

**Question for written answer E-004156/2016
to the Commission**
Rule 130
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Subject: Doctoral studies and teacher training

In 2007 and 2014, the Commission produced communications on the teaching profession and teacher education that stressed the need for urgent action in connection with initial and in-service teacher training. Social cohesion, growth and economic competitiveness are significantly influenced by the quality of teaching.

The problems have not yet been dealt with. There is still a shortage of highly qualified teachers, and effective action to create a broad range of standards-linked incentives is urgently needed.

Furthermore, insufficient account is taken of current qualification requirements, especially as schools now need to cater for new groups in society, such as children and young people who are refugees or may have mental disabilities.

As many as 80% of teachers consider that their work is undervalued. The right profile and status are essential, however, if teachers are to carry out properly the public-service and societal functions that fall to them.

Scope for obtaining further academic qualifications would enhance the attractiveness and standing of the teaching profession and enable teachers to gain a better insight into current academic thinking.

A doctorate programme which focuses on the theory and practice of teaching in specific subject areas might be one such possibility for newcomers to the profession who have demonstrated excellent academic achievement to go on to further qualifications immediately after becoming a teacher.

Could there conceivably be an EU umbrella scheme for this?

Dissertation findings could make a major contribution to further developments within schools and teaching. Could there conceivably be an EU exchange platform for this under Commission auspices?