



CEDEFOP

European Centre for the Development
of Vocational Training



EVTS

EUROPEAN VOCATIONAL
TEACHER SURVEY

Pilot findings

**4th EVTS Stakeholders' Group
online meeting
23 March 2026**

Working paper series

No 29/March 2026

VET TEACHERS AT A TURNING POINT

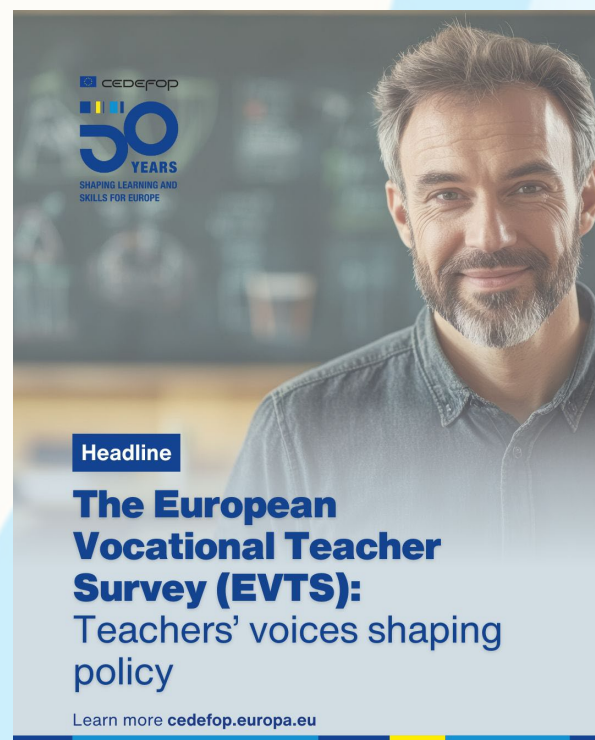
Pilot evidence from Cedefop's
European Vocational Teacher Survey

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Michail Papazoglou
Konstantinos Pouliakas

Pilot EVTS findings

735 VET teachers from 23 EU MS (May-Oct 2025)

** Non-representative sample - please treat with caution*



Low social status of VET teachers

13%

Receive an
adequate salary
for the work
done

9%

VET teachers
are valued in
their country



Working conditions and teacher shortages

49%

took on additional tasks due to teacher shortages at school

37%

have too many administrative tasks

27%

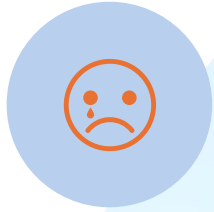
constantly deal with maintaining student discipline



Impact on health & well-being



42%
ANXIETY



16%
DEPRESSION



17%
**SHORTNESS OF
BREATH**



33%
**INCREASED
BLOOD
PRESSURE**



39%
**HEART
POUNDING
OR RACING**



28%
**STOMACH
CRAMPS OR
PAIN**



60%
**PHYSICAL
EXHAUSTION**

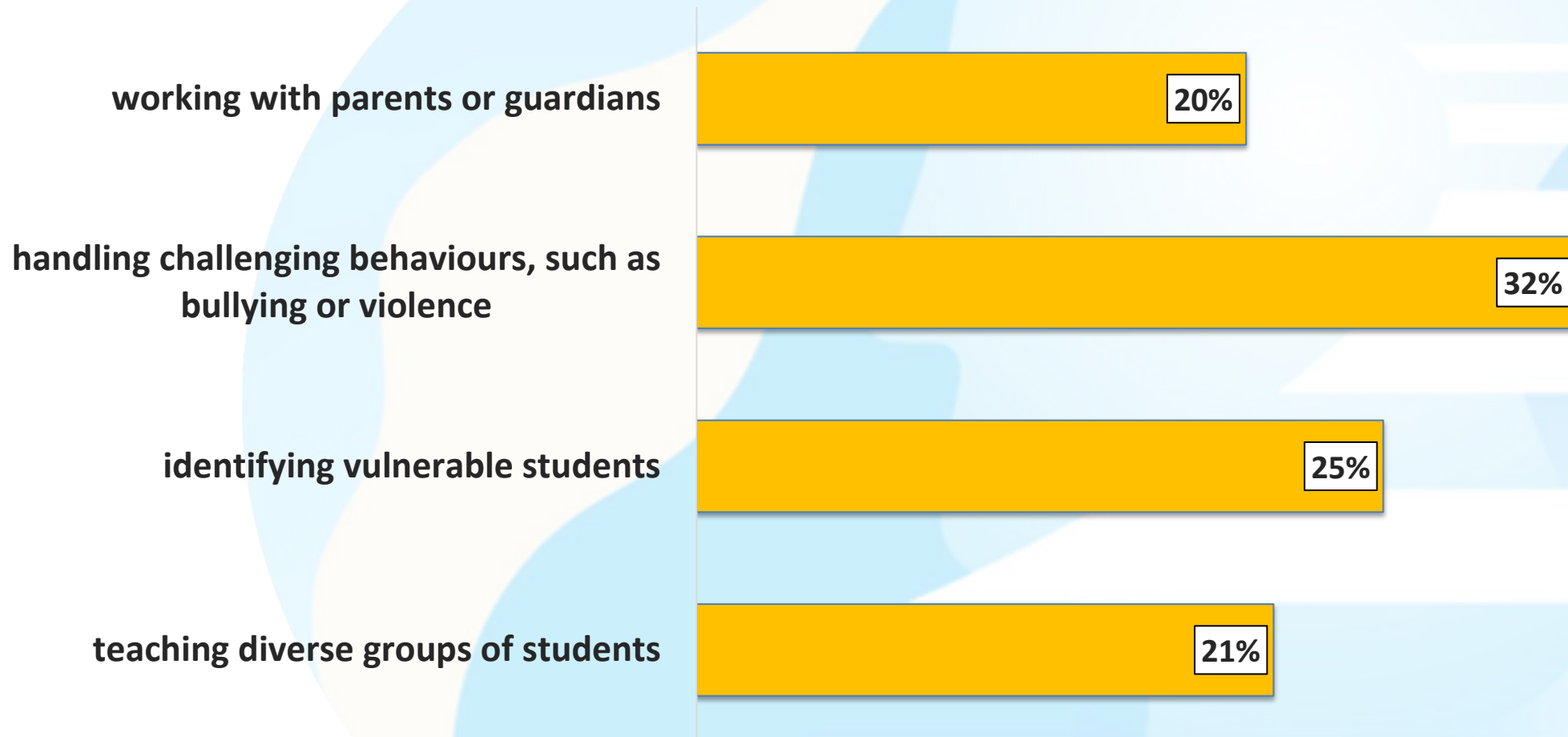


60%
**SLEEPING
DIFFICULTIES**



Readiness for **inclusive VET**

Teachers need to further develop their skills in



Readiness for sustainable VET



27%

Using environmentally sustainable practices and technologies in subject



28%

Teaching students about practices to protect the environment

Advanced digital skill needs in initial VET schools



use AI technologies **very often/often** as part of their work



31%

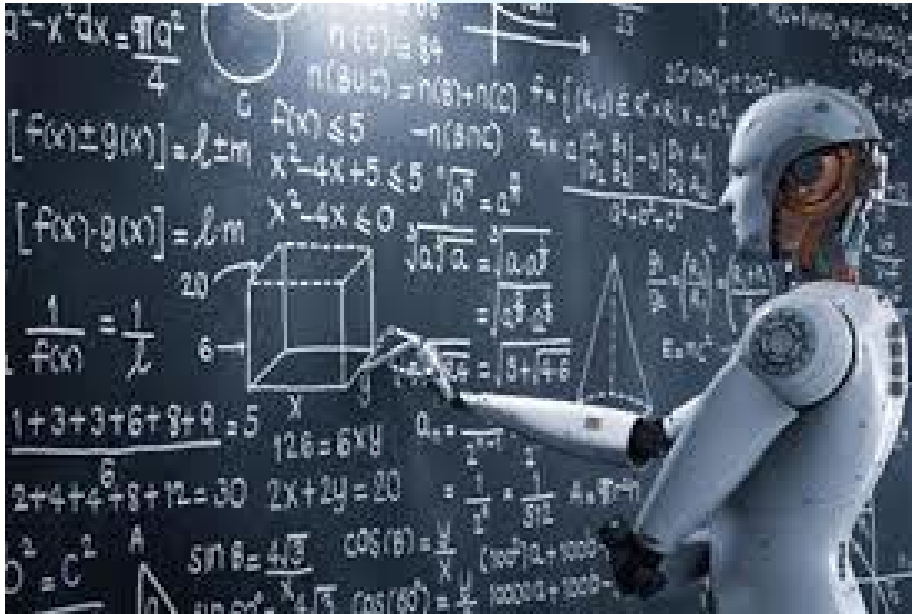
need greatly to further develop in identifying **which AI technologies are relevant** for their work

35%

need greatly to further develop in **assessing the potential risks, biases & ethical issues** of AI use

57%

job of a teacher will be done to some extent by a robot or intelligent machine in the next 10 years



Questionnaire scales

Learning activities (organised)

[ASK ALL]

During this (2025-26) or the previous (2024-25) academic year, how often did you attend any of the following education or training activities **organised by [the school where you are working] [organisation other than your school]**?

- a. Seminars or workshops
- b. Conferences or fairs
- c. Education or training courses or programmes leading to a qualification
- d. Education or training courses or programmes not leading to a qualification
- e. Observation visits or a work placement in another school
- f. Observation visits or a work placement in companies

- 1: Very often
- 2: Often
- 3: Sometimes
- 4: Rarely
- 5: Never during this period
- 99: Don't know / Prefer not to answer

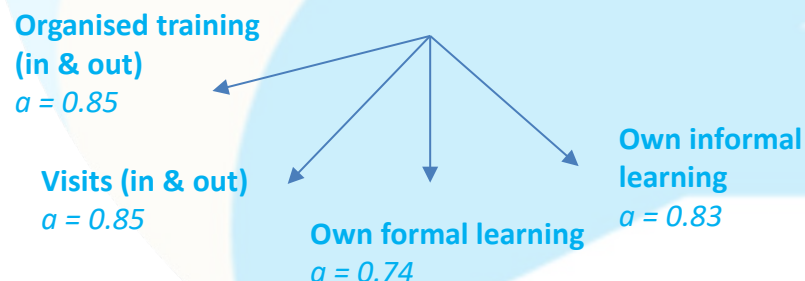
Questionnaire scales

Learning activities (own)

[ASK ALL]

During this (2025-26) or the previous (2024-25) academic year, how often have you done any of the following activities to learn new things for your work on your own initiative? This includes not only learning new things for teaching but also other parts of the work, including preparing classes or administrative tasks.

- a. I attended seminars, workshops or conferences, including those available online
- b. I attended education or training courses or programmes, including those available online
- c. I read books, journals or professional literature, including materials available online
- d. I used audio or video materials, including those available online (e.g. YouTube videos, podcasts)
- e. I studied new work methods or techniques
- f. I thought of ways to do my work better
- g. I tried out different ways of doing my work
- h. I observed how colleagues at the school where I am working do their work
- i. I exchanged information, ideas, methods or experiences with colleagues at the school where I am working
- j. I prepared lessons or assignments together with other teachers at the school where I am working
- k. I interacted with teachers from other schools, either face-to-face or online (e.g. eTwinning or similar)
- l. I asked my students for feedback
- m. I asked other teachers or my principal for feedback



(Lack of) continuing professional development

~ 1/3

not progressing in their job as fast as would like

35%

feel intellectually stimulated in their job

43%

have sufficient CPD opportunities offered by school



Questionnaire scales

Professional development (actual / potential)

[ASK ALL]

Since the beginning of the previous (2024-25) academic year [Since you started working at this school IF Q4a<1 year], to what extent...

...have you developed professionally [in any of the following areas] [overall as a teacher]?

...do you think you need to develop further professionally [in any of the following areas]?

HELP:

Teachers can develop professionally by attending education or training activities but also by learning new things for their work on their own initiative.

- a. Further understanding the content of the subjects I teach
- b. Learning new content about the subjects I teach
- c. Deciding what types of teaching methods I should use
- d. Monitoring and assessing the performance of students
- e. Using digital tools for teaching
- f. Managing a classroom
- g. Teaching a diverse group of students
(e.g. those from multi-lingual or multi-cultural backgrounds)
- h. Identifying vulnerable students
(e.g. at risk of dropping out of school, or with special educational needs or disabilities, or with family or financial difficulties)
- i. Handling challenging students' behaviour, including bullying or violence at school
- j. Stimulating students' interest, reflection and curiosity
- k. Collaborating with other teachers or principals
- l. Working with parents
- m. Supporting students' well-being

- 1. To a significant extent
- 2. To a moderate extent
- 3. To a small extent
- 4. No need to further develop in this area
- 97. Not applicable
- 99: Don't know / Prefer not to answer

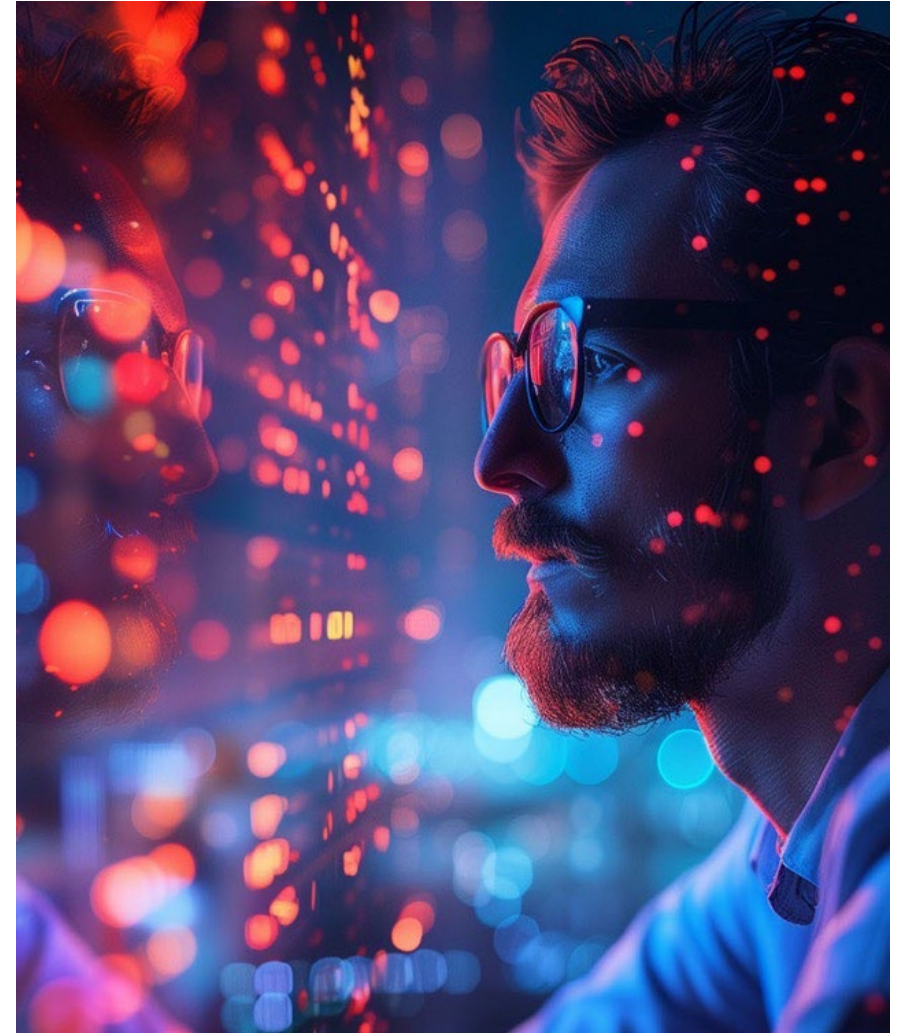
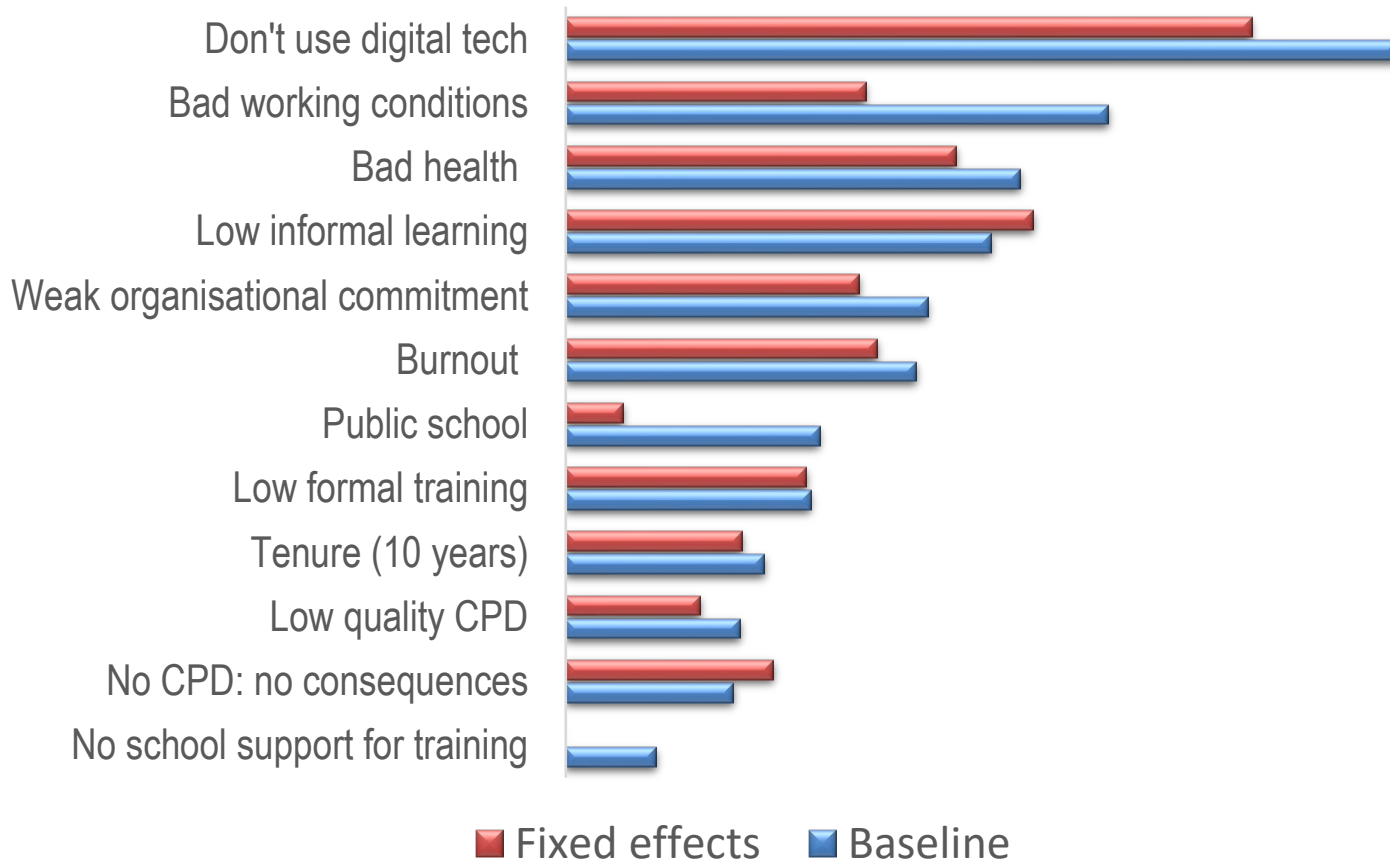
Professional development scale
a = 0.91

Questionnaire scales (examples)

Scale	Variables
CPD quality	trainer expertise, practicality, digital use, credential
CPD support	study leave, expense reimbursement, provision of training materials
Non-CPD consequences	reduced salary, few career opportunities, lose job, lose peer respect
Working conditions/stress	too much work, many admin tasks, adequate salary for work, control over decisions
Health	anxiety, depression, shortness of breath, blood pressure....exhaustion
Autonomy	independently decide on curriculum content/organisation, teaching/assessment methods, resources
Transformational and participative leadership	principal asks for my opinion, consult me about important changes, let me influence decisions
Innovative school climate	most teachers willing to try out new ideas ; constantly trying to improve
Organisational commitment	proud to tell people about the school I work in, feel myself to be part of the school, willing to make efforts for the school
Self-efficacy	I can cope with challenges in my job, I feel prepared for demands
Digital technology use & AI	use digital technology/AI for teaching, assessment, social inclusion, communication
Burnout	feel emotionally drained, accomplish worthwhile things at job, don't care about some students

Why not professionally develop? (regression analysis)

Lack of VET teacher professional development








Main empirical insights

EVTS pilot

- Importance of being digital.
- Training quality and stability matters.
- Learning informally: experimentation – reflection – interaction.
- Good jobs are growth jobs.
- School culture: Carrots (training support, organisational commitment) and sticks (consequences).
- Virtuous cycle: leadership – autonomy – commitment - innovation.



Main messages: From evidence to support

-  1. Low recognition and weak attractiveness
-  2. Staff shortages, workload and stalled career development
-  3. A growing wellbeing crisis
-  4. Rising classroom complexity and inclusion demands
-  5. Green, digital and AI transitions outpacing preparedness

Thank you

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