



TUTORING IN EUROPE BOOKLET



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Introduction

The project

“MOOC for tutors” is a project co-financed **by the Erasmus+ programme of the European Commission** and it involves five partner organisations from five different European countries: **Logopsycom** (Belgium), Laurea University of Applied Sciences (Finland), **EBB Europass Berlin Beratungsbüro** (Germany), Euphoria net (Italy) and **Kaunas Center for Education Innovation** (Lithuania). The aim of the project is to create innovative resources to provide tutors with the essential pedagogical knowledge and innovative skills to help them support at best students' learning.

To do so, we will create a booklet providing the legal framework and the specific requirements of tutors in Europe and an Open Online Course (MOOC) covering the most relevant aspects of tutoring while highlighting the inclusive elements of education. Furthermore, we will offer ready-to-use materials that tutors can use in their practice and even adapt according to the needs of their learners. All the materials will be available for free.

The aim of the booklet

The purpose of this booklet is to **enhance understanding of the tutoring profession** in the partner countries. The booklet will analyse the requirements to be tutors; the needs and challenges of tutors; the law and regulations of the profession in each respective country. The booklet is organised into five chapters, each dedicated to a country, and ends with a conclusion that summarise the key findings.

To compile the booklet, every partner conducted **extensive research** based on online sources as existing studies on the topic, statistics, and articles. Additionally, a **survey** was developed and circulated among the partner countries, gathering around 60 responses that provided a better insight of the tutors' point of view of. The most noteworthy findings will be presented in the text. The overall results of the questionnaire will be reported at the end of every chapter.

The tutoring profession country by country

Belgium

Introduction

In the dynamic education landscape of Belgium, **private tutoring** has emerged as a valuable resource, providing **crucial academic support to students**. The demand for private tutoring and school support has witnessed a significant surge, further amplified by the unprecedented challenges posed by the COVID-19 pandemic (L'Echo, 2022). Despite its expansion, obtaining a comprehensive overview of the tutoring profession in Belgium remains challenging, primarily due to a significant portion of the market operating underground, the lack of official statistics, and specific regulations.

This report aims at shedding light on the various forms of tutoring present in Belgium (from student-to-student tutoring to the services offered by school support centres and NGOs), as well as the needs and challenges of the tutoring profession.

The tutoring profession in Belgium

The private tutoring industry in Belgium has experienced **remarkable growth** in recent years, evolving into an expanding market valued at thousands of euros (Houssonloge, 2008). What initially began to facilitate the integration of immigrant students, particularly those unfamiliar with the local language (Fondation Roi Baudouin, 2009), has evolved into a **comprehensive system** benefiting learners across diverse backgrounds. However, various sources underline the difficulty in getting a clear picture of the tutoring profession and assessing the exact number of tutors and tutees in the different Belgian regions and administrations, the main reason being that **a great portion of the market is still submerged**.

A survey conducted by the European Commission shows that in Belgium 1 in 10 pupils receives study support outside school and that the number is growing (Van Honsté & Lontie, 2012). More recently, it has been claimed that 25.8% of parents request tutoring for their children and 43.6% seriously consider it (L'Echo, 2022). While private lessons have existed in informal settings and in the black market for quite some time, nowadays we assist to the **emergence of more formalised initiatives**, as well as the success of commercial companies such as Educadomo and Cogito, that have strategically capitalised on the growing market. As a

result, the tutoring profession in Belgium encompasses a variety of forms and approaches: from **peer tutoring** (“**student tutoring**”), to **in-house tutoring** services and **private lessons**, often organised by tutoring centres or non-profit organisations.

Student tutoring refers to programs where **university students** provide **structured assistance and support** to children and adolescents in their compulsory education. The students offering the tutoring are employed as **job students** or with a **volunteer allowance**. These initiatives may be integrated into the curriculum of the student tutors or operate independently. Tutoring sessions can be conducted either at the tutee's home or within the school environment, fostering either one-on-one interactions or small group settings. Several universities and schools promote this kind of tutoring in both French-speaking and Dutch-speaking regions of Belgium (Fondation Roi Baudouin 2009, VLOR general council 2008).

In addition to the diverse forms of student tutoring and services provided by schools, Belgium boasts a wide array of **tutoring centres** and **non-governmental organisations (NGOs)** that offer private lessons to students, throughout the school year and/or during the holidays. These tutoring centres and NGOs cater to the specific needs of learners, providing **specialised instruction** in various subjects and academic areas, with various scheduling and pricing options. Across these different approaches the offer is rather vast, and virtually all academic disciplines are covered, the most requested ones being **scientific subjects**- especially mathematics- and **foreign languages**. Methodology courses and homework coaching are also highly requested (L'Echo 2022; Van Honsté & Lontie, 2012).

The situation described above is reflected in the replies to our survey: only 2 out of 7 respondents indicated that tutoring is their main job. The other respondents were freelancers (with or without a VAT number) for whom teaching is a side job, the main one being mostly teaching in school.

Requirements for tutors

Despite the growing demand for tutoring services and the variety of options, official requirements for **tutors are still not well defined**.

In most instances, tutors in Belgium are **individuals who work** or have previously worked as teachers in different educational institutions (as emerged from our survey as well). However, tutors can also include **teachers** from the same school as the student, **students** themselves, or **instructors** employed by commercial

tutoring companies. Tutors are commonly recruited through informal channels such as word of mouth, which includes recommendations from family friends, acquaintances, or fellow teachers. Additionally, tutors can be found through various classified **ad platforms**, both online and offline, such as the Internet, street advertisements, or posters (Van Honsté & Lontie, 2012).

Some **online platforms** mention the possibility for tutors with a diploma to offer specialized training in their subjects. The diploma is however not a minimum requirement to become a tutor. Most of the time, anyone over 18 can become a tutor. In the case of peer tutoring, the students offering study support are generally from the same academic background as the tutee, but this too is not a necessary requirement.

Therefore, tutors in Belgium arrive at the profession from different professional pathways, and their educational background and received training are rather inhomogeneous. All the respondents to our survey indicated that they received some pedagogical training (for ex.: bachelor or master in education, foreign language teaching course, or other), but not all of them received training specifically on how to be a tutor.

The average price for tutoring in Belgium is **27 euros per hour**. The prices can vary according to the academic level: tutoring in higher education can be more expensive (up to 30/35 euros).

Needs and challenges for tutors

Tutors report that tutoring can give **great satisfaction** from witnessing the progress and success of their students and helping them overcome their difficulties. Additionally, the role of a tutor provides an opportunity to foster **creativity** and **teaching skills** and to pursue **continuous improvement**. Some tutors also mention among the positive aspect the possibility of having smaller groups of students, for whom it is easier to tailor the instruction.

Among the challenging aspects, tutors report the necessity to work in many different schools to ensure full-time employment. The lack of motivation from students or effective communication with their parents can also lead to frustration. Finally, some tutors lament the fact that some schools do not have the necessary equipment to support the teaching.

On the practical side, tutors may find it difficult to find students, and even if a flexible schedule can be an advantage, it also implies unforeseen cancellations

by the students. Some tutors would like to be more generally valued, receive more specific protection by the law, and earn more money.

The respondents also indicated that they would be happy to receive additional training and pedagogical skills for their tutoring practice, as well as learn ways to attract more students.

Law and regulations of tutoring

At present, private lessons in Belgium **lack a specific legal framework**.

Tutors for whom tutoring is not their main job can get the **self-employed status**, but this is not mandatory. In general, self-employed and **freelancers** in Belgium pay higher taxes than employees (although the exact amount depends on factors such as age, income, etc.).

Freelancers in Belgium can join a Social Insurance fund to build up their pension, get the reimbursement of medical expenses and other benefits. Thanks to the Free Supplementary Pension for the Self-Employed, they can save for a pension with certain tax advantages (the amount is exempt from income tax, wealth tax or capital return tax). However, it emerges that pensions for freelancers are generally lower than for employees.

If tutoring is an addition to their regular job, tutors can teach within the **“sharing economy”** (Dutch: Deeleconomie, French: Economie Collaborative) framework, whereby private individuals can provide services to others for a fee. These transactions must be facilitated through government-recognized platforms. Other options are **“occasional services between citizens”** or **“associative work”**.

Until 2020, side jobs within the “sharing economy” were untaxed. However, from 2021 new rules apply: after subtracting a flat fee lump sum of 50% from your gross income, a 20% tax is applied. Tutors thus pay a net tax rate of 10% on their side job income. This taxation only applies if the income from the side job does not exceed the annual gross limit of 6,340 euros.

In the case of peer tutoring (students providing tutoring for other students), the rules of the Belgian **“student job”** apply: students can work a maximum of 600 hours per year and earn a maximum of 14514,29 euros gross per year.

Conclusion

While official requirements for tutors remain loosely defined, the profession attracts individuals with teaching experience, students themselves, and

instructors employed by commercial tutoring companies. Tutors find fulfilment in witnessing their students' progress, fostering creativity, and continuously improving their teaching skills. However, challenges such as working across multiple schools, finding tutees, and navigating student motivation and parental communication exist. Currently, Belgium lacks a specific legal framework for private lessons, but individuals can avail themselves of self-employed or “sharing economy” status to offer their services.

As the tutoring profession continues to thrive, it is crucial to ensure the quality and accessibility of tutoring services while addressing regulatory considerations. Ultimately, tutoring in Belgium plays a vital role in empowering students, facilitating their academic growth, and fostering independent learning.

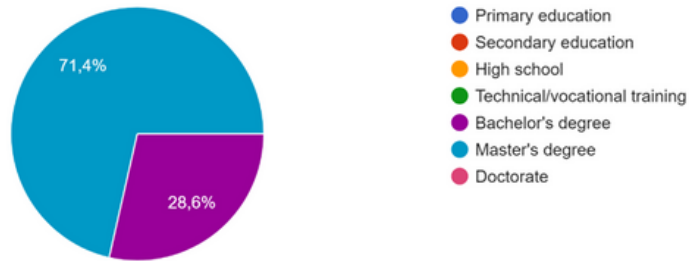
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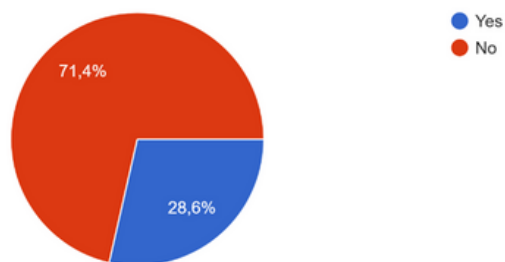
Results of the questionnaire

Below are some of the results of the Belgian questionnaire, which received 7 responses.

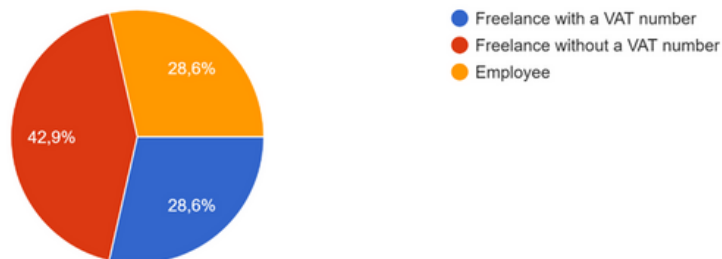
What is the highest level of education you have completed?



Is tutoring your main job?

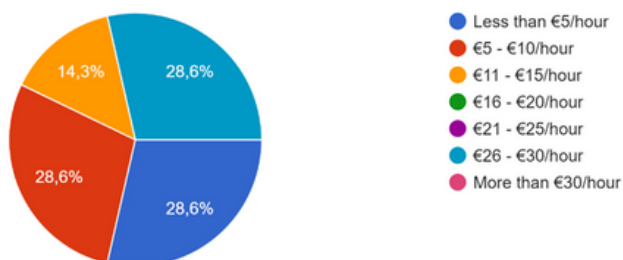


What is your working status as a tutor?

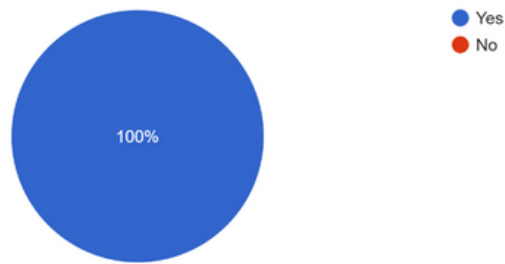


What is your hourly wage (gross) for tutoring?

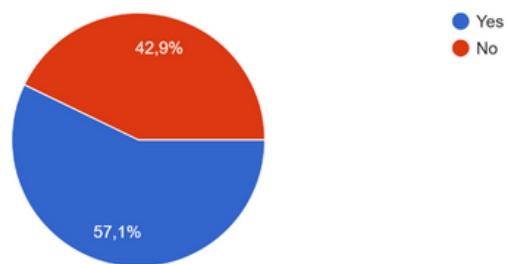
7 risposte



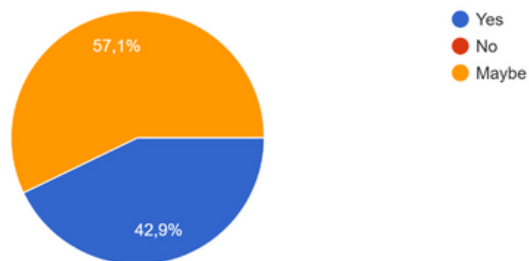
Have you ever received training or took part into courses to acquire pedagogical skills?



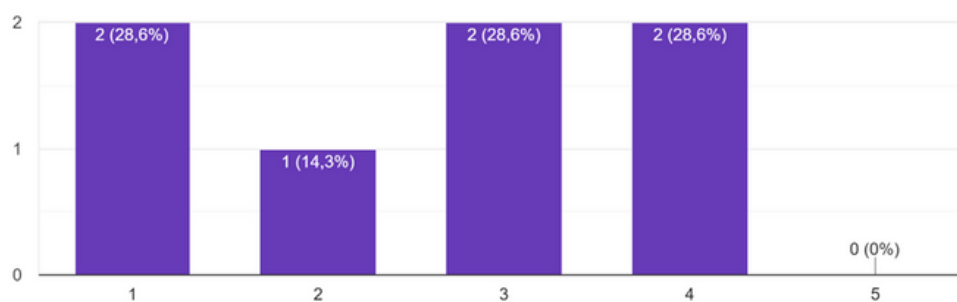
Have you ever received training on how to be a tutor?



Would you be interested in a training course on how to acquire new pedagogical skills or how to become a tutor?



Do you think that the tutoring profession is protected enough by the law?



1 being "not at all"; 5 being "yes completely"

Finland

This information is based on the listed sources and our own survey including 38 respondents (teaching assistants 42%, school social workers 10 % and other personnel working with children and young people 48%).

Introduction

The Finnish school system is committed to the values of **inclusion**, and the goal is the **development of basic education** in accordance with these values. This means that all children have the right to attend the nearest school, so that sufficient support measures ensure the **student's equality** and the implementation of **participation** (Finnish National Board of Education 2014; Basic Education Act 628/1998). Under the Basic Education Act, students have the right to **receive guidance counselling** and **sufficient support for learning** and school attendance (combined with pupil welfare) throughout their comprehensive school years. The three levels of support for learning and school attendance are general, intensified, and special support. Support is based on **strengths** as well as the **learning and development needs** of each pupil and teaching group. Primarily support is provided in pupil's own teaching group and school by means of various flexible arrangements (Finnish National Board of Education, 2016). One of the most widespread support forms is **assistance services**.

In Finnish education the support for learning happens mostly **during school days** with the help of **education professionals**: teachers and teaching assistants. In the Nordic countries the scale of private tutoring is modest. Since the actual tutoring profession does not exist much in Finland, in this context we are talking about teaching assistants but also school social workers and school coaches. The titles and qualification requirements of teaching assistants vary according to the municipalities' own decisions. Used titles are school assistant, classroom assistant, special needs assistant and learning assistant. In this context, when talking about tutors, it covers all the above.

According to PISA (2018) the level difference between Finnish schools was the smallest in the entire study. Still, the number of students who need support **has increased in the past few years** and the skill gaps between students have grown. About **20 percent** of children attending pre-school and elementary school **needs learning support** on a regular basis.

The tutoring profession in Finland

A tutor for school attendance and morning and afternoon activities works in guiding clients of different ages at various levels of education and in morning and afternoon activities as well as leisure activities. A tutor participates in **supporting and guiding the education and functioning** of people of different ages. A tutor must know how to promote learning together with the teacher and other teaching staff, and work independently and planned in the morning and afternoon activities.

The job description of a teaching assistant is versatile: the workday can generally include assisting in all lessons, guiding small groups, monitoring breaks and meals, and sometimes supervising students' taxi rides. Teaching assistants **help students in all subjects** (mostly in Math and languages) **and in everyday situations**: support in working skills, regulation of emotions, transitional situations. They **guide, motivate and support** students' learning and growth. Teaching assistants contribute to the working peace of the class. Depending on the needs of the students, teaching assistants may work in different classrooms, and they can collaborate with different teachers. Sometimes they work **individually** with a student or **small group** of children. In some schools teaching assistants help students after school with homework.

As a professional, teaching assistant is required to have **ethical responsibility, educational awareness, guidance** and **interaction skills** and the **ability to face differences** (JHL, 2022). Teaching assistant's work includes planning one's own work, maintaining and developing professional skills and familiarization curriculum and subject contents. Working hours per week are around 38. The average monthly salary is 2207 euros, and the employer is usually the municipality.

In Finland there is also some **private tutoring**, which parents choose for their children outside of regular school hours and it is sought for several reasons (academic support, exams preparation, language learning). Private tutoring is primarily conducted by a few independent tutors who are typically self-employed and have various educational backgrounds. Overall, private tutoring is **not a widespread practice** in Finland, and most students receive support through the public school system.

Requirements for tutors

Anyone who wants to become a teaching assistant can complete their studies in a **vocational school**. Vocational degrees contain several different parts. One

option is to complete a professional degree in education and science. In the decree on the eligibility conditions for teaching staff (1998/986), teaching assistants are **not set any eligibility requirements**. Anyone in Finland can act as a teaching assistant, **regardless of education**. Sometimes it is a young person who has graduated directly from high school and wants to get familiar with the teacher's profession. Therefore, there are significant differences in the skills and competences of teaching assistants.

In Finland, there are few professions involved in student welfare work like social workers, psychologists, and school nurses. A new profession at schools is the **school coach**, whose work tasks are still developing. A school coach is a professional who works in the school community with **well-being and social support of students**. Their mission is to help students overcome various challenges and difficulties so that they can succeed in school and in life in general. The school social worker, the school coach and youth workers at school, work with students, teachers, parents, and other members of the school community to create a safe and supportive learning environment.

Social workers and coaches at school have a master's or a bachelor's degree in social services. The purpose of pupil's welfare act is, for example, to promote students' learning, health, and well-being, as well as participation and prevent problems from arising (Pupil and Student Welfare Act, 1287/2013).

School coaches offer **individual support to students**, for example, in learning difficulties, social problems, educational choices and family-related issues. They also help students to understand their own emotions and develop their social skills (Wallin, 2011).

Needs and challenges for tutors

Positive aspects of working with students according to our survey are the **joy of learning, versatile work** and **achieving goals together**. We found out that tutors need **more training**, especially in individual support and neuropsychiatric symptoms. Some of the respondents had participated in some additional training (positive pedagogy, autism spectrum, the solution-centered neuropsychiatric coach).

According to the research of Pölönen (2022) the current regulation of learning support focuses on supporting an individual child. As a result, difficulties in learning are easily seen to be caused by the child and not by the system, which may create obstacles for some children to participate equally in basic education. The focus of the legislation should be **shifted to general obligations**

that require consideration of children's different prerequisites for learning, for example in the selection of teaching methods and tools or learning materials and in other ways in the organization of practical teaching work (Pölönen, 2022).

Teaching assistant's work is **teamwork**. It is **cooperation** with the teacher. Customs of the cooperation vary from school to school and sometimes it is not so smooth. Sometimes the teaching assistant is not even in the classroom but making coffee or doing the preparations made by the teacher. It is quite common that teaching assistants act as substitute for the teacher (Sirkko, 2022). But in such moments no one usually takes the place of the school assistant, which means that there are less adults in a classroom.

According to our own survey, respondents feel that the **salary should be increased** to correspond to the demands of the work. Also, the work should be **appreciated more**. Respondents brought up the children's need for attention and presence of an adult. Time is needed for the dialogue with the teachers.

Law and regulations of tutoring

The titles and qualification requirements of teaching assistants vary according to the municipalities' own decisions, as the decree on the eligibility conditions for teaching personnel (1998/986) **does not set any qualification requirements** for teaching assistants. However, the professional qualification for school attendance and guidance of morning and afternoon activities was confirmed already in 2010. Due to the name of the professional qualification, the trade union of the field, Trade Union for the Public and Welfare Sectors (JHL, 2022), has tried to establish the occupational title of teaching assistant (koulunkäynnin ohjaaja). However, the **title practices are still unclear**, and, for example, the Basic Education Act (358/1998) and the Basic Education Curricula (Finnish National Board of Education, 2014) mention assistant services and use the title assistant (avustaja) (Sirkko, 2022).

Teaching assistants **do not have educational responsibility**, but still, they are often alone with students, especially with challenging ones. Sometimes teachers can leave the responsibility for planning the activities to the teaching assistant, which is not allowed. The teacher has always pedagogical responsibility (Sirkko, 2022). The key difference between the authority of a teaching assistant and a teacher is that **only an appointed teacher can use public power**. Measures considered to be the use of public power are, for example, student evaluation and discipline. The teaching assistant may not remove the student from the teaching space or take possession of substances or objects from the student (JHL, 2022). Still there

are situations where the help of a teaching assistant may be needed, or he/she is alone with the student and should make quick decisions on how to proceed with the student.

Conclusion

The job description and position of teaching assistants **is still contradictory and unclear**. The assistant position **should be reinforced and clarified** in the documents concerning education (Sirikko, 2022). The topic should be discussed in schools' work communities, so everyone knows which tasks are included in a teaching assistant's profession.

Teaching assistants are a resource that is not yet fully utilised in promoting student learning and well-being in an inclusive school. The objective of a teaching assistant's work is to **support student's growth and development** in cooperation with other personnel. Teaching assistant's observations of the student are valuable for the teacher, when planning the support activities. They should be with the students, not doing any other routine tasks outside the classroom. Knowledge of teaching assistant's job description and responsibilities increases cooperation in the best interest of the student (Sirikko, 2022).

According to our own research most of the respondents would like to have or would consider **training in pedagogical skills**. Training is needed also because the educational backgrounds of the teaching assistants vary a lot.

Teaching assistants are an **integral part of Finland's inclusive education system**, where equal opportunities and individualised support are emphasised. Their role contributes to creating a supportive and inclusive learning environment for all students.

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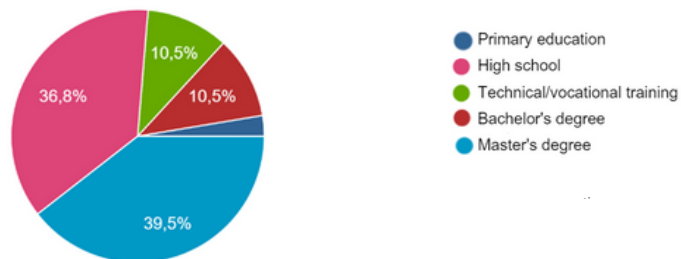
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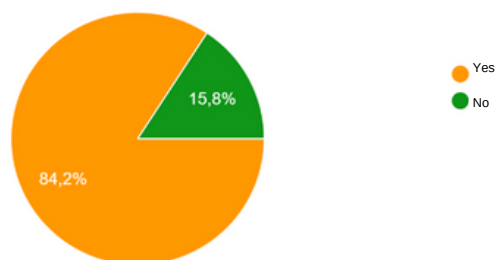
Results of the questionnaire

Below are some of the results of the Finnish questionnaire, which received 38 responses.

What is the highest level of education you have completed?

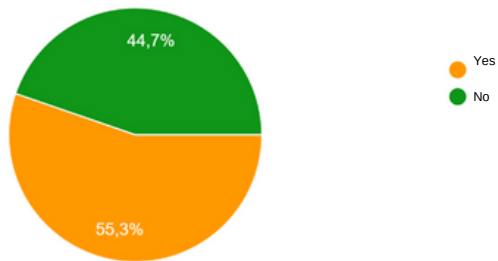


Are you tutoring children or young people as your main job?

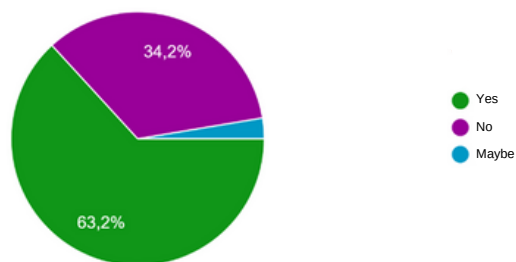


Have you ever received training or took part into courses to acquire pedagogical skills? (upbringing, education, learning)

38 risposte

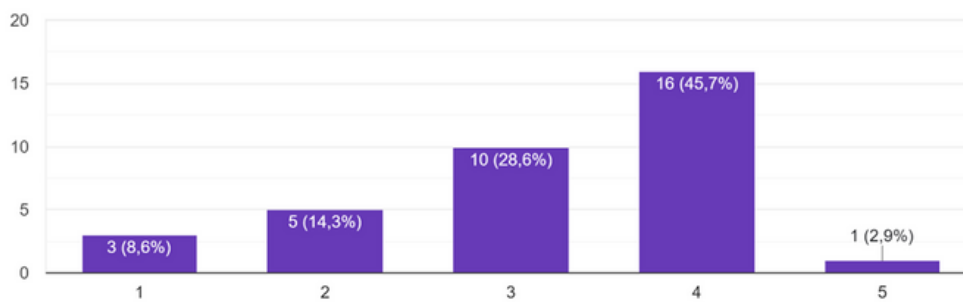


Would you be interested in a training course on how to acquire new pedagogical skills to individual guidance of children and young people?



Do you think that the tutoring profession is protected enough by the law?

35 risposte



1 being "not at all"; 5 being "yes completely"

Germany

Introduction

Private tutoring has emerged as a **pervasive and influential phenomenon** within the educational landscape of Germany, assuming a **crucial role** in supporting students' academic endeavours and complementing the services offered by traditional educational institutions. This article delves into the multifaceted realm of private tutoring in Germany, shedding light on its scope, subject preferences, and the challenges it presents. Moreover, it underscores the profound implications of private tutoring on educational equality and advocates for enhancing the public education system to alleviate the reliance on supplementary tutoring.

With a remarkable prevalence throughout the country, private tutoring has become an **integral part of the educational journey** for numerous German students. The demand for tutoring services has witnessed a significant upsurge in recent years, with a substantial number of tutors catering to the needs of a diverse range of learners. From primary school pupils seeking assistance in fundamental subjects to high school students preparing for crucial exams, private tutors have emerged as a **trusted source of academic support**. The reasons for seeking private tutoring are multifarious, encompassing individualised attention, exam preparation, conceptual clarification, and bridging knowledge gaps.

The tutoring profession in Germany

Private tutoring has become **increasingly popular** in Germany, with approximately 1.1 million children and adolescents regularly seeking tutoring services. A study conducted in 2006 found that 14.8% of fourth-grade primary school students received tutoring in German, while a 2003 PISA study revealed that 19.1% of German teenagers sought math tutoring by the age of 15. Although tutoring is prevalent in the country, it falls below the OECD average.

In Germany, there are around 4,000 tutoring schools with approximately 50,000 tutors. However, it's important to note that **not all tutors consider tutoring their main occupation**. The market volume of the tutoring industry is estimated to be around EUR 879 million, with an additional EUR 640 million coming from the black market. **Freelance tutors** play a significant role in meeting the demand for tutoring, leading to a substantial segment of undeclared work (VNN - Bundesverband der Nachhilfe- und Nachmittagschulen e.V., s.d.).

The need for tutoring increases as students' progress from primary to secondary

schools. Around 18% of secondary school students and less than 5% of primary school students receive tutoring. The most popular subjects for tutoring are **mathematics**, followed by **foreign languages** and **German**. Interestingly, only 69% of parents pay for tutoring, as some schools, particularly full-day schools, provide free tutoring services to their students. To address educational inequality, it is recommended to expand full-day schools and offer individualised support within the school system (Statistiken zur Nachhilfe, ibidem).

While private tutoring can benefit individual students, the high demand for tutoring **raises concerns about the effectiveness of the public education system** in providing adequate support. It is crucial to ensure that most children and adolescents receive sufficient individualised assistance within the educational framework, without relying on privately funded tutoring. Moreover, the **cost of tutoring creates inequalities**, restricting access mainly to wealthier families. In the school environment, there is discussion about whether it is necessary to implement existing tutoring models drawing inspiration from countries like Finland, Canada, and the Netherlands, which have successfully implemented concepts for individualised support within the public school system, reducing the need for private tutoring.

Requirements and general status for tutors in Germany

Experience and qualifications **are not mandatory** for private tutors, but they can **influence the hourly rate charged**. While a specific academic degree is not necessary, having one can allow private tutors to set a higher rate. For instance, a tutor with a teaching degree or a master's degree in a relevant field may charge more than a high school student.

Private tutors are typically considered **freelancers** and have options such as working as exercise instructors or on a part-time basis. Income should be reported in their tax return, and teachers are usually obligated to contribute to the pension insurance unless they earn less than €450 per month. While a specific academic degree is not required, it can affect the rate private tutors can charge.

When setting the price for lessons, it is **dependent on the subject and location**. For instance, the average price for individual German lessons in Berlin is around €19, while in Munich, it is around €23. Higher rates, such as €30 and above, can be set for teaching high school or college students.

Private tutors also have the option to receive payment through an **educational**

voucher. It is advisable to inquire with the Federal Employment Agency to learn about the requirements for this.

As private tutors, they fall under the **category of freelancers** according to the German income tax law (§18). This applies if they offer teaching or educational services independently, either at the student's home, their own place, or a tutoring centre. Generally, if they are only providing tutoring on a part-time basis, there may not be a need to register a trade (Gewerbe) since they are engaged in an auxiliary activity.

It is sufficient for private tutors **to inform the tax office** about their independent tutoring activity. Alternatively, they can also work as **part-time tutors** on a 450-euro basis ("**Minijob**") or benefit from the exercise instructor allowance (Übungsleiterpauschale). The latter provides a tax-exempt amount of €2,400 per year. If their earnings exceed this amount, they will be subject to tax and social security contributions.

For those planning to offer tutoring services on a larger scale, such as full-time or in their own establishment where they also sell teaching materials, it is obligatory to **register a trade**. For more information, it is recommended to consult the local trade office (Gewerbeamt).

Regarding retirement insurance, it is important for private tutors to determine their status with the **German Pension Insurance**. If they earn more than €450 per month, they are obliged to contribute to the statutory pension insurance. However, if they earn less as self-employed private tutors, their activity may be exempt from insurance.

To report income as private tutors, they need to include it in their tax return under "other income." The income tax threshold for individuals is €8,820 per year (2017). In most cases, private tutors do not exceed this amount, which means they are not required to pay taxes.

Needs and challenges for tutors in Germany

Regarding this aspect of the private tutoring profession, there do not seem to be any specific publications or articles on this topic. Therefore, making a synopsis from the survey submitted to the German tutors resulted in the following needs and challenges, but also interesting positive aspects related to this profession.

An important advantage of the tutoring profession is certainly the fact that **one can manage one's own schedule** autonomously and independently; to **choose one's workload** according to the number of clients; and above all, the fact that one can do it as a **second job**, precisely because of its **flexibility**.

The main needs noted, on the other hand, were precisely the **lack of specific training**, but also of **materials** to help the tutor in preparing lessons, as well as the complete **absence of guidelines** (Klemm, Klaus; Klemm, Annemarie, 2010).

Law and regulations of tutoring in Germany

In Germany there are **no regulations** concerning specifically the profession of the private tutor. However, we list below what the working, contractual and legal conditions of private tutors are in principle.

Tutoring as a full-time job

If one opts to work as an independent tutor, it is **essential to inform the tax office**. If their income surpasses the basic tax-free threshold of 9,744 euros per year (applicable for 2021), they will be liable to pay income tax at year-end. Starting from 2022, the basic tax-free threshold will rise to 9,984 euros. To enable the tax office to determine the amount of income tax they must pay, they need to compare their year-end income with the expenses incurred in connection with their work (e.g., learning materials, books, or travel expenses). This calculation will yield their profit, which will be subject to taxation if it exceeds the basic tax-free amount of 9,744 euros per year.

If someone is a student or retiree and intends to work part-time as a tutor to supplement their income, they will generally fall within the **small business regulation**, meaning their annual earnings will not exceed the basic tax-free amount of 9,744 euros. Consequently, they will not be required to pay income tax. However, if their plan is to work as a full-time self-employed tutor, earning less than 10,000 euros a year will likely prove insufficient. Therefore, it is crucial for self-employed individuals to continually monitor their finances and explore alternative income-generating activities. It is possible for clients, and subsequently the children in need of tutoring, to discontinue their services unexpectedly.

As a self-employed tutor, they are typically classified as a freelancer rather than a business operator, thus exempting them from trade-related requirements. Nevertheless, caution is advised: if they engage in activities such as selling learning materials, it may be deemed commercial in nature. Consequently, they

would need to separate their freelance income (earned from teaching activities) from commercial turnover for accounting purposes.

Additionally, please note that as a self-employed individual, they are responsible for their own tax payments and social security contributions. In contrast, when they are an employee, their employer covers half of their pension, health, and social security contributions. If they work as a full-time self-employed tutor, they will need to bear these costs independently. However, it is possible to explore registration with the Künstlersozialkasse as a self-employed tutor. If accepted, the Künstlersozialkasse will act as their employer regarding social security contributions, covering half of the associated expenses.

Tutoring as a part-time mini-job

If earning 450 euros per month is satisfactory, and their goal is simply to earn some additional income as a private tutor, they can consider working as a mini-job employee, such as at a public institution or a private tutoring institute. In this case, they will be employed as a mini-jobber, have an employer, and be able to earn up to 450 euros per month tax-free.

Conclusion

In conclusion, private tutoring has become a prevalent and influential aspect of education in Germany. It serves as a **crucial support system for students**, offering individualised attention and bridging knowledge gaps. While private tutoring addresses immediate academic needs, it also **raises concerns about educational inequality** and the effectiveness of the public education system. The demand for tutoring services has led to a significant number of tutors, both freelance and within tutoring schools. Qualifications and experience can influence the hourly rate charged by tutors, although they are not mandatory. The lack of specific regulations for the tutoring profession poses challenges in terms of training, materials, and guidelines for tutors. It is essential for tutors to understand the legal and contractual conditions, including tax obligations and the distinction between freelance and commercial activities. While private tutoring can be a flexible and autonomous profession, efforts are needed to ensure educational support within the public school system and address inequalities in access and affordability.

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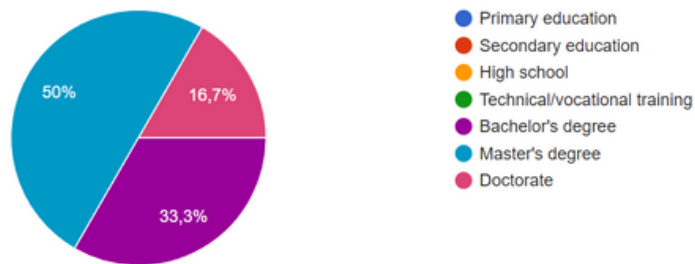
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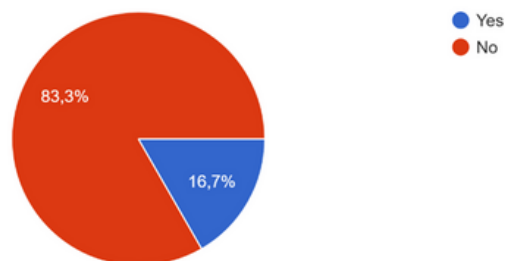
Results of the questionnaire

Below are some of the results of the German questionnaire, which received 6 responses.

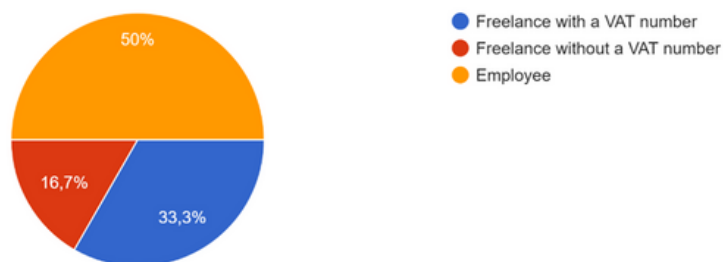
What is the highest level of education you have completed?



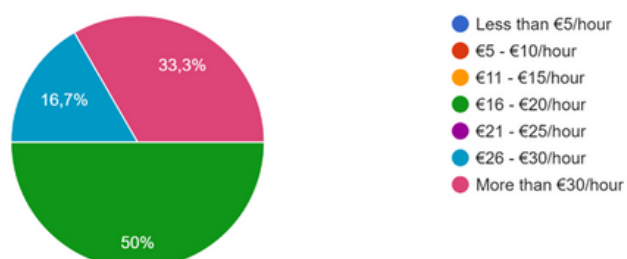
Is tutoring your main job?



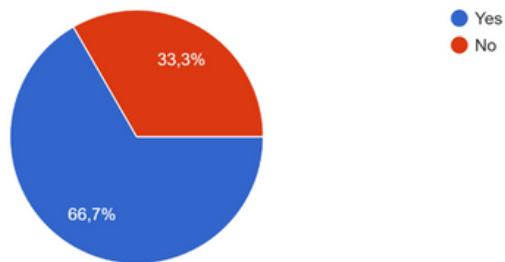
What is your working status as a tutor?



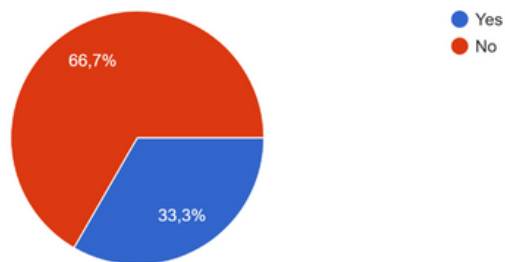
What is your hourly wage (gross) for tutoring?



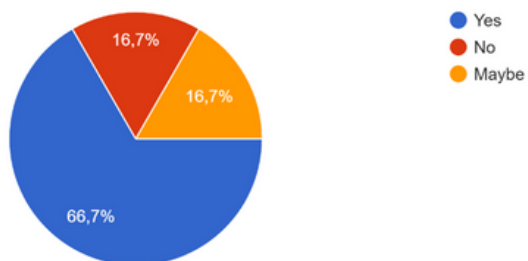
Have you ever received training or took part into courses to acquire pedagogical skills?



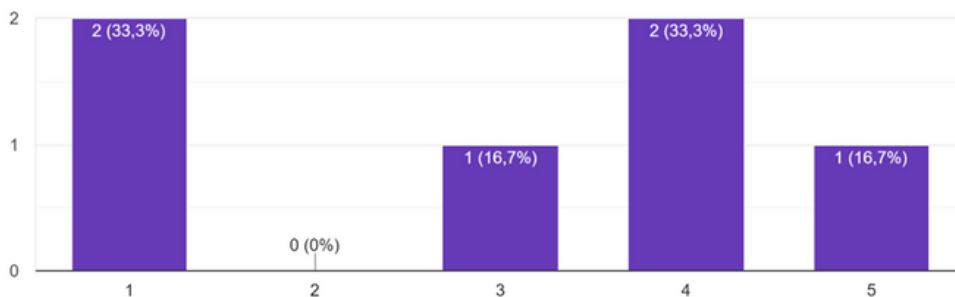
Have you ever received training on how to be a tutor?



Would you be interested in a training course on how to acquire new pedagogical skills or how to become a tutor?



Do you think that the tutoring profession is protected enough by the law?



1 being "not at all"; 5 being "yes completely"

Italy

Introduction

In Italy, the **students' need for tutoring is growing more and more**. Only in the past academic year (September 2022 – June 2023), one student out of four had needed private lessons.

In this section we will discover more about the tutoring profession in Italy, its market, and regulations. We will also open a brief parenthesis about a new regulation introduced by the Italian government that will implement, from September 2023 a new figure in the Italian schools: the teacher-tutor.

Unfortunately, it was not possible to find official national statistics indicating how many students take tutorials and how many tutors there are in Italy. Most of the data and figures you will find in this section are based on surveys given to students by online platforms for students. Other figures are based on the survey we conducted on a sample of Italian tutors.

The tutoring profession in Italy

On average, **one in four students** in Italy takes private tutoring. This is the figure updated to May 2023 from a survey of around 10,000 Italian middle and high school students (Il Sole 24 ORE, 2023). The repetition market **seems to be growing steadily**, especially since the Covid-19 pandemic. The pandemic and the ensuing lockdown have had a strongly negative impact on students and have widened the issues and knowledge gaps for some of them. Testifying to this are the Invalsi 2022 tests[1], when compared to the pre-pandemic period, indicate a significant loss of skills among students (INVALSIopen, 2021).

This is why many students, and many parents, resort to private tutoring, even going so far as to spend around 400 euros per academic year per child on tutoring. Consequently, the tuition market in Italy has become a real business with a turnover of around one billion euros every year. As a matter of fact, it is estimated that **the growth of this market is around 1-2% per year**, demonstrating the progressive increase of the supplementary tuition sector in general (Superprof.it, 2019).

The most popular subject for students who need tutoring is **mathematics**. In fact, it is estimated that around 6 out of 10 Italian students need help in this subject.

[1] INVALSI tests are standardised tests that students in Italy take at different stages of their school career to identify their level of competence on a national scale.

Then, there are the **sciences** and in particular **Chemistry, Physics, Biology** for which 1 out of 4 students needed tutoring. In third place, there are the **classical subjects** such as **Latin and Greek** for which an estimated 24% of students need repetitions. Again, among the most popular subjects, there are also **foreign languages**: such as English, French, Spanish, etc (Il Sole 24 Ore, 2023).

Usually, tutoring lessons are made **face to face** but, since the Covid-19 pandemic, there has been a real turnaround, and more and **more students demand online lessons** (Ansa.it, 2020). There are in fact several platforms on which you can find tutors for every subject and for different age groups. Some examples are: repetition.co.uk, classgap.com, superprof.co.uk etc...

As for the employment status of tutors, the survey we conducted showed that 62.5% of the people who give tutoring do not do it as their first job. Most of them are in fact university students or office workers. But what are the requirements to become a tutor?

Requirements for tutors

Although becoming a private tutor **does not require any special qualifications or academic requirements**, it is certainly necessary for tutors to have a good command of the subject they teach. In our survey, we found that 75% of the tutors we interviewed had completed a bachelor's or master's degree. This leads us to conclude that, in general, tutors achieve high levels of education.

The level of education also **affects the tutors' remuneration**. Usually, the higher the tutor's level of education, the higher the remuneration he or she can demand. Our survey showed that 50% of Italian tutors earn between 11 and 15 euros per hour. A good 25%, however, earn more than 21 euros per hour.

There is another fact that affects tutors' pay: **the age group of the pupils** and **the subject** taught. Usually, tutors charge less to primary and secondary school pupils and more to high school and university students. As far as subjects are concerned, however, science subjects, being the most popular, are also the most expensive (Superprof.it, 2019).

As mentioned above, to become a tutor in Italy, no specific skills are required apart from knowing the subject one is teaching well and having various soft skills, including patience, passion, organisation, and flexibility. A fundamental aspect that is often overlooked, however, is that a tutor should have **teaching skills**, i.e., the **ability to share notions** and have them acquired by the pupil.

Our research did not reveal the existence of specific courses in Italy for tutors and

the acquisition of teaching skills. If a tutor has teaching skills, it is often because he or she is following university courses in the field of education and training.

Our survey also revealed the same. 100% of the respondents stated that they had never taken a course to become a tutor. Furthermore, 75% of the respondents stated that they had never taken classes or courses to acquire pedagogical skills. Only 25% of the tutors interviewed admitted to having teaching skills derived from courses taken during their university career such as "Didactics for teaching modern languages" or courses on the IBSE method.

Needs and challenges for tutors

In the previous sections, we analysed the tutoring market in Italy and the requirements to become a tutor. But what are the pros and cons of being a tutor?

Our survey showed that among the positive aspects of being a tutor are:

- The possibility of being **independent and autonomous in managing work**;
- The **satisfaction of being a help** to students and seeing them obtain positive results;
- The possibility of being able to **supplement one's salary** or, in the case of students, to **have savings**.

As in all professions, however, being a tutor also has its downsides. These are the downsides and difficulties from our survey:

- Having **unmotivated students**, especially if they are pushed by their parents to take tutoring;
- Having **inconsistent students**, who do not always study beyond the tutoring;
- **Understanding the student's specific needs** and being able to help if the student has serious deficiencies;
- Having appointments **cancelled or rescheduled** at the last minute.

Thanks to our survey, we were also able to gather information on the aspects that Italian tutors would change about their profession and thus understand their needs. The most frequently mentioned aspects are:

- The **instability** and **irregularity** of the job;
- The fact that tutoring is **not sufficiently regulated** by the law;
- The fact that tutoring is **not recognised** as a profession;
- The fact that there is a **lack of favourable taxation** for this job.

And it is precisely the aspects of law, regulation, and taxation that we will discuss in the next section.

Law and regulations of tutoring

In Italy, an estimated 90% of private tutoring **is not declared to the tax authorities**, thus increasing the **black market** and **tax evasion** (Il Sole 24 Ore, 2018). As an example, in 2020, only 32 tutors declared to the tax authorities that, in addition to their employment, they also did private tutoring, and by consequence paid taxes (Il Sole 24 Ore, 2021).

Tutoring work, in fact, is also **subject to taxation**. For teachers holding professorships in schools of all kinds and grades, who also carry out private tuition as a secondary employment, a 15% substitute tax applies (Agenzia delle entrate, 2022). For those who are not teachers as primary occupation, it is expected that they declare themselves self-employed and include their earnings in their tax return as occasional work or by opening a VAT number. If the earnings from tuition do not exceed EUR 5,000 gross per year, there is no need to pay contributions. Otherwise, to be entitled to a pension, if tutors exceed EUR 5,000 gross per year, they must pay a contribution of 25.72% if they are self-employed, and 24% if they have another primary job (Letuelezioni.it).

Our survey showed that 87.5% of tutors work in this profession **without any legal form**. Furthermore, almost all the tutors interviewed believe that their profession is not sufficiently protected by law. They also believe that:

- Tutoring is **not sufficiently framed by law** and that therefore many do it in the black economy;
- There is **no framework for this profession** or sufficient structures to create a connection between student and tutor. Therefore, most tutors find clients on their own;
- **Not enough importance** is given to tutoring and its necessity in schools.

It is true that, even though there is a general tax framework, it would appear that the tutoring profession is **still not sufficiently recognised by the Italian state** and that, therefore, it remains a secondary job for many students, teachers, or employees.

To respond to the negative impact of the pandemic on students' academic performance, the Italian government has launched a **reform of school counselling**. Among the various novelties, there will also be the introduction, from September 2023, of **the figure of the teacher-tutor**. For the next school year, in fact, around 40,000 teacher-tutors are expected to help students in their personal and educational growth by supporting the development of skills and the achievement of objectives. However, there is no shortage of objections and

criticism regarding the institution of this new figure. In fact, many teachers believe that the remuneration for this additional task is too low and that it takes too much time away from the already demanding tasks of Italian teachers. It will be possible to see if this will have a positive impact on students only next year.

Conclusion

As shown, the Covid-19 pandemic has had a strongly negative impact on education in Italy and this has only **increased the demand for private lessons** and the **importance of private tutors** in the lives of Italian students.

Despite the positive aspects of the profession, our surveys also revealed many aspects that tutors would need such as: more respect from students and parents for their work, more motivation from students in their studies and the need to coordinate with teachers to make extracurricular work more effective.

Among the many needs is also the **acquisition of pedagogical skills**, which would certainly help tutors to help their students more effectively and to give pupils a method of study and more confidence. In fact, 100% of the tutors interviewed expressed interest in taking a course on how to become a tutor and acquire pedagogical skills.

From what we have found, private tutoring is destined to **remain an important part of Italian students' lives** and that is why it is important to recognise this profession, to protect it and to give tutors all the tools they need to do their job in the best possible way.

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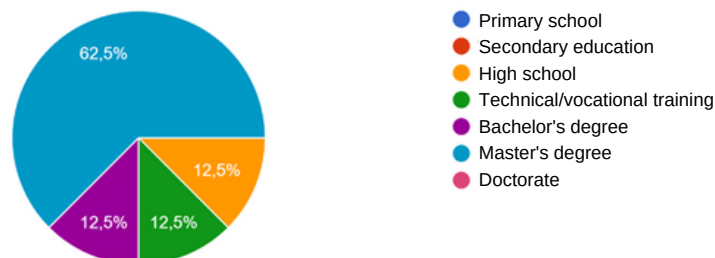
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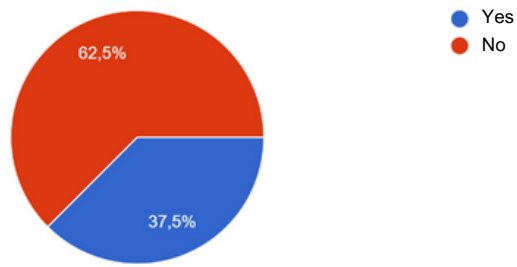
Results of the questionnaire

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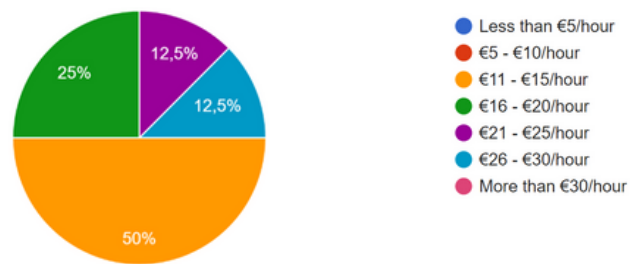
What is the highest level of education you have completed?



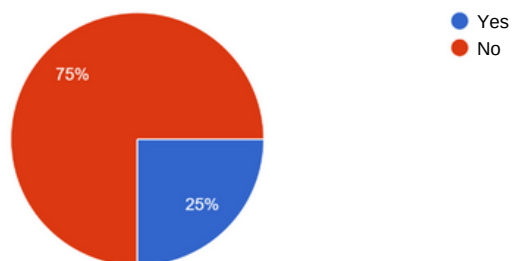
Is tutoring your main job?



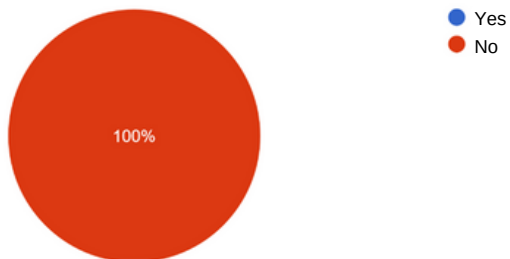
What is your hourly wage (gross) for tutoring?



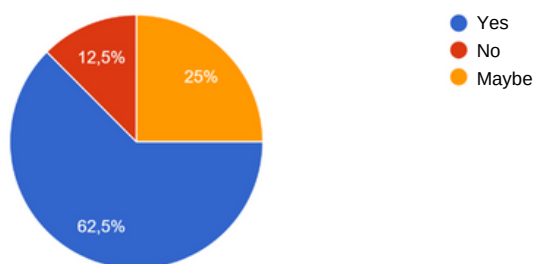
Have you ever received training or took part into courses to acquire pedagogical skills?



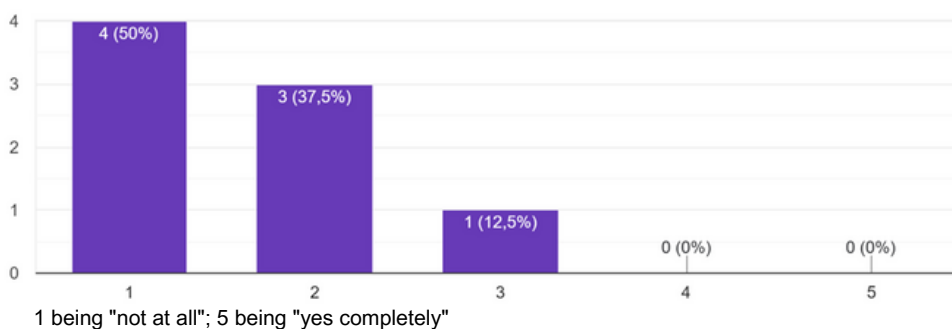
Have you ever received training on how to be a tutor?



Would you be interested in a training course on how to acquire new pedagogical skills or how to become a tutor?



Do you think that the tutoring profession is protected enough by the law?



Lithuania

Introduction

Tutoring is not a novelty in Lithuania. The first teachers in Grand Duchy of Lithuania were clergymen, who appeared in the castles of rulers and nobles in 1397. In those days and during interwar period having a personal tutor was a great luxury and value. These days, **tutoring has become an integral and important part of Lithuanian education**. More and more students of various ages are additionally studying mathematics, Lithuanian language, English language or other subjects. Tutors are becoming more and more popular in Lithuania, whose earnings are much higher than that of a teacher working in a public school.

The tutoring profession in Lithuania

Tutors are becoming **more and more popular**, and it is believed that this was also influenced by the global pandemic and distance learning that took place during it. Huge gaps, misunderstood subjects, upcoming exams encourage students to turn to tutors for help and to study mathematics, chemistry, languages, or other subjects additionally.

The results of a survey of final grade students conducted by the Center for Monitoring and Analysis of Science and Studies (Mokslo ir studijų stebėsenos ir analizės centras, 2019) showed that **40% of students studied with tutors** during the last academic year. It was noticed that the twelfth graders studying in Vilnius, the capital of Lithuania, mostly used the services of tutors. Every second twelfth grader in the capital studied additionally. In other cities of the country, they are less popular - two out of five twelfth graders used them.

Although students in the final grades usually apply for tutoring, according to the data of the conducted survey in 2017, tutoring services are **needed by students of all grades** in Lithuania - from elementary school to high school graduates. Even a quarter of parents out of more than 1,000 interviewees hire them already for elementary school students. In big cities, the tutor has more than 40% students, in other districts and district centres – about 27%.

The most popular are **mathematics, Lithuanian** and **English language** tutors. Most of the time, parents hire tutors because the school does not explain the subject clearly enough (28%) or the students have difficulty in some subjects (27%). 11-12 grades students usually need tutors to prepare for exams (31%), elementary school students - because some subjects are more difficult to learn (40%).

Parents cited other reasons as well: gaps remained from the previous school; teachers do not provide additional help for missing classes due to illness; a desire to improve things that are doing better; the educational program does not meet the child's abilities and needs (he/she studies at a higher level, and the teacher does not allocate additional time); the teacher does not have time to pay attention to everyone; preventively; strive to feel more courageous psychologically, etc.

Talking about the tutors, it has been observed that **most of them are teachers after school hours or students**. Most of the tutors work according to a business certificate or a certificate of individual activity.

The hourly rate **depends on who is teaching** - teacher or student, as well as **qualifications, experience, and place of residence**. Teachers who live in smaller towns value their hour approximately 12-18 euros, while teachers from big cities value their hour between 20-35 euros.

Requirements for tutors

There are no special requirements for tutors. Just like teachers, it is necessary for tutors to have **both pedagogical, psychological, and subject knowledge** to be able to clearly convey information and their knowledge to the student, to be able to communicate and cooperate with students and, to assess the student's abilities and progress. Some tutoring schools require tutors to have extremely high (at least 80%) final exam results if the teacher intends to prepare students for exams.

There is **no training on how to be a tutor** in Lithuania. Most often, tutors are teachers with a pedagogical education or students studying a certain subject at the university, such as the Lithuanian language, mathematics or etc., who have knowledge that they can share with younger students and contribute to the child's progress in the subject.

Some respondents to the questionnaire said that they would like to participate in courses where they would learn to be teachers and improve their competencies. Some of the respondents answered that they raise their qualifications by attending various courses or studying pedagogy at the university.

Needs and challenges for tutors

Tutors face **many challenges**; students of different abilities turn to them for help. It is important for the teacher to be able to assess the student's abilities and

progress, adapt tasks according to each student's knowledge, and choose the most suitable and effective forms and methods of teaching.

The most difficult, but also the most important part of a tutor's job is to **find a way to approach each student** so that learning takes place in the most effective way. **Individualized work** is a fundamental value, there is no teaching template, the methods and tools used in each lesson are **adapted to the individual needs** of the student.

According to the tutors who filled out the questionnaire, the positive aspects of this job are a **high salary, flexible working hours** (usually you can set the schedule by yourself), **work with more motivated students**, this job is **more respected** than just regular teacher, easier and better **communication**, and **relationship with students**.

However, according to people who responded to the questionnaire, this profession also has negative aspects: **unstable income** (one month you have more lessons, the next – less), **conflicts with parents** (they expect the child to get only good grades and understand everything completely after the extra lessons), perceived **stress and heavy workload**.

According to tutors, it is important to have **more guarantees, laws protecting their rights** and **defining their responsibilities**. **Stability** is also important - it would be convenient to work stably in one class, instead of constantly changing locations. The tutors emphasized that stability, guarantees, and professional development are important for them in this work.

Law and regulations of tutoring

In 2003 The Law on Education of the Republic of Lithuania introduced the concept of "**freelance teacher**", which is defined as a person who has an **individual license** to engage in educational activities. In accordance with the procedure established by legal acts, a freelance teacher can carry out pre-school education, and other non-formal education programs, formal education program modules, program modules supplementing formal education programs and meeting students' self-expression needs, and after obtaining a license, formal professional education programs.

A self-employed teacher has the right to work according to his individual programs, to choose methods and forms of pedagogical activity, to provide educational assistance. A self-employed teacher must ensure the safety of the students being educated, have an educational environment that meets hygiene

requirements, carry out the educational process agreed with the student, convey the educational content in an understandable and clear, correct Lithuanian language, when it is established by legal acts that the relevant educational content is conveyed in the Lithuanian language. The Law on Education of the Republic of Lithuania states that a freelance teacher is not allowed to educate those students whom he/she already educates in the school according to the program of the same subject.

The tutors who filled out the questionnaire also mentioned that **they do not feel safe and guaranteed**, because their profession is not protected by the laws of the Republic of Lithuania.

Conclusion

The popularity of the services provided by private tutors **is increasing every year**, as well as the number of students receiving their services. Worsening exam results, gaps left over from previous years, or the pandemic period encourage students to study additionally with the help of tutors. Flexible work schedule, significantly better salary and more respected work compared to the teaching profession encourage students and teachers to work extra after working hours at school or exchange teaching work at school for tutoring. Although the tutoring profession is respected and very necessary for students, according to the tutors, the laws of the Republic of Lithuania do not provide them with sufficient guarantees or protection.

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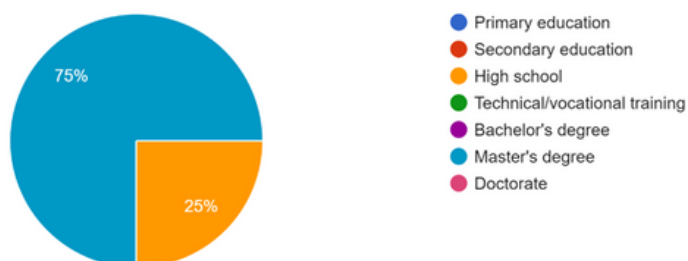
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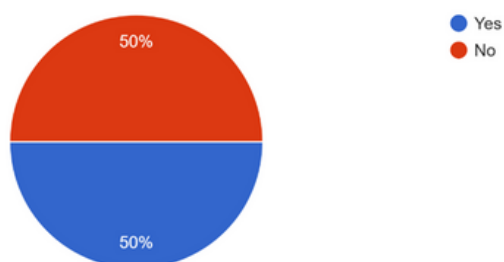
Results of the questionnaire

Below are some of the results of the Lithuanian questionnaire, which received 4 responses.

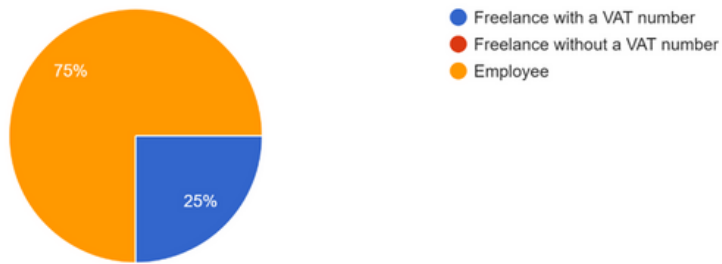
What is the highest level of education you have completed?



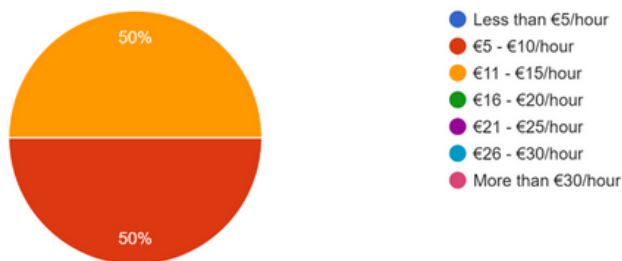
Is tutoring your main job?



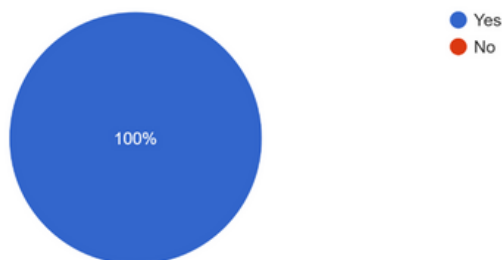
What is your working status as a tutor?



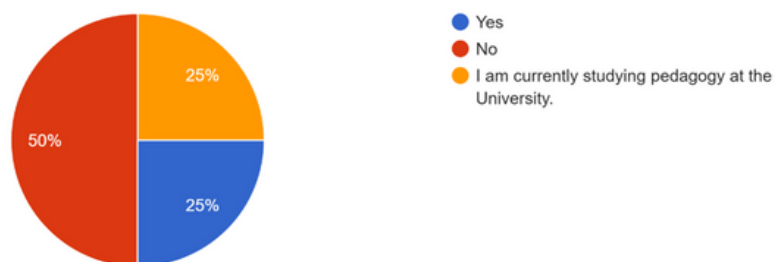
What is your hourly wage (gross) for tutoring?



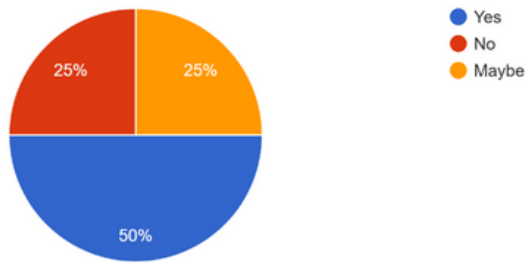
Have you ever received training or took part into courses to acquire pedagogical skills?



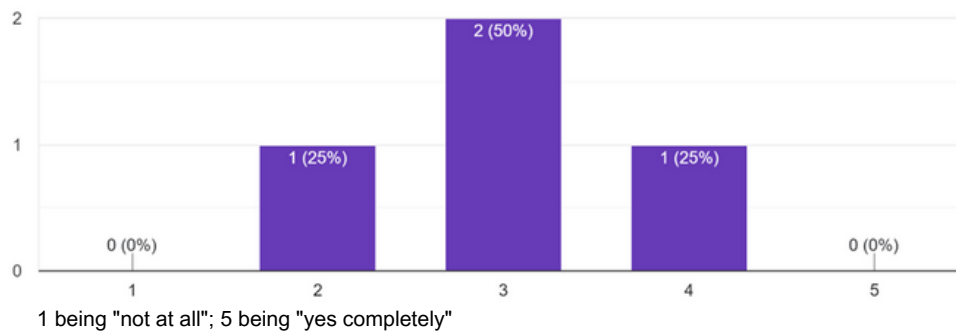
Have you ever received training on how to be a tutor?



Would you be interested in a training course on how to acquire new pedagogical skills or how to become a tutor?



Do you think that the tutoring profession is protected enough by the law?



Conclusion

In Belgium, the lack of distinct legal frameworks for tutoring presents regulatory challenges. However, tutors find fulfilment in witnessing students' making progress and fostering creativity. The focus should be on **ensuring the quality and accessibility of tutoring while addressing regulatory issues**.

In Finland the tutoring profession **hardly exists** as study support is provided at school by teaching assistants. The country presents the **need to clarify and strengthen the role of teaching assistants** in the education system. They are a valuable resource in promoting students learning and well-being, and their job position should be better defined. **Training in pedagogical skills is essential** to support assistants' diverse educational backgrounds.

Germany recognises the **importance of private tutoring** in providing individualised support for students and bridging knowledge gaps. However, there are concerns regarding educational inequality and the effectiveness of the public education system. Efforts are needed to **enhance qualifications and guidelines for tutors** and **strengthen the public school system**.

Italy, like other countries, has seen an **increased demand for private lessons** due to the negative impact of the Covid-19 pandemic on education. Tutors express the need for more respect, motivation from students, and coordination with teachers to enhance the effectiveness of their work. **Acquiring pedagogical skills and recognition of the tutoring profession are essential** for tutors to provide effective support to students.

In Lithuania, the **popularity of private tutoring services is increasing**, driven by the need for additional support due to worsening exams results or gaps in education. However, tutors face a lack of guarantees and protection under existing laws. **Ensuring legal protection and recognition for tutors** would be crucial in supporting their important role.

In summary, tutoring serves as a **vital component of education** in the partner countries, offering personalised support and addressing specific needs and educational gaps. A common issue to these countries is the **need of specific training for tutors on pedagogical skills** to enable them to better support the educational paths of students.

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