Feasibility study for surveying principals, teachers, learners and in-company trainers in initial VET

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Methodology of the survey and overview of data obtained
**FEASIBILITY STUDY TIMELINE AND METHODOLOGY**

1. **JAN 2021 - JAN 2022**
   - **CONCEPTUAL PHASE**
     - Literature review and experts interview to identify research gaps and scoping
     - **Webinar** with EU Key stakeholders to discuss and agree on the selected **survey topics**
     - Questionnaire development and translation including cognitive testing
     - Small scale **pre-test**

2. **FEB 2022 - JUL 2022**
   - **IMPLEMENTATION PHASE**
     - Pilot fieldwork
       - Compiling sampling frames
       - Contacting schools and target groups
       - Surveying respondents

3. **AUG 2022 - OCT 2022**
   - **ANALYSIS AND REPORTING PHASE**
     - Principals, teachers and in-company trainers
       - Evolving roles and challenges (including due to COVID-19)
       - Skill needs and qualification including access to quality CPD
       - Career progression and well-being
     - **Learners:**
       - Experiences and satisfaction with pedagogies and learning environments

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CEDEFOP
European Centre for the Development of Vocational Training
Sampling approach

➢ **Two-stage sampling** to survey representative samples of each of the four target populations:
  - random sampling of schools (first stage)
  - random sampling of target populations within schools (second stage)

➢ Different variables considered when sampling schools, including school size, shares of public/private schools, geographical distribution

➢ Planned to sample a total of **15 schools per participating country** to take part in the pilot

➢ Methodology first applied during a pre-test (targeting 2 schools per country) and refined based on pre-test outcomes before launching the pilot
Difficulties encountered

➢ Recruitment of schools organised by research team and supported by Advisory Group members

➢ Main obstacles in recruitment related to the need to get approvals from national/regional authorities (e.g. Greece, Spain)

➢ Lack of interest from some of the approached schools (e.g. schools in NL that have strong internal data collection)

➢ Lack of capacity of some of the approached schools (e.g. staff shortages due to Covid-19, focus on other priority work)

➢ Timing of the survey (e.g. some schools had agreed to take part, but while waiting to receiving approvals from the local authorities etc. the school year and the pilot fieldwork ended)
## Recruitment of schools

<table>
<thead>
<tr>
<th>Country</th>
<th>Contacted</th>
<th>Registered (% recruited)</th>
<th>Participated (% registered)</th>
<th>Net resp. rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Croatia</td>
<td>31</td>
<td>14 (88%)</td>
<td>14 (100%)</td>
<td>45%</td>
</tr>
<tr>
<td>Greece</td>
<td>40</td>
<td>7 (41%)</td>
<td>7 (100%)</td>
<td>18%</td>
</tr>
<tr>
<td>Lithuania</td>
<td>31</td>
<td>12 (71%)</td>
<td>12 (100%)</td>
<td>39%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>18</td>
<td>5 (83%)</td>
<td>4 (67%)</td>
<td>22%</td>
</tr>
<tr>
<td>Spain</td>
<td>38</td>
<td>9 (60%)</td>
<td>8 (89%)</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>151</td>
<td>47 (63%)</td>
<td>45 (96%)</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Note: no schools were recruited in Austria as the pilot there only focused on surveying trainers through the available database*
Number of complete responses achieved

<table>
<thead>
<tr>
<th>Country</th>
<th>Principals</th>
<th>Teachers</th>
<th>Trainers</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>Croatia</td>
<td>13</td>
<td>154</td>
<td>113</td>
<td>286</td>
</tr>
<tr>
<td>Greece</td>
<td>6</td>
<td>26</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>Lithuania</td>
<td>12</td>
<td>154</td>
<td>39</td>
<td>317</td>
</tr>
<tr>
<td>Netherlands</td>
<td>4</td>
<td>29</td>
<td>70</td>
<td>1</td>
</tr>
<tr>
<td>Spain</td>
<td>5</td>
<td>21</td>
<td>6</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>373</strong></td>
<td><strong>243</strong></td>
<td><strong>718</strong></td>
</tr>
</tbody>
</table>

Survey targets per country were:
- 10 principals
- 150 teachers
- 400 learners
- 200 trainers

*Note: some participants started the survey, but did not complete it. Their responses are included in the analysis but not in the table above*
Pilot survey findings

1. Pathways to school principals, teaching and training professions
2. Continuous professional development of VET principals, teachers and trainers
3. Satisfaction with and outcomes of professional development
4. Wellbeing of teachers, trainers, principals and learners
5. Preparedness to support VET inclusion and excellence
6. Key takeaways
1. Pathways to the school principal, teaching and training professions
Main pathways to becoming teachers:

Education pathway:
- Obtaining formal qualification as teacher
- Working at school

Work pathway:
- Obtaining qualification in a specific occupation
- Working in the field
- Becoming VET teacher

Most common pathway to becoming an in-company trainer is sufficient professional and educational experience of a worker to act as an in-company trainer (77%; n=327)

Becoming principals after being a teacher. Most of the principals received formal or informal management training (90%; n=41)
Teachers and trainers feeling they were very prepared or fairly prepared for...

Q: Having completed formal education or training/beeing qualified or recognised as teacher or trainer, how prepared were you for …?
Principals feeling they were very prepared or fairly prepared for...

- Human resource management: 71%
- Teachers' professional development: 71%
- Identifying and supporting learners at risk of dropping out: 66%
- Data collection and protection: 63%
- Understanding education and training policies: 63%
- Conflict solving: 59%
- Leadership: 49%
- Financial management: 39%

Q: Having completed formal education or training/being qualified or recognised as principal, how prepared were you for …?
2. Continuous professional development of VET principals, teachers and in-company trainers
Motivation for participating in CPD activities

Q: I participated in any of my professional development activities as…

Note: the percentages reflect the share of respondents who strongly agreed or tended to agree with the statements

- Compulsory requirements for professional development
  - In-company trainers (n=253): 75%
  - Teachers (n=373): 44%

- Encouraged by peers
  - In-company trainers (n=253): 56%
  - Teachers (n=373): 49%

- Encouraged by the government
  - In-company trainers (n=253): 73%
  - Teachers (n=373): 68%

- Encouraged by the organisation
  - In-company trainers (n=253): 78%
  - Teachers (n=373): 88%

- Participation is associated with benefits for their career
  - In-company trainers (n=253): 88%
  - Teachers (n=373): 90%

- Self-motivated
  - In-company trainers (n=253): 75%
  - Teachers (n=373): 88%
Consequences of not participating in CPD activities

Q: What are the risks if the compulsory requirement is not met?

Note: the percentages reflect the share of respondents who selected the option

- A risk of reduced salary: Principals (n=27) 8%, Teachers (n=280) 11%
- A risk of the contract not being extended/losing a job: Principals (n=27) 8%, Teachers (n=280) 30%
- A risk of losing the position/being demoted: Principals (n=27) 14%, Teachers (n=280) 22%
- No consequences for those who do not participate: Principals (n=27) 20%, Teachers (n=280) 25%
- A risk of decreased professional reputation among peers: Principals (n=27) 30%, Teachers (n=280) 41%
## Top 3 Professional development activities, last 12 months

| Teachers (n=387) | 1. Self-study (82%)  
|                 | 2. Learning from colleagues (79%)  
|                 | 3. Non-accredited programmes (e.g. study-days, seminars, conferences) (77%) |
| Trainers (n=298) | 1. Learning from your colleagues (71%)  
|                 | 2. Self-study (69%)  
|                 | 3. Learning from other trainers in person (55%) |
| Principals (n=38) | 1. Learning from your colleagues (82%)  
|                 | 2. Non-accredited programmes (84%)  
|                 | 3-5. Study visits; learning from other school principals in person; self-study (79%) |

Q: During the last 12 months, did you participate in any of the following professional development activities?
**Q: How much time have you spent on all your professional development activities during the last 12 months? Approximately…**

- **Teachers (n=379):**
  - 15% spent 3% of time on professional development activities.
  - 24% spent 12% of time.
  - 25% spent 15% of time.
  - 25% spent 20% of time.
  - 13% spent 24% of time.
  - 20% spent 25% of time.
  - 3% spent at least two weeks.

- **In-company trainers (n=273):**
  - 12% spent 3% of time.
  - 25% spent 12% of time.
  - 21% spent 15% of time.
  - 20% spent 20% of time.
  - 7% spent 21% of time.
  - 16% spent 25% of time.
  - 3% spent at least two weeks.

- **Principals (n=38):**
  - 11% spent 3% of time.
  - 37% spent 12% of time.
  - 26% spent 15% of time.
  - 5% spent 20% of time.
  - 21% spent 25% of time.
  - 3% spent at least two weeks.

**At least two weeks:**
- Teachers: 82%.
- In-company trainers: 64%.
- Principals: 90%.
Most and least common topics of CPD activities in the last 12 months

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Trainers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital tools for teaching (88%)</td>
<td>Assessing and monitoring learners (79%)</td>
<td>Remote online learning (95%)</td>
</tr>
<tr>
<td>Providing remote online learning (87%)</td>
<td>Vocational field (68%)</td>
<td>Leadership (82%)</td>
</tr>
<tr>
<td>Assessing and monitoring learners (80%)</td>
<td>Collaborating with schools (63%)</td>
<td>Schools’ external evaluation (82%)</td>
</tr>
<tr>
<td>Learner behaviour and classroom management (71%)</td>
<td>Pedagogies and didactics (54%)</td>
<td>Equity and diversity (55%);</td>
</tr>
<tr>
<td>Learners at risk of dropping out (54%)</td>
<td>Learners at risk of dropping out (43%)</td>
<td>Learners at risk of dropping out (55%)</td>
</tr>
<tr>
<td>Collaborating with local employers (39%)</td>
<td>Remote online training (41%)</td>
<td>Feedback practices to staff (55%)</td>
</tr>
</tbody>
</table>

Q: Were the following elements included in any of your professional development activities during the last 12 months?
Support for participating in professional development activities

Q: Did you receive the following in any of your professional development activities?

Note: the percentages reflect the share of respondents who selected the option.
Factors that may help increase CPD participation

Q: What do you consider to be the two main factors that would increase your participation in professional development activities?

Note: the percentages reflect the share of respondents who selected the items
3. Satisfaction with and outcomes of professional development
Satisfaction with CPD activities in the last 12 months

➢ When assessing the professional development activities more than 80% of teachers, more than 79% of trainers and more than 78% of principals agreed that the activities they had during the past year:
  • met their needs
  • were delivered by knowledgeable trainers
  • were of high quality

➢ Also, over 85% of all target groups value the outcomes of the activities:
  • new knowledge acquired
  • ability to work better
  • better prepared to provide high-quality VET
## Participation in CPD before Covid-19 compared to last 12 months

<table>
<thead>
<tr>
<th></th>
<th>Teachers (n=362)</th>
<th>Trainers (n=240)</th>
<th>Principals (n=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated much more in the last 12 months as before Covid-19</td>
<td>29%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Participated more or less the same in the last 12 months as before Covid-19</td>
<td>41%</td>
<td>39%</td>
<td>49%</td>
</tr>
<tr>
<td>Participated much less in the last 12 months as before Covid-19</td>
<td>22%</td>
<td>32%</td>
<td>22%</td>
</tr>
</tbody>
</table>

*Q: In the last 12 months, how much did you participate in professional development activities compared to the year before the Covid-19 pandemic outbreak in March 2020?*

*Note: the percentages reflect the share of respondents who selected the option (multiple choice)*
Satisfaction with CPD activities before Covid-19 and in the last 12 months

Q: As for the quality of these professional development activities in the year before the Covid-19 pandemic, they overall...

Q: As for the quality of my professional development activities, they overall…
4. Wellbeing of principals, teachers, trainers and learners
Experiencing stress and negative impact on health

Note: the percentages reflect the share of respondents who strongly agreed or tended to agree with the statements.
Learners’ wellbeing at school and the workplace

- **My relationships with other learners are overall positive:** 95% (92%)
- **My relationships with my teachers/trainers are overall positive:** 95% (92%)
- **I feel happy:** 91% (85%)
- **I feel safe:** 92% (92%)

Note: the percentages reflect the share of respondents who strongly agreed or tended to agree with the statements.
## Factors that may contribute to improve wellbeing

<table>
<thead>
<tr>
<th></th>
<th>Teachers (n=392)</th>
<th>Trainers (n=330)</th>
<th>Principals (n=41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better facilities and equipment</td>
<td>38%</td>
<td>18%</td>
<td>34%</td>
</tr>
<tr>
<td>Better recognition of my work</td>
<td>30%</td>
<td>28%</td>
<td>20%</td>
</tr>
<tr>
<td>Better relationships with the learners</td>
<td>12%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Higher job security</td>
<td>8%</td>
<td>11%</td>
<td>24%</td>
</tr>
<tr>
<td>Higher salaries</td>
<td>56%</td>
<td>25%</td>
<td>37%</td>
</tr>
<tr>
<td>Lower workload</td>
<td>24%</td>
<td>14%</td>
<td>32%</td>
</tr>
<tr>
<td>More autonomy in carrying out my work</td>
<td>11%</td>
<td>8%</td>
<td>27%</td>
</tr>
<tr>
<td>More collaboration with other teachers in vocational education and training and in-company trainers</td>
<td>27%</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>More opportunities for continuous professional development</td>
<td>20%</td>
<td>35%</td>
<td>12%</td>
</tr>
<tr>
<td>More supportive leaders (teachers) / managers (trainers) / VET policies (principals)</td>
<td>14%</td>
<td>5%</td>
<td>46%</td>
</tr>
</tbody>
</table>

**Q:** Which of the following do you consider the most important to improve your well-being?

**Note:** the percentages reflect the share of respondents who selected the multiple choice option.
5. Preparedness to support VET inclusion & excellence
Feeling equipped to support inclusive VET

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Trainers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply learner-centred approaches in teaching</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Use inclusive learning materials</td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>Teach/train groups of learners of mixed abilities</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>Identify and support learners at risk of dropping out</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Develop relationships with wider support services</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>Support learners with special educational needs or disabilities</td>
<td></td>
<td>41%</td>
</tr>
<tr>
<td>Offer inclusive learning environments</td>
<td></td>
<td>39%</td>
</tr>
<tr>
<td>Teach groups of learners from multi-lingual and multi-cultural backgrounds</td>
<td></td>
<td>43%</td>
</tr>
</tbody>
</table>

More than 78% of principals feel equipped in all listed aspects

Q: *How well equipped are you to …*

Note: the percentages reflect the share of respondents who feel very or fairly equipped to support different elements of inclusion.
Supporting VET inclusion – learners’ opinions

➢ Many teachers do not feel fully equipped in supporting VET inclusion
  BUT
➢ The majority of learners were quite positive in their teachers' and trainers' abilities to support learners of:
  ▪ different genders (82% and 89%)
  ▪ ethnic, cultural or linguistic backgrounds (86% and 90%)
  ▪ and ability levels (81% and 89%)
➢ Still, there is room for improving learners’ assessment practices
How learners describe their assessment conducted by teachers and trainers

Q: How would you describe the assessment conducted by your teachers/in-company trainer?

Note: the percentages reflect the share of respondents who selected the option.
Supporting VET excellence: how well equipped are you to ... 

Over 78% of principals feel equipped to support all aspects listed.

![Bar chart showing the percentage of teachers and trainers equipped to support different elements of inclusion.]

Note: the percentages reflect the share of respondents who feel very or fairly equipped to support different elements of inclusion. Teachers (n=373), Trainers (n=243), Principals (n=40)
Supporting VET excellence – learners’ opinions

➢ In line with teachers’ and trainers’ opinion, learners also indicate that **digital technologies and working in teams are at least occasionally practiced/used**

<table>
<thead>
<tr>
<th></th>
<th>At school (n=727)</th>
<th>At workplace (n=231)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital technologies</td>
<td>93%</td>
<td>73%</td>
</tr>
<tr>
<td>Working in teams</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

➢ Digital technologies are said to be **less frequently used in the workplace**
Organisation of remote learning – learners’ opinions

- Alternating between online learning at home and learning in person at school is well organised: 72% (in my workplace, n=241) vs. 86% (at school, n=738)
- I have access to appropriate digital technologies: 77% (in my workplace, n=241) vs. 86% (at school, n=738)
- Remote online learning is organised well: 67% (in my workplace, n=241) vs. 78% (at school, n=738)

Note: the percentages reflect the share of respondents who strongly agreed or tended to agree with the statements
6. Key takeaways
Key takeaways on new professionals

➢ New professionals do not feel fully prepared when they first take up their profession

• **Principals** often did not feel prepared for financial management, leadership and conflict solving

• Over half of **teachers** did not feel ready for collaborating with employers

• **Trainers** felt more confident than **teachers** in collaboration, applying pedagogical approaches and using digital tools
Key takeaways on access to CPD

➢ Most of the teachers, trainers and principals surveyed attended CPD activities

➢ Most commonly CPD is **self-learning and learning from colleagues**

➢ Formal CPD is less accessible:
  - Main obstacle being **lack of financial support**, especially for trainers who also need more information on CPD activities offered
  - Teachers need **more time** allocated to CPD activities

Harder to fully track what knowledge, skills and competences they acquired

Lack of participation in CPD activities may lead to decreased reputation among colleagues for teachers and principals
Key takeaways on satisfaction and outcomes of CPD

All three groups reported being generally satisfied with CPD they undertook.

Yet, despite having access to relevant and high quality CPD, the responding T&T do not feel fully equipped to support VET inclusion and excellence.

Obstacles in school-workplace cooperation and the CPD of teachers seldom encourages this.

Teachers and principals more often trained in digital tools and remote online learning (past 12 months), than trainers. Learners satisfaction with the quality of remote learning at workplace is often low.

Identifying and supporting learners at risk of dropping out is among least common focus of the CPD activities.

Although majority of T&T participated in CPD on assessing learners, learners suggest that there is room for improving learners’ assessment practices in VET.
Key takeaways on wellbeing

The work of the principals – and to a lesser extent of teachers and trainers – is a source of stress and it may have negative effect on their physical and mental health.

Learners’ wellbeing at the school is generally good and the majority is happy. In contrast to teachers and trainers, learners felt that the inclusion of different learners is well supported at the workplace and school.
Key takeaways on the impact of Covid-19

The Covid-19 pandemic seems not to have significantly impacted CPD in terms of scope, topics, and quality for most respondents.

But impacted on participation: over the last 12 months, 1 in 3 trainers, 1 in 5 teachers, and 1 in 5 principals indicated participating less in CPD than before COVID-19.

And the quality: Principals assess the quality of more recent CPD less favorably (compared to pre-COVID-19).
Discussions in the breakout rooms

Room 1: School principals’ professional development

Room 2: Wellbeing and working conditions of VET teachers

Room 3: CPD of VET school-based teachers

Room 4: CPD of VET in-company trainers
Thank you

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