



## **THIRD POLICY LEARNING FORUM (PLF)**

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

#### **1. What is the feasibility study about?**

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

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

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

#### **2. What did the feasibility study aim to achieve?**

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

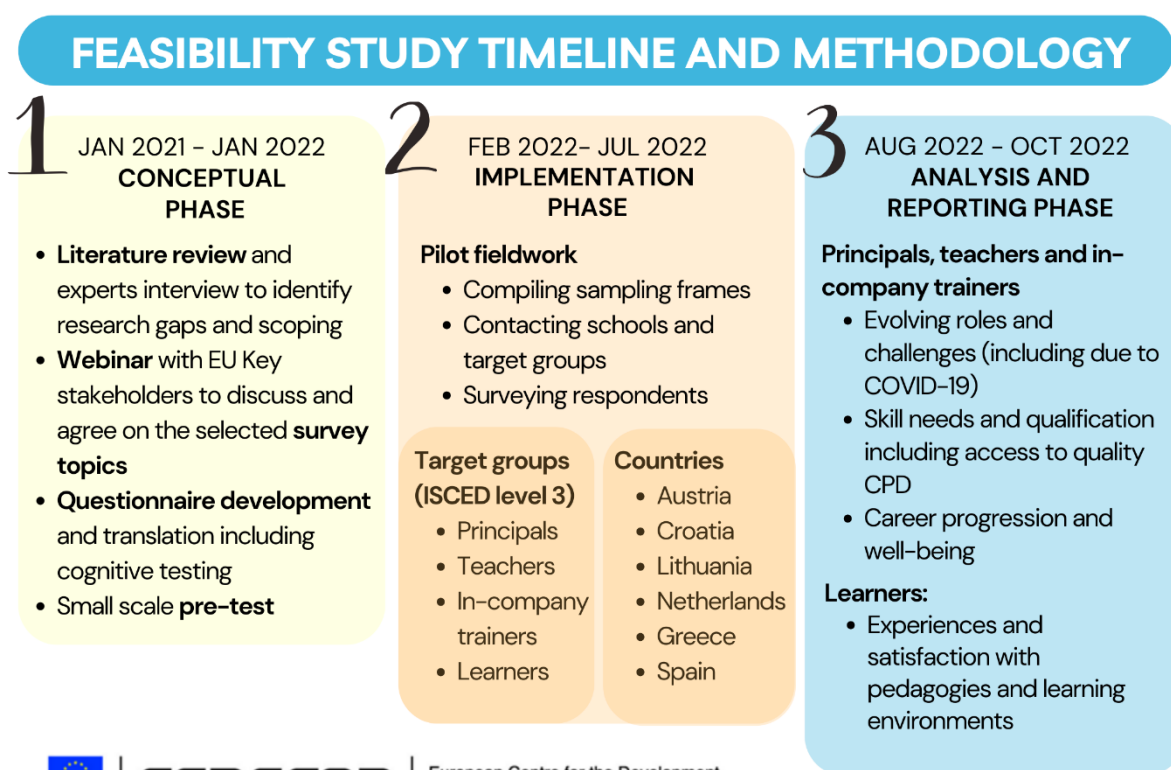
The methodology was tested in six pilot countries surveying schools' principals, teachers, in-company trainers and learners in IVET – more specifically, at ISCED level 3. The opinions of these four key populations were collected about the following key IVET aspects:

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

### 3. What did we do in the study?

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

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



### 4. What are the aims of the PLF?

Following up on the [webinar](#) held on 3 February 2021 to launch the feasibility study, the PLF has two aims: first, to present and discuss the findings of the feasibility study on 22 November (morning), specifically the methodology, the practicalities of the implementation and the results of the data collected; second, based on the outcomes of the feasibility study, participants are invited on the following day (23 November) to discuss the conditions that need to be met to expand and launch this

survey in EU27, Norway and Iceland, and produce new evidence to inform policymaking for the professional development of VET teachers and trainers in Europe.

Topics that will be discussed during the PLF include:

Day 1:

- How to improve initial and continuous professional development in Europe?
- How to improve working conditions of teachers and trainers?
- What are the challenges and solutions for inclusive and digital teaching?
- What are the future roles of teachers and trainers?

Day 2:

- Upscaling of the survey in EU27, Iceland and Norway
- Incentives encouraging participation in the survey
- Branding of the survey to make it attractive for the target groups

The forum includes plenary sessions with presentations, panel discussions and parallel sessions to enable participants to exchange views. The PLF will close with a panel discussion on incentives encouraging participation in the survey.

Participants include Cedefop's Advisory Group, the European Commission, key EU stakeholders and agencies, European Associations of VET providers, as well as other VET stakeholders and representatives from the pilot schools.

- Consult the [PLF agenda](#).
- Find out more about our work on [Teachers' and trainers' professional development](#)

Looking forward to seeing you in our PLF.

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