



## 4<sup>th</sup> Policy Learning Forum Launching the EVTS – Summary note

### 1. Background and participants

On 25<sup>th</sup>-26<sup>th</sup> September 2025, Cedefop's 4<sup>th</sup> Policy Learning Forum (PLF) launching the European Vocational Education and Training Teachers Survey (EVTS) took place. This hybrid meeting brought together a total of 50 participants at Cedefop premises, including Cedefop's research team who leads the EVTS with the support of a contracted research team (Verian). Around 200 people joined the meeting online. Participants represented the European Commission's Directorate General for Employment, Social affairs and Inclusion (DG EMPL); ministries and national vocational education and training (VET) agencies; EU social partners for education, European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE); as well as the network of national VET experts involved in this project. This meeting also built on the strong commitment and well-established working relationships developed within the framework of the [EVTS Stakeholder Group](#). The EVTS Stakeholder Group was set up by Cedefop to support the survey planning and implementation. It comprises around 100 members representing: Cedefop project team members; the contracted research team Verian; the Commission's Directorate General for Employment, Social Affairs and Inclusion (DG EMPL); relevant Ministries from the participating countries (ministries of education and labour market); as well as, European and national members of the European Trade Union Committee for Education (ETUCE), and the European Federation of Education Employers (EFEE). The meeting took place both physically as well as on Teams for selected participants and was furthermore live streamed via YouTube. The event was taking place over two half days, with a varied [programme](#) featuring several high-level panels, presentations from both the Cedefop project team as well as its contractor Verian, with plenty of opportunities for participants to engage during and after the event. Impressions of the event are available on Cedefop's [event website](#).

The videos of the event can be accessed with the following links:

- Day 1 of the PLF: <https://www.youtube.com/live/LLYUEZ-hd5k?feature=share>
- Day 2 of the PLF: <https://www.youtube.com/watch?v=TeHhgYF8Q9k>

### 2. Summary of the event

#### 4<sup>th</sup> Cedefop Policy Learning Forum launching the EVTS (25–26 September 2025)

Cedefop's 4<sup>th</sup> Policy Learning Forum officially launched the European Vocational Education and Training Teachers Survey (EVTS), a landmark initiative to strengthen teacher policy in VET across Europe. Held in Thessaloniki and online, the hybrid event convened over 240 stakeholders, including representatives from EU institutions, ministries, social partners, teacher unions, and education employers.

EVTS aims to gather evidence from around 14,000 teachers across 23 participating Member States, shedding light on professional development, working conditions, job satisfaction, and the role of teachers in promoting inclusion, as well as in green and digital transitions. Keynote speakers underscored the urgency of tackling teacher shortages, ensuring teachers' wellbeing, and recognising their voices. The EVTS is positioned as the first EU-wide survey specifically targeting VET teachers' continuing professional development (CPD).



The event highlighted the systemic challenges teachers face, such as low salaries, high turnover, and limited career progression. Speakers stressed the importance of supportive leadership, inclusive school culture, and meaningful CPD that links to real-life learning practices. Pilot results already indicate challenges in view of teachers' wellbeing and professional recognition.

Methodologically, the EVTS employs rigorous sampling and testing protocols, supported by an international research team and a wide stakeholder network. Fieldwork will run throughout the 2025/2026 academic year, with first results expected in 2027. A strong emphasis was placed on collaboration, qualitative context, and data translation into national and EU-level reforms.

Multiple panels explored how a range of high-level stakeholders can use EVTS insights to improve teacher retention, policy coherence, and social dialogue. Discussions also addressed survey fatigue for schools, outreach strategies to engage teachers, and cross-border comparability of findings. Closing the forum, Cedefop reaffirmed its commitment to transforming evidence into action, underlining that Europe's skills ambitions depend on empowering its VET teachers with relevant, well-supported and respected professional pathways.

### 3. Detailed notes from Day 1 – Launch of the European Vocational Teacher Survey (EVTS)

During the opening remarks, **Antonio Ranieri**, Head of Department VET and Skills at Cedefop, opened the meeting, which he referred to as an important milestone and testament of the collective efforts made on this survey already. He framed the event as a policy learning session and underlined the importance of vocational teachers as the driving force behind education and training systems.

***“The purpose of the survey is to shine a spotlight on the driving force behind our educational system, our teachers, our vocational teachers in particular. We don't need to be a teacher to understand the importance of this profession.”***

Their role, he stressed, is central to delivering quality learning experiences and enabling smooth transitions for learners. Understanding the everyday realities of teachers, including their challenges, working conditions and opportunities for continuing professional development (CPD), is essential. Antonio Ranieri positioned the European Vocational Teacher Survey (EVTS) as a much-needed tool to provide solid evidence that can help better understand the situation of teachers in initial VET (IVET) shape better policies, improve teachers' careers and overall working conditions across Europe, especially given changing labour market needs. He stressed that almost 90 percent of Member States have committed to the survey. He warmly welcomed participants from different ministries, social partners, the European Commission, the European Parliament, the European Training Foundation and other key stakeholders, setting the tone for a collaborative exchange. He then introduced the keynote speaker, Professor Christopher Day from the University of Nottingham, and handed over to the Executive Director of Cedefop to officially launch the event.

**Jürgen Siebel**, Executive Director of **Cedefop**, welcomed participants both in Thessaloniki and online, officially declaring the launch of the EVTS. He outlined the scope of the survey, which will capture the experiences of around 14,000 vocational teachers across 23 European Union Member States. The survey explores key themes including participation in continuing professional development, working



conditions, job satisfaction, and teachers' roles in the digital and green transitions, with a strong focus on inclusiveness.

***“Your presence says something that is both simple and powerful: Europe’s skills ambitions are intrinsically dependent on the skills and wellbeing of its teachers.”***

Jürgen Siebel emphasised the urgency of addressing teacher shortages and the declining attractiveness of the profession, especially given the digital and green transitions. Many vocational education and training teachers face precarious employment conditions and salaries that remain approximately 11 percent below those of other tertiary-educated professionals. He positioned the EVTS as the first European Union-wide survey dedicated to this teachers' CPD, offering much-needed insights from VET schools around Europe. Jürgen Siebel recalled the broader policy context in which the EVTS Survey is anchored, referencing key EU initiatives such as the European Commission's Union of Skills, the Digital Education Action Plan, the European Education Area, the Education and Training 2030 framework, and the Council Recommendation on vocational education and training, as well as the Council Conclusions on Pathways to school success and the Council conclusions on European teachers and trainers for the future. All of these call on national strategies to address persistent skills gaps, particularly in relation to teachers' digital, green, and inclusive competences.

The EVTS is designed to support actors such as ministries, agencies, vocational education and training providers, and teacher organisations in making targeted improvements and ensuring inclusive learning environments. As the first dedicated EU-level survey on vocational teachers' continuing professional development, it provides comparable evidence across countries. Siebel also highlighted the substantial financial commitment Cedefop has made to this effort and underlined three key pillars of the EVTS: close cooperation and relevance through collaboration with Member States, the European Commission, the vocational education and training community and social partners, resulting in a broad EVTS stakeholder network; a strong focus on quality and comparability of the survey methodology, using rigorous methods that meet the highest scientific standards; and a commitment to turning evidence into action through dissemination tools such as country reports and thematic deep dives. The EVTS will not only provide actionable insight, but also a baseline to measure and track any progress made. He called for active engagement in the process, urging participants to help test the robustness of the survey and to commit to turning the evidence into concrete action.

**Anna Banczyk**, Head of Unit at the **European Commission's Directorate General for Employment, Social Affairs and Inclusion**, joined online and congratulated Cedefop for the initiative and the outstanding work done so far.

***“The fact that we have gathered today with such a broad group of educators, researchers, policy makers, social partners, it does really say one thing very clearly: vocational teachers and trainers are finally taking the central place that they deserve in the European VET agenda (...) for many years much of the focus in VET has rightly been on strengthening systems, improving qualifications, securing fundings, on modernising infrastructure, all this is very important, but we must really not forget that***



***teachers and trainers are the ones who bring it all to life, they are the key to turning policy into practice and turning ambition into impact.”***

She recognised teachers as central actors in both the reform and delivery of vocational education and training. She echoed concerns about teacher shortages, the importance of facing the green and digital transition, an ageing workforce and the low attractiveness of the profession. She stressed CPD as essential and VET teaching profession to become a career of choice and their importance as role models for vocational excellence.

Anna Banczyk also stressed the importance of the EVTS as the first to offering insight into the working conditions, motivations, challenges and aspirations of VET teachers and trainers.

***“The findings of the survey will directly support Europe’s wider priorities, addressing skills shortages, boosting our competitiveness, preparing for the green and digital transitions. This is about the Union of Skills, it is about Europe’s future workforce, social fabric and our economic resilience.”***

She announced the upcoming **European Union Agenda for Teachers and Trainers**, foreseen for 2026, which aims to support recruitment and retention of teachers, especially in STEM and VET, improve continuing professional development and working conditions, and strengthen career progression and recognition. She equally announced a new European VET Strategy to be presented next year, taking full account of the challenges teachers and trainers currently face.

**Brigitte Van den Berg**, Member of the **European Parliament** contributed to the meeting through a recorded video message, speaking also as a member of the Committee on Employment and Social Affairs and co-chair of the European Parliament Intergroup on the future of education and skills.

***“Did you know that in the Netherlands almost 40 percent of the professionals that start working on VET leave their job already within the first three years? How can we make sure that this does happen? We need information for that – and of course we don’t need it at the national level, we need them at the European level.”***

She stressed the importance of having robust data at European level to understand and prevent such losses. Brigitte Van den Berg welcomed the European Vocational Teacher Survey as a crucial step towards improving the quality of vocational education and training by strengthening the quality of Europe’s teaching workforce.

Next, **Irene Psifidou**, **Cedefop** Expert and Project Lead for the European Vocational Teacher Survey, shed light on past highlights on Cedefop’s work on VET teachers and trainers and praised the fact that a range of different stakeholders with diverse profiles are actively involved in the EVTS. She highlighted the scale and depth of the teacher crisis in Europe. Many vocational education and training teachers are approaching retirement age.

***“Addressing the teacher crisis is a global imperative (...) and the European status of teachers highlights a stark reality, you already heard that teachers are aging, and this poses many challenges in many countries (...)***



***Not only are they aging, but young people are also not keen in entering into this profession.”***

In a total of 12 European Union Member States, fewer than two percent of teenagers say they aspire to become teachers. She also pointed out the skills gap of the existing teaching workforce, gaps mostly in digital and green skills, as well as in inclusive teaching, continue to be widespread. New skill needs certainly need to be addressed. Working conditions of teachers can also be challenging, not just in terms of salary but also with some teachers experiencing violence, bullying, burnout, and early exits from the profession. As highlighted by UNESCO, 1 in 4 teachers are affected by violence. In addition, VET teachers and trainers may experience lack of resources and lower wages compared to other groups of teachers. High turnover and absenteeism of teachers are also symptoms of these systemic issues. All these factors lead to dramatic teacher shortages: by 2030, Europe will need an estimated 4.8 million additional teachers. A first step to addressing this issue is to recognise it. Though teachers have been at the centre of policy attention for the past two decades, only recently with the Herning Declaration policy attention now also includes teacher’s and learners’ wellbeing.

Against this background, the professional development of teachers has become increasingly important. More and more Member States recognise this and reflect it in their national plans, ranking it just after stakeholder cooperation and partnerships as a top priority.

**Irene Psifidou** also drew on previous Cedefop research on teachers and trainers, highlighting existing evidence collected through national policy briefs. Some clear trends are emerging. The digital transformation of CPD is evident in all countries, with some going further by introducing platforms for teachers to self-assess their skills. A few Member States are even piloting artificial intelligence tools for teacher training. Sustainability and green skills are increasingly integrated across curricula, reflecting another key trend. Another shift can be observed in the way CPD is linked to career progression. More formalised support mechanisms are being developed to reduce turnover and to create a seamless continuum between initial teacher education and ongoing professional development. The tendency is to view professional growth not as a series of isolated interventions but as an integrated pathway throughout a teacher’s working life.

New developments also include stronger links between industry and teaching, opportunities for joint training of teachers and trainers, improvements in quality assurance, and greater efforts to make the profession more accessible. Despite these advances, challenges persist. These include limited funding, weak connections between CPD and career incentives, and insufficient evaluation of impact. While some surveys already exist at regional or national level, there is no cross-country, robust and targeted tool available up to day to measure the effectiveness of CPD of teachers. Irene Psifidou concluded by describing the EVTS as a way to turn teachers’ voices into meaningful policy action. In many instances it has been criticised that teachers do not have a sufficient say on their own professional development. Therefore, the EVTS is a novel and much needed tool, which will gather insights from around 14,000 teachers from across 23 Member States. She lastly also highlighted the survey’s underlying stakeholder engagement with more than 100 members, the EVTS stakeholder group is based on a tripartite approach, providing their valued input.

Next, **Konstantinos Pouliakas**, Expert at **Cedefop**, presented the methodological framework of the EVTS, also in the context of Cedefop’s long-standing experience in implementing European-level



surveys. He reminded participants that the EVTS did not start from scratch but builds on more than a decade of survey work at Cedefop. Learnings from previous surveys shaped the theoretical foundation of the EVTS and supported the development of a methodologically robust and policy-relevant tool.

The survey investigates both formal and informal learning and includes measures of motivation, self-efficacy, participation in continuing professional development, and teachers' perceptions of its effectiveness. It also explores contextual factors such as school-level support, workload, and organisational culture. Particular attention is given to whether VET schools offer an environment that supports collaboration, innovation, and sustained professional learning. Drawing on contemporary learning theory, Konstantinos Pouliakas explained that the survey captures how teachers learn through day-to-day experiences as much as through formal training. Much of what teachers gain professionally comes from reflecting on their work, testing new approaches, and interacting with colleagues.

***“Learning is not only something that we acquire by attending particular seminars, conferences, workshops. Learning is something that you also acquire by participating and by investing very much in your everyday work.”***

The EVTS distinguishes between learning activities and learning outcomes, and between short-term upskilling and longer-term professional growth. It introduces constructs related to goal orientation, collaboration, self-directed learning, and opportunities to innovate. A further section explores how VET teachers remain connected to industry, stay updated on sectoral developments, and bring labour market relevance into their classrooms.

**Konstantinos Pouliakas** outlined the structure of the questionnaire. It starts with eligibility and background information, followed by sections on teaching experience, contract type, other employment, and CPD activity during the 2024/2025 academic year. Teachers are asked about the types of training they accessed, whether they were supported by their school, and how the training was delivered. They are also invited to assess how far they have developed in specific areas of their teaching practice and where they still see the need for further growth, particularly in relation to digital skills, environmental sustainability, and inclusive education. Further questions cover school leadership and management, job satisfaction, workload, stress and burnout, and the overall attractiveness of the profession. He emphasised that the aim was not only to measure individual behaviours but to understand the broader organisational and motivational environment in which VET teachers operate.

He also described the rigorous process behind the survey. A strict translation protocol was applied in all participating countries, supported by a common glossary to ensure consistency in terminology. Cognitive testing took place in six countries, with 108 in-depth interviews, followed by a pilot phase involving more than 650 VET teachers in 23 Member States. These steps were designed to confirm the relevance, clarity, and comparability of all items before full deployment.

Preliminary findings from the pilot phase already highlight the value of the survey. Half of the teachers reported taking on extra responsibilities due to staff shortages. Only 10 percent felt that VET teachers are valued in their country, and only 13 percent agreed that they are adequately paid. A significant share of respondents said they were already experimenting with AI tools in teaching, yet many also reported a strong need for further training to understand and use such tools responsibly.

He concluded by underlining the analytical potential of the EVTS. Its microdata will enable robust statistical research and policy analysis, helping to identify where support and reform are most needed. He expressed confidence that the instrument is scientifically sound and ready to deliver important evidence that can inform teacher policies across Europe.

**Michail Papazoglou**, Expert at **Cedefop** specialising in quantitative research and data analysis, provided a data-driven perspective. He highlighted the analytical potential of the EVTS microdata, particularly for econometric and statistical research. He shared first insights from pilot data collected from approximately 650 teachers. The data suggested that teachers who had not engaged in professional development during the past year were less likely to use digital tools, participate in informal learning, or collaborate with peers. Low levels of organisational commitment and weak incentives were correlated with lower engagement in continuing professional development. Michail Papazoglou underlined that, beyond time constraints and workload, factors such as school culture, leadership and intrinsic motivation play a significant role in shaping teachers’ development behaviour.

Next, in an interactive session led by Michail Papazoglou, participants were encouraged to provide their input on three key questions:

- 1) Teacher shortages - What needs to change? - With a total of 52 active participants contributing the following answers:

Table 1: Overview of replies – PLF slido question 1



- 2) Wellbeing in schools – How can we support it? - With a total of 52 active participants contributing the following answers:

Table 2: Overview of replies – PLF slido question 2



3) Career development for teachers – How can we do better? - With a total of 43 active participates contributing the following answers:

Table 3: Overview of replies – PLF slido question 3



Next, moderated by **Cedefop** expert **Vasileios Symeonidis**, the keynote address was delivered by **Professor Christopher Day** from the **University of Nottingham**. A Fellow of the Royal Society of Arts and the Academy of Social Sciences, Professor Day has a distinguished background as a schoolteacher, lecturer, district schools’ advisor, and academic. He is widely published in both English and Chinese, with research focusing on teacher professionalism, continuing professional development, teacher effectiveness, resilience and retention, leadership in high-needs schools, and school–university partnerships. His presentation focused on the theme of, ‘Creating an Architecture for Effective Continuing Professional Development: a systems approach. Professor Day praised the European Vocational Teacher Survey as a wonderful survey and commended the work of Cedefop in leading this initiative.

Drawing on his personal and professional experience and a range of robust international research, he noted that teacher effectiveness is not fixed, but varies by context, culture and individual competence and capabilities. He framed his talk as an invitation to design an architecture for effective continuing professional development through a systems lens. Early on, he challenged comfortable assumptions about performance and impact. As he put it, “Teachers are not always effective teachers. Effectiveness



is defined in different ways in different countries in different cultures.” He warned that many systems remain dominated by narrow performativity agendas that reduce education to human capital metrics, and he urged policy makers to account for social, ethical and emotional capital as part of any serious approach to teacher development.

Professor Day returned repeatedly to the importance of purpose, context and impact, alongside teacher and student capability, commitment, motivation and a capacity for resilience over a career. Professional learning will never look identical across countries, nor should it. Educational histories and local cultures influence but do not determine what is possible in schools and in systems. Locally based leadership of CPD and individual agency are key ingredients to achieving and sustaining success. Within this, he argued for policy aims that reduce fragmentation and improve coherence, while respecting diversity in pathways and practices. He welcomed the EVTS as a powerful initial evidence base and encouraged its combination with purposive qualitative case studies to answer the “So what” question and to illuminate how, when and why change happens in real world settings.

A central distinction in his talk was between competence and capability. Competences are necessary, yet insufficient. The capability approach places human beings at the centre and invites attention to motivation, commitment, resilience, agency, and the emotional understanding required to work with diverse learners. “Human capital is not enough” was his clear message. He connected this to retention, noting that it is quality retention that matters, not retention at any cost. He also observed that responsibilities on teachers have expanded, from student wellbeing to differentiated teaching and community liaison, which intensifies the need for capability, not only competence.

Professor Day discussed the design and impact of continuing learning and development opportunities. One-shot workshops after a long day at school, for example, are rarely effective. Learning must be supported in the context of use, context relevant to the needs of the individual and organisation, and supported by leadership and culture. Building professional learning communities and communities of practice can help, and must be nurtured intentionally and internally. They need to be a part of the culture of learning organisations, supported by organisational leadership at all levels. He highlighted evidence that individual and collaborative research, while less common, often has higher reported impact than standard courses. He encouraged policy makers to build provisions for individual, organisational and inter-organisational learning, and to schedule learning in forms and at times that are genuinely workable for teachers.

Leadership, culture and change were constant threads. Change is more likely when school leaders understand how to lead change, connecting with their workforce and growing local change leaders as champions of learning. Resourcing alone does not deliver development without a parallel focus on human development. He offered a gentle critique of rational change models that overlook at their peril the emotional and relational nature of teaching. Teaching and learning are not entirely rational affairs. He urged policy makers to create space for slow thinking so that wiser decisions can be made, even within time-pressured environments.

***“Deep learning can’t be hurried. Slow thinking by its nature can’t be hurried.”***

Finally, Professor Day linked these ideas to a futures mindset. Policy frameworks should reflect a clear vision for what learners should know, do and be. The being is often neglected, yet it is foundational.



He called for stronger attention to teacher agency, to willingness as well as capacity to change, and to the emotional work of teaching. He closed by commending Cedefop and the EVTS for spotlighting teacher voice and for advancing an outcomes-first orientation that values capability alongside competence, with leadership development and sustained organisational change as the engine of lasting improvement.

**Reactions to Professor Day's presentation/interactions with the audience:**

- **Agnes Roman**, Senior Policy Coordinator at the European Trade Union Committee for Education (**ETUCE**), challenged the idea that teachers remain in the profession simply because they can handle high workload. She argued that many stay out of vocation and love for teaching, which can unintentionally invite even more tasks from employers, parents and students. Her question to Professor Christopher Day was how to strike a fair balance between workload and personal mission. **Professor Day** responded that their views largely align. The key, he said, is school culture and the mediating role of leadership. Principals and leadership teams need to know their teachers well enough to recognise potential shifts in commitment. **Without strong, well-prepared leaders who can actively mediate pressures and support staff, policy cannot translate into practice.** He added that evidence shows effective teachers remain in their roles despite heavy workload, provided that workload is mediated by colleagues and leaders. For this reason, **he called for much greater emphasis on leadership education and for the role of leadership to be embedded in any follow up to the EVTS.**

**Costa Pavlopoulos**, Research Advisor for the Future of Work Initiative, Directorate of Digitisation & Innovation, **Municipality of Amsterdam**, intervened on retention and vocation. He argued that some attrition is to be expected, and that teaching should be a deliberate choice by those who recognise the demands of the role. He underlined that the EVTS is not a recruitment tool but a way to understand and support the profession, and he linked teacher motivation to pupil benefit through an inspired exchange of knowledge. **Professor Day agreed**, replying that a desire to remain in the profession is not, by itself, evidence of effectiveness. He stressed that **retention should be guided by quality**, noting that doing one's best is insufficient if capability and impact are not met.

- **Olena Bekh**, Senior Human Capital Development Expert, Team Leader for Innovation in Teaching and Learning, **ETF**, asked whether the emphasis on capabilities rather than competences risks sounding too categorical, especially in multilingual contexts where terminology varies. She noted that EU policy, including the 2018 Council Recommendations on Key Competences for Lifelong Learning, already embeds elements such as resilience, critical thinking and learner agency, which are widely applied in practice. Her concern was that strict labels might alienate practitioners and policy makers, and she invited clarification on how Professor Day interprets this balance. **Professor Day** replied that he uses the capability–competence distinction to highlight gaps in practice rather than to reject existing frameworks. Terms like resilience are often endorsed in policy, yet research reveals limited explicit provision of continuing professional development which focuses specifically on critical thinking, sustaining commitment and motivation and resilience and measurable impact in continuing professional development. His intention is to draw attention to how, and to what extent these constructs are operationalised in design and delivery. He stressed that the goal is an orientation towards capability as well as competence, while observing that in VET the prevailing emphasis still leans towards competences.



Day 1 of the event concluded with a **panel discussion on collaborative leadership in the European Vocational Teacher Survey**, moderated by **Irene Psifidou**, Project and team Leader at **Cedefop**. The panel brought together key institutional partners and national stakeholders from the EVTS stakeholder group. Irene Psifidou invited reflections on how stakeholders have helped to boost collaborative leadership in the EVTS stakeholder group. Addressing Agnes Roman first, she recalled ETUCE's involvement since the EVTS feasibility study carried out between 2020-2022 and asked about the main challenges in mobilising members, nominating national representatives and convincing other actors to engage with the survey.

**Agnes Roman**, Senior Policy Coordinator, the European Trade Union Committee for Education (**ETUCE**), outlined ETUCE's role as an umbrella organisation representing teachers and teacher unions in 51 countries with around 130 affiliates. She referenced the Herning Declaration and its commitments on teachers in VET, including addressing shortages, safeguarding professional autonomy, investing in pedagogical qualifications and CPD, improving working conditions and wellbeing, and equipping teachers for AI-driven and immersive technologies. She stressed that time and robust evidence are needed to translate these commitments into reform and identified the EVTS as a critical source of comparable data, particularly on the links between CPD, retention and the attractiveness of the profession, the weak connection to career progression, and the effects of working conditions and salaries. She noted difficulties retaining VET teachers in professional subjects who move to industry for higher pay and more predictable hours. Turning to challenges, she cited workload pressures, the need to explain how the EVTS differs from other international surveys and focuses on VET teachers, concerns about survey fatigue, the need in some countries for ministerial permission to survey teachers, and the administrative burden on staff. She called for stronger national-level cooperation among stakeholders and confirmed ETUCE's ongoing support to members.

***"(...) we as teacher trade unions we really need more data (...), more data which shows how CPD of teachers can link to retention and attractiveness of the profession."***

Irene Psifidou summarised the main issues raised as workload, understanding the added value of the survey and survey fatigue, noting that these will also be central in the fieldwork phase when encouraging teacher responses.

Irene Psifidou then handed over to **Monika Hoang The**, Policy & Project manager, representing the European Federation of Education Employers (**EFEE**,) to offer the perspective of education employers mobilising stakeholders for the EVTS. Monika Hoang The introduced EFEE as a recognised sectoral social partner representing 54 member organisations across 23 Member States and engaging in social dialogue. She highlighted strong enthusiasm and effective mobilisation across the network. The main challenges were practical, including limited human and financial resources, prioritisation and alignment with organisational missions, and decisions on where to focus effort. Systemic hurdles also arose from staff turnover, shifting contact points, and political changes within ministries of education. These dynamics affected a small number of cases, even though overall engagement was high.

**Irene Psifidou** acknowledged that political turnover and ministry endorsements had, in several countries, extended timelines for school access, and acknowledged EFEE's support in navigating these requirements and sustaining employer engagement. She then handed over to representatives from Italy, highlighting the multi-level governance system in that country.



**Professor Claudia Angelini** from the **Italian Ministry of Education** offered insights on how the survey is being integrated into Italy's education and vocational training governance. She confirmed its value in bridging institutional responsibilities between national and regional authorities, particularly in improving teacher recruitment and training practices.

**Alexandra Biancolini** from the **National Institute for Public Policy Analysis in Italy** reflected on the country's complex governance of initial vocational education and training, which involves both state and regional competences. She highlighted how the European Vocational Teacher Survey has created space for meaningful dialogue among actors within a complex system. She described the initiative as a "best practice" for national coordination and cooperation.

**Irene Psifidou** returned to **Monika Hoang The** to ask whether, beyond the challenges of nominating members, participation in the European Vocational Teacher Survey (EVTS) stakeholder group had yielded concrete benefits, and, if so, which ones.

**Monika Hoang The** added that participation fostered co-design of solutions and reinforced a sense of collective ownership, with each stakeholder playing a distinct role. She underlined the importance of evidence and anticipated mid- to long-term value from the EVTS dataset for data-informed policy making across countries. Summarising, she pointed to four benefits in particular: mutual trust and transparent communication, strengthened collaborative leadership, evidence-informed policy making, and collective ownership.

**Alexandra Biancolini** furthermore affirmed benefits beyond the national level from participating in the EVTS stakeholder group. She explained that implementing the survey in Italy is particularly challenging due to complex IVET governance, political and technical constraints, and the absence of unified databases across 20 regions for recruiting VET teachers. This raises risks of missing target respondents and compromising data quality. To address this, Italy proposed creating a national supporter group to coordinate actors, improve access to respondents and adapt implementation to country needs. She noted the positive response from Cedefop and valued the stakeholder group as a forum to share both strategic perspectives and practical solutions for effective national rollout. The panel moderator added that Italy's approach inspired other countries to consider similar working groups, illustrating the value of peer learning within the stakeholder network.

When asked what advice she would give to other leaders to ensure that the European Vocational Teacher Survey (EVTS) findings translate into meaningful policy actions benefiting vocational education and training teachers and schools, **Agnes Roman** outlined how the findings can inform change and offered guidance as the survey moves into the field. She reported strong interest and momentum among teacher unions, including in those countries beyond the 23 participating member states, and expressed the hope that the EVTS will acquire the same visibility and policy weight as OECD TALIS. She encouraged additional large systems with complex governance, such as Spain, France and Germany, to join future waves of the survey.

Looking ahead to uptake, she urged national actors to prepare now. Her recommendations were to establish national collaboration frameworks that bring together teacher unions, employers, school leaders, parents, students and policy makers; to plan for both the comparative report and the promised national focus so that findings translate into concrete improvements for VET teachers and schools; to embed results in social dialogue agendas; and to organise peer learning activities so



countries can learn from one another's responses. She stressed that early preparation would help systems act quickly once data are available, even though the final outputs are expected later in the timeline.

**Irene Psifidou** next asked whether the recently formulated EU Teachers and Trainers Agenda will effectively address the challenges discussed, and, if not, what more is needed. She also asked whether EVTS findings can further influence the agenda towards improving VET teachers' continuing professional development and working conditions.

**Agnes Roman** welcomed the Herning Declaration as a strong basis for teachers, while noting gaps such as salaries. She explained that the EU Teachers Agenda was announced on 5 March within the Union of Skills initiative, that preparation has only just begun, and that publication is foreseen for 2026. Teacher unions have high expectations. She cautioned against merging teachers and trainers under one heading, since VET trainers form a heterogeneous group with different employment settings and qualification routes and, therefore, require tailored recommendations. She outlined priorities the agenda should address. These include job attractiveness through decent salaries, stable contracts, and manageable workload. Embedding CPD in paid working time, with fair treatment comparable to the private sector, is essential. Work-life balance and strong social dialogue with teacher unions should be explicit elements. EVTS data can support national targets for CPD allocation and staffing, inform quality indicators, and strengthen social dialogue processes. Agnes Roman also called for clearer qualification pathways so that experienced professionals can enter VET teaching with appropriate pedagogical training, helping to counter shortages and the drift back to industry driven by low pay and heavy workload. She concluded that EVTS offers a first step toward system change by providing the evidence needed to translate commitments into national reforms for VET teachers' development and working conditions.

Next, **Irene Psifidou** asked how, looking ahead to 2027 when EVTS findings are available, the European Federation of Education Employers (EFEE) could help translate insights into actions that improve school leadership, and why strengthening leadership matters for teachers' wellbeing and professional development.

**Monika Hoang The** noted that EFEE trusts the power of robust, high-quality data to inform action. EVTS findings would provide concrete incentives to strengthen school leadership and to help education employers facilitate teachers' continuing professional development, wellbeing and working conditions. She then outlined what EFEE is already doing at macro and micro levels that could be aligned to EVTS results. At European level, EFEE has developed joint multisectoral guidelines against third-party violence and harassment and is about to launch joint guidelines on psychosocial risks. Through EFEE capacity-building projects, recommendations have been produced on initial teacher education, induction and early career support. EFEE is also negotiating an agreement on telework and the right to disconnect. Alongside these outputs, EFEE's daily work focuses on building shared understanding among system leaders about the importance of CPD. Through projects, peer learning, workshops and member consultations, EFEE gathers and disseminates good practices and success stories to raise awareness and create an amplifier effect into policy and implementation. EFEE also contributes opinions, reactions and statements to EU policy processes. **Monika Hoang The** invited stakeholders to engage with EFEE's activities so that, once EVTS data are available, evidence can be translated quickly

into targeted leadership development, better support structures for teachers and coordinated actions across countries.

#### 4. Detailed notes from Day 2 – Launch of the European Vocational Teacher Survey (EVTS)

**Irene Psifidou**, Cedefop Expert and Project Leader for the European Vocational Teacher Survey, opened the second day of the meeting with a short introduction and overview of the aim of Day 2. The meeting continued with a presentation of the methods used for the EVTS as well as more details and preliminary findings on the pilot study.

**Konstantinos Pouliakas**, Expert at Cedefop, outlined the pathway from feasibility work to pilot testing and the forthcoming roll-out. He acknowledged the contribution of the contractor Verian and a Europe-wide network of national VET experts and fieldwork agencies, noting the scale and technical difficulty of implementing a dedicated EU survey of VET teachers.

On the timeline, he explained that conceptual discussions and a feasibility study with five countries date back to 2020, while the formal project started in February 2024. Since then, the team has focused the scope on VET teachers, convened the EVTS stakeholder group, developed and tested the questionnaire, and prepared a communication and dissemination strategy. Piloting began in April and May 2025 by reaching out to schools to test procedures. Fieldwork is scheduled to start in mid-October 2025 and run for a full academic year to August 2026, with a possible extension into September or October 2026. Data preparation and analysis are planned from September 2026 to summer 2027, with first robust results expected in 2027.

***“If you want robust statistics, you need to follow a particular process statistically. And that means you need to also have a little bit of patience and investment in following a specific methodology. And that implies that the earliest that we will have the data is 2027.”***

On instrument development, he described the theoretical underpinnings and a comprehensive literature review, a question-by-question feasibility assessment, and cross-checks against existing surveys such as OECD TALIS and Cedefop’s EVTS. The team also consulted researchers running national teacher CPD surveys, gathered detailed feedback from national experts to localise terminology across 23 countries, undertook in-depth cognitive testing with teachers, and is now running psychometric checks on pilot data, fine-tuning items ahead of fieldwork.

Sampling was presented as the core operational challenge. Because most countries do not hold complete registers of VET teachers, the survey will use a two-stage probabilistic design: first obtain national registers of VET schools, then request school-level teacher lists to draw random samples. This approach avoids convenience bias but makes success dependent on cooperation throughout the chain. In his words, “we are reliant on the willingness of schools to cooperate the willingness of the intermediaries of the schools to cooperate with us and then the willingness of teachers to respond to us.” Target sample sizes range from 500 to 1,000 teachers per country, calibrated to national VET teacher populations which Verian has mapped.

He concluded by handing over to **Nicolas Becuwe**, Verian project leader, to elaborate on the remaining technical and fieldwork issues. Nicolas Becuwe underlined the scale and ambition of EVTS and its purpose to deliver comparable, policy-relevant evidence on initial VET teachers across Europe. He



outlined Verian's sampling design to secure national representativeness. In the absence of comprehensive teacher registers, the team will draw a random, stratified sample of schools by geography and size, then randomly select teachers within each participating school. Smaller systems with few VET schools will be covered by a census approach. Within schools, a coordinator designated by the head teacher compiles teacher lists, manages contact and supports random selection while protecting data privacy. GDPR compliance is ensured by minimising personal data and, where necessary, using anonymised lists with school mediated invitations.

Pilot fieldwork from May to July 2025 has so far produced 639 interviews, a 61 percent school participation rate and a 64 percent teacher response rate. The pilot confirmed the questionnaire's clarity and appropriate length, the functionality of bespoke multilingual tools including the coordinator platform and public website, and the practicality of the incentive package combining non-monetary recognition with targeted vouchers for schools and, in some countries, coordinators.

Key challenges observed were end-of-year timing pressures, variation in national school calendars, lower initial engagement in a few countries, and the limits of email-only communication. The main stage will therefore start earlier, use multi-channel outreach including phone and in-person contact, and continue to leverage endorsements from national authorities. A multilingual website, posters, brochures and a social media campaign on teacher shortages, wellbeing, career development and resources support dissemination. The overall target is about 14,000 teachers from roughly 700 schools, with continued emphasis on coordinated stakeholder support to ensure high quality coverage.

The session concluded with a **question-and-answer session**:

- **Agnes Roman**, Senior Policy Coordinator at the European Trade Union Committee for Education (**ETUCE**), posed a multi part question on scope, timing, outreach and follow up. She asked whether all teachers in initial VET schools, including general subject teachers, are in scope. On timing, she suggested prioritising preterm preparation and the post exam period, and asked if fieldwork could remain open into late August or early September. For harder-to-reach countries, she requested clarity on who the national VET experts are, what impeded engagement in Belgium, Finland, the Netherlands, and Sweden, and what minimum, concrete support is expected from stakeholder organisations. She recommended expanding outreach beyond email to short-form content such as Facebook or TikTok reels. Finally, she asked who will organise country events tied to the reports, what support Cedefop will provide, how long dissemination will run, and when a second EVTS wave might be envisaged. Cedefop colleagues and Verian replied by clarifying that the main survey is designed to run across the full academic year, with timing adapted to each national calendar. In some systems, August and early September are workable windows, while in others they are not, so the fieldwork plan will be tailored accordingly. **Verian** noted a recurring pattern of soft refusals at school level in a few harder-to-reach countries. The critical bottleneck is securing a committed school coordinator. Appointed by the school leadership, the coordinator provides the national research team with a complete list of teachers and trainers to enable random selection, receives the names of selected teachers, and informs them of their inclusion in the survey and next steps. School coordinators also use EVTS promotional material to raise awareness of the survey and encourage timely



participation of teachers. In several cases, coordinators initially agreed but did not proceed, so additional stakeholder backing could help convert interest into participation. She moreover asked what the bare minimum is that stakeholder organisations should do, especially in hard-to-reach countries—and whether a simple “what you can do” guide could be provided (e.g., posting brochures on members’ websites rather than contacting schools directly).

- **Cedefop** added that pilots are intrinsically less attractive to schools, and that in countries such as the Netherlands the presence of strong national data collections, high teacher autonomy and survey fatigue can make the EU added value less obvious. At this stage, they ask stakeholders primarily to amplify EVTS through their channels and, where needed, to help broker access to schools. Looking ahead, dissemination of the baseline results will be co-designed with the EVTS stakeholder group, combining national invitations with Cedefop-led briefings subject to resources. A second EVTS wave would be considered only after evaluating the first. An interval of about five years is seen as appropriate, with headline findings most active in the first two to three years and continued research use of the microdata for up to six or seven years. In reply to her question about expectations towards stakeholders, Cedefop replies that for the main stage they will share a complete communication kit in national languages (posters, brochures, social posts) with the EVTS stakeholder group for broad dissemination. The pilot only needs very targeted support and is largely covered. Stakeholders are not expected to cold-contact schools; if specific, school-level help is needed, they will reach out with precise requests.
- **Costa Pavlopoulos**, Research Advisor for the Future of Work Initiative, Directorate of Digitisation & Innovation, **Municipality of Amsterdam**, questioned whether the principal-coordinator pathway creates an unnecessary bottleneck and why teachers cannot just respond directly and anonymously. **Cedefop’s Konstantinos Pouliakas** replied saying that the layered approach is essential to obtain full teacher lists and draw random, representative samples that avoid self-selection bias; Verian is easing the load by helping schools compile/upload lists. After the core sample is secured, a supplementary open link could be considered to broaden participation.
- **Brikena Xhomaqi**, **Director Lifelong Learning Platform** - European Civil Society for Education Lifelong Learning Platform, welcomed the survey’s ambition but cautioned that a purely standardised, quantitative design can flatten nuance across diverse national contexts. She asked how qualitative evidence will be integrated so that isolated, yet important cases and contextual subtleties are not lost, and urged flexibility alongside methodological rigour. Cedefop experts agreed the point is essential. They said EVTS prioritises a robust, unbiased, TALIS-level quantitative core, but will be complemented by qualitative work. In parallel, Cedefop is updating detailed, country-by-country reports on teacher CPD systems, initial preparation, entry requirements, recent reforms and challenges (including separate reports where governance is split, e.g., Belgium). These materials will contextualise EVTS findings in 2027. They also signalled openness to add purposive case studies at school level after fieldwork, echoing Professor Day’s suggestion, so policy users get both comparable statistics and situated narratives.
- **Monika Hoang The**, Policy & Project manager, representing the European Federation of Education Employers (**EFEE**), asked how the team will avoid overwhelming teachers with



the volume of communication materials and posts, given today's notification fatigue, while still meeting outreach goals. Verian replied that they will streamline field materials and keep the website as the primary hub. The pilot showed some schools felt overloaded, so content will be rationalised and timing calibrated. Social media serves a different purpose: a light, top-level awareness "umbrella" to signal the survey's importance, while coordinators provide targeted, minimal-touch communications inside schools.

- **Wouter Kerkhove, Flemish Government representative**, welcomed the project and proposed a partnership approach for the main stage, e.g., a Flemish webinar and using ministry channels early. He asked how EVTS guarantees confidentiality within schools and whether results will be reported separately for Flanders and the French Community. Cedefop welcomed the offer, noted pilot gaps reflect country-specific factors, and confirmed strict confidentiality messaging plus community-level reporting. Verian pointed out that the EVTS is compliant with GDPR regulations and fully anonymised, and retains the school coordinator as the sole school contact (no direct teacher emails held, secure unique access codes, and only aggregated results shared, no individual responses visible to schools).

Next followed the **Panel discussion: Reflections on EVTS from students, teachers, and VET providers**, moderated by **Konstantinos Pouliakas, Cedefop** expert, EVTS co-project manager. The aim of this panel was to gather first hand perspectives from these three communities on the challenges teachers face in continuing professional development, the evolving role and new skill needs of VET teachers, the realities of working conditions, and whether the EVTS instrument adequately captures these needs while highlighting promising practices.

First **Joaquim Santos**, Executive Commission, FNE – **Federação Nacional da Educação, Portugal**, was asked to outline the most pressing challenges facing VET teachers and students in Portugal and to reflect on whether EVTS can illuminate them. Joaquim Santos highlighted job precariousness and the need for safety and stability at work, alongside teacher wellbeing, fair career conditions, and the heavy administrative workload and bureaucracy his organisation's data underline. He stressed the importance of collaborative work, well-organised schools with a positive climate, and preparedness for AI. A structural constraint, he said, is housing: high rents make relocation financially unviable, creating regional imbalances, surpluses of teachers in the north versus shortages in Lisbon and the south, pushing some qualified teachers to leave teaching for other sectors. For students, he pointed to unequal access to desired training (often far from home), the importance of international mobility, and the persistent image problem of VET as a "second choice," even in traditionally strong VET countries. At the governance level, he cited recruitment and retention as twin priorities. He noted that many of these issues resonate across Europe and suggested that a systematic evidence base like EVTS can help surface them comparably, informing policies on workload, collaboration, mobility incentives, and targeted measures to recruit and retain teachers where shortages are most acute. Asked how unions can advocate for better conditions, he prioritised social dialogue across the education and employment pillars and between public and private VET, plus rejuvenation of the profession via induction and mentoring. FNE will use EVTS evidence alongside its own consultations to press on workload/bureaucracy, wellbeing, and to compare Portugal's results internationally in talks with both ministries; he also noted data gaps on VET and the role of unions as VET providers.



Responding to a question on systemic barriers to VET teachers' continuing professional development, **Theodor Grassos**, Secretary General, European Association of Institutes for Vocational Training (**EVBB**), pointed first to fragmentation. Because VET remains largely a national matter, policies and interventions must be adapted to many different contexts, which undermines coherence and scale. He added that in many countries teaching is a full-time, closed profession; in VET this can isolate teachers from workplaces and, over time, erode the currency of their skills. He urged that private VET providers be explicitly considered, since their challenges and opportunities differ from those in the public sector. Finally, he called for progress on mutual recognition and certification of VET teachers so qualified staff can work and take placements across countries, while also creating pathways for industry professionals who teach part-time to gain appropriate pedagogical qualifications. He welcomed the EVTS as a way to map fragmentation across systems and inform practical solutions. In a second round of questions about the evolving role of VET teachers, Theodor Grassos argued that teachers must be inspirers who connect schools with society and industry. He called for structured placements for teachers in companies, broader competence frameworks beyond digital (a common language for teacher competences), and "open schooling" so local communities support especially small or remote schools. This, he said, will organically develop mentors and leaders in classrooms.

Next, **Henrik de Moel**, General Secretary, **Algemene Onderwijsbond (AOB)**, the Netherlands,, highlighted that fragmentation affects not only national systems but also the internal organization of schools. Too often, participation in continuing professional development depends on individual initiative rather than coherent school strategies. He argued that the European Vocational Teacher Survey can surface systemic gaps, such as uneven access to training or poor alignment between CPD offers and classroom needs, and give policymakers evidence to design integrated CPD frameworks that link directly to transparent career pathways. Career progression, he stressed, is central to retention. Drawing on the Dutch context, he noted that many teachers work part time, frequently three or four days per week, and a growing share are women. Recent union data show rising sickness absence among younger women. When work life balance pressures increase, CPD is often the first activity to be dropped. He therefore encouraged the survey to capture work-life balance dynamics and to inform measures such as protected time for professional learning, flexible delivery, and equitable access to opportunities that support both progression and wellbeing. On inclusion and fairness as staff profiles diversify, Henrik de Moel stressed that EVTS should disaggregate results by contract type, hours, age and background to reveal hidden inequalities. He highlighted work-life balance pressures for part time women, distinct CPD needs of older entrants, and the reluctance of precarious staff to request CPD, noting that targeted policies should follow the evidence.

In a next panel intervention, **Giovanni Crisonà**, President of **Skillman**, a transnational network that links industry, research, and VET providers in advanced manufacturing to develop work-based learning drawing on models where industry challenges feed directly into training-of-trainers and curriculum design, he said EVTS evidence will become a core input for updating the Skillman Teacher Academy's content and methods. Alongside insights from artificial intelligence and expert reflection groups, the survey will inform an "innovation loop" that identifies teachers' evolving needs and translates them into curricula. He underscored Skillman's focus on micro-credentials and its Digital Qualification Framework, noting plans to align badges and certificates both with ESCO and with needs surfaced by the EVTS. By issuing verifiable digital credentials, Skillman aims to link survey findings to concrete recognition of teachers' skills and to strengthen the valorisation of human and ethical capabilities in



VET. On promoting teacher training, Giovanni Crisonà said Skillman will embed EVTS insights in its continuous improvement cycle toward excellence for all. He pointed to micro credentials aligned with Skillman's EU Digital Qualification Framework (DQF) and the European Skills, Competences, Qualifications and Occupations (ESCO), with the DQF providing an open-standards, European Qualifications Framework (EQF)-aligned system for issuing portable, secure and trusted digital credentials via the EU blockchain, and he urged preparation for the impact of AI on who teaches, keeping ethical values central and schools open to society.

The discussion then turned to **Ívar Máni Hrannarsson**, Board member, **OBESSU**, exploring to what extent insights from the European Vocational Teacher Survey would also be useful for students. Hrannarsson voiced OBESSU's support for the survey, stressing that learners are part of the school community and benefit when policy is grounded in evidence and direct stakeholder input. He argued that continuing professional development is essential for teachers to deliver on curricular ambitions around digital, green and inclusive skills, and that teacher wellbeing is foundational to a healthy classroom. He noted that shortages of staff and heavy administrative workloads undermine teachers' capacity to support learners, which in turn affects learning quality. In his view, EVTS findings can help shape policies that strengthen teacher capability and wellbeing, thereby improving students' experiences and outcomes. From the student perspective, Ívar Máni Hrannarsson urged that baseline digital, green, AI and pedagogical skills be built into initial teacher education so CPD focuses on upskilling rather than catching up. He added that CPD should also foster citizenship, critical thinking and media literacy, and cautioned against asking teachers to speak for learners' wellbeing, arguing that student voices should be captured directly.

The session concluded with a **question-and-answer session**:

**Arja Krauchenberg**, project coordinator, **European Parents' Association (EPA)**, joined the meeting online and highlighted the vital role of parents in shaping young people's educational choices. She emphasised that parental involvement is crucial in promoting the attractiveness of VET, especially when students decide between academic and vocational pathways. Drawing on the Austrian example, where around two thirds of 15-year-olds choose VET, she noted that such outcomes depend on both the quality of the offer and the support of well-prepared teachers. She stressed the importance of the relationship between teachers and learners for effective learning and called for better training in both technical and relational competences. Arja Krauchenberg also underlined the need to reduce the administrative burden placed on teachers, so they can dedicate more time to teaching and their own professional development.

The last Panel discussion focused on the topic of **leveraging EVTS results from research to policymaking** and was moderated by **Irene Psifidou**, **Cedefop** expert and EVTS project manager. The session examined how EVTS findings can translate into policy value at national and EU level, drawing on Greece and Lithuania as illustrations and the European Commission's perspective.

**Spyros Tsoungkos**, **Hellenic Ministry of Education, Religious Affairs and Sports**, outlined key challenges for VET teachers in Greece, including the persistent perception of VET as second tier, diverse learner needs that require personalised pedagogy, resource gaps for laboratories due to municipal funding rules, and living-cost pressures that particularly affect temporary and newly appointed staff. He added that limited career pathways dampen a professional culture of continuous development. Asked how



EVTS can support policymaking, he said the ministry routinely uses international evidence and that EVTS can map teachers' skills, participation and needs, enable cross-country benchmarking, inform curriculum alignment with labour market demands, surface barriers to CPD, and justify incentives and reform evaluation.

**Julius Jakučinskas, Ministry of education, science and sport, Lithuania**, reported familiar pressures in Lithuania, notably an ageing workforce alongside high turnover and low attractiveness of teaching, coupled with limited prestige of upper secondary VET. A distinctive feature is a relatively inexperienced corps, with many teachers having fewer than ten years of pedagogical experience, which heightens the need for structured induction and CPD. He noted gaps in the availability of relevant, quality training in Lithuanian. On opportunities, he said EVTS will fill missing evidence for targeted interventions, catalyse peer learning by showing what works elsewhere, and help a small system with constrained resources focus on the highest-impact measures.

**Koen Bois d'Enghien, Policy Officer, Directorate General for Employment, Social Affairs and Inclusion, European Commission**, joined the panel remotely from Brussels. He addressed the issue of teacher shortages and the attractiveness of the teaching profession, stressing that this is widely recognised across Europe as one of the most pressing challenges, affecting not only learners, school leaders, and the broader school community, but also companies, organisations and the overall competitiveness of the European Union. Koen Bois d'Enghien pointed to several trends observed across Member States: an ageing workforce, difficulties recruiting particularly from industry into VET, and early exits of teachers and trainers due to increased workload. Against this backdrop, he underlined the importance of the EVTS, which will provide robust, EU-wide comparable data in two years' time and, importantly, will capture the perspectives of teachers themselves.

He expressed confidence that the EVTS will contribute to a better understanding of the drivers of teacher shortages and inform efforts to enhance the attractiveness of the profession. At European level, the findings will support ongoing work in various fora, including the Advisory Committee on Vocational Training (ACVT) and the meetings of the Directors-General on Vocational Education and Training (DGVT). In these settings, the results can help identify good practices and foster mutual learning, grounded in stronger evidence. Koen Bois d'Enghien also emphasised the strategic importance of the EVTS in shaping future policies. It will contribute to the preparation and implementation of the upcoming EU Teachers and Trainers Agenda, which was announced in the Union of Skills in March 2025. This new agenda will aim, *inter alia*, to improve the attractiveness and retention of teachers and trainers across different education and training sectors as well as to strengthen continuing professional development.

He noted that several services in the European Commission, such as the Directorate-General for Education, Youth, Sport and Culture (DG EAC) and DG EMPL, in cooperation with stakeholders are currently preparing the new Teachers and Trainers Agenda, with a series of consultations planned to support its development and implementation. The EVTS will serve as a key monitoring and support instrument in this context.

Finally, Koen Bois d'Enghien referred to a complementary initiative, an open survey launched by the European Commission and available on the EU School Education Platform, focusing on the attractiveness of the teaching and training profession (the survey is still open for feedback until 6



November 2025). While it will provide useful qualitative insights, he noted that it follows a different methodology than the EVTS, which is based on a robust and comprehensive data collection framework.

**Mara Brugia**, Cedefop's Deputy Director, closed the meeting by thanking all participants for their energy, commitment, and honest contributions. She underlined a clear takeaway:

***“Europe’s skills ambition stands or falls with its teachers, and they succeed when their professional development is recognised, relevant, but more importantly, is also realistically resourced (...)”***

Reflecting on the two-day hybrid event, she highlighted the discussions held on teacher shortages, systemic challenges like workload and low salaries, and the need for supportive leadership and school culture. With the official launch of the European Vocational Teacher Survey (EVTS), Cedefop now provides a common evidence base to guide better policymaking and practical action, she said. Mara Brugia outlined the next steps, careful data analysis, targeted dissemination, and implementation of pilot measures to support teachers, emphasising that this process is about shared learning, not competition.

Mara Brugia closed by thanking speakers, moderators and panellists, partners from the European Commission, the European Training Foundation and other European Union agencies, European and national social partners, civil society and researchers. She offered special thanks to the teams behind the scenes: the Cedefop research team Irene Psifidou, Kostantinos Pouliakas and Michail Papazoglou; the contracted international research team Verian, and all Cedefop staff involved in the preparations and carry out of this event, both onsite and online.

Above all, she thanked in advance the 14,000 teachers who will respond to the survey, describing them as the bridge between ambition and opportunity. She reaffirmed Cedefop's commitment to make that bridge stronger with evidence, policy focus and practical support, and closed by wishing everyone a safe journey home and encouraging continued collaboration to turn these insights into better learning and better work across Europe.