

# ContinueUP

## **Deliverable 4.1 Requirements and processes for the accreditation of teachers' continuous professional development across Europe**

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## **Introduction**

Teachers are a vital driving force in students' learning journey, wielding the pivotal responsibility of shaping education as an enriching and rewarding experience. Yet, the teaching profession has been going through a vocational crisis attracting fewer young people and losing well-trained in-service teachers. This is mainly due to the increasing demands, responsibilities and expectations placed on education professionals. Reforms and new policies are needed in areas such as initial teacher education, working conditions, career frameworks, teacher appraisals, but mainly in teachers' continuous professional development (European Commission/EACEA/Eurydice, 2021).

This deliverable contributes to a framework for teachers' continuous professional development (CPD) by identifying the requirements and processes for the accreditation and recognition of teachers' continuous training across Europe. Teachers' CPD comprises the in-service training undertaken throughout teachers' careers that allow them to broaden, develop, and update their knowledge, skills, and attitudes. It may be formal or non-formal and includes both subject-based and pedagogical training (OECD, 2016). Teachers' CPD is a vital precondition for quality teaching and teachers' evolution as professionals. Their participation in formal continuing training should be supported and encouraged. That is why having professional development opportunities is one of the core objectives of the European Education Area (European Commission/EACEA/Eurydice, 2021).

The overarching goals were to identify teachers' CPD regulatory processes, formal activities (e.g., formats, modality, primary contents), entities responsible for CPD regulation and provision, and formal recognition and accreditation processes related to current legislation. The evidence in this deliverable was gathered through a systematic literature review and a review of regulatory documents. The systematic literature review focused on 31 countries across Europe (including Switzerland, Türkiye and the U.K.). It was supplemented by regulatory documents collected via surveys and interviews with representatives of partners and associate partners of this project (Croatia, Czechia, Hungary, Portugal, Spain and Türkiye) and from countries represented in the European Schoolnet Steering Committee (Austria, Belgium, Cyprus, Finland, Germany, Ireland, Lithuania, Serbia, Slovenia and Switzerland).

This deliverable is structured methodologically and therefore in two major sections: the first a systemic literature review of scientific studies published in the last 20 years around the topic of teachers' CPD, the second, an analytical process of the current legislation on teachers' CPD, considering only documents of a legal nature.

These sections integrate contrasting sets of data: differing in their nature, format and validity, and so their interpretation should also be separate. Combining these elements and working with them as a single entity would therefore be methodologically inappropriate. The methodological division in this deliverable therefore provides a more rigorous picture of the impact of different types of CPD formal accreditation and recognition processes across Europe over time.

## Main Concepts

This deliverable uses the following terms as a primary conceptual framework:

- **Teacher**: refers to a fully qualified and/or full-time teacher. It covers from kindergarten to secondary/high school (European Commission/EACEA/Eurydice, 2023). It refers to a teaching professional who has fulfilled all the training required for teaching (both initial teacher education and induction) and meets all other official requirements of a country to conduct professional tasks related to the planning, organisation, delivery and assessment of learning activities to one or more classes of students registered in the formal education or vocational training (VET) system.

- **Teachers' Continuous Professional Development (CPD)**: considers all the training activities (formal, informal, and non-formal) that take place after completing initial teacher education. It also refers to in-service activities aimed at enabling teachers to “develop or update knowledge and/or skills; to acquire new skills for career development or retraining; to ensure personal or professional development” (European Commission, 2015, p. 151). Different formats are offered such as courses, seminars, workshops, degree programs, peer-learning, self-observation and/or reflective practices, support from teacher networks, observation visits, etc. In certain cases, CPD activities may lead to supplementary qualifications (OECD, 2016).

- **Accreditation** (of teachers' CPD activities): relates to the formal processes that focus on the evaluation, acceptance and official certification of teachers' CPD activities. It involves all stages of official processes of identification, documentation, assessment and crediting of training activities. Requirements to achieve an accredited status involve workshops, courses or programmes demonstrating that they meet defined quality criteria and legal standards of a country.

- **Recognition** (of teachers' CPD activities): relates directly to the official acknowledgment of the acquired knowledge or skills through teachers' CPD activities. It therefore has a formal impact on teachers' career progression (if a career progression system is in place and if that system considers it).

- **Teachers' career progression**: requires the existence of a career structure with a formal progression pathway within the teaching profession. Career progression represents a rise in a teacher's qualification category usually connected to promotion, salary increment, and/or access to other incentives (European Commission/EACEA/Eurydice, 2023). In Europe, teachers' career structures are generally divided single or multi-level (European Commission/EACEA/Eurydice, 2021). In a single-level career structure, there are not formally defined and distinct career levels. There may be one or more pay scales or coefficients associated with different salary levels (e.g., related to the number of years' experience). A multi-level career structure involves several formally distinct career levels (e.g., teacher, senior teacher, master teacher, etc.). It is usually defined by a set of progressively sequenced competences, responsibilities, hierarchical status and, in most cases, a higher salary.

- **Teacher CPD provider**: any entity, agency or organisation with a legal status allowing them to design, implement, and assess teachers' CPD activities. The legal status tends to be provided by a top-level education authority that may or may not provide them with access to funding for such activities.

- **Regulatory documents** (for teachers' CPD): written laws, guidelines, rules, orders or recommendations established by governmental or authoritative bodies to guide and control the activities of individuals, schools and other organizations within the scope of teachers' CPD. These

regulations tend to be published in official documents and serve as a framework for ensuring compliance between the activities undertaken and the standards or legal requirements.

## CPD Status, Time and Teacher Participation Across Europe

Amid increasing demands for CPD across Europe, a more nuanced understanding of continuous professional development opportunities for teachers and trainers is needed in order to better target improved quality training and teaching. The European Education Area emphasises that by 2025 it is essential to develop teachers' competences, expertise, autonomy, and engagement (European Commission, 2020). The **data presented in this section comes from the most recent Eurydice Report (2021) that focuses on teachers' careers, development and well-being in Europe** and which provides information about national policies and regulations on teachers' CPD across Europe.

This report shows that countries in the European Union (EU) regulate teachers' CPD differently (Figure 1). The major distinction is between CPD considered as professional duty with top-level regulations and optional CPD activities with no obligation in top-level documents (regulation provided by national governments). CPD activities, if participation is explicitly defined in top-level regulations, are considered to be teachers' professional duty. They are considered optional if there is no statutory obligation in top-level policy documents. As can be seen in figure 1, CPD is a professional duty in almost all countries in the EU. Teacher participation in CPD activities is optional in only five countries: Denmark, Ireland, Netherlands, Norway, and Türkiye (European Commission/EACEA/Eurydice, 2021).

Additionally, teachers' CPD is defined in terms of time (e.g., mandatory, an entitlement) allocated to teachers in a variety of CPD activities. Mandatory CPD refers to teachers having to complete a specified amount of CPD activities during a specific period of time. On the other hand, CPD defined as an entitlement refers to a certain amount of CPD time that is granted during or outside teaching (working) hours. CPD is considered a requirement for career progression in only 16 out of 31 countries (European Commission/EACEA/Eurydice, 2021).



Figure 1. Status of lower secondary teachers' CPD by country in 2019/20 (retrieved from European Commission/EACEA/Eurydice, 2021).

Notes:

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

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

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

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

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

Another salient factor associated with mandatory CPD relates to teachers being required to engage in a defined amount of time to fulfil course or activities requirements during a teacher's employment or in another period (Figure 2). There is significant variance across Europe which can be explained by the different ways requirements are defined across the countries and their legislations. These requirements are defined as attendance, attending a master's programme, changing a teacher's category, career progression, credit requirements, ECTS and number of hours or days per year(s). Figure 2 shows that there is an average of 18 hours of mandatory CPD training per year in countries with a minimum of CPD hours defined. For example, Albania had the minimum number of CPD hours with only 6 per year whereas Iceland, the Netherlands, Malta and the U.K. (Scotland) had the greatest number of CPD hours (European Commission/EACEA/Eurydice, 2021).

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

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

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

Figure 2. Minimum number of hours/days defined annually for professional development activities to lower secondary teachers (European Commission/EACEA/Eurydice, 2021).

Notes: Country-specific notes:

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

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

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

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

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

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

For example, Iceland's collective agreement between teachers, municipalities and the state specifies that teachers are to undergo 150 hours of CPD per year. In Malta, CPD is a professional duty as defined by a 2017 agreement. Teachers are required to participate in management-driven Community of Professional Educators sessions and are also encouraged to take part in self-sought CPD sessions. The mandatory CPD is made up of 25 hours of school-driven CPD and 15 hours of central authorities-driven CPD (European Commission/EACEA/Eurydice, 2021).

In eight education systems (BE-fr, CZ, HR, IT, LT, SE, IS, NL), CPD is considered an entitlement with a set amount of time specified in top-level regulations or collective agreements. The most common practice is to grant approximately five working days for CPD per year but several countries recommend more. In Czechia, according to the Act on Education Staff Section 24, education staff participating in further education are entitled to 12 working days off per school year for self-managed study activities. This may be limited by the school's operational conditions as school heads determine when the days off take place for these activities (Act No. 563/2004- The Act on Pedagogical Workers and on the Amendment of Certain Acts).

Teachers' CPD may also be required for career progression which follows two models in the European context: single and multi-level career structure. Countries with a single-level career structure offer teachers salary progression, mainly based on years of experience, whereas countries

with a multi-level structure offer teachers progression through career levels. Figure 1 (represented in dots) shows that CPD is an essential prerequisite for career progression in many European countries. For instance, in Croatia, teachers, professional associates, principals in primary and secondary schools and student dormitory officials require 100 hours' CPD over five years to achieve first level promotion (Mentor), 120 hours over five years for second level promotion (Advisor), and 150 hours in five years for third level promotion (Excellence Advisor), in accordance to the Amendments to the Ordinance on the Promotion of Teachers (Gazette 32/2021).

In conclusion, regulations regarding teachers' CPD and their requirements across Europe is complex and largely dependent on the career model of the teaching profession in each country (European Commission/EACEA/Eurydice, 2021).

## Accreditation of Teachers' CPD: Systematic Literature Review

This section presents the results of a systematic literature review (SLR) related of teacher accreditation processes, legislation level, types of teacher training activities (including skills), type of accreditation, modality, and training providers. The review did not investigate the implementation or the impact of the existing European policy frameworks.

The results aim to answer to the following research questions:

Q1. What scientific literature has been produced in the last 20 years in the European context about teachers' CPD regulatory processes? And what does it say about these processes?

Q2. What constitutes teachers' CPD activities (formats, modality, and primary contents)?

Q3. Which entities have been responsible for the regulation and provision of Teachers' CPD?

## Methodology

This systematic literature review was guided by the standards of the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) Statement (Sarkis-Onofre et al., 2021). Only peer-reviewed journals and book chapters were considered, excluding non-peer reviewed journals, books, book reviews, editorials, conference proceedings, short surveys, newsletters, publisher's notes, and reports. The review used Google Scholar, Eric, Scielo, and PubMed as database to identify relevant articles and books (Shaffril et al., 2021). Google Scholar is regarded as a robust database of scholarly literature (Halevi et al., 2017) and proved to be the most efficient for this review as all articles and book chapters listed in all other scientific databases appear in Google Scholar. Table 1 shows the keywords used when looking for articles related to teachers' in-service training.

Table 1. Keywords used for the process of identifying relevant literature in online databases.

DATABASE	TITLE-KEY	RANGE	CONTEXT	RESULTS
Google Scholar	TITLE-KEY(in-service OR continuous teacher education OR continuing teacher education OR continued teacher education OR continuing teacher professional development OR continuous teacher professional development OR continued teacher professional development) AND TITLE-KEY(Europe) AND	2003-2023	EU (including TR, CH, UK)	1872

	TITLE-KEY(regulation OR legislation OR law)= including articles AND any type			
<b>Eric</b>	Using specific keywords and phrase searches from Google Scholar	2003-2023	EU (including TR, CH, UK)	2164
<b>Scielo</b>	TITLE-KEY (in-service teacher) = including articles AND Humanities	2003-2023	EU (including TR, CH, UK)	167
<b>PubMed</b>	TITLE-KEY (in-service teacher) = including articles	2003-2023	EU (including TR, CH, UK)	1
<b>Total</b>				<b>4204</b>

At the screening phase, a total of 88 articles and book chapters were collected from the databases. These articles were screened and analysed manually based on six criteria:

- a) Referred to teachers' in-service training in general (and not pre-service or initial teacher education);
- b) Elementary and secondary education' teacher focused (not higher education);
- c) European context focused;
- d) offered teachers' in-service legislation;
- e) Only studies written in English;
- f) Published in the last twenty years (2003-2023).

After detailed examination a total of 77 articles met the criteria. Figure 3 shows the PRISMA flow diagram related to the identification, screening, eligibility criteria application, and inclusion process for this systematic literature review.

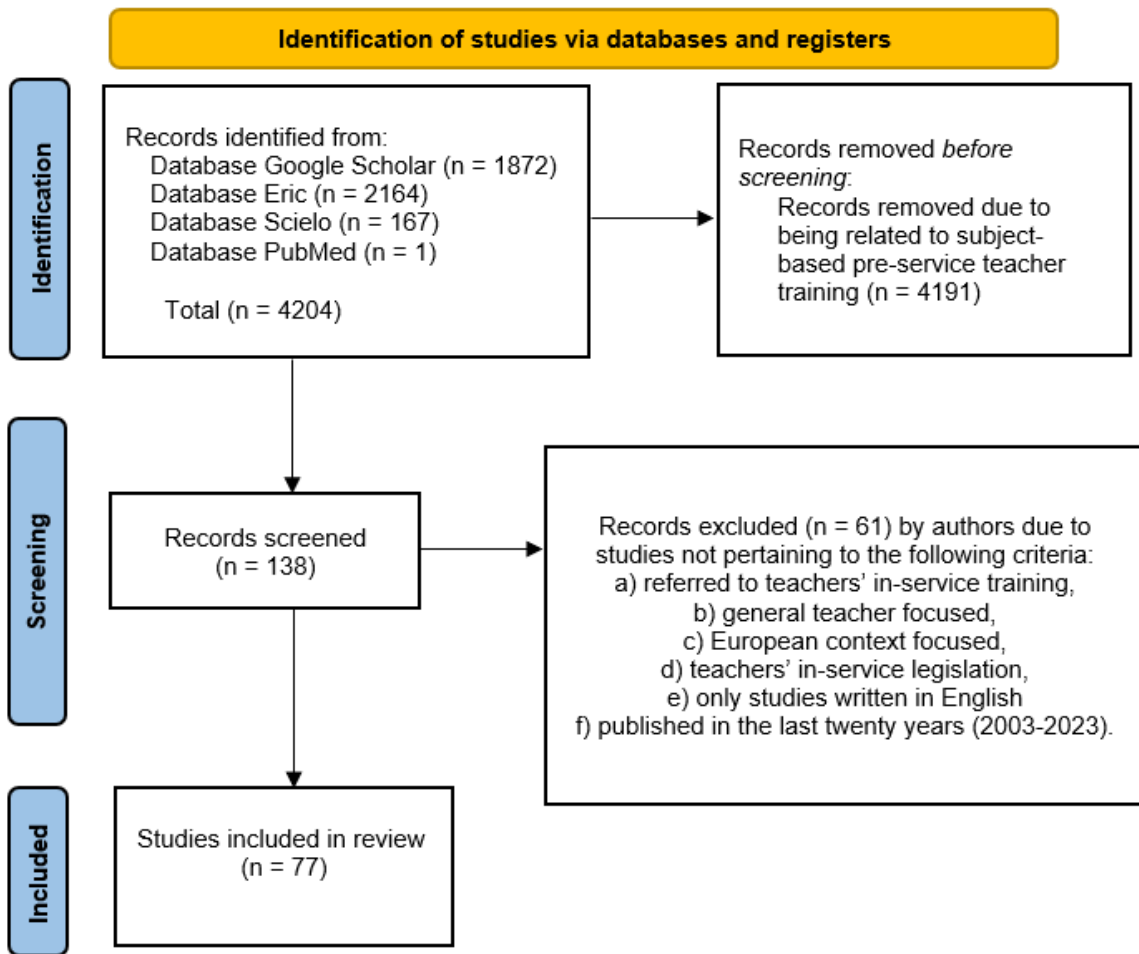


Figure 3. Prisma Flow Diagram.

Next, the 77 articles were evaluated for their relevance to the research questions. A qualitative synthesis using thematic analysis enabled the identification, organisation, analysis and description of common themes in the data (Braun et al., 2006). This revealed six themes related to teachers' in-service training and continuous professional development (Table 2). The retrieved data were organised in an Excel spreadsheet to facilitate synthesis and analysis. These themes are further explored in the following sections.

Table 2. Topics related to In-Service Teacher Training.

Themes for In-Service Teacher Training
Teachers' CPD Regulatory Level
Nature of Teachers' CPD Legislation
Formal Types of CPD Activities
Skills and Knowledge Domains Privileged in Teachers' CPD
Modality of Teachers' CPD Activities
Providers of Teachers' CPD

The 77 articles that met the criteria cover 31 countries of the European Union (EU) and the European Free Trade Association Member States (EFTA), from 2003 to 2023. These countries include Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, Türkiye, and the United Kingdom. Unfortunately, no data from Luxembourg was available from the systematic literature review related to teachers' in-service training.

Figure 4 provides an overview of the number of articles and book chapters by year. The categories are not mutually exclusive; the articles and book chapters may appear in one or more categories in each figure or table. The total number of articles that address the topic published in that year is shown alongside. There is a peak of articles published in 2007, 2011 and another low peak in 2022.

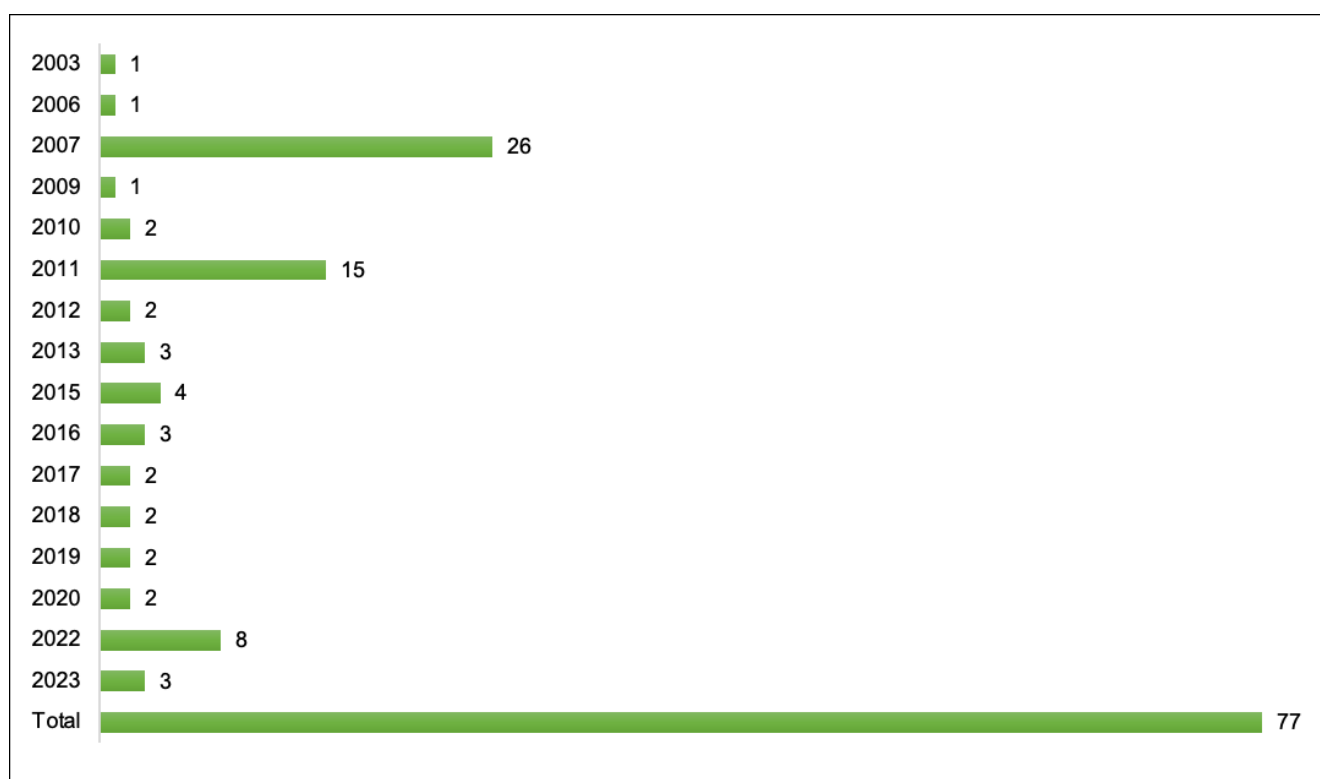


Figure 4 Count of articles by year.

Figure 5 provides an analysis by country of studies related to teachers' in-service training in the last 20 years (from 2003 to 2023).

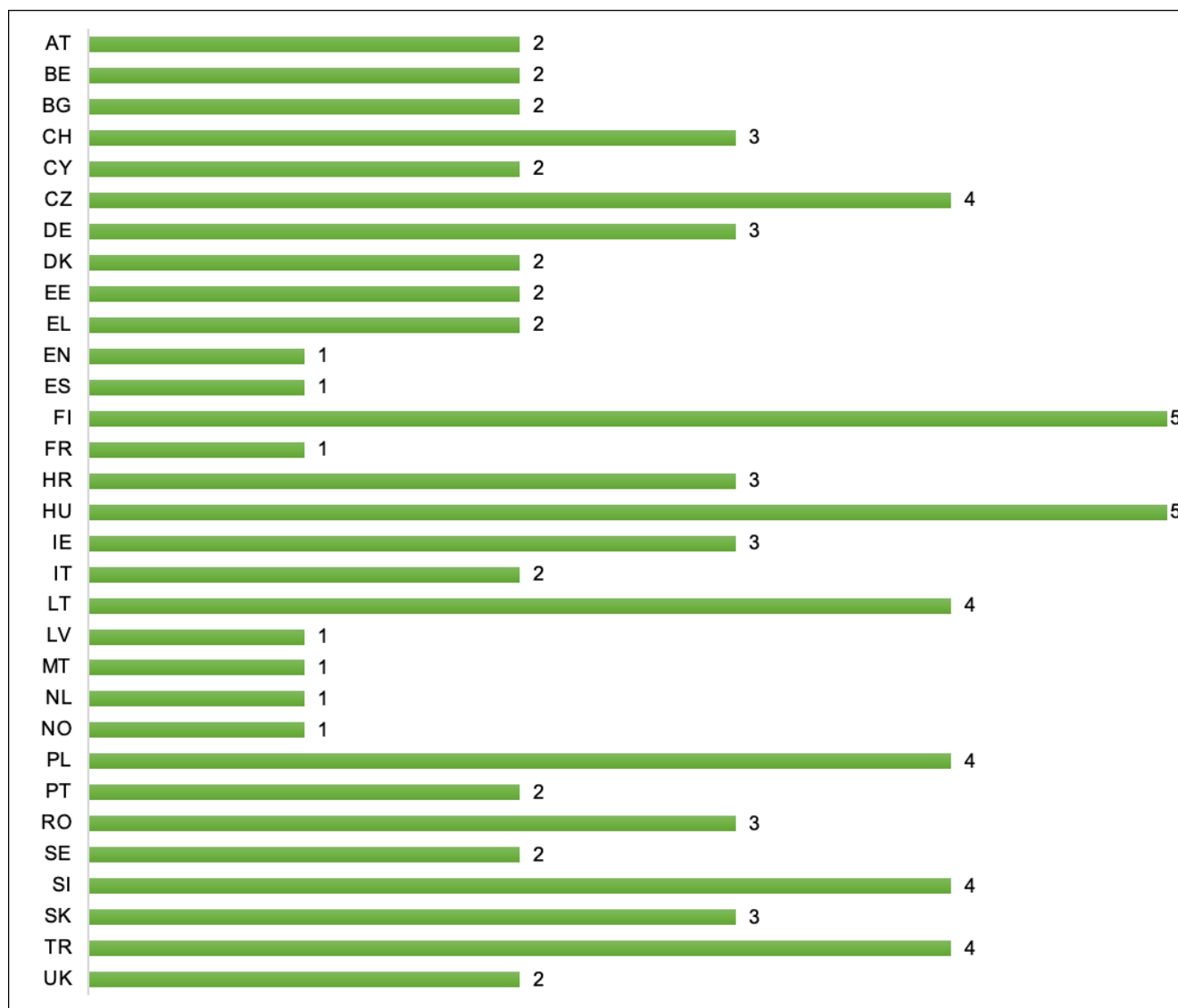


Figure 5. Count of articles by country.

There is a homogeneous distribution with only two countries standing out: Finland and Hungary.

The following sections discuss the themes related to teachers' CPD found in this systematic literature review.

### Teachers' CPD Regulatory Level

Figures 6 and 7 show the levels at which CPD regulations are determined. Of the 77 peer-reviewed articles and book chapters 68 state that regulation of teachers' CPD is defined at the national, regional, municipal and school level. The data show that it is mainly defined at the national level by ministries of education and/or similar governmental bodies in 25 out of 31 countries (45 articles; AT, BE, BG, CY, CZ, EE, EL, EN, FI, FR, HR, HU, IE, IT, LT, LV, MT, NL, PL, PT, SE, SI, SK, TR, UK). Regulation by regions, provinces, cantons, or autonomous regions is indicated in 12 articles from six different countries (BG, CH, DE, EL, ES, FR). In four countries (four articles; BG, FI,

NO, and SE) regulation is at municipal level. The school level refers to countries in which school directors or school boards decide on teachers' in-service training and other CPD-related aspects. This is the case in seven countries (seven articles, AT, BG, DK, FI, HU, PL, TR).

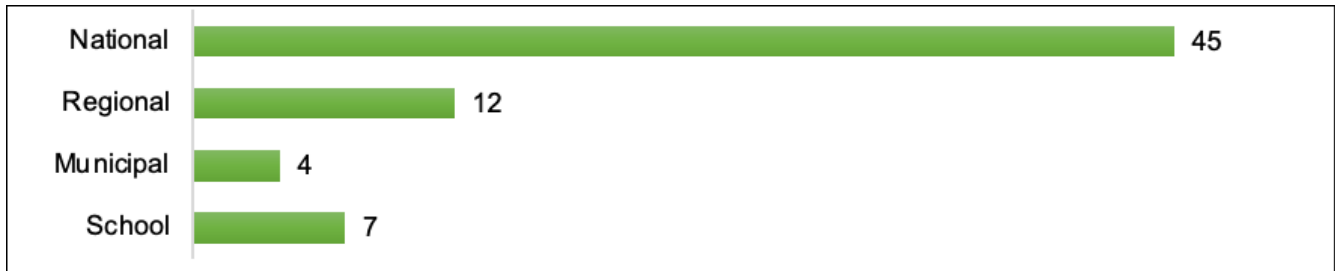


Figure 6. Teachers' CPD regulatory level.

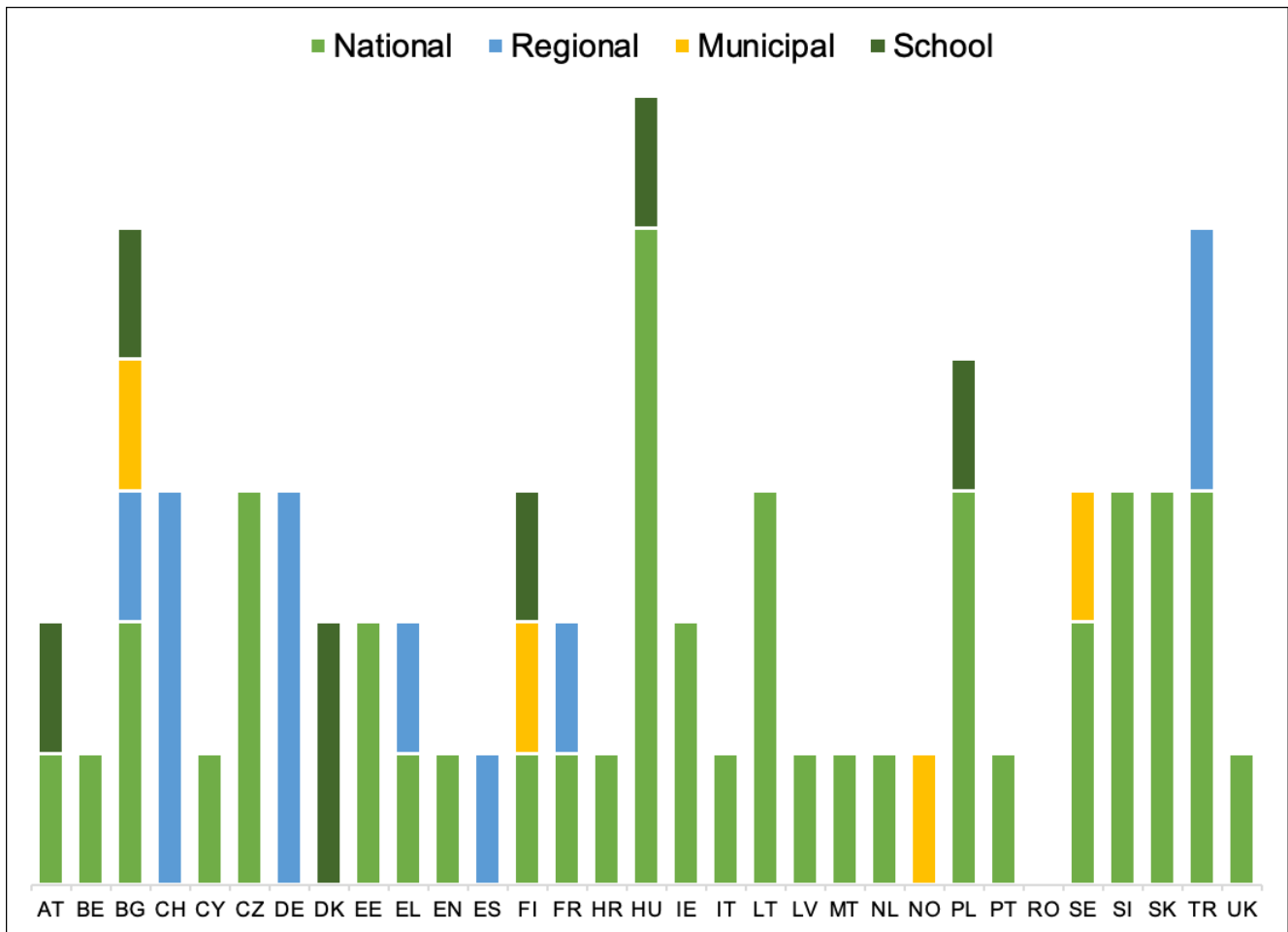


Figure 7. Teachers' CPD regulatory level by country.

Most countries in Europe regulate CPD at national level, but it can also take place at other levels, meaning that the **categories are not mutually exclusive**. In Bulgaria for example, the elements of teachers' in-service training are decided at several levels, including the Ministry of Education and Science (national), regional educational departments, municipal administration, and

even at the school level. Bulgaria's Ministry of Education and Science is responsible for setting priority areas for in-service training. The regional educational departments define the in-service training annual plan and regional policies. The municipal administration oversees teachers' qualification needs. Schools are responsible for teachers' in-service development strategy and opportunities (Gyurova, 2022). Likewise, in Türkiye the Ministry of National Education delegates the responsibility to plan teachers' in-service training activities to the local National Education Directorates authority. However, provincial governors and the Ministry of National Education are nevertheless required to approve annual in-service planning (Bayrakçı, 2009).

### Nature of Teachers' CPD Legislation

The literature review found that, of the 77 peer-reviewed articles and books chapters analysed, 54 mention teachers' in-service training and other CPD-related legislation. There are laws in force in 24 of the 31 countries analysed (46 studies covering AT, BG, CH, CZ, EE, EL, ES, FI, FR, HR, HU, IT, LT, LV, MT, NO, PL, PT, RO, SE, SI, SK, TR, UK). Only six articles describe in-service training as a set of recommendations; they refer to five countries (BE, BG, DE, IE, NL). This information is set out in Figure 8 and Table 3.

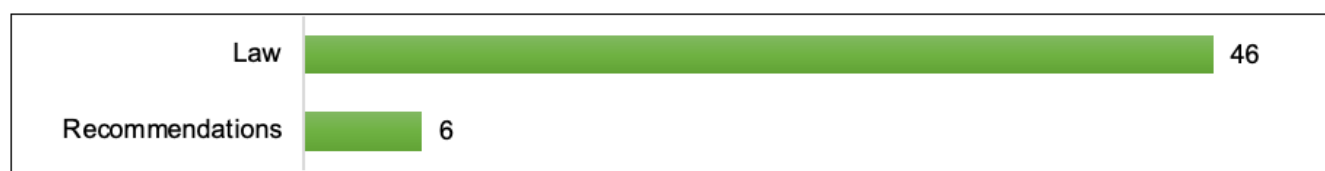


Figure 8. Legislation of teachers' in-service training/CPD.

Table 3. Legislation of teachers' in-service training/CPD by country.

Countries	Law	Recommendation
AT	✓	
BE		✓
BG	✓	✓
CH	✓	
CY		
CZ	✓	
DE		✓
DK		
EE	✓	
EL	✓	
EN		
ES	✓	
FI	✓	
FR	✓	
HR	✓	
HU	✓	
IE		✓

IT	✓	
LT	✓	
LV	✓	
MT	✓	
NL		✓
NO	✓	
PL	✓	
PT	✓	
RO	✓	
SE	✓	
SI	✓	
SK	✓	
TR	✓	
UK	✓	
<b>Total</b>	<b>46</b>	<b>6</b>

For example, in Bulgaria, Ordinance N° 15 of 22 July 2019 concerns teachers' continuing qualification, a change from specific recommendations for in-service training a legal requirement based on new State requirements (Gyurova, 2022; Table 3).

## Formal Types of CPD Activities

This systematic literature review identified 69 peer-reviewed articles and book chapters that mention the types of activities formally recognised as teachers' in-service training. 66 of them mention specified formats. Figures 9 and 10 show that teachers are required to enrol in in-service training courses<sup>1</sup> available in the documents analysed (30 countries; AT, BE, BG, CH, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IT, LT, LV, MT, NL, NO, PL, PT, RO, SE, SI, SK, TR, UK), do practical training (26 articles from 20 countries; AT, BE, BG, DE, EE, EL, ES, FI, FR, HU, IE, LT, LV, MT, PL, PT, SE, SI, SK, TR), participate in seminars (14 articles from 10 countries; AT, BG, DE, ES, HR, LT, MT, PT, RO, SI), short-term workshops (11 articles from 10 countries; AT, BG, HR, HU, NO, PL, PT, RO, SI, TR), conferences, congress, or symposia (10 articles from 7 countries; AT, BG, CY, ES, PL, RO, SI), school projects (10 articles from 10 countries; ES, FI, FR, HU, LT, NO, PT, SE, SI, SK), international projects (8 articles from 7 countries; AT, ES, HU, LV, PL, RO, SI), engage in school-based evaluation activities (3 articles from 3 countries; FI, SI, SK), tutor online courses (2 articles from 2 countries; BG, HU), attend webinars (2 articles from 2 countries; BG, RO), mentor other teachers (2

<sup>1</sup> **In-service course** is a form of training activity aimed at promoting the acquisition, updating, expansion and development of teachers' scientific and pedagogical-didactic knowledge, as well as specialized professional skills. Methodologically, it tends to adopt an exclusively **theoretical and/or theoretical-practical character**, preferably realized through joint sessions and in a face-to-face format.

**Practical training** refers to forms of teacher training activities that assume a more **practical and applied nature** (hands-on workshops) that aimed to promote the conception, construction, and operationalization of methodologies or the mastery of certain techniques or pedagogical tools (digital or analogical) to use them as pedagogical instruments, resources, and/or products.

articles from 1 country; SI), enrol in graduate studies (2 articles from 2 countries; RO, SK), and participate in online forums on teachers' web-based communities (1 article from 1 country; HU).

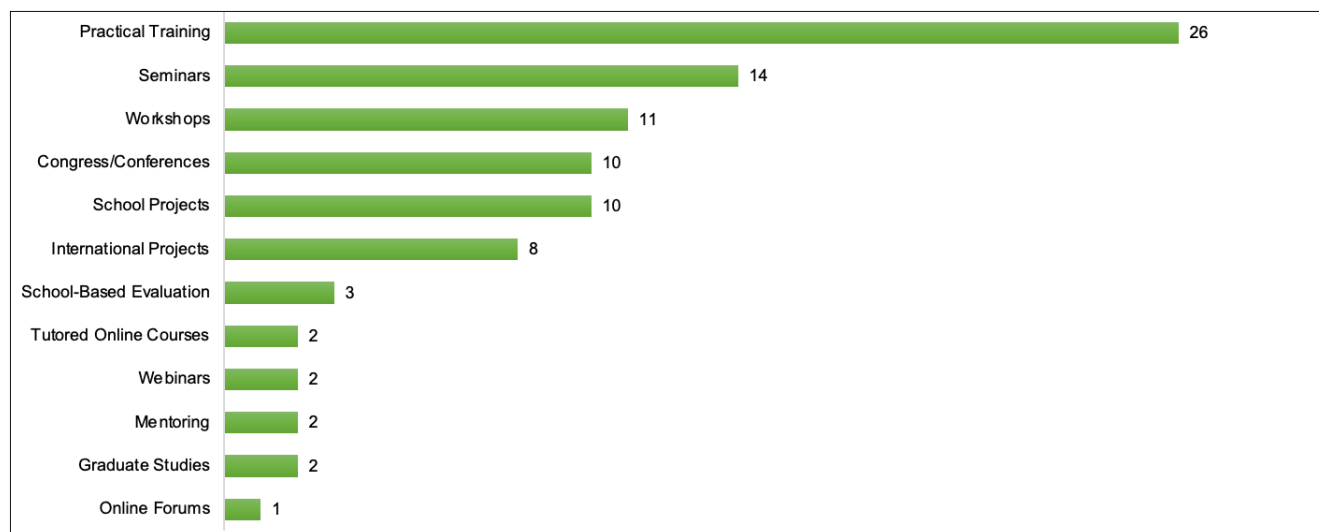


Figure 9. Types of activities formally recognized as teachers' CPD.

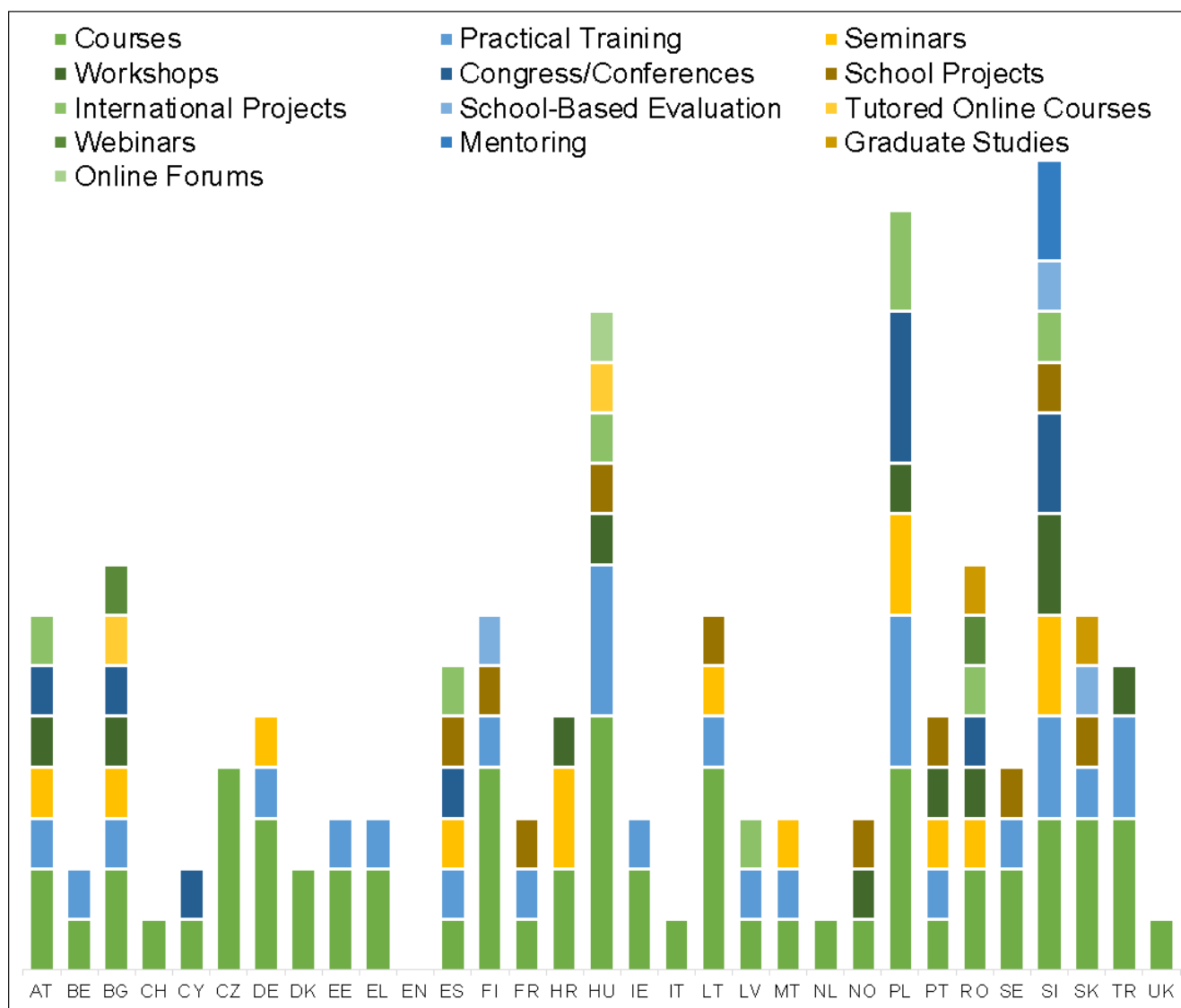


Figure 10. Types of activities formally recognized as teachers' CPD by country.

### Modality of Teachers' CPD Activities

The systematic literature review also identified whether teachers' CPD takes place in person or online (Figure 11 and Table 4). Forty out of the 77 peer-reviewed articles and book chapters indicate that most countries (23 out of 31) have onsite in-service training (AT, BE, BG, CH, CY, CZ, DK, EE, EN, ES, FI, HR, HU, IE, LT, LV, NL, PL, SE, SI, SK, TR, UK). UK (England), Hungary, Latvia and Slovenia are the only countries providing both in-person and online CPD. No specific information was found in the literature on this topic for eight countries (DE, EL, FR, IT, MT, NO, PT, RO).

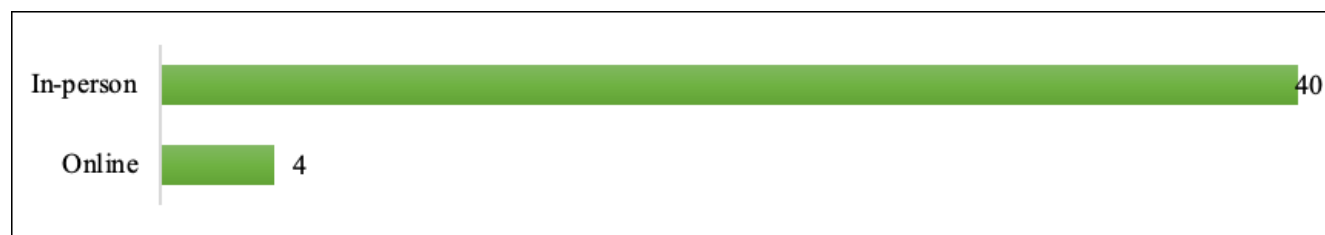


Figure 11. Modalities of teachers' in-service training.

Table 4. Modality of teachers' in-service training by country.

Countries	In-Person	Online
AT	✓	
BE	✓	
BG	✓	
CH	✓	
CY	✓	
CZ	✓	
DE		
DK	✓	
EE	✓	
EL		
EN	✓	✓
ES	✓	
FI	✓	
FR		
HR	✓	
HU	✓	✓
IE	✓	
IT		
LT	✓	
LV	✓	✓
MT		
NL	✓	
NO		
PL	✓	
PT		
RO		
SE	✓	
SI	✓	✓
SK	✓	
TR	✓	
UK	✓	
<b>Total</b>	<b>31</b>	<b>4</b>

## **Skills and Knowledge Domains Privileged in Teachers' CPD**

The systematic literature review data identified key pedagogical skills that are set as priorities in teachers' CPD regulation. Given the ContinueUP project's focus on promoting teachers' digital competences, this topic was analysed within the overall thematic priorities in teachers' CPD regulation. These thematic priorities define the skills and knowledge that ministries and other governmental bodies consider to be mandatory and/or a top priority for funding purposes, meaning that training focused on this topic will be considered relevant for teachers.

From the 77 peer-reviewed articles and book chapters analysed, 29 indicate at least one type of pedagogical skill. Figures 12 and 13 show the occurrence of the following types of skills as political priorities for teacher training: teaching skills (16 articles of 7 countries; CZ, ES, HU, LV, NL, PL, TR), digital literacy (13 articles from 10 countries; AT, BE, CZ, ES, HU, NL, PL, RO, SI, TR), career development (13 articles from 6 countries; AT, CZ, ES, HU, PL, TR), teacher collaboration (9 articles from 5 countries; HU, IE, LT, NL, PL), subject-didactic competence (8 articles from 5 countries; ES, HU, NL, PL, RO), curriculum development (8 articles from 6 countries; CZ, DK, HU, NL, RO, TR), multiculturalism (7 articles from 5 countries; AT, ES, HU, RO, TR), interpersonal competence (7 articles from 5 countries; AT, ES, HU, NL, RO), special education (6 articles from 5 countries; AT, CZ, ES, HU, NL), creativity and innovation (5 articles from 2 countries; ES, HU), linguistic diversity (5 articles from 4 countries; AT, ES, HU, TR), curriculum integration (5 articles from 4 countries; DK, HU, NL, PL), field work (5 articles from 3 countries; CZ, HU, TR), school collaboration (5 articles from 3 countries; HU, NL, PL), parent collaboration (4 articles from 3 countries; LT, NL, PL), problem solving (4 articles from 2 countries; HU, TR), gender equality (3 articles from 3 countries; AT, ES, HU), teacher motivation (2 articles from 2 countries; ES, LT), teacher independent learning (2 articles from 2 countries; NL, PL), entrepreneurship (2 articles from 2 countries; EE, ES), teaching aids (2 articles from 2 countries; ES, HU), and European citizenship (1 article from 1 country; TR).

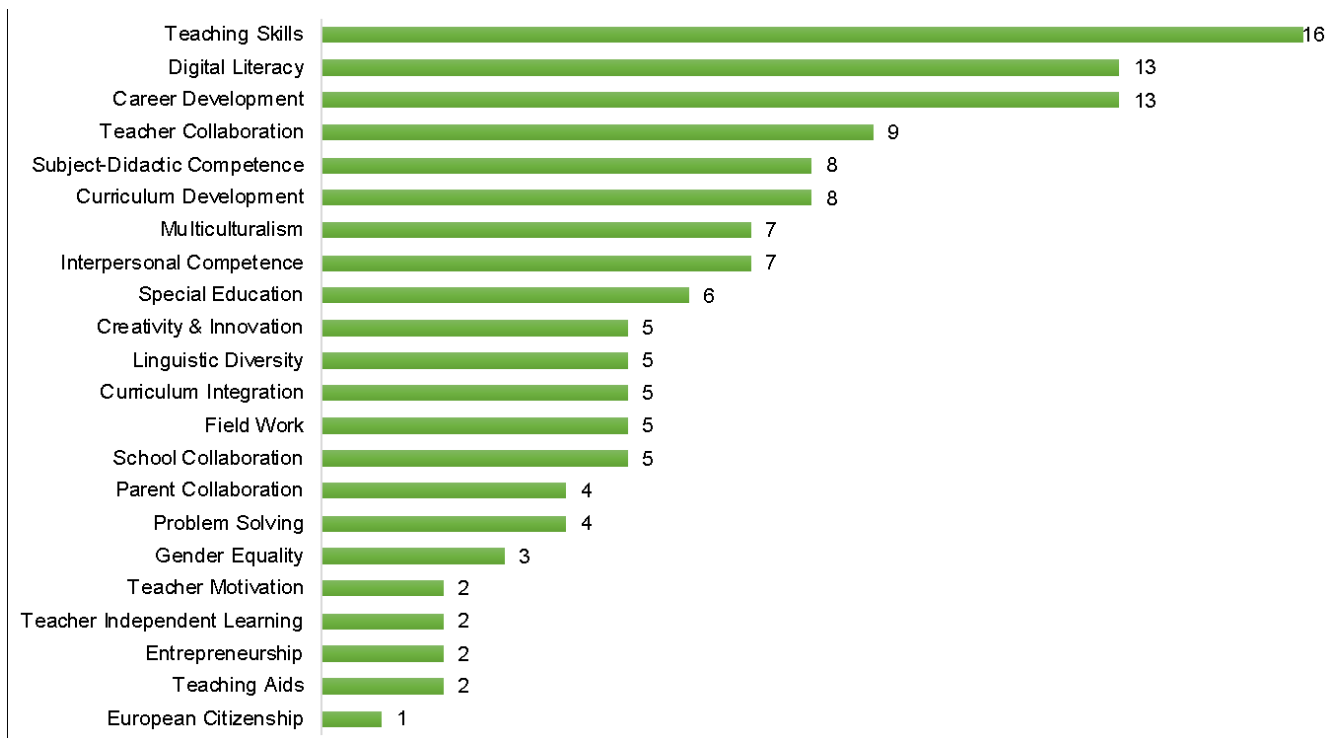


Figure 12. Formal pedagogical skills recognized as teachers' in-service training.

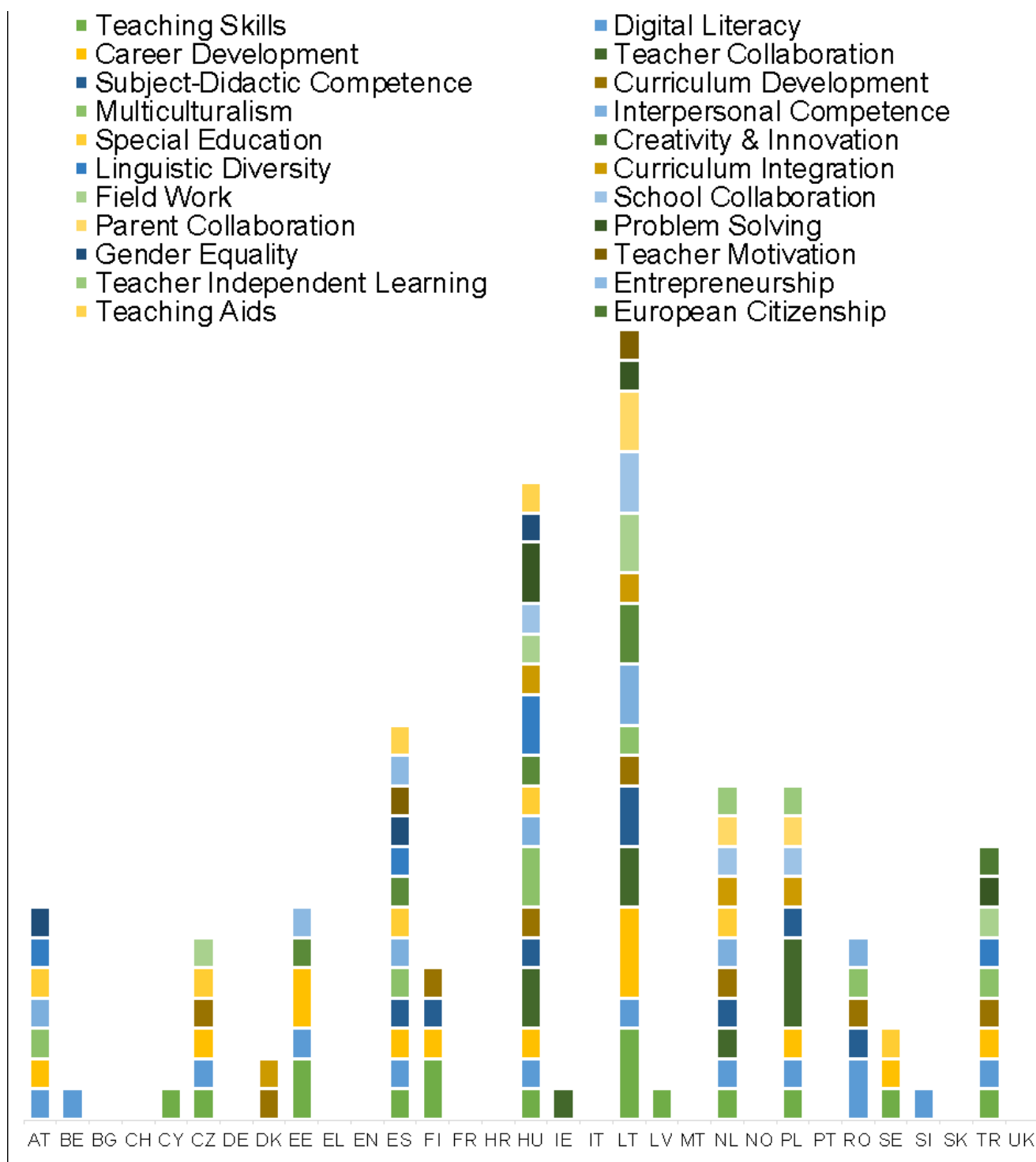


Figure 13. Formal pedagogical skills recognized as teachers' in-service training by country.

### Providers of Teachers' CPD

Of the 77 peer-reviewed articles and book chapters 71 mention some type of teachers' CPD provider. Examples of formal in-service providers are higher education institutions (58 articles from 30 countries; AT, BE, BG, CH, CY, CZ, DE, DK, EE, EL, EN, ES, FI, HR, HU, IE, IT, LT, LV, MT, NL, NO, PL, PT, RO, SE, SI, SK, TR, UK), private and public training organizations, such as teachers' training centres (46 articles from 27 countries; AT, BE, BG, CH, CY, CZ, DK, EE, EL, EN, ES, FI, FR, HR, HU, IE, LT, LV, NL, PL, PT, RO, SE, SI, SK, TR, UK), non-governmental organizations (NGOs; 10 articles from 7 countries; CZ, EE, ES, HU, PL, RO, SI), scientific organizations (8 articles from 7 countries; BG, CZ, EL, ES, HU, RO, SI), local schools (6 articles from 5 countries; DE, EL, ES, FI, HU), Education Ministries or the State (4 articles from 4 countries; BG, DE, SI, TR), regional institutions (3 articles from 3 countries; IT, PT, TR), teacher associations (3 articles from 3 countries; CZ, PT, SI), private companies (3 articles from 3 countries; CZ, DE, HR), school directive boards (2 articles from 2 countries; CH, EN), and religious institutions (2 articles from 1 country; DE; Figures 14 and 15).

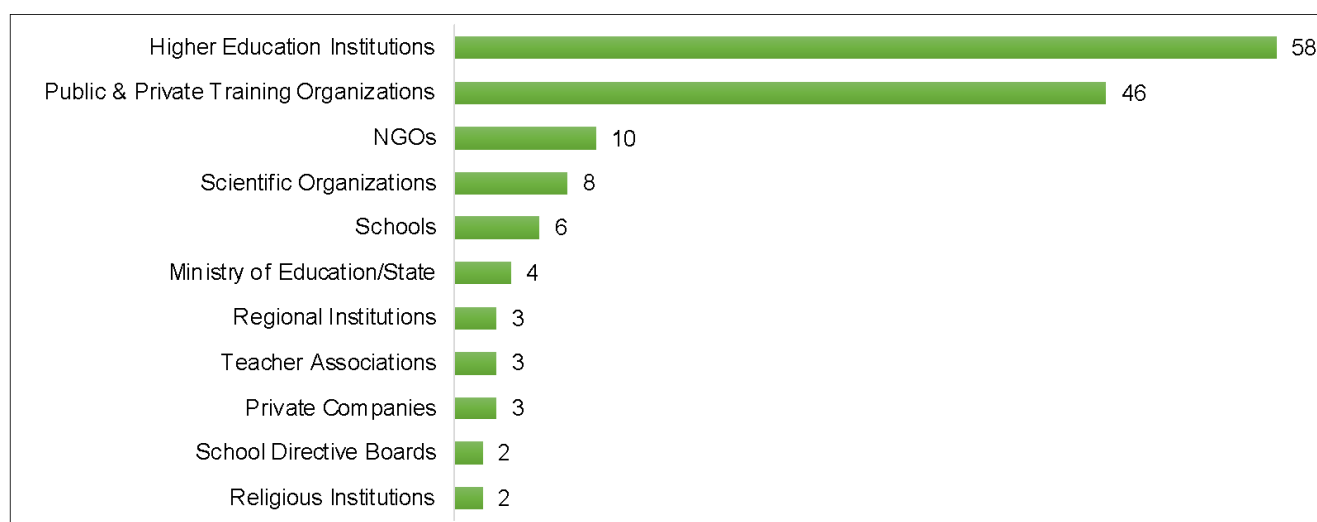


Figure 14. Providers of in-service training.

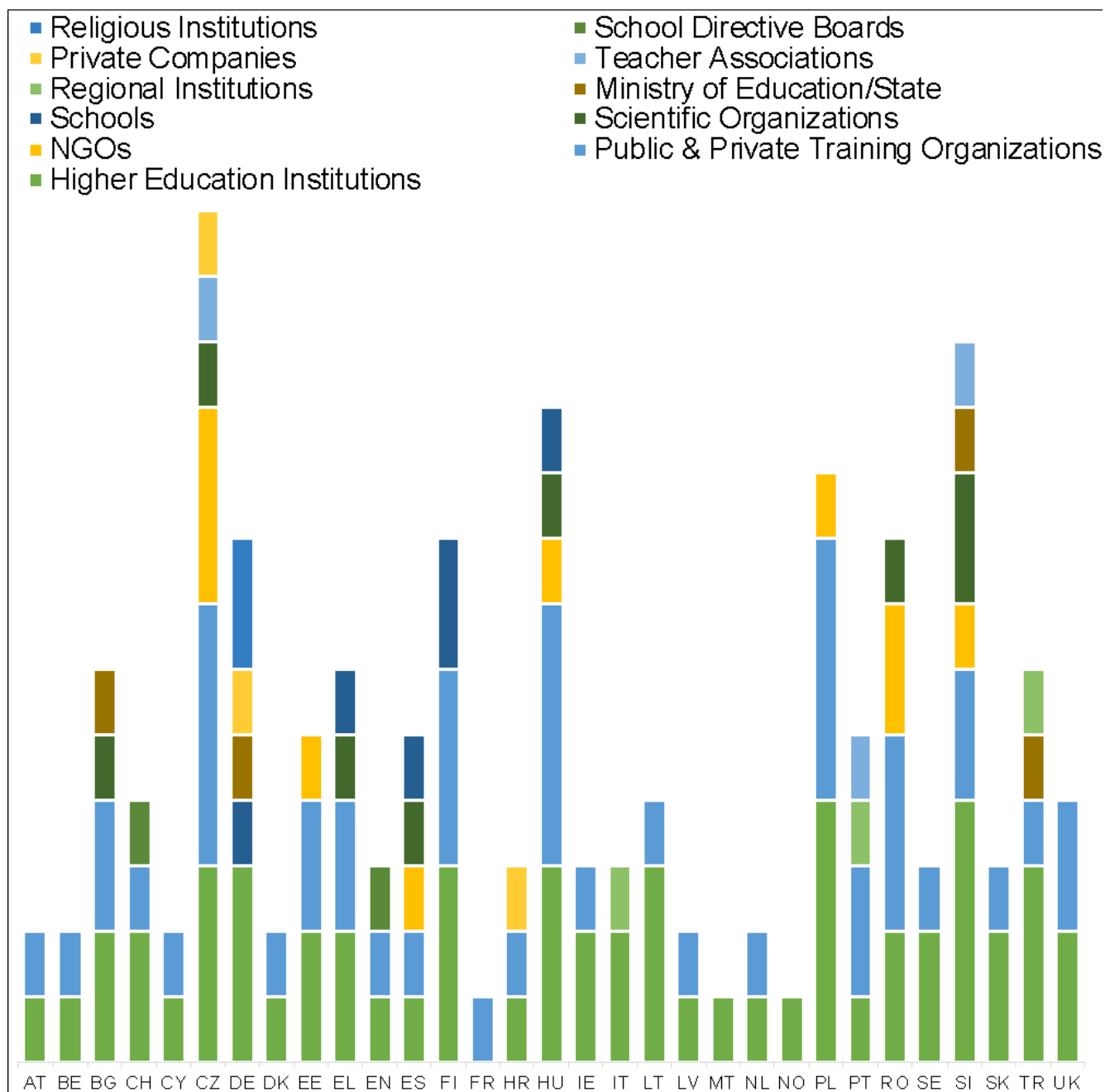


Figure 15. Providers of in-service training by country.

## Teachers' CPD in Europe: Current legislation

The following section presents the results of an analysis of European countries' regulatory documents related to the formal recognition and accreditation of teachers' CPD.

The results presented aim to answer to the following research questions:

Q1. What legislation is available in different European countries addressing regulatory processes of teachers' CPD?

Q2. What constitutes teachers' CPD formal activities in different countries?

Q3. Who are the entities responsible for the regulation and provision of teachers' CPD?

Q4. Which processes and requirements does legislation define for the formal recognition and accreditation of teachers' CPD?

### Methodological Procedures

The methodology employed for gathering and analysing existing legislation involved the use of two primary strategies: online questionnaires and interviews. In this data collection process, an 'Explanatory Sequential Mixed Methods' design approach was adopted (Creswell & Plano Clark, 2011). It consists of a two-stage research process, where first data is collected and analysed mainly using a quantitative approach and then qualitative data is considered, usually to explain or elaborate on the quantitative results. The rationale for this approach is that the quantitative data results provide a general picture of the research aim. In addition, the analytical processes through qualitative data collection are needed to refine, augment, support or explain the general picture. This process focused on the countries represented by the partners and associate partners in the ContinueUP Project, i.e., Croatia, Czechia, Portugal, Spain, Hungary, and Türkiye.

The survey took place in two distinct phases. The first between July and September 2023 was targeted only at the representatives of the countries involved in the project as partners.<sup>2</sup> The second phase occurred in November 2023 and was covered countries represented in the European Schoolnet Steering Committee<sup>3</sup>. Respondents were provided with information regarding the purpose and relevance of the data being collected in both instances. Specifically, it focused on the analysis of accreditation and recognition processes for teacher professional development across European countries. Both surveys had a similar structure for the organisation of the items in the questionnaire which had the following objectives:

1. Identification of current legislation related to teachers' CPD accreditation processes and procedures.
2. Level of centralization/decentralization of teachers' CPD accreditation processes.
3. Identification of the national entities responsible for the regulation, accreditation, and recognition of in-service teacher training.

<sup>2</sup> Survey available at <https://forms.gle/iVcya1rnr4EqSDcr8>

<sup>3</sup> Survey available at [https://ec.europa.eu/eusurvey/runner/ContinueUP\\_Teacher\\_CPD\\_Accreditation](https://ec.europa.eu/eusurvey/runner/ContinueUP_Teacher_CPD_Accreditation)

4. Identification of the entities formally considered as teacher training providers as well as the accreditation process of such providers.
5. Identification of the type of in-service teachers training activities that can be formally recognized and certified.
6. Identification of conditions for formal recognition of in-service teachers training activities, including potential differences between types of activities provided by national and international entities.
7. Exploration of requirements imposed on teachers in-service training activities, as well as the potential link between these requirements and teachers' career progression.

The interviews were conducted online using a web-conferencing system. The aim of the interviews was to investigate in more depth the data collected through the surveys and, for this reason, an unstructured interview approach was selected. This is seen as an appropriate method for exploring and understanding individuals' perspectives and realities, as it adopts a conversational format, based on open-ended questions. This approach i) allows participants to express themselves freely, ii) facilitates exploring complex topics, and iii) enables rich and detailed data collection (King, Horrocks, & Brooks, 2018). Informed consent was obtained from each participant before the interview, emphasizing their right to withdraw at any point without consequence. Prior to the interview participants were provided with detailed information about its objectives, the voluntary nature of their participation and the security and confidentiality measures in place to protect their privacy and personal data. During the interviews, every effort was made to foster an open and respectful dialogue, allowing participants to comfortably express their perspectives.

Meticulous attention was paid to all the legal and ethical considerations associated with surveys and interviews. All data collection processes were conducted in accordance with the European General Data Protection Regulation (Regulation EU 2016/679 of the European Parliament and of The Council of 27 April 2016) and ethical guidelines to ensure the protection of participants' rights and privacy. Prior to data collection, permission was obtained from an ethical Committee (by the Institute of Education - University of Lisbon as WP 4 coordinator) and informed consent was secured from all participants, clearly outlining the purpose of the survey, the voluntary nature of participation and the confidentiality of responses. Furthermore, the survey instrument and the interview protocol were constructed in accordance with ethical principles, avoiding any potentially sensitive or intrusive questions. All data collected was handled with utmost confidentiality and stored securely in compliance with European data protection regulations.

There were 19 responses to the survey from representatives in 14 countries (Table 5). One interview took place with a representative of Croatia.

*Table 5. Number of online survey respondents by country.*

<b>Countries</b>	<b>Number of respondents</b>
Belgium	2
Croatia	1
Cyprus	1
Czechia	1
Finland	1
Hungary	1

Ireland	1
Lithuania	1
Portugal	2
Serbia	1
Slovenia	1
Spain	2
Switzerland	3
Türkiye	1

## Current legislation on Teachers CPD: Conceptual Approach and Timeframe

Regulatory documents that define the processes and procedures involved in teachers' CPD exist in nine of the 14 countries analysed (Table 6). For example, there are no established regulatory processes related to teachers' CPD or in-service training in Belgium, Czechia, Finland, Ireland, and Switzerland. The list considered for the regulatory documents can be seen in the Legislation section.

In Czechia, the Act on Education Staff (2004) obliges the education staff of public schools to participate in in-service training for renewing, strengthening, and supplementing their qualifications during their educational activity. In-service training is organised by school leaders in accordance with an in-service training plan which might be developed after negotiations with teachers. Additionally, accreditation processes are no longer required for teachers' CPD in long or short-term courses (since September 2023) since the Pedagogical Employees Act (Act n. 563/2004) was revised. The accreditation processes remain only for specific career qualification courses such as Assistant Teacher Training, School Director Training, etc. Other "normative trainings" that are cyclical and mandatory (e.g. ICT course, First Aid course, etc.) remain to be accredited.

In Finland, teachers' CPD activities are defined by schools, teachers, and teachers' supervisors. Any organisation with no national, regional, or local recognition for accreditation processes may provide in-service training. Additionally, The Early Childhood Education Act makes the Ministry of Education responsible for ensuring that early childhood education staff participate in continuing education that maintains and develops professional skills. It also requires the implementation and effectiveness of continuing education to be monitored and evaluated.

In Cyprus, teachers' professional learning takes place mainly in school and is based on teachers' needs and schools' context specificities. Each school prepares an "Action Plan for the teachers' professional learning" and monitors its implementation. It is recommended that action plans have common goals within the wider School Unit Improvement Plan. Additionally, only teachers promoted to managerial positions (e.g. deputy head teacher, school head) are expected to attend specific training programmes (e.g., induction process for new roles) based on current legislation.

In Ireland, there are no legally defined accreditation or recognition processes with the exception of some postgraduate up-skilling courses provided by higher education institutions and accredited by their hosts. The Department of Education is responsible for funding these courses and general in-service teacher training. Additionally, only two training activities are mandatory: i) child safeguarding training (an online course for all teachers of approximately two hours) and ii) professional learning events for newly qualified teachers as part of their induction.

In Switzerland, the main providers of teachers' CPD and other professional development activities are higher education institutions accredited by the Swiss Conference of Cantonal Ministers

of Education (EDK). EDK provides accreditation for specific CPD programmes related to school management, teachers' career guidance, ICT and advanced studies in teacher education. All other CPD programmes do not require official accreditation.

Table 6. Identification of the legislation of teachers' CPD recognition by country.

Countries	Legislation for Teachers' CPD Recognition
Belgium	
Croatia	✓
Cyprus	✓
Czechia	
Finland	
Hungary	✓
Ireland	
Lithuania	✓
Portugal	✓
Serbia	✓
Slovenia	✓
Spain	✓
Switzerland	
Türkiye	✓
<b>Total</b>	<b>9</b>

Analysis of the publication dates of legislative documents (Figure 16) shows that many countries issued or revised regulatory documents on teachers' training and CPD in the last ten years (2003-2023). Czechia and Spain have recently begun revising all their existing legislation.

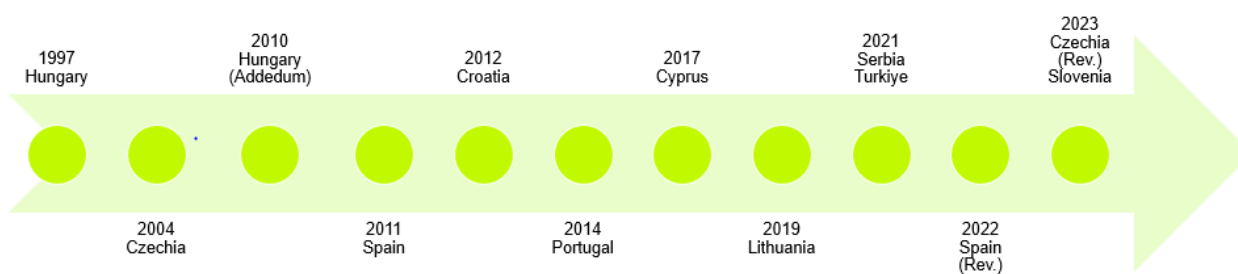


Figure 16. Chronology of the publication dates of regulatory documents related to teachers' CPD.

There are different conceptual approaches behind the use of the term “teachers' CPD” across Europe. The analysis sought to identify the different terms for “teachers' CPD”, establish a linguistic common ground across different countries in Europe, and to better comprehend the legal requirements. The term proved indeed to be polysemous (Table 7). 'Teachers' CPD' refers to the ongoing process that teachers engage in learning activities and experiences to enhance their knowledge, skills, and effectiveness of their professional practices.

Table 7. Sum of Teachers' CPD different terms found in current legislation.

Conceptual approach	Total
Teachers' professional development	5
Teachers' continuous/permanent training	4
Teachers' in-service training	3
Teachers' further education	3
Teachers' professional learning	1
Teachers' qualification improvement	1

Most regulatory documents use the term "Teacher Professional Development" although "Teacher Continuing or Permanent Training" is also commonly used. Expressions such as "Teacher In-Service Training" or "Teacher Further Education" are less frequently used, found in countries such as Czechia, Portugal, Slovenia, and Switzerland. Terms such as "Teachers' Professional Learning" (Cyprus) and "Qualification" (Lithuania) are less prevalent. The following map (Figure 17) represents the differences found in the regulatory documents analysed.

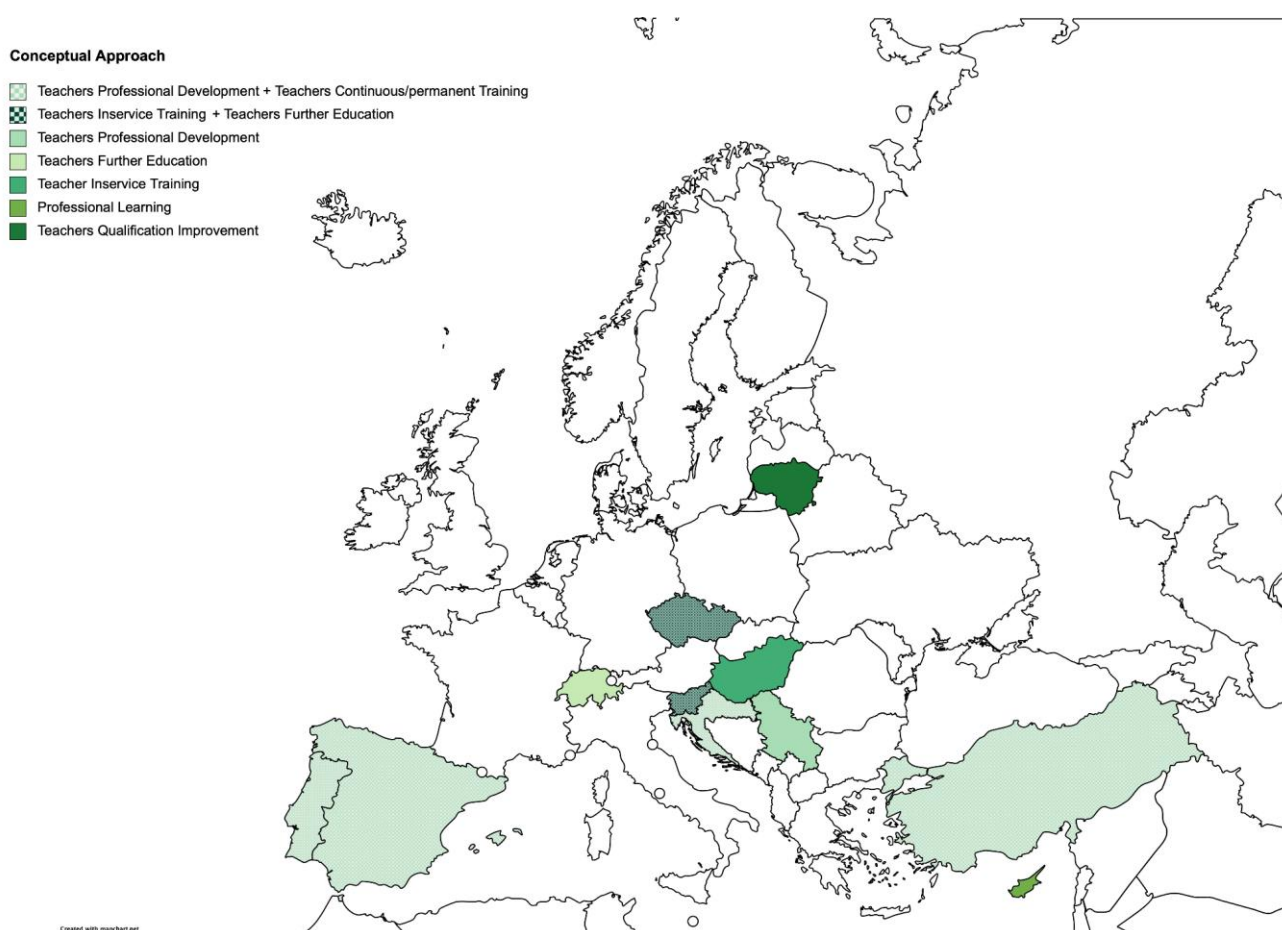


Figure 17. Map of the different terms used for Teachers' CPD.

Specifically, in the regulatory documents of the countries that are partners of the ContinueUP project, the following description of the concepts associated with teachers' CPD were found. In Czechia, the term adopted in the documents is "further education of teaching staff" and it involves three types of continuing education: i) study to meet qualification requirements, ii) study to fulfil other qualification prerequisites, and iii) study to deepen professional qualifications". The concept of

“continuing education” focuses on current theoretical and practical issues related to the process of education and upbringing (CZ Act on Education Staff, 2004).

In Croatia, the term adopted in the legislation is ‘Permanent professional training and development’ and it encompasses “individual and organised training in the core discipline of pedagogy, didactics, educational psychology, methodology, information and communication technologies, counselling work, management, educational policies, and other areas relevant to the effective and high-quality performance of educational activities in educational institutions” (Article 115 of the Law on Education in Primary and Secondary Schools, 2008).

In Spain, teachers’ continuous training is the main concept (‘formación permanente del profesorado’) as stated in the Article 2 of the Law 2886/2011. It refers to the “set of training activities aimed at improving the scientific, technical, didactic and professional preparation of teachers and of all those who carry out their teaching specialised work in centres related to the Organic Law of Education, or in the Technical Services of Education”. At the last revision of the Organic Law of Education (Law 3/2020, December 29th) the concept of teachers’ continuous training was replaced by the term ‘teachers’ professional development’.

In Portugal, the term used is ‘teachers’ continuous training’ and it is described as aiming to provide: i) the satisfaction of formative priorities for teachers in school (...), with a view to realising their educational and curricular projects and enhancing their quality and effectiveness; ii) the improvement of teaching quality and students’ academic performance, iii) the professional development of teachers, emphasising their performance, continuous refinement, and contribution to the enhancement of schools; iv) the dissemination of knowledge and skills directed towards strengthening educational and curricular projects as a means of consolidating the organization and autonomy of school; v) knowledge sharing between teachers to ensure their individual and collective professional development (Article 4.<sup>o</sup> of Law n<sup>o</sup> 22/2014- Legal Regime for Continuing Teacher Education).

## **Teachers’ CPD and Career Progression**

Data related to the requirements about teachers’ CPD training and other CPD activities, and the link between them and teachers’ career progression were also analysed. In nine out of 14 countries teachers’ there is CPD legislation. In seven of them teachers’ CPD is a right and professional duty (Ireland, Hungary, Lithuania, Portugal, Serbia, Slovenia, and Spain). Only in Portugal and Spain is CPD a requirement for career progression. In Spain, teachers’ CPD is also considered mandatory and teachers are granted a certain amount of time during teaching (working) hours. Teachers’ CPD is an entitlement in Croatia and Cyprus but not mandatory in Belgium, Czechia, Finland, Switzerland, and Türkiye.

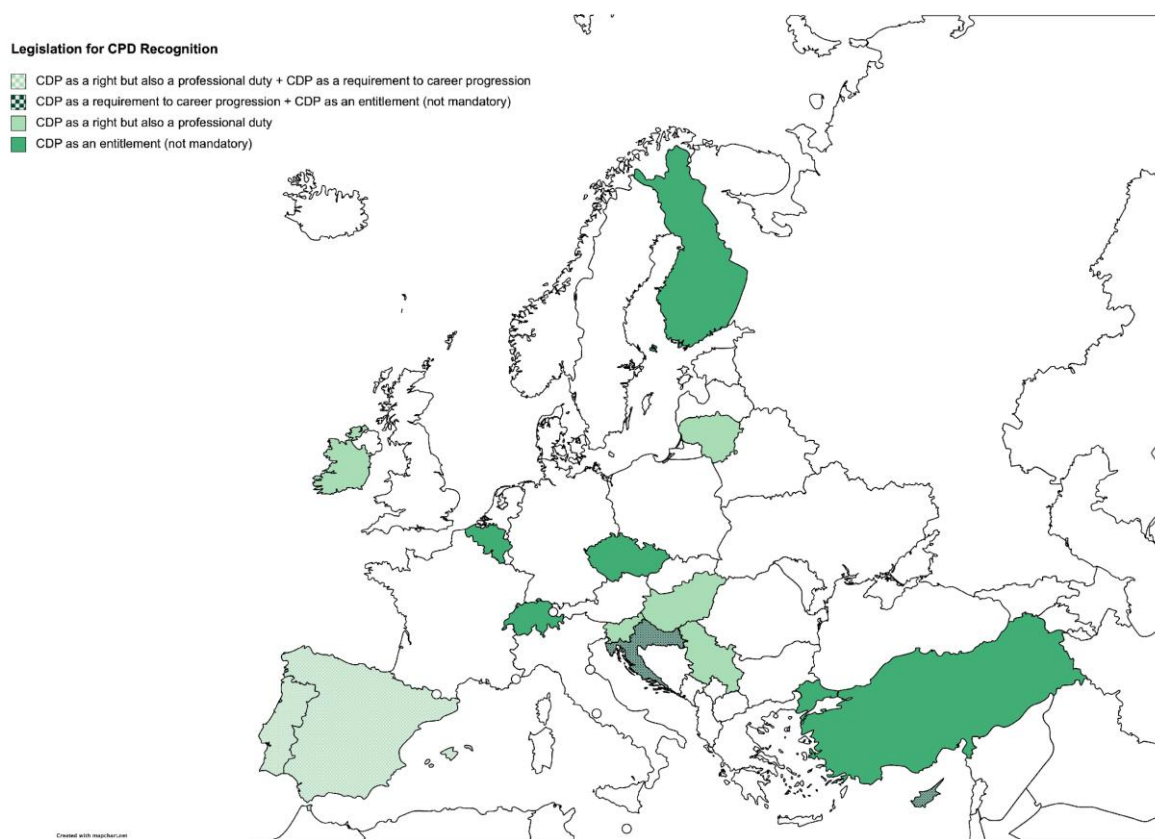


Figure 18. Map of the different types of links between Teachers' CPD and Career Progression.

## National Entities Responsible for the Regulation of Teachers' CPD

The results of an analysis of the different responsibility levels for accreditation of in-service teacher training are shown in Figure 19. In 11 out of the 14 countries analysed, teachers' CPD accreditation and recognition process is predominantly centralised. It is typically overseen by the central state or by the autonomous regions/provinces (e.g., in Serbia by the Autonomous Province of Vojvodina; in Portugal by Madeira and Azores).

In countries such as Spain, Serbia, and Switzerland, there are complementary regional-level regulations. In Spain, different regions have legal competences in education and they develop specific laws. These regions also organise and run teacher training courses at regional level. CPD trainings accredited by regional authorities are valid in all the national territory, so that if a teacher moves from one region to another their previous training accreditation remains valid. In Switzerland and Belgium, regulations are also defined by cantons and provinces, respectively.

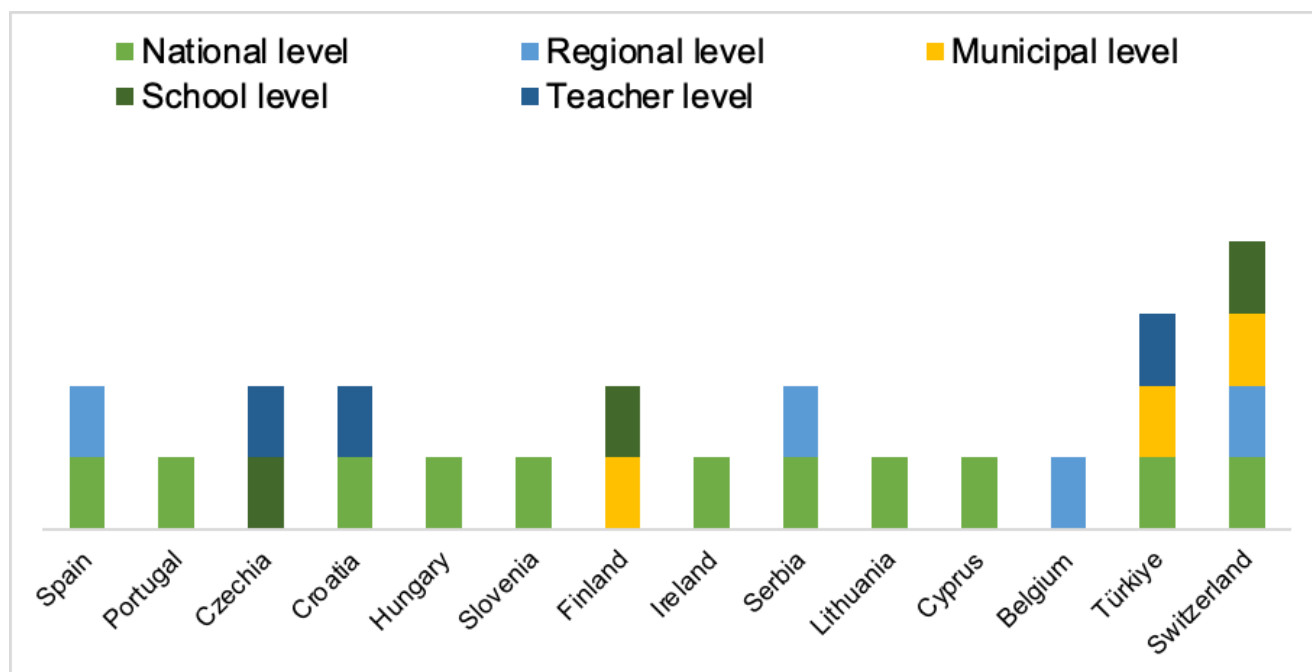


Figure 19. Types of responsibility level for the accreditation processes of teachers' CPD.

A more decentralised approach is adopted in other countries such as in Finland and Czechia, with authority at the municipal level. Some countries (Czechia, Croatia, Türkiye) emphasise that it is the responsibility of individual teachers to define and implement their own CPD activities. In Croatia and Türkiye, this process is part of nationally established regulations.

In the legal documents analysed, ministries of education are responsible at national level in nine out of the 14 countries (Table 8) for the regulation, accreditation, and/or recognition of teachers' CPD. In Croatia, five national agencies are responsible (in law) for teachers' CPD recognition and accreditation processes such as: the Education and Teacher Training Agency (Agencija za odgoj i obrazovanje), VET Agency and Adult Education (Agencija za strukovno obrazovanje i obrazovanje odraslih), Agency for External Evaluation (NCVVO); Croatian Academic and Research Network – CARNET; and Agencija za visoko obrazovanje – Agency of Higher Education. Each has their own statuses determining roles and responsibilities (Eurydice, 2022). In countries such as Portugal and Türkiye, agencies affiliated to the ministry of education (for example, respectively, CCPFC and the Directorate General for Teacher Training and Development) are responsible. The agency in Türkiye shares responsibilities with provincial directorates. In Belgium, the agencies linked to teachers' CPD are at regional level.

Table 8. Entities responsible for the regulation and accreditation of teachers' CDP by country.

Regulatory Entity	Ministry of Education	Specific Agencies for Teachers CPD
Belgium		✓
Croatia		✓
Cyprus	✓	
Czechia	✓	
Finland		
Hungary	✓	

Ireland	✓	
Lithuania	✓	
Portugal	✓	✓
Serbia	✓	
Slovenia	✓	
Spain	✓*	
Switzerland		
Türkiye	✓	✓
<b>Total</b>	<b>9</b>	<b>4</b>

Note. \*In Spain, the Ministry of Education, Vocational Training, and Sports can accredit teacher training at a national level. In addition, the distinct Autonomous Regions can also provide their teachers with a formal accreditation of their training.

## Teachers' CPD Providers

Teachers' CPD providers identified in the analysis of the policy documents are higher education institutions, public teacher training centres, private teacher training centres, teacher unions, non-governmental institutions with an educational profile (NGOs), ministries of education, and others (e.g., private training companies, IT providers responsible for training on a specific software; Table 9). Most of the providers are universities and higher education institutions in nine countries (Cyprus, Hungary, Ireland, Lithuania, Portugal, Serbia, Slovenia, Spain, Switzerland); in all these countries teacher training centres can be either public or private. In Hungary, private teacher training centres are not accepted. In Lithuania, Portugal, Serbia, Slovenia, Spain, and Switzerland, teacher unions or professional associations are also considered as training providers. NGOs with an educational profile are accepted in Slovenia, Switzerland, Cyprus, and Spain. In Türkiye, the Ministry of National Education is the only officially approved teacher training provider although a limited number of entities have formal agreements with the Ministry of National Education to act as teacher training providers.

Table 9. Types of Teachers' CPD providers by country.

Teacher training providers	BE	CR	CY	CZ	FI	HU	IR	LI	PT	RS	SI	ES	CH	TR	Total
Higher Education Institutions			✓			✓	✓	✓	✓	✓	✓	✓	✓		9
Public Teacher Training Centres			✓			✓	✓	✓	✓	✓	✓	✓	✓		9
Private Teacher Training Centres			✓				✓	✓	✓	✓	✓	✓	✓		8
Teachers Unions								✓	✓	✓	✓	✓	✓		6
NGOs with educational profile			✓								✓	✓	✓		4
Ministry of Education														✓	1
Other											✓		✓		2
Any entity providing teacher training					✓										1
Any entity acting on education	✓										✓				2

Any entity requiring license		✓							✓			✓			3
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In countries with no regulatory legislation for teachers' CPD (e.g., Finland), any organisation providing training tends to be recognized as a teacher trainer provider. It is similar in Belgium and Slovenia: providers are required to operate within the field of education. In Croatia, Serbia and Switzerland these entities must apply for an additional licence specifically for this purpose as well as for their programmes with a predetermined validity (e.g., needing to renew every 3 years).

## Type of teachers' CPD activities and specific recognition requirements

The type of in-service teacher training activities that can be formally recognised and certified was also analysed. The results show a total of 15 different types of activities as well as a few more activities identified as "other" (Table 10). In Finland, teachers can participate in any national or international training activities provided by any organisation (subject to approval by school supervisors).

Table 10. Types of teachers' CPD activities formally recognised by country.

CPD formally accredited	BE	CR	CY	CZ	FI	HU	IR	LI	PT	RS	SI	ES	CH	TR	Total
Training provided by HEI (non-degrees)	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓		10
Onsite Training Courses	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14
Online Courses (small cohort with tutor)	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	12
Blended Courses	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		11
Onsite Congress/Conferences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		13
Online Congress/Confer./Webinars	✓	✓	✓		✓			✓	✓		✓		✓		8
MOOCs (national)	✓	✓	✓		✓	✓		✓	***		✓		✓	✓	9
MOOCs (international)	✓				✓				✓		✓	*	✓		5
International Mobility Projects	✓	✓	✓		✓			✓			✓	✓	✓	✓	9
Internships					✓			✓	✓		✓				4
Workshops/Practical Training		✓			✓	✓			✓						4
Working/Study Groups		✓			✓				✓		✓	✓			5
School(s) Projects		✓			✓				✓		✓				4
Research-based scholarship program					✓	✓		✓			✓				4
Teachers' self-study activities				✓	✓	✓					✓				4
Other training practices (a)		✓			✓				****		✓	**			3

Notes.

(a) other training practices mentioned include national funded training projects, best-practices sharing events, reflective training.

\* In the Spanish regions of Castilla y León and La Rioja, some European Schoolnet Academy MOOC have been formally recognized as teachers' continuous training.

\*\* In the Spanish regions, schools also organize their own internal teachers' training activities which can include 'other training practices'. These can be certified by the regional authority.

\*\*\* In the Autonomous Region of Madeira, Portugal, national or international MOOCs can be formally recognized as teachers' continuous training.

\*\*\*\* In the Autonomous Region of Azores, Portugal, other 'good training practices' can be formally recognized as teachers' continuous training.

Onsite training courses are the most common type of formal training in all 14 countries. Additionally, conventional online courses are possible in 12 countries of which 11 also accept blended learning formats. In 13 of the countries analysed, activities such as participating in congresses or conferences are considered part of teacher training. However, only 8 of the countries accept events in online format.

Likewise, nine countries consider participation in International Mobility Projects such as Erasmus+ or eTwinning projects as activities that promote teacher professional development (Belgium, Croatia, Cyprus, Finland, Hungary, Lithuania, Slovakia, Switzerland, and Türkiye; Figure 20). These countries accept participation in and completion of Massive Open Online Courses (MOOCs) offered by national entities as a form of continuous teacher professional development. Six countries also accept and recognize the validity of MOOCs offered by international entities (Belgium, Finland, Portugal, Slovenia, Spain in specific regions, and Switzerland). Recognition of MOOCs provided by international entities is linked to the fact that, in these countries, training providers have to be nationally certified, and that certificates provided to teachers need to be issued by a certified training entity to be accepted as valid by the official bodies.

Other less prevalent training formats are also acceptable. Self-organised activities such as autonomous study, publications, and individual reports of one's own practices are only accepted in four of the countries studied (Czechia, Finland, Hungary and Slovenia). In Hungary, regulatory documents on teachers "self-study activities" are defined as non-organised, self-paced and managed activities aimed at increasing teachers' professional preparation and skills development. These activities can involve class observation and "good practices" activities with students.

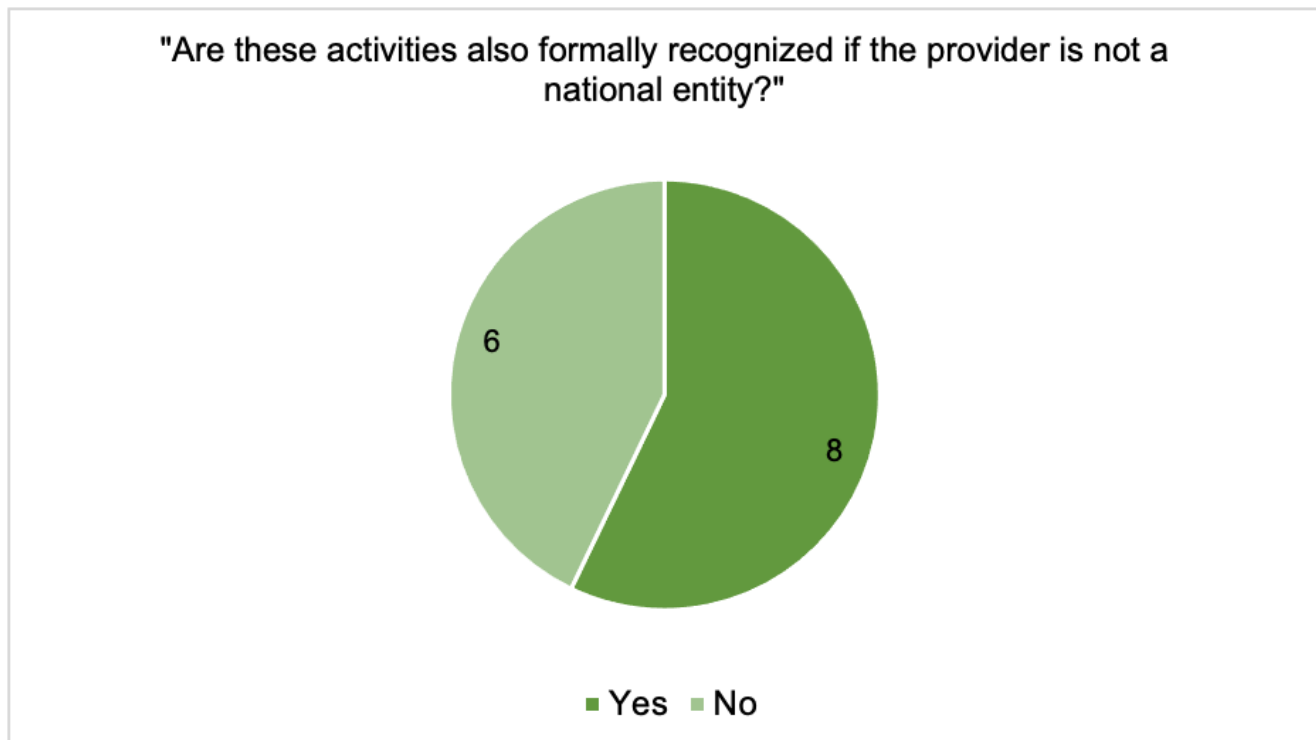


Figure 20. Formal accreditation of training provided by international entities.

Only eight countries recognise teachers' CPD provided by international entities as valid, namely Belgium, Croatia, Cyprus, Czechia, Finland, Portugal, Serbia, and Slovenia. In Serbia, only part of the activities is acceptable as valid: teachers' professional gatherings (e.g., conferences, symposia, round tables). However, any national entity registered in the field of education can collaborate with international partners to organise teacher training activities. In Portugal, training provided by international entities are not automatically recognised; teachers must follow certain procedures for accreditation in order to determine if national requirements are met.

In Hungary, Ireland, Lithuania, Spain, Switzerland and Türkiye formal accreditation of teacher training activities is limited to those provided by national entities.

Looking at the requirements that are explicitly listed in these countries' legislation for the accreditation of teachers in-service training activities (see Appendix 2. List of Requirements for Inservice Training Accreditation), it was possible to see that, not many countries indicate specifically what information is required in these accreditation processes. Yet, in those who do, the following topics need to be covered in the application of accreditation of any training activity: designation of the training activity, type of training, name of the provider(s) (national or international entities responsible for the training), name of the training staff involved in it (explicit indication of the experts, coordinators, and/or tutors), prerequisites for teachers' registration, teachers target group (if any, which involves for example, subject teaching, teaching role, etc.), program (objectives and competencies to be promoted), duration and timeline, modules/topics organization, learning/working methods, assessment processes, and type of certification provided.

## **Final Remarks**

This deliverable aimed to provide an overview of the requirements and processes involved in the accreditation and recognition of teachers' CPD across Europe. It examines teachers' CPD regulations, processes, entities, and practices in order to support the ContinueUP project's aim of contributing to the development of a comprehensive CPD framework for teachers in Europe. A systematic literature review (SLR) and an analysis of the regulatory documents across Europe were chosen to fuel the analysis and discussion related to teacher's CPD.

According to the most recent Eurydice Report (2021) that provides data from 2018 and 2019, CPD is a professional duty in almost all countries in the European Union. Teachers are required to engage for a defined amount of time to fulfil course or activity requirements and this varies significantly across the 31 countries in the report. This variance is explained by the different ways requirements are defined across the countries and their legislations. The requirements include attendance, attending a master's programme for changing professional category, career progression, credit requirements, ECTS, and number of hours or days per year(s). There is on average 18 hours of mandatory CPD training per year in countries having with a defined minimum number of CPD hours (European Commission/EACEA/Eurydice, 2021).

The systematic literature review involved the analysis of 77 research studies on teachers' CPD regulation in 31 countries of the European Union (EU) and the European Free Trade Association Member States (EFTA), from 2003 to 2023. Analysis revealed that teachers' CPD regulation tends to be defined at national level (specifically in 25 out of 31 countries), established by the ministry of education and/or other similar governmental bodies. In 24 of the 31 countries, the existing regulation of teachers' in-service training and other CPD-related activities is set out in law. Considering the legal nature of these documents, any changes in teachers' CPD regulation in these countries will require long and demanding judicial processes at high level.

Teachers' CPD related activities are predominantly on-site, only four countries referring to training being online. These results do not imply that online training does not occur in other countries, only that, in the last 20 years, very few research articles have been written about this mode of training. The thematic domains in teachers' CPD regulation most frequently mentioned relate to pedagogical and teaching-related skills, digital competences and teacher collaboration. This is pertinent, considering that ContinueUP focuses on teachers' digital competences.

The systematic literature review showed that higher education institutions are the usual providers of formal in-service activities – an expected result considering that research articles were the source of the analysis. Nevertheless, other private and public training organisations are also mentioned in the literature as teachers' CPD providers.

The final section of this report presents the results found through an analysis of current regulatory documents in European countries related to the formal recognition and accreditation of teachers' CPD. This analysis was based on information from 14 countries gathered through an online survey and interviews. The results show that legislation regulating teachers' CPD is in force in nine of the 14 countries. Many of these countries have issued or revised regulations on teachers' CPD within the last 10 years. Another salient aspect found in the regulatory documents was the use of different terms across Europe for "teachers' CPD". This indicates that it is important to align terms used across countries, and to create a common terminology that enables different countries to share and discuss improvements that, nationally and transnationally, need to be done on the topic.

Although the link between teachers' CPD and teachers' career progression has already been analysed in recent reports by European Union organisations, an updated analysis of regulatory documents showed that changes have recently been taking place. Some countries are removing the mandatory status of teachers' CPD, making it more open to non-formal processes of training; others are creating requirements and operational procedures for the accreditation and recognition of teachers' CPD. This topic is evidently being addressed by policymakers and updated reports on this topic are needed.

Data collected on the national entities responsible for the regulation of teachers' CPD show that ministries of education are one of the providers of teachers' CPD; although universities and other higher education institutions still dominate as the main providers of teachers' in-service education. A number of other stakeholders are also involved in teachers' in-service provision: public teacher training centres, private teacher training centres, teacher unions, non-governmental institutions, private training companies, IT providers responsible for training on specific software, etc. Comparing this with data collected through SLR, it is possible to see that an increasing number of entities are becoming involved in this sector.

Looking at the types of in-service teacher training activities, diversity was again the main conclusion. In addition to conventional training courses (e.g. training provided by HEI and other onsite training courses) mentioned by survey respondents and interviewees, other training activities (hybrid or fully online modalities) were also mentioned. This contradicts information found in the SLR but is in accordance with the data provided by the European reports that stress that in recent years there has been an increase in types of training models, including face-to-face, virtual, blended and work-based learning. Member States are invited 'to provide impactful and research-based continuous professional development opportunities for teachers and trainers, based on collaboration, peer observation and peer-learning, guidance, mentoring and networking' (European Commission/EACEA/Eurydice, 2021, p.87).

Many countries accept participation in international mobility projects such as Erasmus+ or eTwinning projects as activities that promote teacher professional development as well as participation in and completion of Massive Open Online Courses (MOOCs) if these are offered by a national entity. However, there are restrictions to the acceptance and formal recognition of MOOCs offered by international entities. This is due to the fact that, in some countries, training providers need to be nationally certified, and therefore only certificates provided by these certified training entities are accepted as valid by official bodies.

Analysis of the literature and regulatory documents showed that teachers' professional development is a complex topic and is being addressed across Europe through divergent conceptual and legal approaches. There is a need for clarity on terms, processes and requirements, and policy analysis to understand the current state of CPD in Europe, including requirements and accreditation processes. Moreover, as noted previously (for example, Taddeo, Cigognini, Parigi, & Blamire, 2016), teachers' CPD assumes that a diversified statutory role results in different implementation practices, yet a centralised approach is evident when regulatory documents are analysed.

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## Appendix

### Appendix 1. List of Countries Codes

According to Eurostat, Member States of the European Union (EU) and other countries have been assigned a two-letter country code (written in capital letters) and these are often used as an abbreviation in statistical analyses, tables, figures or maps. The protocol order is based on the alphabetical list of countries in English and not in their national language. The list presents for EU member states, European Free Trade Association Member States as well as countries mentioned in the documents analysed.

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Country	Code
Albania	(AL)
Austria	(AT)
Belgium	(BE)
Bosnia and Herzegovina	(BA)
Bulgaria	(BG)
Croatia	(HR)
Cyprus	(CY)
Czechia	(CZ)
Denmark	(DK)
Estonia	(EE)
Finland	(FI)
France	(FR)
Germany	(DE)
Greece	(EL)
Hungary	(HU)
Iceland	(IS)
Ireland	(IE)
Italy	(IT)
Latvia	(LV)

Lithuania	(LT)
Luxembourg	(LU)
Malta	(MT)
Moldova	(MD)
Montenegro	(ME)
Netherlands	(NL)
North Macedonia	(MK)
Norway	(NO)
Poland	(PL)
Portugal	(PT)
Romania	(RO)
Serbia	(RS)
Slovakia	(SK)
Slovenia	(SI)
Spain	(ES)
Sweden	(SE)
Switzerland	(CH)
Türkiye	(TR)
Ukraine	(UA)
United Kingdom	(UK)

Note: information retrieved from [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Country\\_codes](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Country_codes)

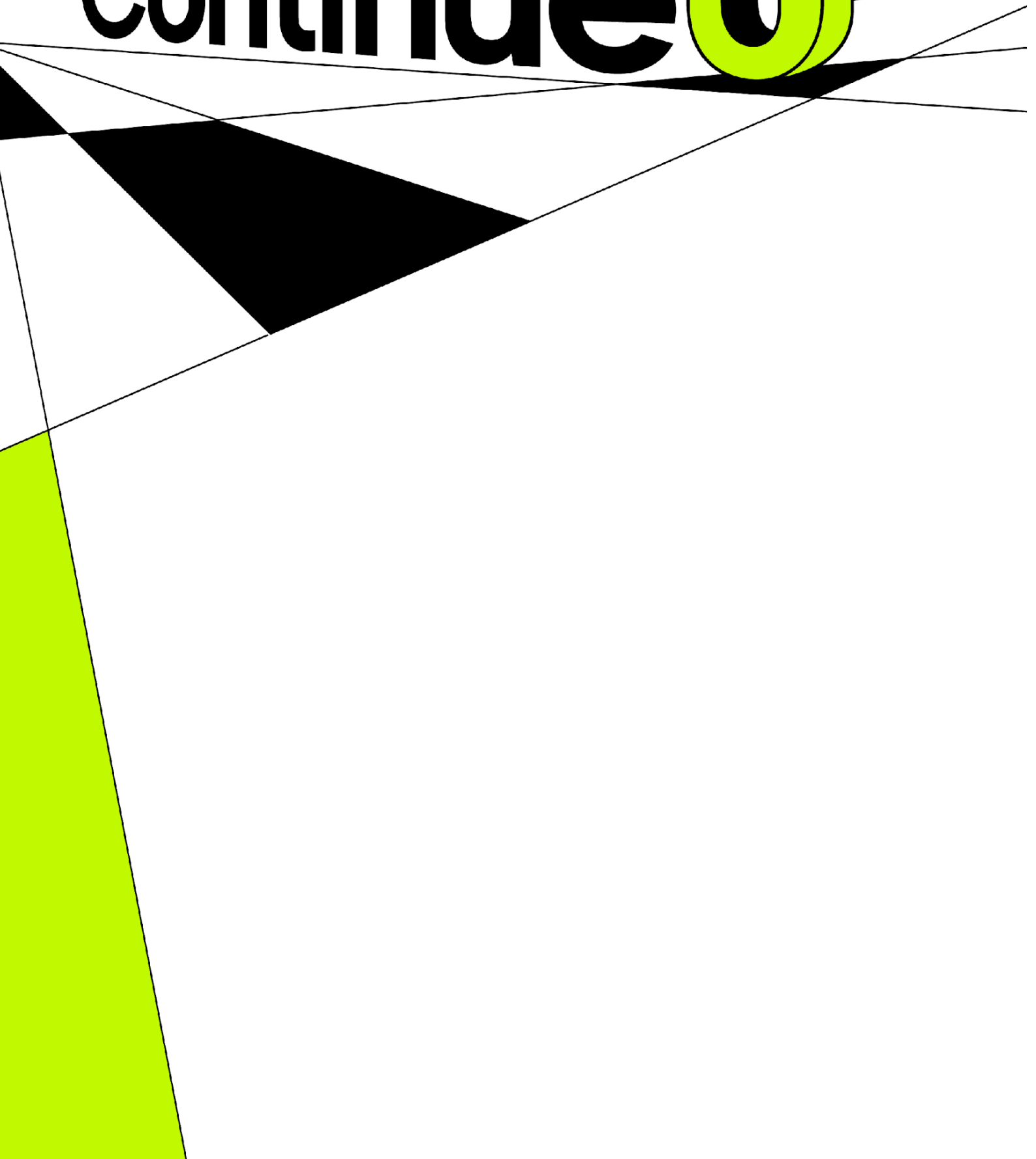
## Appendix 2. List of Requirements for Inservice Training Accreditation

Spain EDU/2886/2011, 20th October) and (Law 3/2020, December 29th)	Portugal Law nº 22/2014- Legal Regime for Continuing Teacher Educations	Czechia Act on Education Staff” (2004)	Croatia Law on Education in Primary and Secondary Schools (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi)	Hungary (Addendum 2010)	Türkiye Standard In- Service Training Programs to be Used in Central and Local In- Service Training Activities
<p>Title and type of modality Provider Responsible people (Coordinator Tutor, Experts) Timeline (F2F, online phases) Possible Participants and Participation conditions. Selection criteria Objectives of the activities, type of activities, contents and working method. Assessment procedures Specific characteristics of online training activities</p>	<p>Title Training Area: Modality: MOOC Training Course Attendance Regime Total of hours: Subject/Domain of teacher trainees Certification validation for specific teacher groups Teacher Trainer Accreditation Justificative reasons for the action and its integration into the proposed entity's activity plan (max. 1500 characters) Objectives to be achieved (max. 1000 characters) Contents of the action (max. 3000 characters) Methods of implementing the action (max. 1000 characters) Trainee assessment regime (max.</p>	<p>For the accreditation of any educational program the following information is required: “(1) a) a copy of the accreditation of the educational institution that will implement the educational program, b) educational program. (2) The educational program contains name, type, form and objectives of the educational program; the type of educational program expresses the type of further education of</p>	<p>A program of professional training and specialization should include the topic, purpose, program objectives expressed through competencies, teaching methods, organization, evaluation methods, certification format, number of participants, program duration, and cost breakdown. It should also include learning outcomes.</p>	<p>The request need contain: details of the founder of the program (name, address, classification, name of the person appointed to coordinate the program); the total number of hours of the program; the corporate signature of the program founder. The Program needs to contain: title, purpose, designation of the job titles/positions to which the program is destined; target group; application conditions; the total nr of hours of the program; content requirements to be fulfilled by the end of the training; evaluation methods and assessment criteria, classification of the program according to content areas; indication of the type of</p>	<p>Area sub area code  Title Objectives  Competencies to which the event is related  Duration of the event  Target audience  Explanations about the implementation  Content . Subjects' duration/hour  Teaching methods techniques and strategies  Measurement and evaluation</p>

	<p>1000 characters) Justification for the suitability of the proposed trainers (optional, max. 1500 characters)" Justificative reasons for the action and its integration into the proposed entity's activity plan (max. 1500 characters) Objectives to be achieved (max. 1000 characters) Contents of the action (max. 3000 characters) Methods of implementing the action (max. 1000 characters) Trainee assessment regime (max. 1000 characters) Justification for the suitability of the proposed trainers (optional, max. 1500 characters)" Demonstration of the advantages for trainees in using the distance learning format Hour distribution Number of in-person hours Number of synchronous online hours Number of asynchronous online hours</p>	<p>teaching staff; the form of the educational program indicates whether it is face-to-face, distance education or a combination thereof, content topics of the educational program and their annotations, educational plan of the educational program, which determines the time sequence of content topics and the duration of education, a list of lecturers and guarantors with their names, surnames and professional prerequisites for the educational program" (Section 27, Law 563).</p>		<p>institution in which this program is recommended; describe connection of the program to the local or country curricular framework (if any); describe connection (if any) to religion and worldview; the max nr of people for the group of the program; the issuer of the certificate; detailed information on the content of the program. Quality assurance obligations and activities (did it achieve the goals, did it meet the expectations). Brief description of the program.</p> <p>If the requests is for an online program, further data need to be given: learning hours and working hours if it was a traditional program; maximum nr of participants; detailed description of the content: contents per module, syllabus, study guide, requirements.</p>	
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	<p>Demonstration of the existence of a technical-pedagogical team to ensure the handling of distance learning tools and procedures.                  Demonstration of the implementation of a suitable Learning Management System                  Demonstration of in-person assessment (video conference assessment allowed)                  Demonstration of the distribution of the workload among various tasks                  Trainer-to-trainee ratio</p>				
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# Continue UP



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