



Agència
per a la Qualitat
del Sistema Universitari
de Catalunya

EMPLOYERS

THE OPINION OF SCHOOLS REGARDING THE EDUCATION RECEIVED BY NEW TEACHERS





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AQU CATALUNYA, 2020

© Agència per a la Qualitat del Sistema
Universitari de Catalunya

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INTRODUCTION

The primary goal of Agència per a la Qualitat del Sistema Universitari de Catalunya (Catalan University Quality Assurance Agency, AQU Catalunya) is to **contribute to the improvement of the university study programmes in the Catalan university system**. To achieve this goal, it is essential to benefit from evidence and data that demonstrate the performance of each study programme, thus facilitating decision-making by officials in charge of universities and study programmes, and politicians responsible for universities.

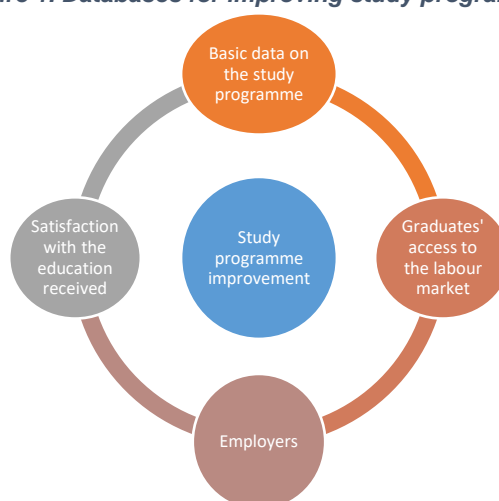
Evidence-based proposals for improving study programmes

This report provides evidence regarding the implementation and performance of **study programmes in the field of Education** (specifically the Bachelor's degrees in Pre-school Education and Primary Education and the Master's degree in Teacher Training), gleaned from the results of the 2018 **survey of employers in this sector** (2nd edition). The results of the first edition of the Education survey, carried out in 2015, can be found in Catalan on the AQU Catalunya [website](#) (AQU, 2016).

The survey aims to shed light on the opinion of school employers regarding the education received by the recent graduates they have hired, particularly with regard to cross-disciplinary and specific skills exhibiting substantial room for improvement, among other issues.

In addition to these results, the report includes an initial section with **contextual information on the Bachelor's degrees in Pre-school Education and Primary Education and the Master's degree in Teacher Training**. Here, **basic data on the study programmes** are provided, as are the main results of two surveys: **one on recent graduates' satisfaction with the education received on these study programmes and another on their access to the labour market**.

Figure 1. Databases for improving study programmes

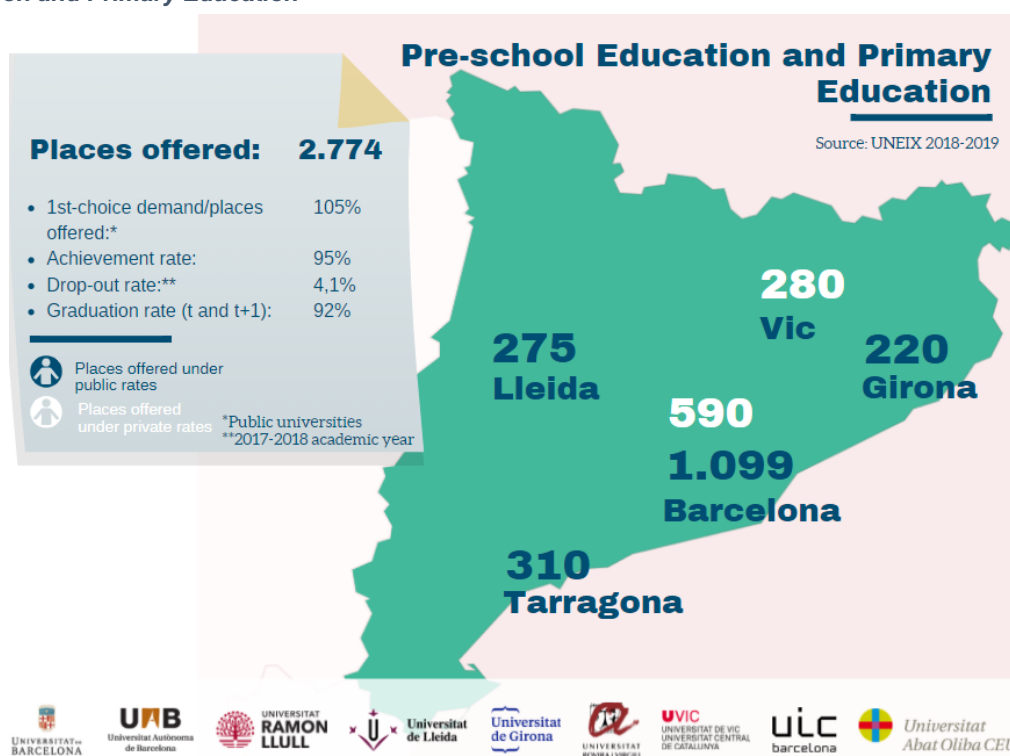


INDICATORS ON THE STUDY PROGRAMMES IN THE FIELD OF EDUCATION

■ Basic data on the study programmes

Provided below are basic data on the Bachelor's degrees in Pre-school Education and Primary Education and the Master's degree in Teacher Training. They **are of an administrative nature** and come from two sources. Information on the supply and demand for places comes from the Inter-university Council of Catalonia (CIC) and refers to the 2019-2020 academic year; all other data are taken from the **UNEIX** information system and refer to the 2017-2018 academic year.

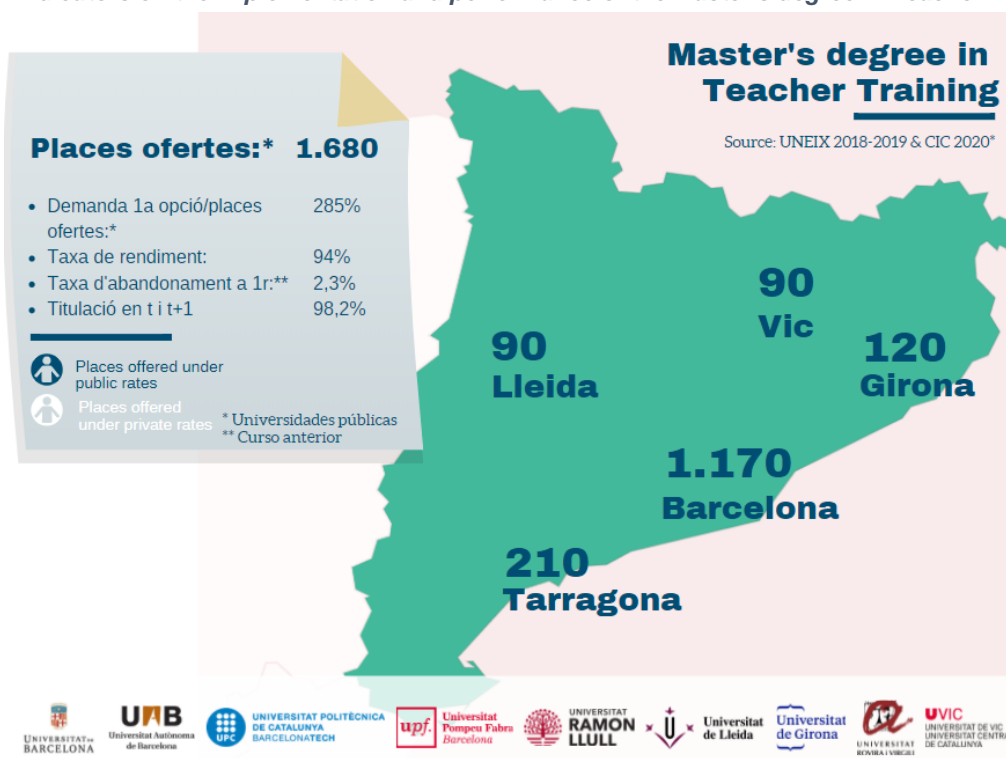
Figure 2. Indicators on the implementation and performance of the Bachelor's degrees in Pre-school Education and Primary Education



There are not quite as many places on the Bachelor's degrees in Pre-school Education and Primary Education as there are applicants

These programmes show a high achievement rate and a low drop-out rate.

Figure 3. Indicators on the implementation and performance of the Master's degree in Teacher Training



While the number of available places on the Master's degree in Teacher Training is around 1,700 each year, the number of applicants in 2020 reached nearly 5,000

The opinion of schools regarding the education received by new teachers

Figure 4. Trend in the percentage of women enrolled on the Bachelor's degrees in Pre-school Education and Primary Education compared to the entire Catalan university system

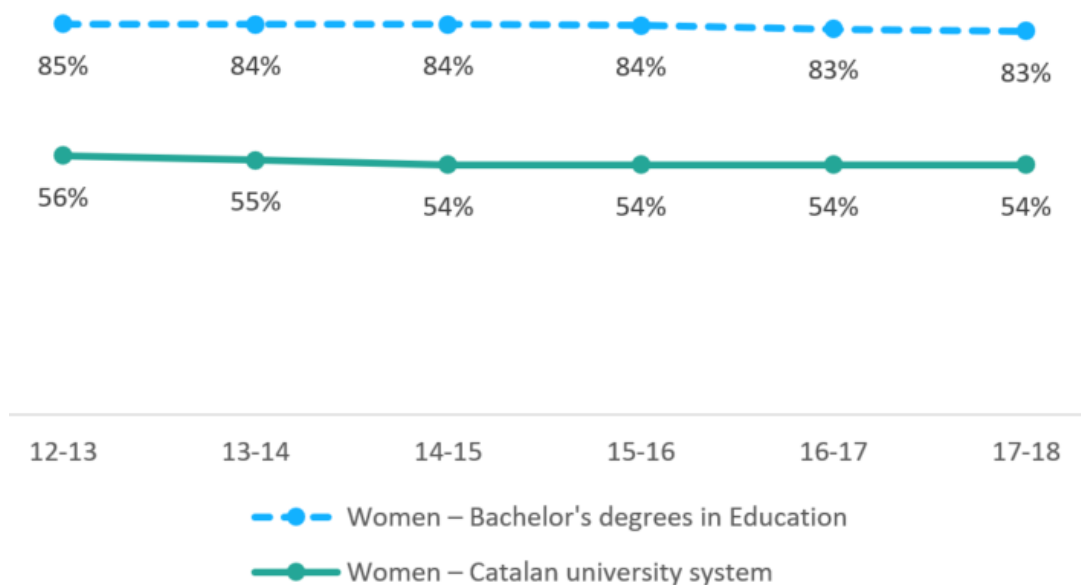
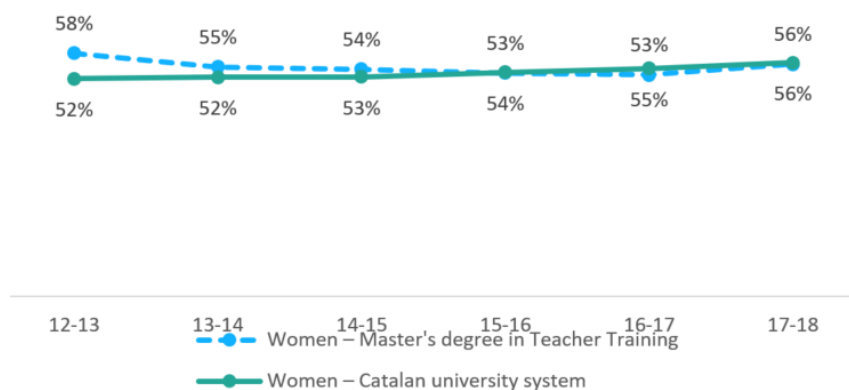


Figure 5. Trend in the percentage of women enrolled on the Master's degree in Teacher Training compared to the entire Catalan university system



The teaching profession is heavily dominated by women

Eight out of ten people enrolled on the Bachelor's degrees in Pre-school Education and Primary Education are women.

In contrast, there is a gender balance among the students enrolled on the Master's degree in Teacher Training; the percentage is very similar to the average for all Master's degrees in the Catalan university system.

■ Graduates' satisfaction with their university education

Data regarding graduates' satisfaction with their education are taken from the **satisfaction survey** carried out by AQU Catalunya. The survey gathers information on graduates' satisfaction with various characteristics of the education they received on the university study programme they completed. It is an online survey conducted yearly on all the individuals who graduated one year earlier. The results shown are the averages in 2017, 2018 and 2019 for the Bachelor's degrees in Pre-school Education and Primary Education and the Master's degree in Teacher Training. In each case, these appear alongside the averages for all Bachelor's degrees or all Master's degrees in the system, respectively.

Table 1. Graduates' satisfaction with how well the study programme helped them to improve (out of 10)

	Bachelor's degrees in Education	All Bachelor's degrees in the Catalan university system
The education I received helped me to improve my professional skills	7.4	7.1
The training I received helped me to improve my personal skills (confidence, leadership, decision-making, problem-solving, critical analysis, teamwork, etc.)	7.4	7.2
The training I received helped me to improve my communication skills	7.4	7.0

Figure 6. Satisfaction with the Bachelor's degree final-year project, external training placements and the study programme overall (out of 10)

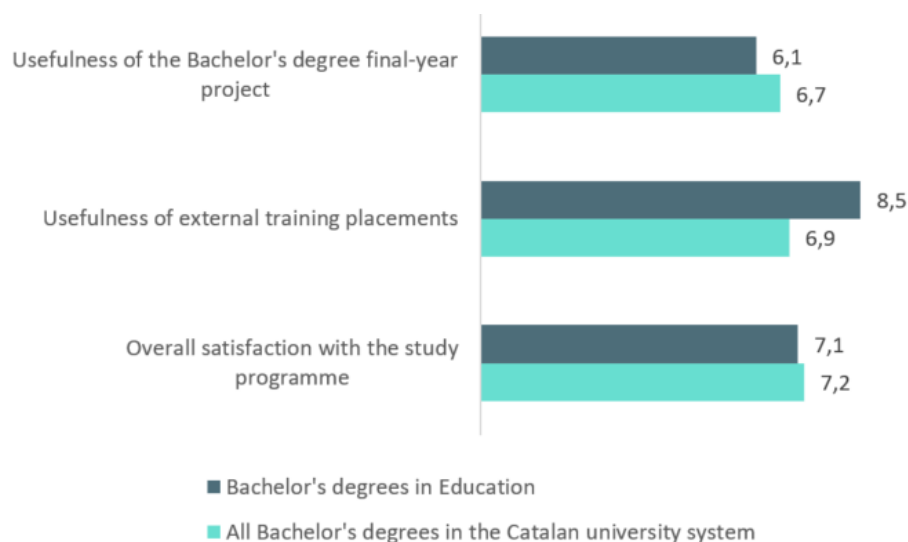
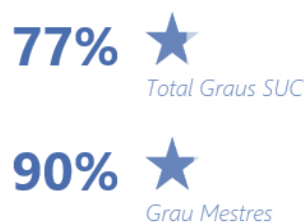


Figure 7. Graduates who would choose the same Bachelor's degree programme again (%)



The Bachelor's degrees in Pre-school Education and Primary Education improve students' skills and abilities. Their satisfaction with the external training placements is especially remarkable

Graduates' satisfaction with how well the study programmes helped them to improve their professional, personal and communication skills is high, standing at 7.4 in all three cases, which is slightly greater than the average for all Bachelor's degrees in the Catalan university system.

Moreover, the usefulness of external training placements is rated at 8.5, which far exceeds the Catalan university system average of 6.9. In contrast, the usefulness of the Bachelor's degree final-year project received a rating of 6.1, falling short of the average for all Bachelor's degrees (6.7).

90% of Education graduates would take the study programme again

Overall satisfaction with the study programme stands at 7.1, making it comparable to the overall average for Bachelor's degrees in the Catalan university system. The proportion of graduates who would take the study programme again, coming in at 90%, is much higher than the overall average (surpassing it by 13 percentage points).

Table 2. Graduates' satisfaction with how well the study programme helped them to improve (out of 10)

	Master's degree in Teacher Training	All Master's degrees in the Catalan university system
The master's degree has given me opportunities to join a research and/or professional community.	6.3	6.7
The education I received helped me to improve my professional skills	6.5	7.3
The education I received helped me to improve my personal skills (confidence, autonomous learning, etc.)	6.0	7.2

Figure 8. Satisfaction with the Master's thesis, external training placements and the Master's degree overall (out of 10)

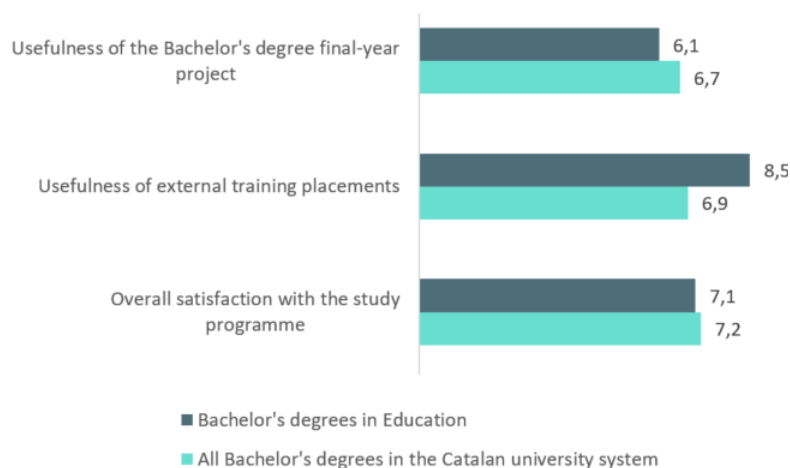


Figure 9. Graduates who would take the Master's degree again (%)



Satisfaction with the education received on the Master's degree in Teacher Training falls short of the average for all Master's degrees in the Catalan university system

Overall satisfaction with the Master's degree stands at 5.1, while the same average for all Master's degrees in the Catalan university system is 6.8. Moreover, the average ratings concerning whether the Master's degree enhanced job opportunities and improved graduates' professional and personal skills float around 6, a far cry from the same averages for all Master's degrees in the Catalan university system. There is also plenty of room for improvement in terms of the Master's thesis.

Meanwhile, satisfaction with external training placements is high, as is the proportion of graduates who would take the Master's degree in Teacher Training again

■ Graduates' access to the labour market

The survey on access to the labour market is conducted every three years with the aim of ascertaining university graduates' employment experience three years after completing their study programme (whether a Bachelor's degree or a Master's degree). The results shown are from the 2020 survey. The results for the Catalan university system show the average for all study programmes taught in Catalonia. ¹

Table 3. Graduates' employment status in 2020

	Bachelor's degrees in Education	All Bachelor's degrees in the Catalan university system	Master's degree in Teacher Training	All Master's degrees in the Catalan university system
Employed	92%	90%	93%	92%
Unemployed	5%	6%	5%	5%
Inactive	3%	4%	2%	3%
Total	100%	100%	100%	100%

There is an excellent rate of employment among graduates of Pre-school Education, Primary Education and Teacher Training three years after completing their study programmes. For the most part, they perform functions specific to their Bachelor's degree or Master's degree

Among the graduates of Pre-school Education and Primary Education, 83% perform functions specific to their study programme three years after graduation. This proportion stands eight percentage points above the average for all Bachelor's degrees in the Catalan university system. Meanwhile, with respect to the Master's degree in Teacher Training, 73% of graduates carry out functions specific to their programme. This figure surpasses the average for students from all Master's degrees in the Catalan university system by 11 percentage

¹At classroom-based universities. The results are weighted by a factor that corrects possible proportional variations in the sample.

The opinion of schools regarding the education received by new teachers

Figure 10. Functions performed at work according to the 2020 Bachelor's degree survey

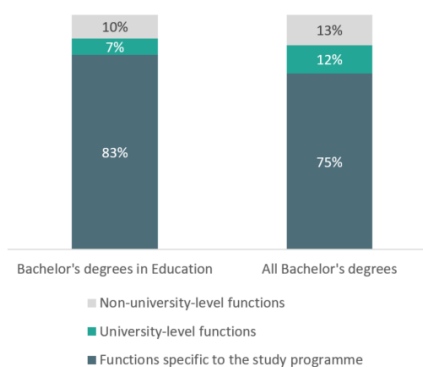


Figure 11. Functions performed at work according to the 2020 Master's degree survey

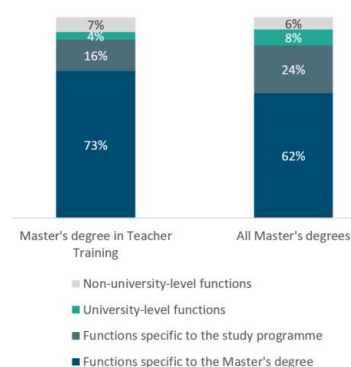


Table 4. Contract type in 2020

	Bachelor's degrees in Education	All Bachelor's degrees in the Catalan university system	Master's degree in Teacher Training	All Master's degrees in the Catalan university system
Permanent	33%	56%	44%	58%
Temporary	65%	32%	52%	28%
Self-employed	1%	8%	3%	9%
Others	1%	3%	2%	5%
Total	100%	100%	100%	100%

Table 5. Type of work day in 2020

	Bachelor's degrees in Education	All Bachelor's degrees in the Catalan university system	Master's degree in Teacher Training	All Master's degrees in the Catalan university system
Part-time	40%	19%	26%	14%
Full-time	60%	81%	74%	86%
Total	100%	100%	100%	100%

Table 6. Average gross monthly salaries of full-time employees in 2020

	Bachelor's degrees in Education	All Bachelor's degrees in the Catalan university system	Master's degree in Teacher Training	All Master's degrees in the Catalan university system
< €1,000	35%	14%	13%	12%
Between €1,000 and €2,000	48%	35%	38%	28%
> €2000	17%	51%	49%	60%
Total	100%	100%	100%	100%

Temporary and part-time contracts are the main setback faced by recently graduated preschool, primary school and secondary school teachers

Nearly seven out of ten graduates of the Bachelor's degrees in Education have temporary contracts three years after completing their study programmes. For graduates of the Master's degree in Teacher Training, this proportion stands at roughly five out of ten. Both figures are much higher than the respective averages for all Bachelor's degrees and all Master's degrees, where temporary contracts affect around one in three. There is also a wide gap in terms of type of work day: the percentage of part-time work in both groups doubles the corresponding overall figure for the Catalan university system.

With regard to income, graduates of the Education and Teacher Training degrees working as full-time employees receive below-average salaries when compared to the graduates of all Bachelor's degrees and all Master's degrees in the

Table 7. Skills acquisition on the Bachelor's degrees in Education in 2020 (out of 10)

	Bachelor's degrees in Education	All Bachelor's degrees in the Catalan university system
Theoretical knowledge	6.8	7.0
Practical knowledge	7.5	6.0
Oral expression	7.2	6.3
Written communication	7.3	6.5
Teamwork	8.1	7.1
Leadership	5.7	5.0
Problem-solving	6.1	6.3
Decision-making	6.2	5.9
Creativity	6.7	5.3
Critical thinking	7.0	6.7
Management	6.0	5.6
IT skills	5.0	5.0
Languages	5.1	3.9
Documentation skills	6.3	6.2

Table 8. Skills acquisition on the Master's degree in Teacher Training in 2020 (out of 10)

	Master's degree in Teacher Training	All Master's degrees in the Catalan university system
Theoretical knowledge	5.7	6.9
Practical knowledge	6.4	6.2
Scientific/professional oral and written communication	5.7	6.5
Multidisciplinary teamwork, initiative and leadership	5.8	6.3
Problem-solving and decision-making in new and unfamiliar environments	4.9	5.9
Critical thinking	5.8	6.9
Creativity and innovation	5.9	5.9
Documentation skills, identification of sources, use of scientific/professional resources	5.7	6.8
English	1.8	3.2
Professional self-assessment and continuous learning	6.0	6.5
Ethical and social responsibility in professional performance	6.2	6.2

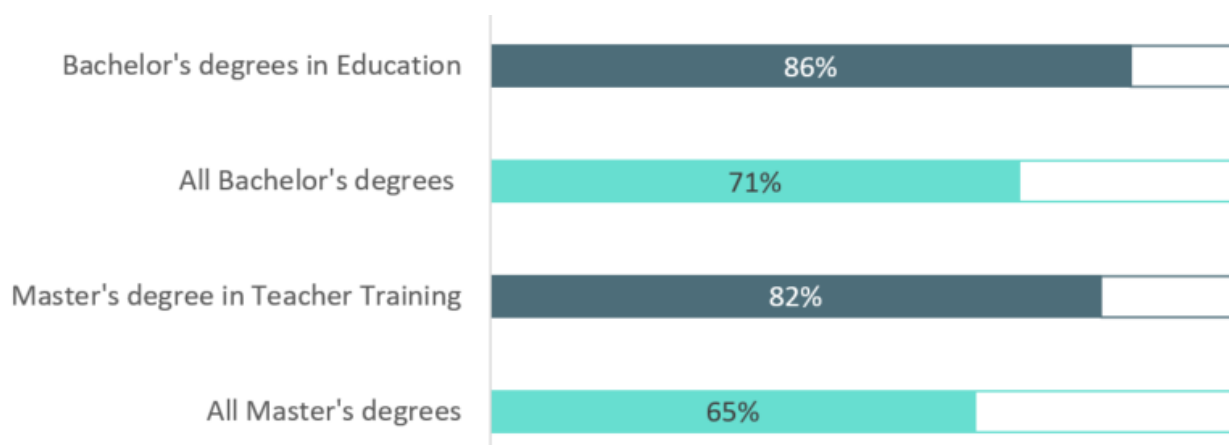
With regard to skills acquisition on the Bachelor's degrees in Education, the rating for nearly all skills outshines the overall average for Bachelor's degrees in the Catalan university system. This is the other way round when it comes to the Master's degree in Teacher Training.

Graduates of the Bachelor's degrees in Education rate their skills acquisition above the overall Catalan university system average. Teamwork (8.1) and practical knowledge (7.5) top the ratings.

In contrast, graduates of the Master's degree in Teacher Training rate their skills acquisition below the overall Catalan university system average. Practical knowledge received the highest rating, coming in above the Catalan university system average at 6.4.

Languages show the greatest room for improvement in the Catalan university system, both in Bachelor's degrees and Master's degrees.

Figure 12. Percentage of graduates willing to take the same study programme three years later



84% of graduates from the Bachelor's degrees in Education and 85% of those from the Master's degree in Teacher Training would take their study programme again

These proportions are substantially higher than the averages for all Bachelor's degrees and all Master's degrees in the Catalan university system, by 11 and 14 percentage points respectively.

THE OPINION OF SCHOOLS REGARDING THE EDUCATION RECEIVED BY RECENT GRADUATES OF THE BACHELOR'S DEGREES IN EDUCATION AND THE MASTER'S DEGREE IN TEACHER TRAINING

■ Preliminary considerations

The aim of this survey is to ascertain the opinion of preschool, primary and secondary schools regarding their new teachers, in order to improve the university education received by this group.

Teaching is a regulated profession in Catalonia, meaning that teachers must go through the proper training before pursuing a career in this field (see table below). Thus, working as a preschool or primary school teacher requires the completion of a specific Bachelor's degree (the Bachelor's degree in Pre-school Education or the Bachelor's degree in Primary Education, respectively). Meanwhile, hopeful secondary school teachers² may hold a Bachelor's degree (or its equivalent) in any field, but must complete the University Master's degree in Teacher Training in Secondary and Upper Secondary School Education, Vocational Training and Language Education (or its equivalent) to become properly qualified.

Table 9. Correspondence between profession and the education required of teachers

Regulated profession	Necessary education
Preschool teacher	Bachelor's degree in Pre-school Education (240 ECTS credits)
Primary school teacher	Bachelor's degree in Primary Education (240 ECTS credits)
Secondary school teacher	University Bachelor's degree (240 ECTS credits) + University Master's degree in Teacher Training in Secondary and Upper Secondary School Education, Vocational Training and Language Education (60 ECTS credits)

Therefore, one of the main differences between primary and secondary school teachers is the initial education they receive as teachers. While the education of preschool and primary school teachers focuses on this profession throughout the four-year Bachelor's degrees, secondary school teachers only receive teacher training on the Master's degree, which is profession-focused and aims to turn

² <http://educacio.gencat.cat/ca/serveis-tramits/borsa-docents/incorporacio-borsa/requisits/> (in Catalan)

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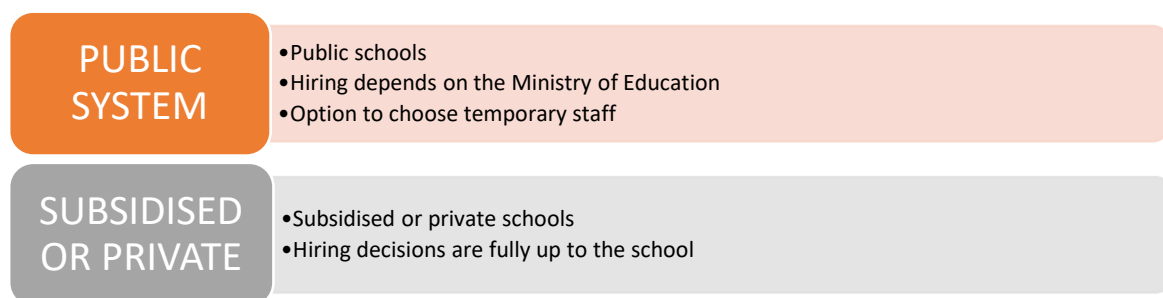
graduates who are already experts in a certain discipline into teachers of a subject relating to their field of expertise.

Thus, the survey asks schools about the new teachers they have hired. By this we mean anyone who completed the necessary study programme to work as a teacher within the previous two years, as well as anyone who completed this programme more than two years previously but has little to no work experience.

Differences, especially in the way that teachers are hired, also exist between schools depending on their ownership, i.e. whether they are public, subsidised or private.

On the one hand, public schools bring on new staff through the Ministry of Education's job bank, which is governed by a scoring system based on certifiable merits. However, a staffing decree passed in 2014 also allows school principals to request temporary personnel. On the other hand, subsidised and private schools have full freedom to select the teaching professionals that best suit their needs.

Figure 13. Hiring in Catalan schools depending on their ownership



■ Characteristics of the schools participating in the survey

Below are the results of the second edition of the survey of educational institutions, which was carried out in 2018. For some indicators, the results of the first edition of the survey, conducted in 2015, are also shown (AQU, 2015).

It should be noted that the characteristics of the 2018 survey sample are similar to those of the entire population of schools in Catalonia in terms of the educational stages taught, their ownership and their complexity. Moreover, the sample distribution of the first (AQU, 2015) and second editions have been compared, confirming their similarity and, thus, the comparability of the results.

Table 10. Basic data regarding the two editions of the survey of educational institutions

	Populati on (N)	Sampl e (n)	Respons e rate	Sampling error
Survey of educational institutions 2015	2,822	281	10%	6%
Survey of educational institutions 2018	2,960	246	8%	6%

The opinion of schools regarding the education received by new teachers

Table 11. School ownership (2018)

	n	%
Public	207	84%
Subsidised or private	39	16%
Total	246	100%

Table 12. School complexity (2018)

	n	%
High	40	16%
Medium	152	62%
Low	29	12%
No information	25	10%
Total	246	100%

Table 13. Educational stages taught (2018)

	n	%
Preschool and primary education	142	58%
Secondary education	72	29%
All three stages	32	13%
Total	246	100%

Table 14. Educational stage chosen by the school (2018)

	n	%
Preschool and primary education	166	67%
Secondary education	80	33%
Total	246	100%

Note: schools teaching all three educational stages chose either (1) preschool and primary education, or (2) secondary education, so that it is clear whether their ratings refer to graduates of the Bachelor's degrees in Education or those of the Master's degree in Teacher Training.

Most schools are public, teach preschool and primary education, and have a medium degree of complexity

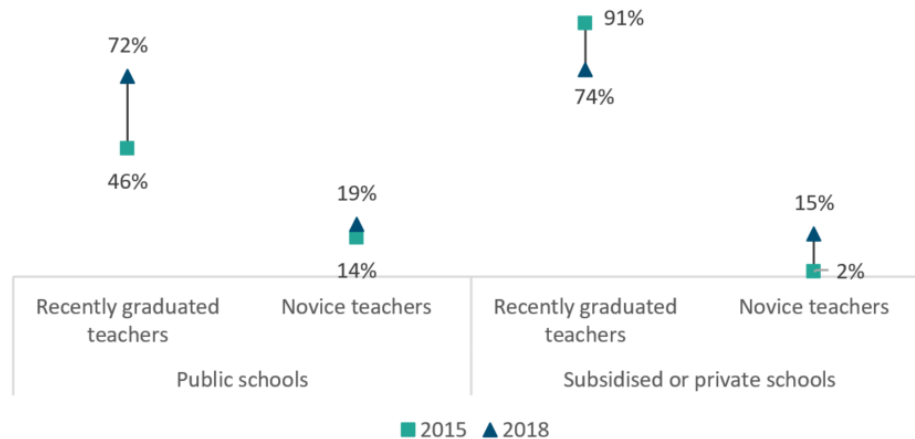
The characteristics of the schools is virtually identical to those of the 2015 survey sample.

■ Hiring of recently graduated teachers

Table 15. Hiring of teachers during the three years leading up to the survey, broken down by school ownership

	Public	Subsidised or private	Total
Recently graduated teachers (little to no experience)	72%	74%	72%
Novice teachers (some experience)	19%	15%	18%
No new hires or hiring of teachers with lengthy experience	9%	10%	9%
Total	100%	100%	100%

Figure 14. Percentage of schools that hired new teachers in 2015 and 2018, broken down by school ownership



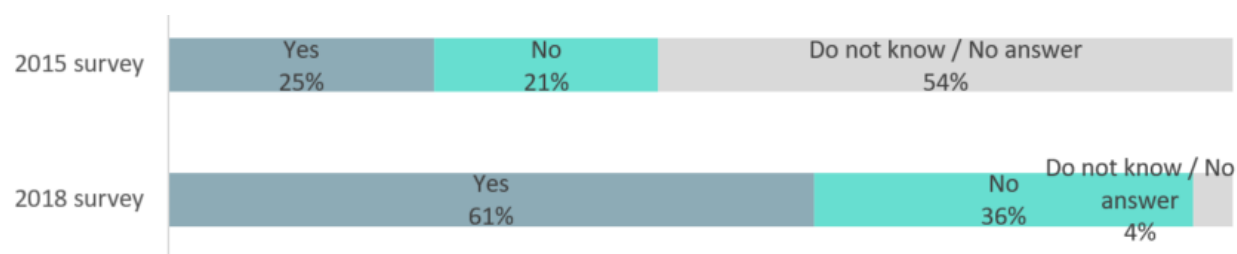
Most of the schools surveyed (both public and private/subsidised) hired new teachers in the three years leading up to the survey

Between the 2015 and 2018 surveys, the hiring rate of recently graduated teachers and novice teachers in public schools has seen a much starker increase than that of subsidised and private schools.

■ Hiring factors

A staffing decree put forth by the Ministry of Education was approved in 2014 to regulate the hiring of teaching staff.³ This decree granted public schools certain autonomy in the selection of some of their teachers. Indeed, for the first time, public schools could take different factors into consideration in order to hire new teachers that would best suit their needs.

Figure 15. Trend in the proportion of public schools taking advantage of the staffing decree to select some of their teachers

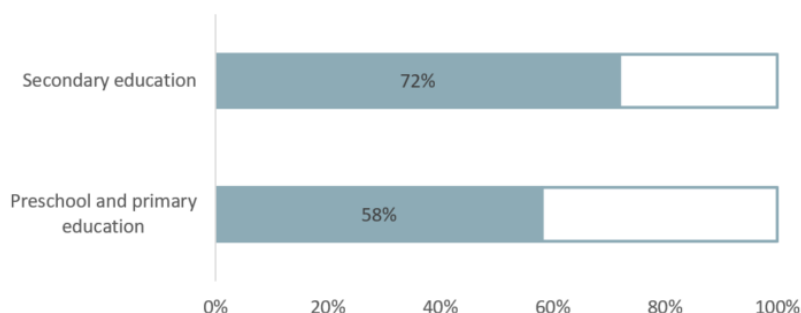


More than half the schools surveyed took advantage of the staffing decree to choose some of their teachers, particularly in the case of secondary schools

The proportion of schools leveraging this option rose significantly from the 2015 survey, conducted just one year after the new decree was approved, to the 2018 survey, namely from 25 to 61%.

Breaking down the data by educational stage, secondary schools were more likely to participate in choosing their teachers (72% of secondary schools compared to 58% of preschools and primary schools).

Figure 16. Public schools taking advantage of the staffing decree to select some of their teachers in 2018, broken down by educational stage

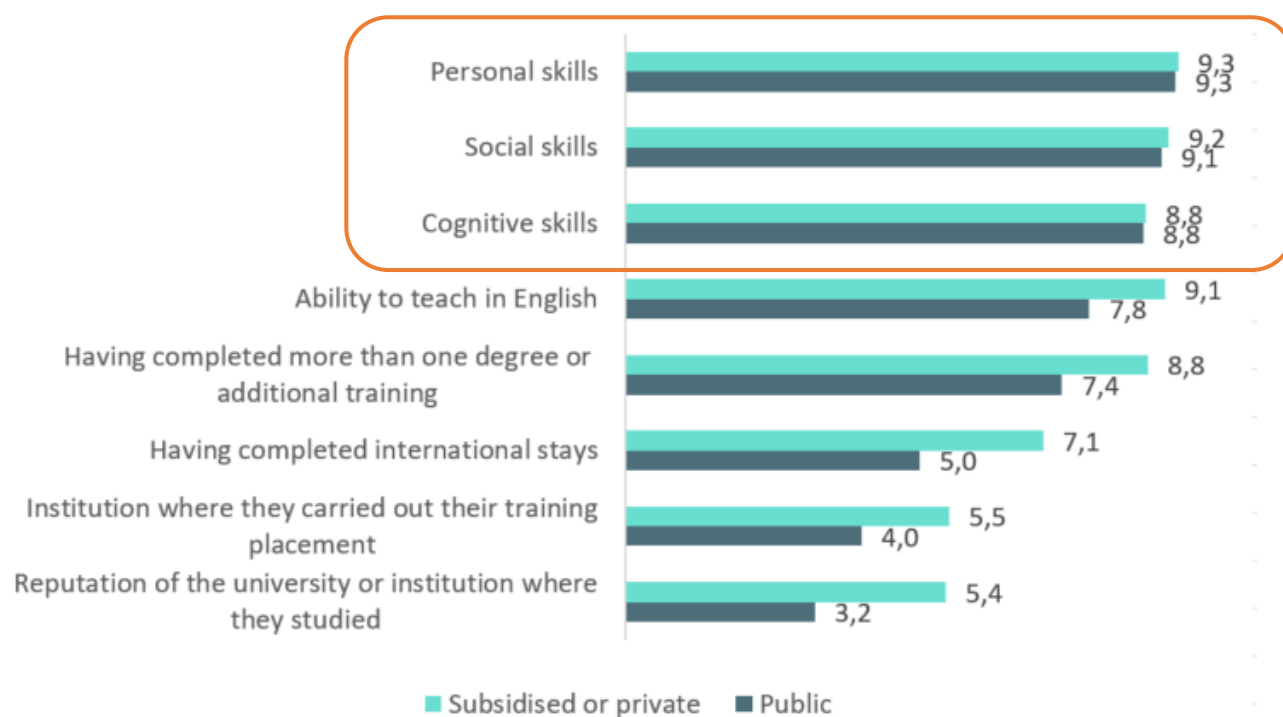


³ Decree 39/2014, of 25 March, governing procedures to define the profile and provision of teaching jobs

The opinion of schools regarding the education received by new teachers

Both the public schools that chose some of their staff and the subsidised and private schools that have total freedom to hire new teachers were asked to rate the importance of certain factors in their hiring decisions.

Figure 17. Importance of different factors in the hiring process, broken down by school ownership (out of 10)



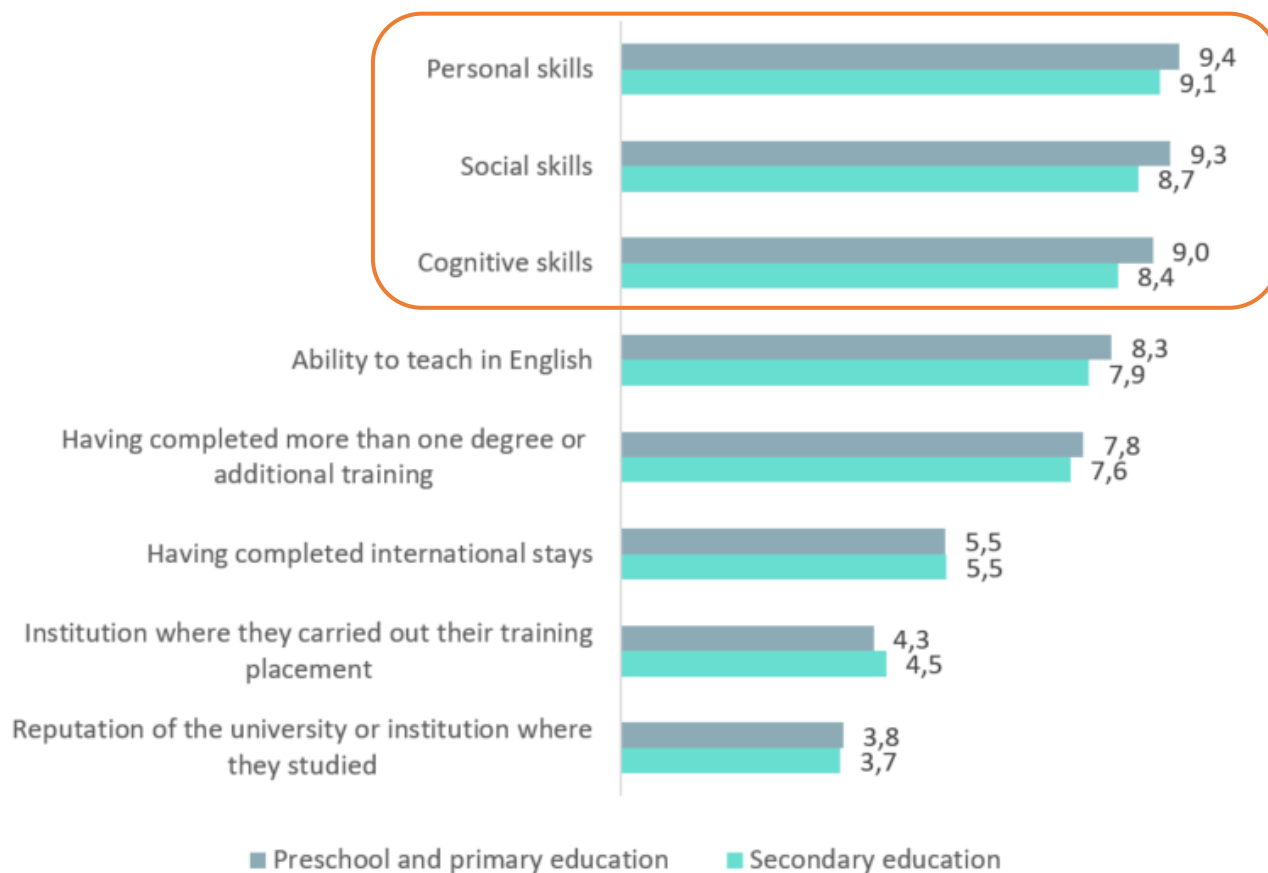
Overall, the most highly rated factors (by both public schools and their subsidised and private counterparts) are candidates' personal, social and cognitive skills

The private and subsidised schools rated candidates' ability to teach in English at 9.1 and gave an 8.8 to having more than one degree or additional training. These factors are also highly regarded in public schools, although not to the same extent (receiving a rating of 7.8 and 7.4 respectively).

Having completed international stays, the institution where candidates carried out their training placements and the reputation of the university where they studied tail behind in the ratings, especially for public schools.

The opinion of schools regarding the education received by new teachers

Figure 18. Importance of various factors in the hiring process, broken down by educational stage (out of 10)



The most important factors for hiring preschool and primary school teachers and secondary school teachers are similar

The most highly rated factors are **candidates' personal, social and cognitive skills**, especially when it comes to preschool and primary school teachers.

■ Hiring difficulties faced by subsidised and private schools

Subsidised and private schools are free to choose their new teachers. Therefore, only these schools answer the question about the difficulties they face in hiring teachers that are a good match and fit.

Figure 19. Subsidised and private schools having faced hiring difficulties



Seven out of ten subsidised and private schools claim to have faced difficulties in finding the right teachers

The proportion of schools having faced hiring difficulties increased from 57% in 2015 to 71% in 2018.

Candidates' lack of professional versatility and the shortage of candidates with enough proficiency in English are given as the primary reasons for these difficulties (not shown).

■ Suitability of new teachers to the school's needs

Figure 20. Level of satisfaction with the teachers hired, by school ownership

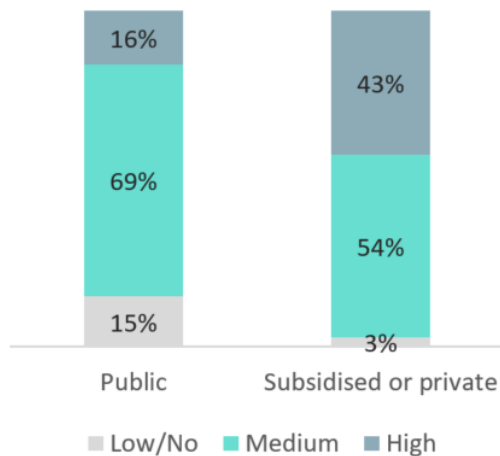


Figure 21. Level of satisfaction with the teachers hired, by educational stage

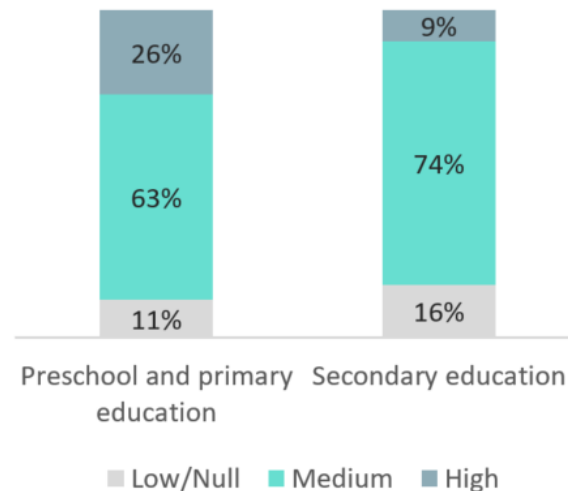
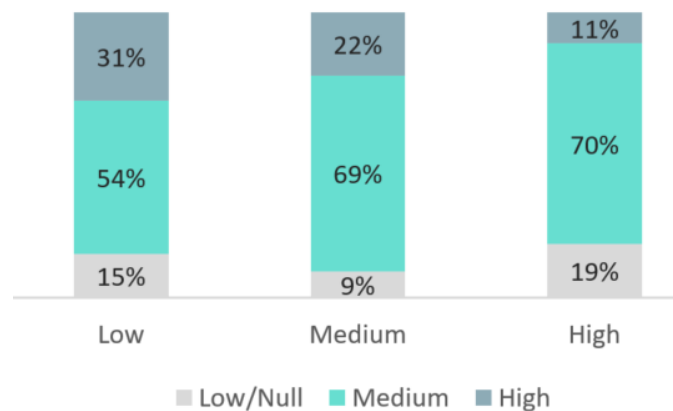


Figure 22. Level of satisfaction with the teachers hired, by school complexity



Just under half of subsidised and private schools believe that their new teachers are highly suited to the needs of the workplace

This proportion drops to 16% in the case of public schools. Preschool and primary school teachers were found to be better suited than their secondary school counterparts, although the proportions are high in both cases. Finally, teachers exhibit a higher level of suitability in low and medium complexity schools than in higher complexity ones.

■ Skills assessment (Bachelor's and Master's degree graduates)

Figure 23. Current graduates of the Bachelor's degrees in Education versus graduates from between five and ten years ago: have their skills improved, stayed the same or worsened? (%)

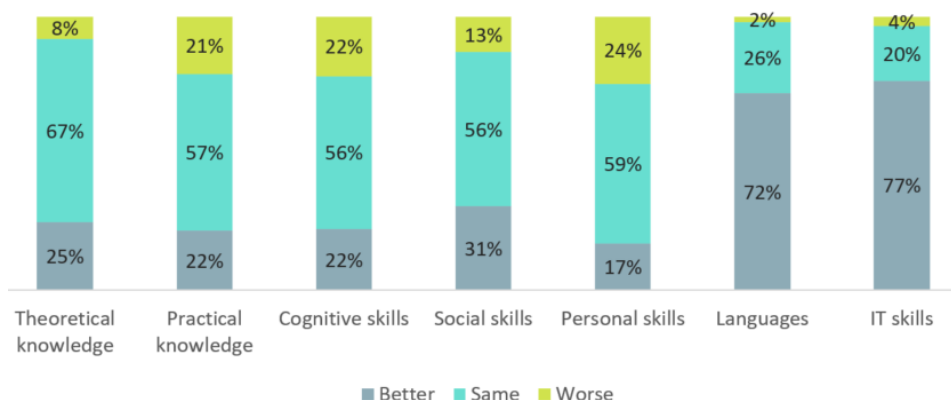
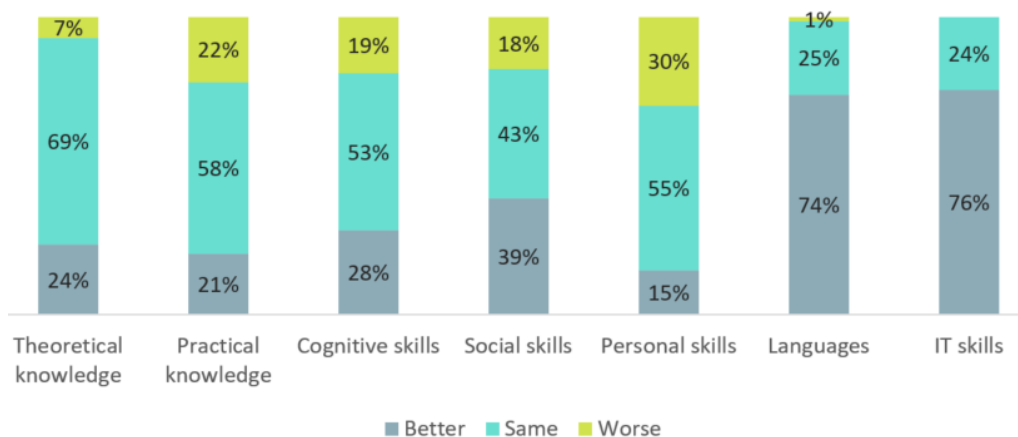


Figure 24. Current graduates of the Master's degree in Teacher Training versus graduates from between five and ten years ago: have their skills improved, stayed the same or worsened? (%)

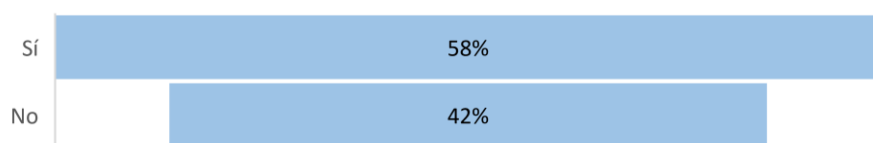


New teachers (from both the Bachelor's and Master's degrees) have better language and IT skills than before, as is the case with other study programmes

Meanwhile, schools perceive stability in the level of cognitive skills (e.g. problem-solving, critical thinking and creativity), social skills (e.g. teamwork and emotional intelligence) and personal skills (e.g. responsibility, initiative and autonomy), as well as in theoretical and practical knowledge. There are no significant differences between the two skills assessments (i.e. between graduates of the Bachelor's degrees in Education and those of the Master's degree in Teacher Training).

The opinion of schools regarding the education received by new teachers

Figure 25. Assessment of the Master's degree in Teacher Training in terms of teacher competence (secondary schools).



58% of secondary schools believe that the Master's degree in Teacher Training sufficiently accredits teacher competence.

The remaining 42%, by contrast, feel that the Master's degree fails to sufficiently accredit teacher competence.

■ Skills of recently graduated teachers

Table 16. Cross-disciplinary skills that need to be better honed on university study programmes in the field of Education

	Percentage
Numeracy skills	3%
Documentation skills	9%
Theoretical knowledge	10%
Oral expression	11%
Written communication	15%
Negotiation skills	16%
Leadership	20%
Ability to use the most common IT tools	21%
Languages	22%
Learning and self-learning	26%
Self-reliance at work	30%
Responsibility at work	41%
Teamwork	45%
Ability to offer new ideas and solutions	47%
Practical knowledge	48%
Problem-solving and decision-making	53%

Problem-solving and decision-making, taken together, top the list of skills found lacking in teachers

This deficiency is felt by 53% of schools. Furthermore, nearly half the schools identify the need to better hone teachers' practical knowledge, creativity, teamwork and responsibility at work.

There are no significant differences in the skills found lacking in preschool and primary school teachers and in their secondary school counterparts (not shown).

The opinion of schools regarding the education received by new teachers

Table 17. Cross-disciplinary skills that need to be better honed on university study programmes in the field of Education, broken down by school ownership

	Public	Subsidised or private	Total
Languages	19%	40%	22%
Responsibility at work	43%	34%	41%
Teamwork	44%	51%	45%
Ability to offer new ideas and solutions	47%	46%	47%
Practical knowledge	52%	29%	48%
Problem-solving and decision-making	55%	40%	52%

Note: only the skills found lacking by at least 40% of either of the two comparison groups are shown

When broken down by school ownership, the data reveal differences in the cross-disciplinary skills needing improvement

Although language proficiency does not stand out as one of the cross-disciplinary skills needing improvement (indicated by only 22% of schools overall), this skill was found lacking by 40% of subsidised and private schools.

The tables are turned when it comes to practical knowledge. Indeed, while this shortcoming appears to be a major concern for public schools (52%), subsidised and private schools seem rather unconcerned in this regard.

Table 18. Specific skills that need to be better honed on the Bachelor's degrees in Education

	Percentage
Spanish	3.4
Social and natural sciences	6.1
Music, art and physical education	6.8
Confidence building	10.8
Science and technology	12.8
Foreign language	15.5
Ability to work with teaching-specific IT tools	15.5
Maths	16.2
Catalan	19.6
Commitment to promoting values and respect among students	30.4
Personal balance (stress management, time management, self-control and self-emotional management, etc.)	33.8
Conducting interviews with families	39.2
Pedagogical innovation and educational research	42.6
Design and assessment of teaching-learning processes	43.2
Detection of difficulties (learning, social, family, etc.) and action-taking	46.6
Classroom management	67.6

With regard to the specific skills that preschool and primary school teachers need to improve, classroom management stands out

Seven out of ten schools identify the need for teachers to improve their classroom management skills. Furthermore, roughly half found several vital teaching skills lacking, namely detection of difficulties and action-taking, design and assessment of teaching-learning processes, and pedagogical innovation. Skills relating to personal balance and conducting interviews with families also show plenty of room for improvement.

The opinion of schools regarding the education received by new teachers

Table 19. Specific skills that need to be better honed on the Master's degree in Teacher Training

	Percentage
Ability to work with teaching-specific IT tools	2.7
Confidence building	17.3
Pedagogical innovation and educational research	25.3
Design and assessment of teaching-learning processes	28.0
Ability to teach other subjects related to the field of expertise (study programme, discipline)	30.7
Conducting interviews with families	30.7
Commitment to promoting values and respect among students	37.3
Detection of difficulties (learning, social, family, etc.) and action-taking	41.3
Personal balance (stress management, time management, self-control and self-emotional management, etc.)	54.7
Basic knowledge of educational psychology (psychological development of students, motivation, etc.)	68.0
Classroom management	86.7

Secondary school teachers have the same shortcoming: nine out of ten schools underlined the need for teachers to improve their classroom management skills. Moreover, seven out of ten pointed out teachers' lack of basic knowledge of educational psychology

In this case, other skills have significant room for improvement: personal balance (55%), detection of difficulties and action-taking (41%) and commitment to promoting values and respect among students (37%).

The opinion of schools regarding the education received by new teachers

Figure 26. Schools' overall satisfaction with the skills of their newly hired, recently graduated teachers (out of 10)



Figure 27. Schools' overall satisfaction with the skills of their newly hired, recently graduated teachers, broken down by educational stage (out of 10)



Figure 28. Schools' overall satisfaction with the skills of their newly hired, recently graduated teachers, broken down by school ownership (out of 10)



Figure 29. Schools' overall satisfaction with the skills of their newly hired, recently graduated teachers, broken down by school complexity (out of 10)



The schools rated their over satisfaction with the skills of their newly hired teachers at 6.6; satisfaction is higher among subsidised and private schools

The 2018 employers survey gathered data on a number of sectors, and this is one of the lowest satisfaction rates overall. For most sectors, employers' satisfaction with the skills of their newly hired, recently graduated employees is higher than 7.

In this case, the satisfaction rate in subsidised and private schools is 7.2, yet drops to 6.5 in public schools.

There does not seem to be a difference in the level of satisfaction between preschool and primary school teachers and their secondary school counterparts.

Meanwhile, satisfaction in low complexity schools is slightly higher than in medium and high complexity schools.

■ University-school collaboration

Figure 30. Extent to which schools collaborate with universities, broken down by activity type

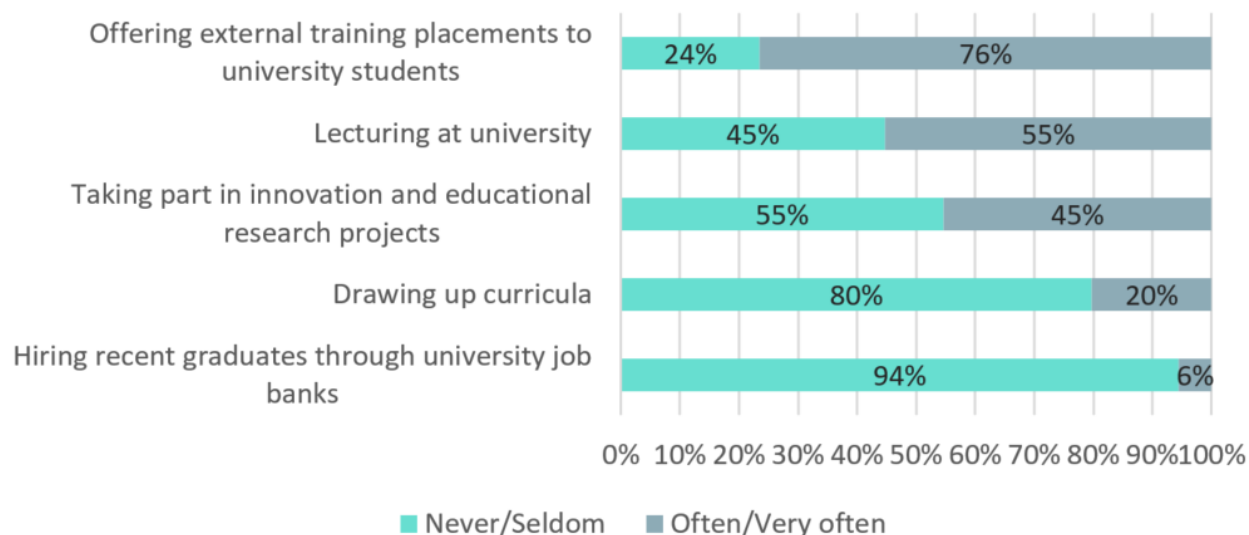


Figure 31. Areas for improvement in universities' job bank and training placement services (% of schools)

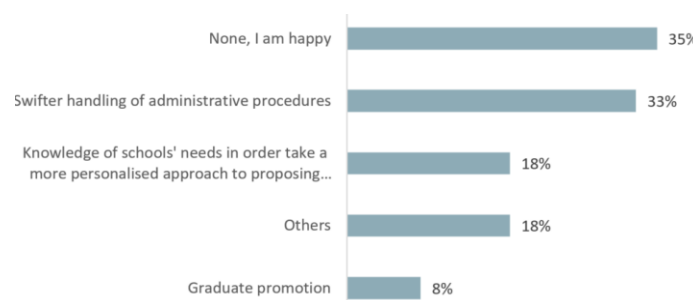


Figure 32. Overall satisfaction with job bank and training placement services (out of 10)

7,3 ★★★★★★

Three out of four schools offer external training placements to university students

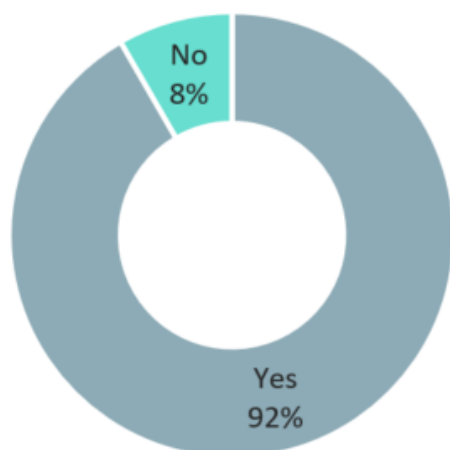
Moreover, just under half the schools have teachers who also lecture at university, while over half take part in innovation and educational research projects.

High satisfaction with training placement and job bank services

The level of satisfaction among schools having made use of these services is 7.3, although they point out that the administrative procedures could be handled more swiftly.

■ In-school training

Figure 33. Schools offering induction and training

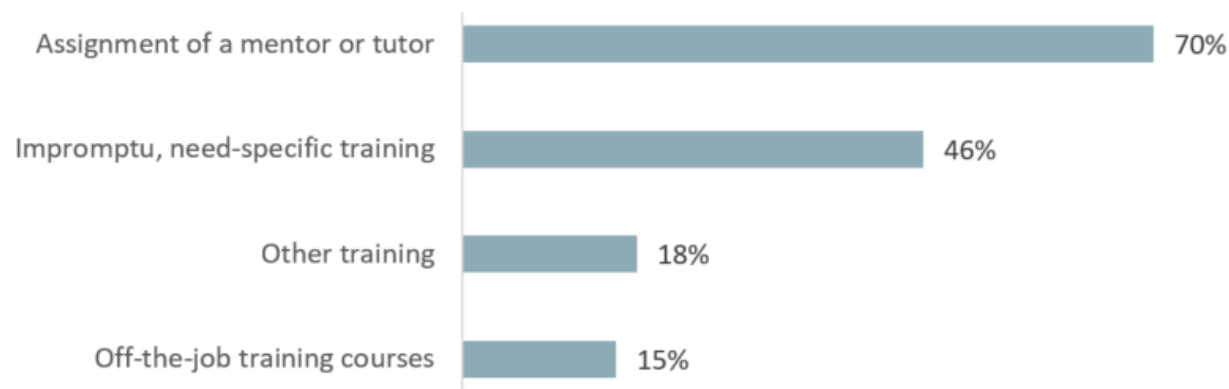


Virtually all schools offer induction and training to new teachers

This proportion has increased since the 2015 survey of educational institutions, which stood at 77%.

No differences are observed between schools according to their ownership (not shown in the chart).

Figure 34. Induction and training activities (% of schools)



Training is largely based on assigning new staff a mentor or tutor

Seven out of ten schools performing induction and training activities assign a mentor or tutor to their new teachers. Meanwhile, 46% provide impromptu, need-specific training.

■ School innovation

Figure 35. School innovation

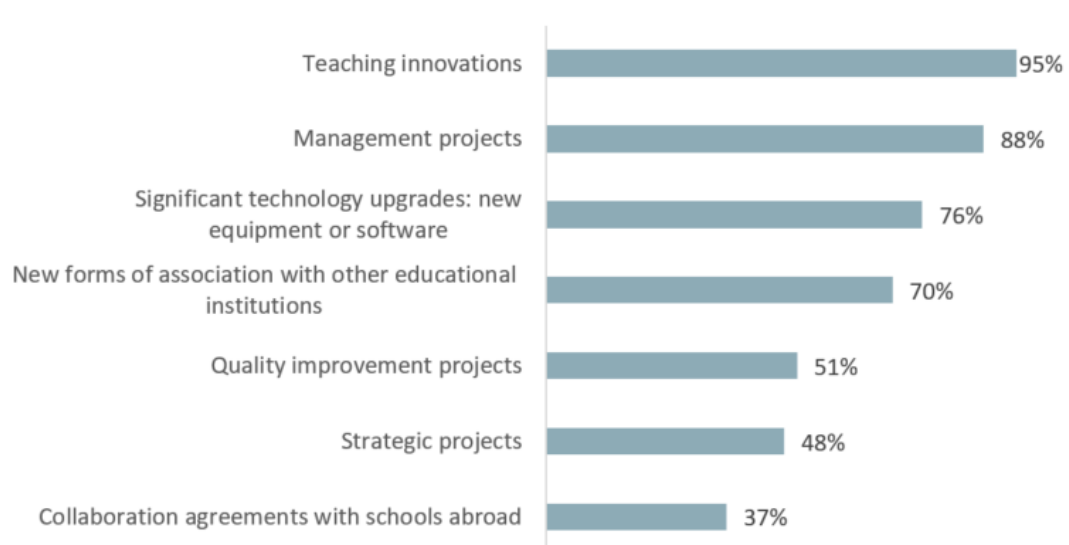


Table 20. School innovation, broken down by school ownership

	Preschool and primary education	Secondary education
Collaboration agreements with schools abroad	19%	70%
Strategic projects	42%	62%
Quality improvement projects	45%	62%
New forms of association with other educational institutions	71%	69%
Significant technology upgrades: new equipment or software	80%	68%
Management projects	88%	89%
Teaching innovations	97%	92%

Teaching innovations arise in virtually all schools

Most schools also carry out management projects, make significant technology upgrades and roll out new forms of association with other schools. The remaining innovation activities, such as strategic or quality improvement projects, are undertaken by half the schools surveyed; this proportion is higher for secondary schools than for preschools and primary schools. It should also be noted that seven out of ten secondary schools have a collaboration agreement with foreign schools, far exceeding the figure for preschools and primary schools.

■ Outlook

Figure 36. Employment outlook in education

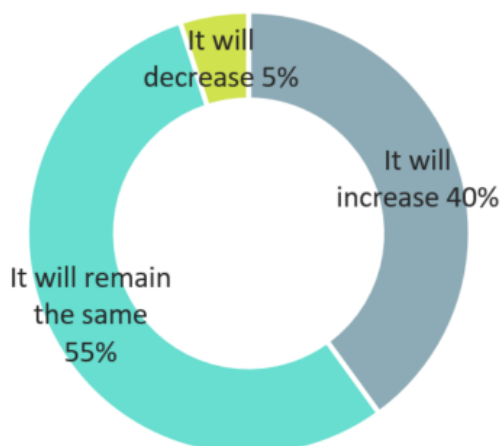


Table 21. Reasons for the increase in employment

Reasons	%
Employee turnover	74%
School expansion	42%
Technological or organisational changes	30%
Others	3%

Note: the survey-takers could check multiple answers

Four out of ten schools foresee an increase in the demand for teachers, with most pointing to generational turnover

Breaking down the data by educational stage, a higher proportion (nearly half) of secondary schools anticipate an increase in employment.

Table 22. Employment outlook, broken down by educational stage

	Preschool and primary education	Secondary education
It will increase	36%	48%
It will remain the same	57%	49%
It will decrease	7%	3%
Total	100%	100%

Figure 37. Skills that will become more important in education*



New technologies, languages, emotional skills and teamwork will be the most important skills in the coming years

The importance of certain skills varies depending on the school type: preschools and primary schools value proficiency in new technologies and languages the most, while secondary schools are more focused on emotional skills and teamwork.

Figure 38. Skills that will become more important in preschools and primary schools*

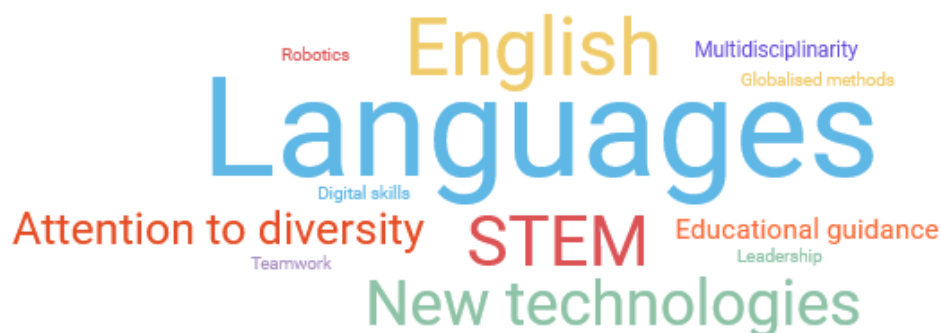


Figure 39. Skills that will become more important in secondary schools*



*These answers are the result of open-ended questions. Answers with the same meaning have been grouped into overarching terms. Only the terms appearing at least five times are shown.

Figure 40. Most important specialisations in education*



The ability to teach in English and specialisation in STEM fields are gaining importance in education

Attention to diversity and proficiency in new technologies (digital skills, use of knowledge and learning technologies, etc.) trail close behind.

With regard to secondary schools, besides languages and STEM, the importance of educational guidance stands out.

Figure 41. Most important specialisations in preschools and primary schools

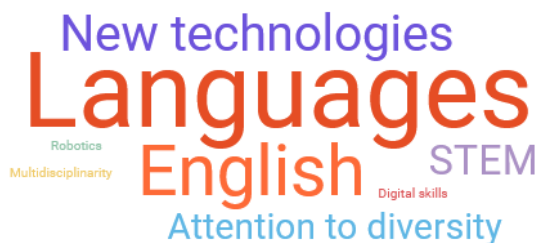


Figure 42. Most important specialisations in secondary schools



*These answers are the result of open-ended questions. Answers with the same meaning have been grouped into overarching terms. Only the terms appearing at least five times are shown.

CONCLUSIONS

What do graduates of the Bachelor's degrees in Pre-School Education and Primary Education think?

- These graduates are relatively happy with the education they received on their study programmes. They are also very happy with their external training placements, but point out that the Bachelor's degree final-year project has a lot of room for improvement.
- Their employment is high overall and most perform job functions related to their study programmes. The weak point is the high degree of temporary employment and part-time contracts in the sector.

What do graduates of the Master's degree in Teacher Training think?

- The overall satisfaction of these graduates with the education they received on their study programme pales in comparison to the average for all Master's degrees in the Catalan university system. They identify substantial room for improvement with the Master's thesis. On the bright side, they are very happy with their external training placements.
- There is a high rate of employment among these individuals and most perform job functions related to their study programme (much more than graduates of Master's degrees in the Catalan university system overall). As with their peers from the Bachelor's degrees in Education, the weak point is the high degree of temporary employment and part-time contracts.

What do schools think about the education received by graduates of the Bachelor's degrees in Education and the Master's degree in Teacher Training?

- With respect to cross-disciplinary skills, problem-solving and decision-making, taken together, are the skills found most lacking in both groups of graduates (identified by 53% of schools). This deficiency is rearing its head across sectors. Other skills needing improvement include practical knowledge (48%), creativity (74%), teamwork (45%) and responsibility at work (41%).

Graduates of the Bachelor's degrees in Education:

- With regard to these graduates' specific skills, 68% of schools feel that classroom management is lacking. This is followed by other skills, such as detection of difficulties and action-taking (47%), the design and assessment of teaching-learning processes (43%), pedagogical innovation and educational research (43%), conducting interviews with families (39%) and personal balance (34%).
- Schools' overall satisfaction with the skills of their new teachers from the Bachelor's degrees in Education is 6.6, falling short of the rating given in other sectors.
- Skills related to new technologies and languages are expected to gain the most importance in the future. The specialisations of the future will be languages, new technologies, STEM fields and attention to diversity.

Graduates of the Master's degree in Education:

- With regard to these graduates, 87% of schools agreed on the need to improve their classroom management skills. The schools also pointed out a lack of basic knowledge of educational psychology (68%), personal balance (55%), detection of difficulties and action-taking (41%) and a commitment to promoting values and respect among students (37%).
- Schools' overall satisfaction with the skills of their new teachers from the Master's degree in Teacher Training is 6.5, coming in under the rating given in other sectors.
- Just under half the secondary schools believe that the Master's degree improves teaching skills.
- The skills of the future for secondary school teachers are emotional skills and teamwork, while up-and-coming specialisations are educational guidance, STEM fields and languages.

Other details regarding the hiring of recently graduated teachers:

- Over the three years leading up to the survey, most of the schools hired teachers who had recently graduated or had little to no previous experience.
- With respect to public schools, 61% were found to have taken advantage of the staffing decree to select some of their teachers, with a higher percentage of secondary schools than preschools and primary schools (72% vs. 58%).
- Factors weighing the heaviest in hiring decisions at public schools having taken advantage of the staffing decree and at private and subsidised schools (which have total freedom to select their teaching staff) are candidates' personal, social and cognitive skills. Candidates' ability to teach in English and their completion of more than one degree or additional training also stand out, especially for subsidised and private schools.
- Seven out of ten subsidised and private schools report having difficulty finding the right teachers because of candidates' lack of professional versatility and low proficiency in English. This proportion is higher than in the 2015 survey, which stood at 57%.
- The suitability of new teachers to workplace needs is high overall, especially in subsidised and private schools (vs. public ones), among preschool and primary school teachers (vs. secondary school teachers), and in low and medium complexity schools (vs. high complexity schools).

Other conclusions:

- As in other sectors, schools' collaboration with universities mainly comes in the form of offering students external training placements (3 out of 4 schools collaborate in this way). However, it is also noteworthy that about half the schools take part in university education.
- Almost all of them induct and/or train their new teachers either by assigning a mentor or tutor or by providing impromptu, need-specific training.
- Innovation is a priority for schools. Indeed, almost all of them strive for teaching innovation.
- Just under half the schools predict an increase in employment in the sector thanks to staff turnover (retirements).

DATA SHEET

Employer survey

Population	Preschools, primary schools and/or secondary schools in Catalonia
Survey period	From 24/04/2018 to 16/05/2018
Survey type	Online
Average time taken	12' 30"

	Population	Sample	Response rate	Sampling error
Survey of educational institutions 2015	2,822	281	10.0%	5.7%
Survey of educational institutions 2018	2,960	246	8.3%	6.1%

Satisfaction survey (2019)

Study programme (graduates from 2017, 2018 and 2019)	Population	Sample	Response rate	Sampling error
Bachelor's degrees in Education	6,484	1,436	22.1%	2.3%
Master's degree in Teacher Training	3,573	1,032	28.9%	2.6%

Survey on access to the labour market (2020)

Study programme (graduates from 2016)	Population	Sample	Response rate	Sampling error
Bachelor's degrees in Education	2,631	1,354	51.5%	1.9%
Master's degree in Teacher Training	2,706	1,003	37.1%	2.5%

ANNEX OF STUDY PROGRAMMES

Bachelor's degree in Pre-school Education and Bachelor's degree in Primary Education

	UB	UAB	UdG	UdL	URV	UVic- UCC	URL	UIC	UAO CEU
Bachelor's degree in Pre-school Education	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bachelor's degree in Primary Education	✓	✓	✓	✓	✓	✓	✓	✓	✓

Master's degree in Teacher Training

	UB	UAB	UPC	UPF- UOC	UdG	UdL	URV	UVic- UCC	URL
University Master's degree in Teacher Training in Secondary and Upper Secondary School Education, Vocational Training and Language Education	✓	✓	✓	✓	✓	✓	✓	✓	✓

REFERENCES

AQU Catalunya (2015) *The employability and skills of new teachers. The opinion of preschool, primary and secondary education institutions*. Barcelona: Agència per a la Qualitat del Sistema Universitari de Catalunya.

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