



GUIDELINES FOR PARTICIPANTS

THIRD POLICY LEARNING FORUM

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

22 and 23

November 2022

Virtual event

#VETTeachersTrainers

#VETtoolkit



RESULTS OF FEASIBILITY STUDY

Introductory session

22 NOVEMBER 2022 (9.30-11.15 CET)

Chair: **Antonio Ranieri**

Head of Department for VET and Skills

Scope of the survey

The survey aimed to test the methodology to collect representative samples of each of the four target populations and was based on two-stage sampling involving random sampling of schools (first stage) followed by random sampling of the target populations within schools (second stage). Yet the targeted sample could not be achieved because neither the number of schools (15 per country) participated in the pilot nor the number of responses per target group were obtained.

Difficulties encountered

The recruitment of schools was organised by the research team and was supported by AG members. During the recruitment process, several obstacles arose creating delays. 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), and 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).

Analysis of data collected

The presentation of the pilot survey findings in the PLF will focus on aggregate findings, as the numbers achieved for the pilot survey do not allow for concluding country differences, and if presented during the event, could create misleading conclusions. For the PLF, we decided to present only the aggregate findings (combined responses from all countries) to provide an illustration of the potential of data that could be collected through a pan-European survey in the future and also allow us to reflect on the topics that could be the most relevant for collecting data to inform future policy-making.

10.40-11.05 Reflections from ministries

Please take 5 minutes each to express your views on the expectations of the future EU survey. The main questions to reflect upon is:

- Why would a pan-European survey of VET principals, teachers, trainers, and learners be important for Member States?
- How could the findings from such a survey be used in national policy-making?
- Which topics do you find the most relevant for national policy-making?

11.05-11.15 Reflections from sectoral social partners for education

Please take 5 minutes each to express your views on the expectations of the future EU survey, and how this work links to the ESSDE Work Programme 2022-23. The main question to reflect upon is:

- Why a pan-European survey of VET principals, teachers, trainers and learners is important for the European Sectoral Social Partners for Education (ETUCE and EFEE)?

HOW TO SUPPORT THE MAIN ACTORS IN VET TO MAKE THE HIGH-QUALITY AND INCLUSIVE VET A REALITY IN THE EU?

Parallel sessions

22 NOVEMBER 2022 (11:30-12.45 CET)

Parallel room 1:

School principals' continuous professional development

Moderator: **Daniel Scheuregger**: *Welcome* (2 min)

Moderator:

- asks for a volunteer to become rapporteur and otherwise appoints one person (3 min)
- asks participants to say their name, organisation, country when speaking

Discussion (35 min):

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. Specific questions:

- How to improve VET school principals' working condition and wellbeing (10 min)
- How to improve the CPD provision for school principals? (10 min)
- How principals can better support teachers' CPD? (10 min)

Wrap-up (5 min)

How to support the main actors in VET to make the high-quality and inclusive VET a reality in the EU?

22 November 2022 (11:30-12.45 CET)

Parallel room 2:

Wellbeing of VET teachers and working conditions.

Moderator: **Rena Psifidou:** *Welcome* (2 min)

Moderator:

- asks for a volunteer to become rapporteur and otherwise appoints one person (3 min)
- asks participants to say their name, organisation, country when speaking

Discussion (35 min):

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. Specific questions:

- How to improve the working conditions and wellbeing of VET school teachers? How does workload and working conditions affect teachers' mental and physical health? (10 min)
- What CPD opportunities could improve wellbeing of VET school teachers? (10 min)
- What are good practices from the Member States? (10 min)

Wrap-up (5 min)

How to support the main actors in VET to make the high-quality and inclusive VET a reality in the EU?

22 November 2022 (11:30-12.45 CET)

Parallel room 3:

Continuous professional development of VET school-based-teachers

Moderator: **Marre Karu:** *Welcome* (2 min)

Moderator:

- asks for a volunteer to become rapporteur and otherwise appoints one person (3 min)
- asks participants to say their name, organisation, country when speaking

Discussion (35 min):

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. Specific questions:

- How to improve the CPD provision for VET school teachers?
- How to increase its quality, relevance and accessibility? (15 min)
- How to support teachers to promote inclusion in school-based learning environments? (15 min)

Wrap-up (5 min)

How to support the main actors in VET to make the high-quality and inclusive VET a reality in the EU?

22 November 2022 (11:30-12.45 CET)

Parallel room 4:

Continuous professional development of VET in-company trainers

Moderator: **Ralph Hippe**: *Welcome* (2 min)

Moderator:

- asks for a volunteer to become rapporteur and otherwise appoints one person (3 min)
- asks participants to say their name, organisation, country when speaking

Discussion (35 min):

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. Specific questions:

- How to improve the professional development opportunities for in-company trainers? (10 min)
- How to support trainers to promote inclusion in VET work-based learning environments? (10 min)
- How to empower VET teacher-trainer cooperation opportunities? (10 min)

Wrap-up (5 min)

DISCUSSION OF POSSIBLE SCENARIOS FOR UPSCALING THE SURVEY

Parallel sessions

23 NOVEMBER 2022 (10:30-11.15 CET)

Parallel rooms:

Scenarios

Moderator: **(Cedefop):** *Welcome and introduction to the aim of the session, see below (3 min)*

Moderator:

- asks for a volunteer to become rapporteur and otherwise appoints one person (3 min)
- asks participants to say their name, organisation, country when speaking

Discussion (35 min):

Our intention is to launch a European survey in 2024-25. To make this EU survey feasible, we draw from lessons learned during the feasibility study. You had the chance to know the main difficulties encountered during the pilot survey, what has been feasible and what not.

Now, we would like to have your opinion, **having your experience, role and your country in mind**, on different scenarios for upscaling the survey and making it successful.

1. RESPONDENT GROUPS

Should all 4 respondent groups (teachers, trainers, principals and learners) be included in the pan-European survey? What are the pros and cons in your view?

2. PARTICIPATION

What is the best way to motivate schools to participate in the survey?

3. IN-COMPANY TRAINERS

If in-company trainers are to be kept in the EU survey, which you think is the most effective approach to identify and engage them in your country (through schools, through databases, directly through companies, other ways?)

4. TOPICS

Should the current focus be kept, broadened or reduced? What would make the survey most relevant?

5. VET GOVERNANCE AND APPROVALS

How do you think specific VET system characteristics will affect participation? What can be done to ensure approvals from ministries and regional authorities?

6. SURVEY MODE

How should the survey run? Online? With physical presence in schools to help them organise the survey?

7. BRANDING

How can the survey attract the interest of the stakeholder groups to upscale it successfully (ministries, schools, in-company trainers)?

INCENTIVES ENCOURAGING SURVEY PARTICIPATION

Panel discussion

23 November (12.00-13.00 CET)

Chair: **Mara Brugia**
Deputy Director, Cedefop

Background

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 understand your 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.

There are several levels where incentives are key:

- Ministry level (national or regional): to ensure support and approval of the survey in their country (relevant incentives may be more likely non-material incentives ensuring relevance of topics, data privacy, comparability of countries, etc.);
- Principal level: to ensure that they approve the carry-out of the survey at school level;
- School coordinator level (person in charge of organising the survey at school): to ensure that participants go through all the steps and do not break off;
- Respondent level: to ensure that they complete the survey once they receive it.

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

The panel is composed of the following organisations: European Commission (DG EMPL, national members of the European social partners organisations ETUCE and EFEE, OBESSU and the European Parents' Association. Following the input of each panellist, we will invite also European Associations of VET providers to share their reflections.

Each panellist will be given **5 minutes to share statements**. No slides are required for this session.

Questions to panellists:

- **Jan Varchola, DG EMPL:**
How can DG EMPL support Cedefop in promoting the survey among Member States?
- **Joaquim Santos, National social partners, member of ETUCE:**
What incentives could work to motivate teachers to take part in the survey?
- **Jessica Mullen, National social partners, member of EFEE:**
What incentives could work to motivate trainers to take part in the survey?
- **Caridad Alarcón, OBESSU:**
How can learners be motivated to participate?
- **Arja Krauchenberg, European Parents' Association:**
What can incentivise parents to allow their kids to participate in the survey?

Following the interventions of the panellists, the following representatives from European associations of VET providers will be invited to share their reflections on key incentives from their point of view:

Alicia Sauli-Miklavčič, *EURASHE*

Margarida Segard, *EVBB*

Giulia Meschino, *EVTA*

Arja Flinkman, *EfVET*

Matti Isokallio, *EUProVET*

Lyndsey El Amoud, *EUCEN*

During this panel session, all participants will have the possibility to introduce in a word cloud the incentives in the form of keywords that they think are important to offer to the surveyed populations. The outcome will be presented at the end by Mara Brugia who will close the event.