

# VET Teachers and Trainers in a changing world - 2026 update

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**23rd ReferNet**  
annual plenary  
meeting

**22-23 October 2025**  
Thessaloniki, Greece

**#ReferNet**



# 1st time a Cedefop synthesis research paper based on ReferNet country reports



Research paper

## Teachers and trainers in a changing world

Building up competences for inclusive,  
green and digitalised vocational  
education and training (VET)  
Synthesis report



**CEDEFOP**  
European Centre  
for the Development  
of Vocational Training

**BRIEFING NOTE**

**EMPOWERING TEACHERS AND  
TRAINERS TO MANAGE CHANGE**

**VET teacher and trainer professional development is  
crucial to helping them perform their many tasks**

Teachers and trainers are at the forefront of initial vocational education and training (VET) delivery (1). In the face of the unprecedented challenges created by the pandemic and the war in Ukraine, their commitment and creativity have been central to sustaining teaching and learning in schools and workplaces. They play a key role in empowering young people, on whose lives and hopes the lockdowns have taken a particularly high toll, and in helping integrate refugees into Europe's labour markets.

At the same time, the greening of European economies and the rapid digitalisation of many jobs, including the teaching profession itself, confront them with more new skills requirements. This is why it is now more important than ever for them to upgrade and update their own skills to be able, in turn, to instil self-confidence in their students, trainees and apprentices, as well as offering them up-to-date knowledge and skills. This briefing note presents new evidence gathered by Cedefop on teacher and trainer initial training and continuous professional development (CPD), including many practical examples (2).



Source: Cedefop.

The vocational training and labour market inclusion of young people not in employment, education or training (NEETs), of refugees, asylum seekers and other vulnerable groups has become a major focus. Today it is a cornerstone of high-quality VET<sup>1</sup>, requiring specific professional and intercultural skills from teachers and trainers.

1 While a few countries do not specifically define VET as opposed to continuing VET (e.g. Ireland, Poland, Slovakia, most consider it as a distinct pathway to a qualification and occupation providing young people an access route to the labour market.

2 The 2020 *Charter of the European Union* states that "excellent and inclusive European VET are equally necessary for the competitiveness of European enterprises and a well-functioning European labour market", highlighting that they are in fact the two sides of the same coin.

### TEACHERS AND TRAINERS: DIFFERENT PROFILES AND QUALIFICATION NEEDS

The professionals who teach and train learners in initial VET can generally be distinguished by where and how they perform their tasks:

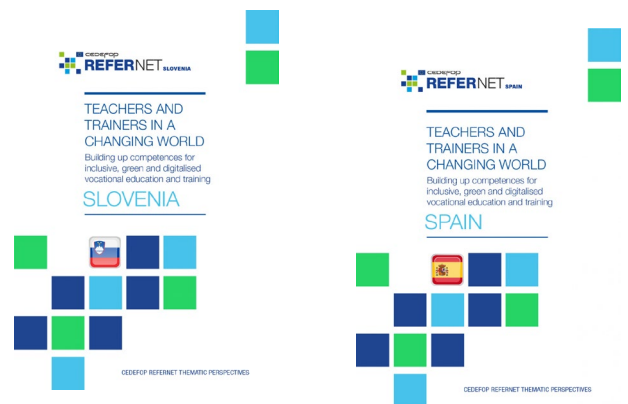
- staff teaching general subjects in VET schools;
- staff teaching VET-related subjects in VET schools. These comprise a theoretical part taught in classrooms and a practical one, taught in workshops;
- trainers teaching at workplaces.

Different qualifications are required for these distinct groups of professionals, who also need a tailored mix of skills to perform their tasks efficiently.

### TEACHER AND TRAINER PROFESSIONAL DEVELOPMENT

All European countries have legal or other provisions that govern the professional status, work and CPD of VET school teachers and, to a lesser degree, trainers in workplaces.

(1) It is based on country reports on Teachers and trainers in a changing world by Cedefop's national ReferNet partners, available in the *ReferNet Thematic perspective education* and a forthcoming synthesis report prepared by Cedefop.



# Comparative findings of ReferNet country reports published in 2022



20th ReferNet  
annual plenary  
meeting

9 to 11 November 2022  
Thessaloniki

#ReferNet



1. Evolving and demanding roles
2. National challenges and policy responses
3. Types of teaching and training professionals
4. Initial education and training for VET teachers and trainers
5. Teaching and training professionals in *school-based* settings
6. Teaching and training professionals in *work-based* settings
7. Partnerships between schools and companies
8. Professional development opportunities for improving digital and green skills and for promoting inclusiveness
9. Quality and accessibility to CPD provision
10. CPD evaluation and monitoring

# Contributing to the overall Cedefop research work to support VET teachers & trainers

Research paper

## Teachers and trainers in a changing world

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Synthesis report

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Teachers and trainers are at the forefront of initial vocational education and training (VET) delivery (1). In the face of the unprecedented challenges created by the pandemic and the war in Ukraine, their commitment and creativity have been central to sustaining teaching and learning in schools and workplaces. They play a key role in empowering young people, on whose lives and hopes the lockdowns have taken a particularly high toll, and in helping integrate refugees into Europe's labour markets.

At the same time, the greening of European economies and the rapid digitalisation of many jobs, including the teaching profession itself, confront them with more new skills requirements. This is why it is now more important than ever for them to upgrade and update their own skills to be able, in turn, to instil self-confidence in their students, trainees and apprentices, as well as offering them up-to-date knowledge and skills. This briefing note presents new evidence gathered by Cedefop on teacher and trainer initial training and continuous professional development (CPD), including many practical examples (2).



TEACHERS AND TRAINERS: PRESENT AND FUTURE

Working paper series  
No 11 / July 2022

## MINIMISING EARLY LEAVING FROM VOCATIONAL EDUCATION AND TRAINING IN EUROPE

Career guidance and counselling as auxiliary levers

Irene Parifidou  
Nikolaos Mouratoglou  
Alexandra Papanastasi  
Cynthia Harrison

RESEARCH PAPER  
No 47

## Vocational pedagogies and benefits for learners: practices and challenges in Europe

## PROFESSIONAL DEVELOPMENT FOR VET TEACHERS AND TRAINERS

A guarantee of quality in vocational education and training

Skilled and competent teachers and trainers are essential to ensuring the quality and labour market relevance of learning, both in VET schools/centres and in shops, in labs and simulated learning environments, or at the workplace. Teachers and trainers are responsible for strengthening the links in education and work, establishing new links, providing more, and high-quality, apprenticeships and other forms of work-based learning, and applying the European tools. In the 2020s, VET teachers and trainers will be called to help shape quick and flexible responses to changing needs, related both to the integration of refugees and migrants into the labour market and to the need to develop basic, digital and transversal skills. Providing teachers and trainers with quality professional development and training is essential to ensuring that both their pedagogical and pedagogical skills are up to date and aligned with the latest standards.

While VET teacher and trainer professional development has been on the EU education policy agenda for many years (1), it has not been sufficiently visible in national policies (2). The Riga conclusions (2015) have put renewed emphasis on the issue, calling for systematic approaches to and opportunities for initial and continuing professional development (CPD) of VET teachers, trainers and mentors. Cooperation and partnerships among stakeholders are seen as a way to support this.

(1) The Europe 2020 strategy (2010) had invited Member States to invest in and improve initial and continuing training for VET teachers and trainers by offering flexible training provision including them in:

- acquire the right set of competences;
- take up broader and more complex learning-related tasks;
- deal with the increasing heterogeneity of learners;
- use new learning methods;
- make the most of new technologies.

(2) As stated in the Riga conclusions (2015).

TEACHERS IN VET SCHOOLS AND CENTRES

TRAINERS IN COMPANIES

Research paper  
The influence of learning outcomes on pedagogical theory and tools

Research paper  
The influence of learning outcomes-based curricula on teaching practices

Working paper series  
No 24/MARCH 2025

## THE PROFILE OF NEETS TEACHERS IN GREECE: FROM EUROPEAN POLICIES AND PRACTICES TO EMPIRICAL FINDINGS

ISSN: 2628-3387

Towards EU priorities in VET  
2021-25 progress: insights from monitoring and analysis

POLICY BRIEF

# Feeding into important EU policy monitoring reports



- 
- 198 According to the [classification of European Skills, Competences, and Occupations](#).
  - 199 See [a 2022 Cedefop briefing note](#).
  - 200 See [a 2022 Cedefop briefing note](#).
  - 201 See a [2022 Cedefop synthesis report](#).
  - 202 See a [2021 OECD report](#) on teachers and leaders in VET.
  - 203 Austria, Belgium, Bulgaria, Czechia, Germany, Estonia, France, Hungary, Lithuania, Latvia, Malta, the Netherlands, Poland, and Portugal. See a [2022 Cedefop synthesis report](#).
  - 204 See the [2023 EENEE-NESET report](#) used throughout Chapter 1.

# Helping to identify research gaps and design Cedefop's novel European survey of VET teachers

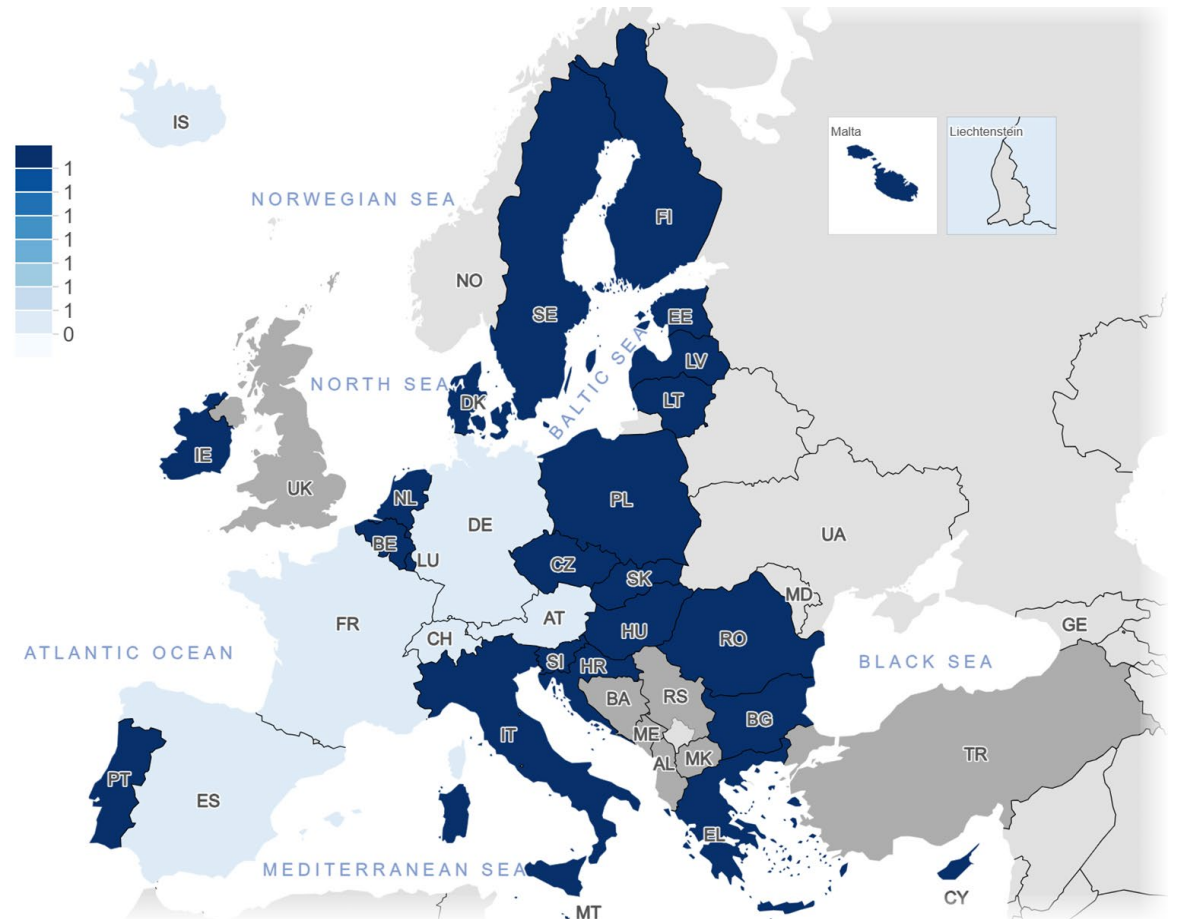
**CEDEFOP** | European Centre for the Development of Vocational Training

SHAPING LEARNING AND SKILLS FOR EUROPE **30** YEARS

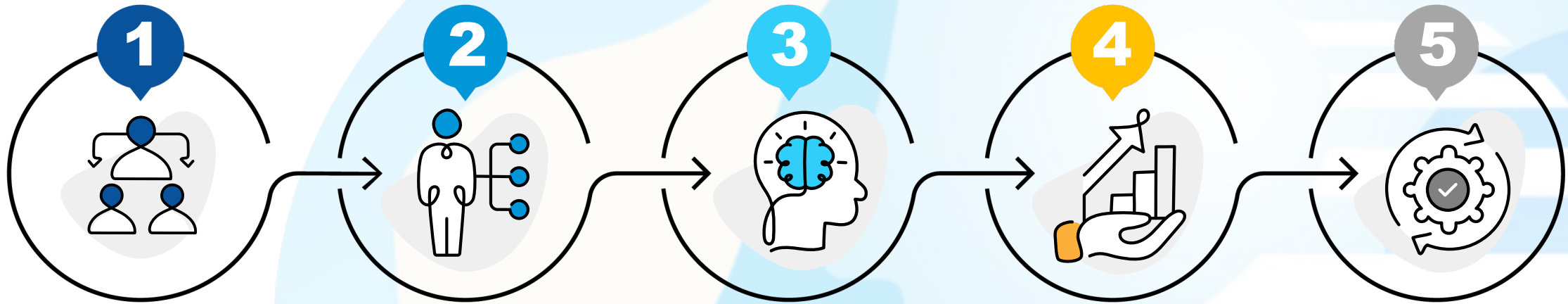
**Fourth Policy learning forum**  
Launching the European Vocational Teacher Survey (EVTS)

**25-26 September 2025**  
Hybrid event

#VETTeachersTrainers  
#VETtoolkit #EVTS



# The European Vocational Teacher Survey



Measure diverse CPD activities of VET teachers (formal, non-formal, informal)

Explore how CPD participation varies across VET teachers

Get insight into drivers & motivational levers of VET teachers' CPD

Measure CPD effectiveness (job performance)

Understand VET teachers' CPD needs (digital, green, inclusion)

## A. ELIGIBILITY

Teacher at ISCED 3  
VET institution

## B. PROFESSIONAL EXPERIENCE

Teaching and non-teaching  
experience, teaching field(s),  
permanent post, multiple jobs

## G. PERSONAL DRIVERS

Education, field and teaching  
qualification, learning motivation  
and orientation, self-efficacy,  
professional values

## D. CPD NEEDS

Vocational excellence, inclusive VET,  
sustainability, digital/AI

## C. CPD ACTIVITIES

Type (courses, seminars, conferences,  
study visits)  
Online or offline  
Organised by

- school
- industry
- own (learning by doing, observation,  
reflection, trial and error, peer-learning,  
feedback)

VET-workplace boundaries  
Mandatory / consequences  
Duration  
Quality  
School support  
Barriers

## D. PROFESSIONAL DEVELOPMENT

Improvement in what/how to teach, use of  
resources, inclusion, collaboration

## F. SCHOOL ENVIRONMENT

Size, school ownership, transformational  
and participative leadership, innovative  
school climate, organisational commitment

## E. WORK ORGANISATION

Task and goal interdependence, autonomy,  
digital resources

## E. WORKING CONDITIONS

Working hours, workload, teacher  
shortages, stress-burnout-ill health, job  
satisfaction, earnings, material deprivation

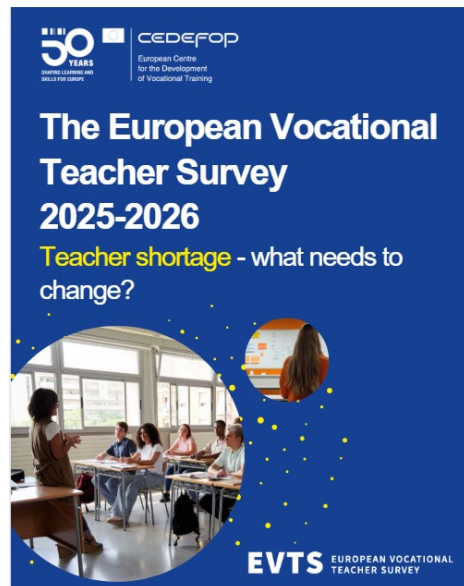
# Utility of updated country reports

- Bring new evidence on policy developments since 2022
- Contextualise with qualitative data EVTS findings expected in mid-2026
- Help us draw accurate **national policy recommendations** feeding into national reports on EVTS findings
- Help us **identify European trends** and draw **EU recommendations**



# High visibility of the reports in a year that the new VET Teachers and Trainers agenda is expected!

- To be presented in numerous webinars and events at national and EU levels as part of the EVTS campaign and findings dissemination
- Be published as ReferNet/Cedefop country reports in 2027
- Be published as part of EVTS national reports and comparative findings in 2027-28



# Proposed timetable and method

Guidelines available to ReferNet: May at the latest

Meeting with ReferNet coordinators to present and discuss guidelines

Updated country reports: 15 October 2026

Cedefop feedback / comments / reviews

Finalisation by end of the year



VET4YOUTH TEAM

PROMOTING INCLUSIVE EXCELLENCE FOR YOUNG PEOPLE

# Thank you

[www.cedefop.europa.eu](http://www.cedefop.europa.eu)

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