursue postgraduate or Ph.D studies. [Back to table](#)

Iceland:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): Teachers can propose individual professional development (PD) activities as part of their contractual obligation only in addition to the planned activities organised by the school management.

School management (column 2): The school management is required to propose a PD plan that teachers are expected to participate in.

Funding and support strategies for professional development (columns 9-13):

Costs subsidized or shared by the government (column 9): There are grants available for PD and teachers can get leave of absence for educational purposes.

Paid teachers' leave of absence (column 11): The permission to attend non-compulsory PD activities depends on agreement with the school authority.

Separate school budget allocated (column 13): This depends on the policy of the local authority.
[Back to table](#)

Ireland:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): The school management may require or deny attendance at continuous professional development (CPD) activities that take place during school hours.

School management (column 2): Refer to the comment on column 1 above.

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): This applies only to state-funded CPD activities.

[Back to table](#)

Israel:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): Although teachers have full autonomy, the selected activities should correspond to the policies of the ministry of education and the school. The school principal should approve the professional development programmes selected by the teacher.

Inspectorate (column 3): Inspectors approve the school programme for professional development as part of the school work plan.

Local/municipal educational authorities (column 4): The educational administration influences the decision by promoting specific programmes.

Regional/sub-regional educational authorities (column 5): The supervisor of teachers' professional development is responsible for the regional work plan, the promotion of courses among schools and the provision of courses in the district that best suits teachers' needs.

Central/state educational authorities (column 6): The Ministry of Education defines the general framework, goals, topics, teaching methods and the content of the programmes. From this pool of programmes, teachers can choose which courses to participate in.

Funding and support strategies for professional development (columns 9-13):

Costs subsidized or shared by the government (column 9): There is a high awareness of the importance of professional development which is reflected in the design of the two recent reforms,

(New Horizon and *Oz Letmura*), in which professional development can lead to substantial salary increases.

Cost of substitute teachers covered (column 12): If a substitute teacher is required, costs are covered by the Ministry of Education. [Back to table](#)

Italy:

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): This refers mainly to courses organised for the adoption of national policies. [Back to table](#)

Japan:

Funding and support strategies for professional development (columns 9-13):

Paid teachers' leave of absence (column 11): Teachers usually participate in non-compulsory professional development courses (most of which are recommended) as part of their job, following order or permission of principals. In these cases, teachers are regarded as "working" and not given paid leave of absence. This refers mainly to courses organised for the adoption of national policies. [Back to table](#)

Mexico:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): For teachers of lower secondary vocational subjects and teachers at upper secondary level it is not common to participate in professional development activities.

Funding and support strategies for professional development (columns 9-13):

Paid teachers' leave of absence (column 11): Training does not take place during school hours. [Back to table](#)

Netherlands:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): In general, the activities undertaken are selected based on a mutual agreement of the school and the individual teacher. However, in case of teachers' scholarships (*lerarenbeurs*), teachers can decide in full autonomy.

School management (column 2): Refer to the comment on column 1 above.

Funding and support strategies for professional development (columns 9-13):

Separate school budget allocated (column 13): A part of the school budget is intended for professional development activities. [Back to table](#)

Norway:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Central/state educational authorities (column 6): The authorities provide courses and funding.

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): This depends on whether the course is in line with national or local priorities.

Paid teachers' leave of absence (column 11): Refer to the comment on column 10 above.

Cost of substitute teachers covered (column 12): This applies mainly to formal continuous education with priority from national authorities.

Separate school budget allocated (column 13): This is decided upon by the municipalities.

[Back to table](#)

Spain:

Funding and support strategies for professional development (columns 9-13):

Costs subsidized or shared by the government (column 9): The Spanish Ministry of Education and the education authorities of the autonomous communities design a general framework of programmes, courses and mobility activities that are totally or partially subsidized. [Back to table](#)

Sweden:

Who decides the professional development activities undertaken by individual teachers? (columns 1-7):

Teacher (column 1): Teachers can only informally influence their own professional development.

School management (column 2): The school management can only informally influence the teachers' professional development.

Local/municipal educational authorities (column 4): The school organiser is formally responsible for providing professional development for teachers.

Regional/sub-regional educational authorities (column 5): Refer to the comment on column 4 above.

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): In some cases the costs are covered

Paid teachers' leave of absence (column 11): This can be applicable in some cases.

Separate school budget allocated (column 13): The municipality can decide if they want to do this or not. [Back to table](#)

Turkey:

Funding and support strategies for professional development (columns 9-13):

Participation cost covered (column 10): The participation costs of voluntary professional development activities that are organised by the Ministry of National Education are fully covered. The costs of non-compulsory courses that are not provided by the ministry have to be, in general, covered by the individual participant. However, in some cases the costs of some other activities, such as conferences and workshops that are given by universities, may also be covered.

Paid teachers' leave of absence (column 11): In principle, any professional development activity teachers attend should not lead to hindrance of their duty as a teacher, i.e., they should be undertaken outside school hours, on weekends or during school holidays. However, in exceptional cases teachers may get leave of absence to attend a non-compulsory professional development activity. In such cases, another teacher from the same school temporarily takes over the teaching duties of the teacher on leave. [Back to table](#)

United States:

General comment: For some information in this table it is not possible to provide data on national requirements for teachers' professional development as such requirements are set by individual states or school districts and consequently, vary. [Back to table](#)

Table D7.4 (a-d): Dissemination of teachers' professional development activities (web only)

Australia:

Participation in professional development activities (columns 17-18):

Average number of days per year for those who participated (column 18): These figures refer to 2010 national survey data. [Back to table](#)

Austria:

Providers of professional development activities (columns 1-10):

Higher education institutions (column 1): For all educational levels except for pre-primary education, the University Colleges of Teacher Education are the sole providers of development activities.

Other (column 10): For pre-primary education the professional development activities are provided by the providers of kindergartens, such as Caritas, diocesan administrations or other private providers.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Other (column 16): Refer to the comment on column 10 above. [Back to table](#)

Belgium (Flemish Community):

Providers of professional development activities (columns 1-10):

Higher education institutions (column 1): This refers only to university colleges and universities.

Institutions for initial teacher education (column 2): This refers to the Centre for Adult Education organising the specific teacher training programme.

Public agency for teachers' professional development (column 4): This refers to the pedagogical counsellor services (*pedagogische begeleidingsdiensten, netoverschrijdende initiatieven*).

Teachers' professional organisations (column 5): It is rather an exception that teachers' professional development activities are organised by these organisations.

Local/municipal education authority (column 8): This only applies to schools for which the local authority is the governing body and not to all schools in the municipality.

Other (column 10): Professional development activities are also provided by independent persons and non-profit organisations.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Central/state education authority (column 11): The Flemish government and more particularly, the Department for Education & Training administers an in-service training database, in which each organisation providing in-service training can be included. This database is not exhaustive and the government does not grant any quality labels to the in-service training organisations included in the database. The purpose of this database is to provide schools with an overview of the in-service training offers. Interested teachers, principals and other educational staff can use this database to search for a desired in-service training. The Education Department is not involved in specific courses and activities which are organised solely by the in-service organisations.

Regional/sub-regional education authority (column 12): This only applies to schools for which the provinces are the governing body and not to all schools in the province.

Local/municipal education authority (column 13): This only applies to schools for which the local authority is the governing body and not to all schools in the municipality.

Other (column 16): Pedagogical counsellor services.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): According to the TALIS 2013 study, 89% of teachers in primary education and 88% of teachers in secondary education (first stage) participated in professional development activities in the past 12 months.

Average number of days per year for those who participated (column 18): According to the TALIS 2013 study, during the 12 months prior to the survey teachers in lower secondary education who participated in one of the following professional development activities spent on average 3.1 days in courses and workshops, 1.7 days in education conferences or seminars, 1.9 days on observation visits to business premises, public organisations, non-governmental organisations and 3.4 days on in-service training courses in business premises, public organisations or non-governmental organisations.. [Back to table](#)

Belgium (French Community):

Providers of professional development activities (columns 1-10):

Higher education institutions (column 1): It is possible for higher education institutions to provide these activities, but it is not very common.

Other (column 10): There are specific continuous professional development (CPD) organisations on behalf of the school organising authorities. There is one public agency providing CPD for all kinds of schools and one additional CPD institution for each education organising authority.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Regional/sub-regional education authority (column 12): This only applies to schools organised by the provinces.

Local/municipal education authority (column 13): This only applies to schools organised by those authorities.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): The figure refers to compulsory CPD. There is no data on participation rates in non-compulsory CPD activities.

Average number of days per year for those who participated (column 18): Refer to the comment on column 17 above. [Back to table](#)

Estonia:

Providers of professional development activities (columns 1-10):

Other (column 10): Vocational education teachers should pass the continuous professional training provided by companies..

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): These figures are taken from the Estonian Education Information System (EHIS).

Average number of days per year for those who participated (column 18): Refer to the comment on column 17 above. [Back to table](#)

Finland:

Providers of professional development activities (columns 1-10):

Other (column 10): The education providers are free to acquire professional development (PD) for education personnel from any provider of such services.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Central/state education authority (column 11): This refers to state-funded PD.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): The figures for primary and lower secondary school teachers refer to teachers from both education levels because the data is not gathered separately. The data is from the 2013 teacher survey. The data for lower secondary school teachers consists of the data on permanent and on non-permanent full-time teachers working in the 9-year basic education. Although the majority of them works in years 7-9 (lower secondary), some of them may also teach in years 1-6 (primary).

Average number of days per year for those who participated (column 18): Refer to the comment on column 17 above. [Back to table](#)

France:

Providers of professional development activities (columns 1-10):

Higher education institutions (column 1): Universities and *IUFM (ESPE* as of school year 2013/2014).

Institutions for initial teacher education (column 2): Refer to the comment on column 1 above.

Schools (column 3): Training schools for adults (*GRETA* for the *Droit Individuel à la Formation*).

Local/municipal education authority (column 8): Local/municipal educational authority refers to education departments within municipal, sub-regional and regional administrations.

Pre-primary & Primary: The municipality may be associated to teachers' professional development activities:

- for actions related to sports, cultural and educational activities
- within the framework of projects for educational success
- related to clubs *boost* which associate municipal workers and teachers receiving a joint training and conducting regular monitoring and evaluation
- from 2013/2014, with the implementation of the reform on school timetables, many municipalities have organized conferences with researchers for associations and municipal structures, municipal staff involved in schools, teachers, parents etc

Lower & Upper secondary: Many collaborations with organizations of the sub-regional or regional councils.

Private companies (column 9): For one type of professional development activities only (*Droit Individuel à la Formation*).

Other (column 10): Cooperation between different institutions.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Central/state education authority (column 11): The central government through ministerial representatives at the local level, responsible for the development of a local training plan (i.e. the *Programme Académique de Formation des personnels*).

Other (column 16): Teachers unions inform teachers of their rights.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): Source: *Bilan social 2012/13*. Enrolment in at least one professional development activity (2011/2012) among public school teachers, by level of education. Only local training plans (i.e. *Programme Académique de Formation des personnels*) are included. For ISCED levels 2 and 3, data refer to teachers with the minimum qualification only (i.e. *professeurs certifiés*) for both levels together.

Average number of days per year for those who participated (column 18): Source: *Bilan social 2012/13*. Year of reference: 2011/2012. Only local training plans (i.e. *Programme Académique de Formation des personnels*) are included. For ISCED levels 2 and 3, data refer to teachers with the minimum qualification only (i.e. *professeurs certifiés*) for both levels together. [Back to table](#)

Germany:

Providers of professional development activities (columns 1-10):

Private companies (column 9): In some cases publishing companies for school books offer training courses for teachers. [Back to table](#)

Greece:

Providers of professional development activities (columns 1-10):

Schools (column 3): They provide in-school training or seminars.

Public agency for teachers' professional development (column 4): Refers to the Institute of Educational Policy.

Teachers' unions (column 6): Two examples are the Greek Federation of Secondary State School Teachers (*OLME*) and the Centre for Educational Research and Documentation of *OLME* (*KEMETE*).

Local/municipal education authority (column 8): Refers to the Directorates of Education.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): All beginning teachers participate in statutory training programmes organized for them. Most teachers participate in training programmes on new curricula, new course books, and new teaching materials. The percentage of teachers who participate in development activities concerning innovations in teaching is as high as the number of places offered in the relevant seminars. [Back to table](#)

Hungary:

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): Based on the compulsory requirements (teachers are required to have a minimum of 120 hours in PD over 7 years), an estimate would be 20%. The actual rate could be higher, but unfortunately data on it is not available. [Back to table](#)

Iceland:

Bodies responsible for circulating information about professional development activities (columns 11-16):

Other (column 16): Teachers Council of Iceland.

Participation in professional development activities (columns 17-18): The figures are taken from the TALIS 2009 study. [Back to table](#)

Ireland:

Providers of professional development activities (columns 1-10):

Public agency for teachers' professional development (column 4): There are teams established by the Ministry of Education that provide continuous professional development (CPD) activities.

Participation in professional development activities (columns 17-18):

Average number of days per year for those who participated (column 18): This is a rough estimate and relates to government funded CPD activities. Teachers may also take part in CPD provided by other bodies. [Back to table](#)

Israel:

Providers of professional development activities (columns 1-10):

Institutions for initial teacher education (column 2): The Ministry of Education in Israel operates 58 institutions that provide professional development (PISGA Centres). These institutions are spread across the country.

Schools (column 3): In most of the upper secondary schools, there is a programme for professional development in which about 80% of the teachers participate in. The duration of these programmes is 60 hours per year. Two hours are part of the teaching post. In the New Horizon reform, there is a course of 30 hours implied that is not included in the teaching post and usually consists of 9 sessions of 3-4 hours each.

Teachers' professional organisations (column 5): The major part of teachers' professional organisations is the teachers unions.

Teachers' unions (column 6): Teachers unions operate training schools that offer enrichment courses that are usually taken during sabbatical years.

Local/municipal education authority (column 8): Local authorities may recommend or request certain curriculum development or particular topics.

Private companies (column 9): The professional development operators are independent professional teachers and some of them are also employed by private companies. They are usually engaged by the PISGA centres or by academic institutions.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Other (column 16): Every year teachers identify their needs and discuss them with the school principal. The district organiser then plans the courses according to the schools' needs analyses.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): The two recent reforms in the education system in Israel have a different effect on teachers' professional development. From kindergarten to grade 9 (New Horizon reform) a teacher receives a professional promotion and an increase in his salary based on the hours of professional development he participated in. For grades 10-12 (*Oz Letmura* reform), teachers participate in professional development (2 hours a week) that takes place at school. These activities are part of upper secondary teachers' professional activities and their post. Additional courses are taken at the PISGA centres or in one of the universities.

Average number of days per year for those who participated (column 18): This figure does not include the two hours of professional development that teachers have to participate in during school hours. [Back to table](#)

Italy:

Providers of professional development activities (columns 1-10):

Teachers' professional organisations (column 5): Only if they are accredited by the Ministry.

Teachers' unions (column 6): Only if their professional development agencies are accredited by the Ministry.

Local/municipal education authority (column 8): Refer to the comment on column 6 above.

Private companies (column 9): Refer to the comment on column 6 above. [Back to table](#)

Luxembourg:

Participation in professional development activities (columns 17-18): For all levels of education an average of 8 hours per year is mandatory. [Back to table](#)

Mexico:

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): The professional development activities were offered on a voluntary basis. [Back to table](#)

Netherlands:

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): The figures are taken from the *Onderwijs werkt 2014* survey. [Back to table](#)

Norway:

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): Based on figures from 2011, 18% of pre-primary, 14% of primary and lower secondary and 23% of upper secondary school teachers were in continuous education. [Back to table](#)

Poland:

Providers of professional development activities (columns 1-10):

Local/municipal education authority (column 8): School running bodies do not organise but only subsidise the professional development of teachers.

Private companies (column 9): Non-public in-service teacher training institutions can also provide these activities.

Other (column 10): Any other institutions whose statutory activities are related to professional development for teachers.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Inspectorate (column 14): The inspectorate is part of the regional educational authority.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): There is no data collection on participation rates of formal professional development activities that are provided in schools or related to formalised teacher collaboration and professional networks. However, there are figures on activities provided outside of school. The participation rate of teachers in ISCED level 0 is 18.46%, in

ISCED level 1 it is 17.41%, in ISCED level 2 (all subjects) it is 16.67% and in ISCED level 3 (all subjects) it is 14.8%.

[Back to table](#)

Russian Federation:

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): Based on legal requirements it is estimated that 50% of teachers participate.

Average number of days per year for those who participated (column 18): An estimate based on legal requirements is 20 days. [Back to table](#)

Slovak Republic:

Providers of professional development activities (columns 1-10):

Private companies (column 9): This only applies to companies that are accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic. [Back to table](#)

Spain:

Providers of professional development activities (columns 1-6): There are public teachers' training centres, which depend on the provincial/regional educational authorities that accredit and certify the courses teachers can take. Legislation may be different in the autonomous communities, but in general, these courses can be organised by different public or private organisations: Higher Educational institutions, Schools, Teacher's Professional Organisations, Trade Unions etc.

Bodies responsible for circulating information about professional development activities (columns 11-16):

Regional/sub-regional education authority (column 12): Teachers' training centres are responsible for collecting and circulating information about offered courses. [Back to table](#)

Sweden:

Providers of professional development activities (columns 1-10): The principal organisers of the school system (mainly municipalities and independent schools) are responsible for professional development activities for teachers. [Back to table](#)

Turkey:

Providers of professional development activities (columns 1-10):

Other (column 10): Provincial educational authorities (i.e. Provincial National Education Directorates) also provide professional development activities for teachers.

Participation in professional development activities (columns 17-18):

Percentage of teachers participating per year (column 17): The percentages reflect the participation in professional development activities organised by the Ministry of National Education only. Other non-compulsory, private activities attended by teachers on their own accord are not included in these figures.

Average number of days per year for those who participated (column 18): The figures on the average number of days of professional development undertaken by teachers are limited to participation in activities organised by the Ministry of National Education only. Any other activities attended by teachers are not included in the figures. [Back to table](#)

United States:

Providers of professional development activities (columns 1-10): This varies. All of these bodies and organisations may play a role in providing professional development activities for teachers. However, this is at the discretion of the individual schools, districts and teachers participating in the activities.

Bodies responsible for circulating information about professional development activities (columns 11-16): This varies. Regional/sub-regional (column12) or local/municipal education authorities (column13) and school management (column15) may be responsible for collecting and circulating information on professional development courses. However, this may vary by state, district or school.***Participation in professional development activities (columns 17-18):***

Percentage of teachers participating per year (column 17): The figures are taken from the U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public School Teacher Data File, 2011–12. [Back to table](#)