



THIRD POLICY LEARNING FORUM (PLF)

Assessing the feasibility of a pan-European survey of VET teachers and trainers

1. What is the feasibility study about?

Cedefop's feasibility study for surveying principals, teachers, learners and in-company trainers in initial vocational education and training (IVET) settings aims to assess the possibility for launching a European survey to fill important knowledge and research gaps, and lay the groundwork for building a robust evidence base in this field, which can be further developed in the future.

In a rapidly changing labour market and economies in transition, the workforce must have updated skills to be able to respond to changes adequately. IVET may contribute to upskilling, responding – among others – to the challenges of the ongoing digital and green transition. More needs to be known about IVET settings and the experiences of those who teach and learn in them, to make sure IVET keeps pace with increasing needs of inclusive and green skills for both teachers and learners.

The Europe wide survey will provide new evidence to help materialise the vision for VET set forth in the [Council Recommendation on VET for sustainable competitiveness, social fairness and resilience](#), and to achieve the objectives set in the [Osnabrück Declaration on VET](#) as an enabler of recovery and just transitions to inclusive, digital and green economies. Focusing on teachers and in-company trainers supports the reflection and follow-up on the [Council conclusions on European teachers and trainers for the future](#).

2. What did the feasibility study aim to achieve?

The study aimed to test the methodology developed to survey a representative sample of four populations: school principals, teachers, in-company trainers, and learners in IVET.

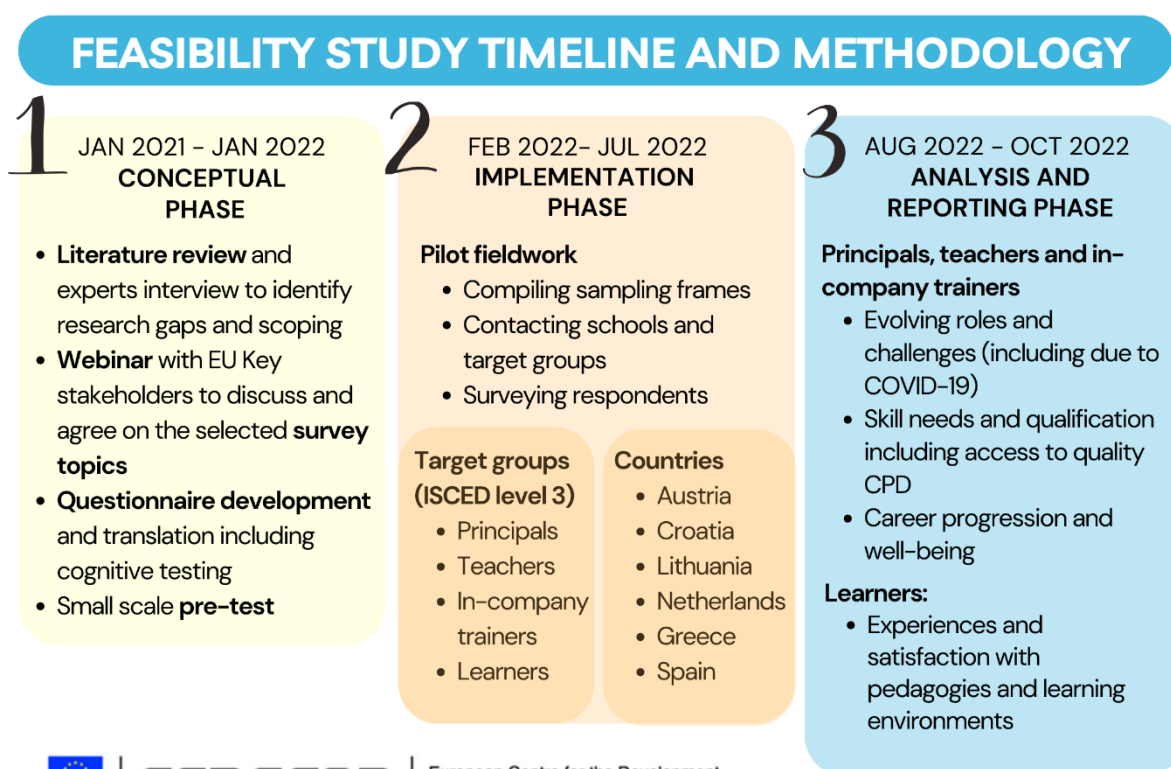
The methodology was tested in six pilot countries surveying these populations in IVET – more specifically, at ISCED level 3. The opinions of these four key populations were collected about the following key IVET aspects:

- (a) VET school principals', teachers' and in-company trainers' evolving role and challenges (including those raised during the COVID-19 pandemic);
- (b) their skill needs and qualifications, including access to quality continuous professional development (CPD);
- (c) their career progression and wellbeing;
- (d) learners' experiences and satisfaction with pedagogies and learning environments in school-based and work-based IVET.

3. What steps did we follow during the study?

Following a conceptual phase involving a webinar with key European stakeholders, desk research and expert interviews conducted to identify research gaps and define the focus of the survey, four questionnaires were developed – one for each survey population – and translated in the six languages of the pilot countries. Following a cognitive test and pre-test, the survey was piloted in six countries: Austria (only for in-company trainers), Croatia, Greece, Lithuania, the Netherlands and Spain. These countries were chosen as representative of the diversity of IVET systems in the European Union. On Cedefop's behalf, Ipsos, PPMI and Ockham IPS conducted the survey and the feasibility study. A tripartite advisory group coordinated by Cedefop expert Irene Psifidou was set up to support this study, including representatives of EU social partners (ETUCE and EFEE) and ministries from the six pilot and other selected EU countries.

The survey implementation involved the exchange with national experts and representatives of the ministries of the participating countries. It also included sampling and contacting respondents of the target groups in several ways, making sure that national contexts were adequately reflected. The fieldwork phase was conducted from February to July 2022. The data collected were subsequently analysed.



4. What are the aims of the PLF?

Following up on the [webinar](#) held on 3 February 2021 to launch the feasibility study, the PLF has two aims:

- first, to present and discuss the findings of the feasibility study on 22 November (morning), specifically the methodology, practicalities of the implementation, and results of the data collected from the pilot countries;

- second, based on the outcomes of the feasibility study, participants are invited on the following day (23 November, morning) to discuss the conditions that need to be met to expand and launch this survey in the EU-27, Norway and Iceland, and produce new evidence to inform policy-making for the professional development of VET teachers and trainers in Europe.

The forum will include plenary sessions with presentations, panel discussions and parallel sessions to enable participants to exchange views.

Topics that will be discussed during the parallel working sessions include:

Day 1. Parallel working sessions:

Parallel room 1: School principals' professional development. Participants will discuss how to improve school principals' working conditions, reduce their workload and stress; and how to make the continuous professional development of school principals more tailored to their needs.

Parallel room 2: Wellbeing of VET teachers and working conditions. Participants will discuss teachers' wellbeing including how workload and working conditions affect their physical and mental health. Factors that may improve their wellbeing, including more opportunities for CPD, will be also discussed.

Parallel room 3. Continuous professional development of VET school-based teachers. Participants will discuss the continuous professional development (CPD) opportunities of school-based teachers in VET; how to support their participation to CPD programmes; and to improve their knowledge and skills in supporting inclusion in school-based environments.

Parallel room 4: Continuous professional development of VET in-company trainers. Participants will discuss how to support in-company trainers participation to CPD programmes; to improve their knowledge and skills in supporting inclusion in work-based environments; and to empower VET teacher-trainer cooperation opportunities.

Day 2: Parallel working sessions:

Participants will discuss possible scenarios for upscaling the survey in the EU-27, Iceland and Norway.

The PLF will close with a **panel discussion on incentives encouraging participation in the survey.**

Incentives play a key role to upscale the survey to create a Europe-wide survey. The feasibility study has shown that the participating countries and respondent groups (principals, teachers, trainers, learners) have different levels of motivation to participate in the survey. Achieving adequate response rates is crucial to obtain representative results that can inform policy makers at the country level. But there are obstacles to achieving this aim. For example, the results of the feasibility study indicate that some countries conduct many surveys in the VET sector. Schools in these countries may show survey fatigue and may not see a high added value of a new EU survey, which may lead them to refuse participation. Among respondent groups, it was particularly difficult to reach in-company trainers, although different ways (via schools and in-company trainer databases) to obtain their participation were tested.

To boost response rates, the study used additional incentives in specific cases. Offering the provision of school reports in the Netherlands, as well as (monetary) vouchers to in-company trainers in Austria were among them. In addition, certificates of participation were offered to all survey participants in all piloted countries. Overall, these measures appeared to have had some limited impact on the participation rate. Other incentives could also be explored.

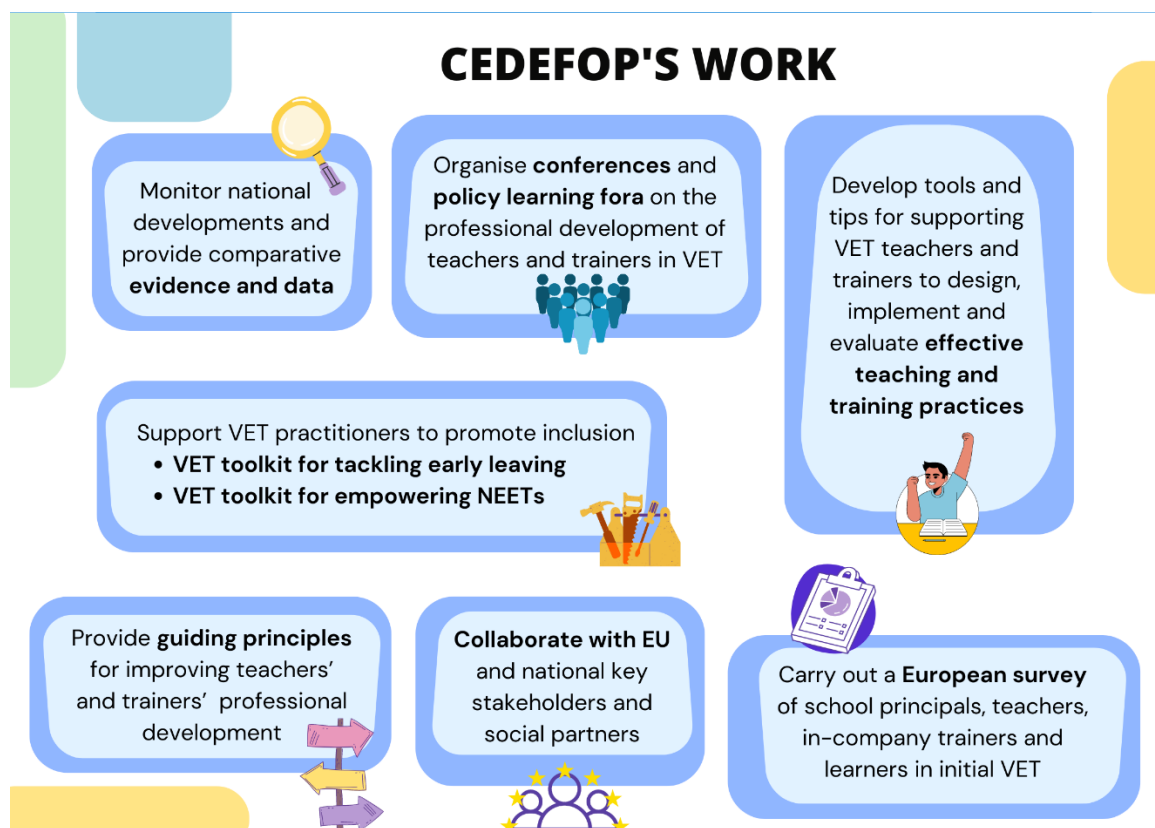
Cedefop wishes to collect panellists' views and expert knowledge about potential ways to increase the incentives for countries, regions, schools and specific populations (teachers, trainers, school principals and learners) to take part in the future EU survey.

Discussions will help Cedefop to draw recommendations for designing a successful EU survey.

Participants

PLF participants include Cedefop's advisory group set up to support the feasibility study, Ministry representatives from the pilot countries, European Sectoral Social Partners for Education (ETUCE and EFEE), the European Commission DG EMPL, key EU stakeholders and agencies including ETF and the JRC, European associations of VET providers, as well as other VET stakeholders and representatives from the pilot schools.

Cedefop work on VET teachers' and trainers' professional development



➤ Find out more on [our project page](#).

Cedefop publications on VET teachers and trainers

This year we published a new series of publications mapping systematic national approaches to, and opportunities for, initial and continuing professional development of VET teachers and trainers in both school and work-based settings.

Check out our latest publications:

- Cedefop/ReferNet 29 [country reports](#) (27 EU Member States plus Iceland and Norway) on Teachers and trainers in a changing world.
- Cedefop's comparative [synthesis report](#) on Teachers and trainers in a changing world and [Highlights on key findings](#).
- New briefing note on [Empowering teachers and trainers to manage change](#).
- New briefing note on [Vocational education and training as a lifejacket](#).

Cedefop toolkits

Cedefop develops **tools to support VET practitioners and policy makers promoting inclusion in VET**.

Check out our two VET toolkits:

VET TOOLKIT FOR TACKLING EARLY LEAVING

WHAT IS IT FOR? A one stop shop platform with rich resources aiming to support the reintegration of early leavers and to empower learners at risk to succeed and qualify.

WHO IS IT FOR?

- 1 VET practitioners and policy-makers to help them design, implement and evaluate their measures for tackling early leaving and support them to effectively address early leaving from VET.
- 2 People working in ministries, VET schools, companies, guidance centres, public employment services, social services, or youth organisations.

WHAT IT INCLUDES?

- PROFILES OF LEARNERS AT RISK
- INTERACTIVE TOOLS ON TACKLING ELET
- REFLECTION AND EVALUATION TOOLS
- INTERVENTION APPROACHES
- SUCCESSFUL VET PRACTICES
- PUBLICATIONS, STATISTICS AND DATA

VET TOOLKIT FOR EMPOWERING NEETS

WHAT IS IT FOR? A one stop shop platform with rich resources aiming to support the reintegration of NEETs in education or training and in the labour market.

WHO IS IT FOR?

- 1 VET practitioners and policy-makers to help them design, implement and evaluate their measures for supporting and empowering NEETs.
- 2 People working in a ministry, VET school, company, guidance centre, public employment service, social service, or youth organisation, and providers of support to young NEETs.

WHAT IT INCLUDES?

- PROFILES OF YOUNG PEOPLE AT RISK
- INTERACTIVE TOOLS ON EMPOWERING NEETS
- EVALUATION TOOLS
- INTERVENTION APPROACHES
- SUCCESSFUL VET PRACTICES
- PUBLICATIONS, STATISTICS AND DATA

www.cedefop.europa.eu/TEL-toolkit <https://www.cedefop.europa.eu/en/tools/neets>

Looking forward to seeing you in our PLF.

Irene Psifidou, Daniel Scheuregger, Ralph Hippe, Marre Karu and Anthie Kyriakopoulou

VET4YOUTH TEAM

- Promoting inclusive excellence for young people -