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

Irene Psifidou (Cedefop)

Gerda Burneikaite (PPMI) and Simon Broek (Ockham)

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

Target groups (ISCED level 3)
- Principals
- Teachers
- In-company trainers
- Learners

Countries
- Austria
- Croatia
- Lithuania
- Netherlands
- Greece
- Spain

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

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

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

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

Country	Principals	Teachers	Trainers	Learners
Austria	-	-	9	-
Croatia	13	154	113	286
Greece	6	26	6	62
Lithuania	12	154	39	317
Netherlands	4	29	70	1
Spain	5	21	6	52
Total	**40**	**373**	**243**	**718**

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. Ssatisfaction with and outcomes of professional development

4. Wellbeing of teachers, trainers, principals and learners

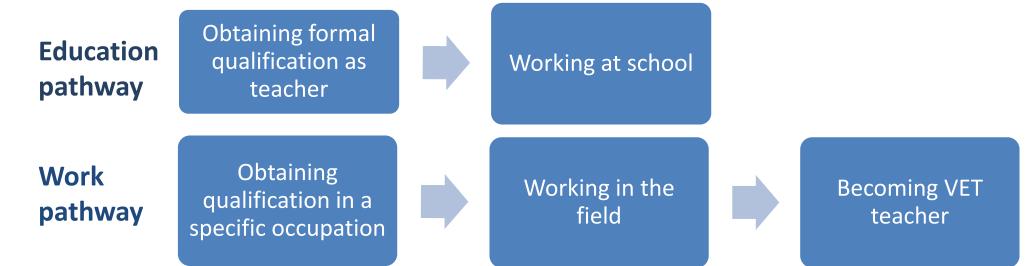5. Preparedness to support VET inclusion and excellence

6. Key takeaways

1. Pathways to the school principal, teaching and training professions

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Pathways

➢ **Main pathways to becoming teachers:**

Education pathway

| Obtaining formal qualification as teacher | → | Working at school |

Work pathway

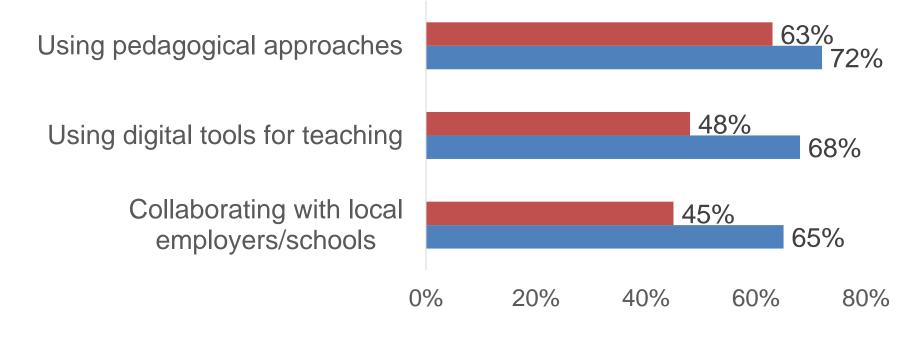| Obtaining qualification in a specific occupation | → | Working in the field | → | Becoming VET teacher |

➢ 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...

Using pedagogical approaches
- 63% (Teachers)
- 72% (In-company trainers)

Using digital tools for teaching
- 48% (Teachers)
- 68% (In-company trainers)

Collaborating with local employers/schools
- 45% (Teachers)
- 65% (In-company trainers)

0%   20%   40%   60%   80%

■ Teachers (n=392)   ■ In-company trainers (n=315-316)

Q: Having completed formal education or training/being qualified or recognised as teacher or trainer, how prepared were you for …?

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Principals feeling they were very prepared or fairly prepared for...

Category	Percentage
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 …?

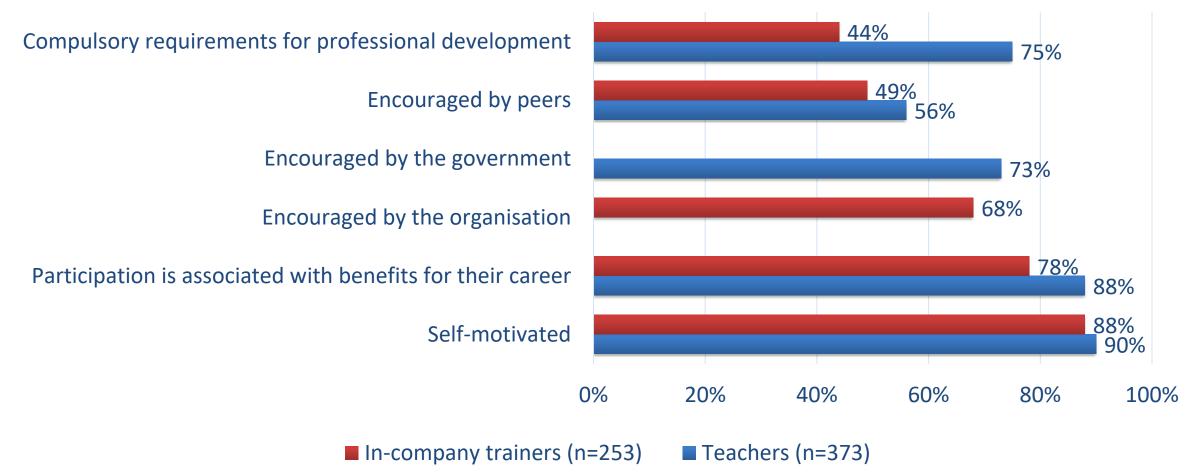2. Continuous professional development of VET principals, teachers and in-company trainers

Motivation for participating in CPD activities

Compulsory requirements for professional development
- In-company trainers: 44%
- Teachers: 75%

Encouraged by peers
- In-company trainers: 49%
- Teachers: 56%

Encouraged by the government
- Teachers: 73%

Encouraged by the organisation
- In-company trainers: 68%

Participation is associated with benefits for their career
- In-company trainers: 78%
- Teachers: 88%

Self-motivated
- In-company trainers: 88%
- Teachers: 90%

X-axis: 0% 20% 40% 60% 80% 100%

■ In-company trainers (n=253)   ■ Teachers (n=373)

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

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Consequences of not participating in CPD activities

Q: What are the risks if the compulsory requirement is not met?
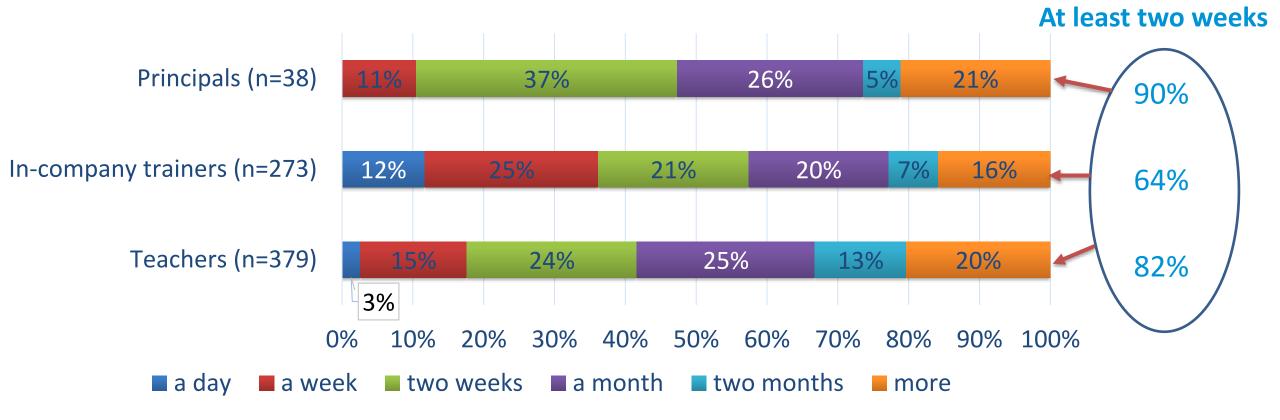*Note: the percentages reflect the share of respondents who selected the option*

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?

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Time spent in professional development activities

At least two weeks

Principals (n=38): a week 11% | two weeks 37% | a month 26% | two months 5% | more 21% — 90%

In-company trainers (n=273): a day 12% | a week 25% | two weeks 21% | a month 20% | two months 7% | more 16% — 64%

Teachers (n=379): a day 3% | a week 15% | two weeks 24% | a month 25% | two months 13% | more 20% — 82%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ a day   ■ a week   ■ two weeks   ■ a month   ■ two months   ■ more

Q: How much time have you spent on all your professional development activities during the last 12 months? Approximately…

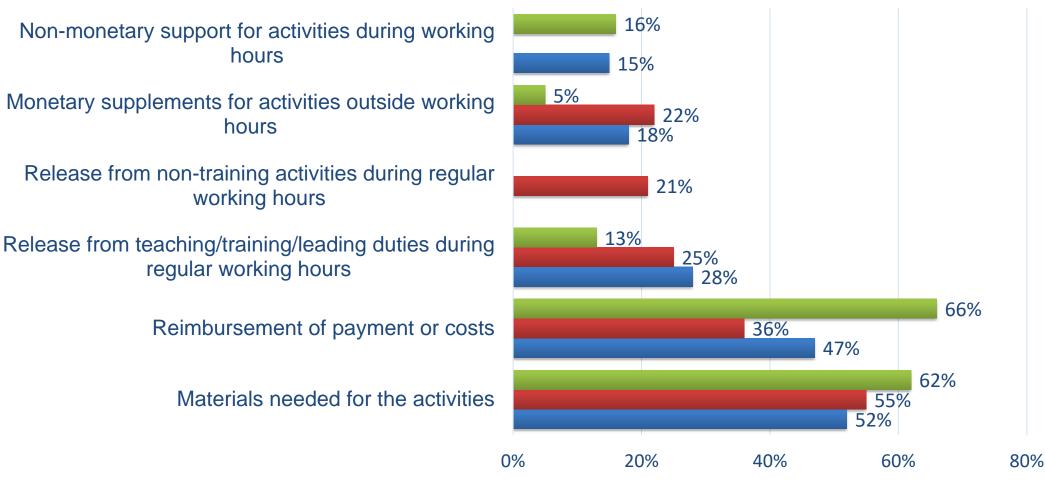# Most and least common topics of CPD activities in the last 12 months

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

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

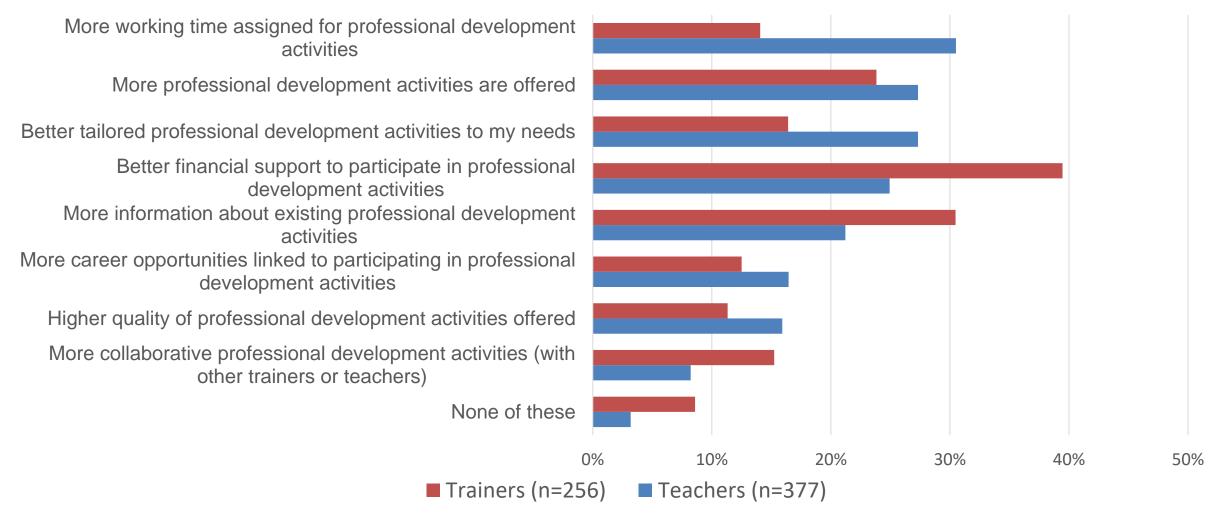# Support for participating in professional development activities

Non-monetary support for activities during working hours	Principals: 16% / Teachers: 15%
Monetary supplements for activities outside working hours	Principals: 5% / Trainers: 22% / Teachers: 18%
Release from non-training activities during regular working hours	Trainers: 21%
Release from teaching/training/leading duties during regular working hours	Principals: 13% / Trainers: 25% / Teachers: 28%
Reimbursement of payment or costs	Principals: 66% / Trainers: 36% / Teachers: 47%
Materials needed for the activities	Principals: 62% / Trainers: 55% / Teachers: 52%

Legend: ■ Principals (n=38) ■ Trainers (n=259) ■ Teachers (n=373)

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

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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

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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 qualify

➢ 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

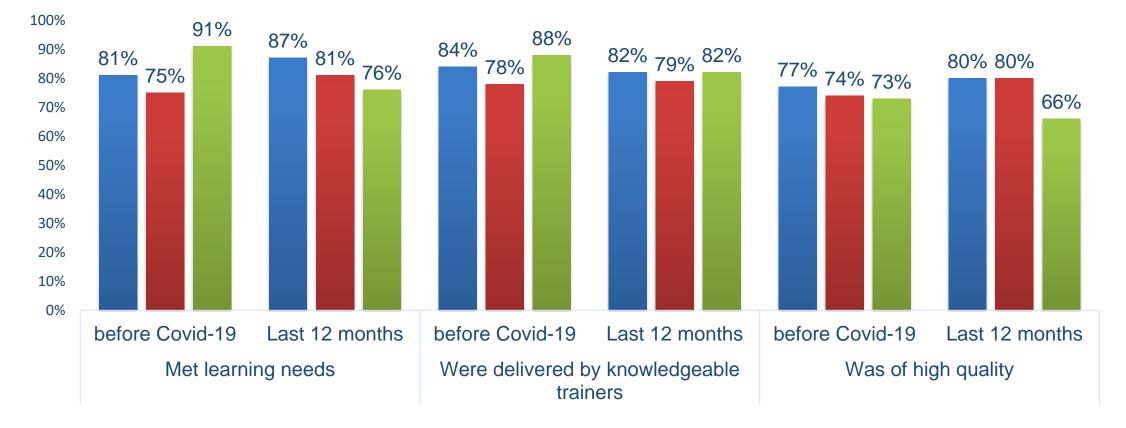# Participation in CPD before Covid-19 compared to last 12 months

		Teachers (n=362)	Trainers (n=240)	Principals (n=37)
Participated much more in the last 12 months as before Covid-19	⬆	29%	14%	19%
Participated more or less the same in the last 12 months as before Covid-19	➡	**41%**	**39%**	**49%**
Participated much less in the last 12 months as before Covid-19	⬇	22%	32%	22%

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)

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Satisfaction with CPD activities before Covid-19 and in the last 12 months

Met learning needs
- before Covid-19: Teachers 81%, Trainers 75%, Principals 91%
- Last 12 months: Teachers 87%, Trainers 81%, Principals 76%

Were delivered by knowledgeable trainers
- before Covid-19: Teachers 84%, Trainers 78%, Principals 88%
- Last 12 months: Teachers 82%, Trainers 79%, Principals 82%

Was of high quality
- before Covid-19: Teachers 77%, Trainers 74%, Principals 73%
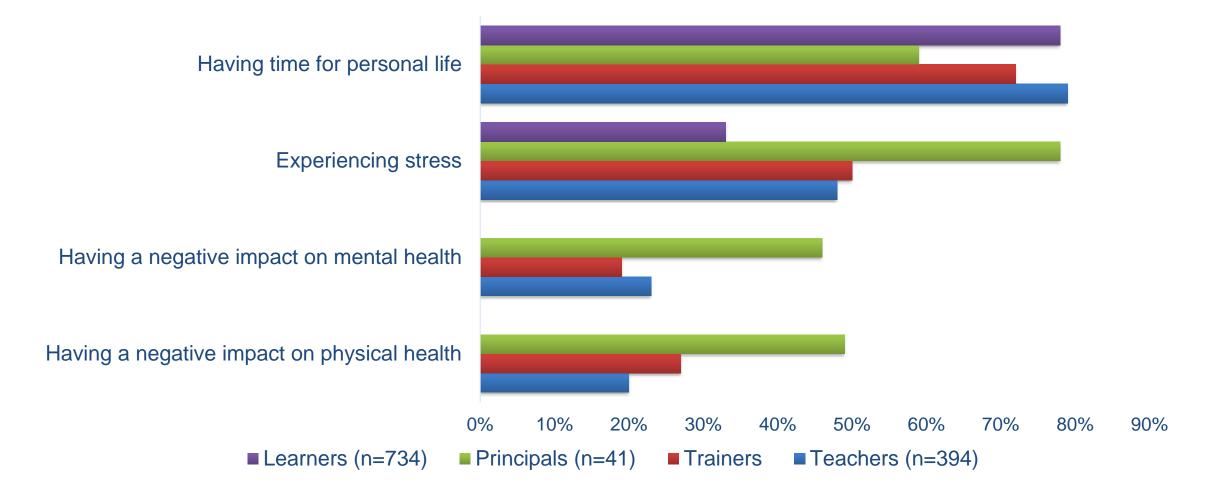- Last 12 months: Teachers 80%, Trainers 80%, Principals 66%

■ Teachers   ■ Trainers   ■ Principals

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…

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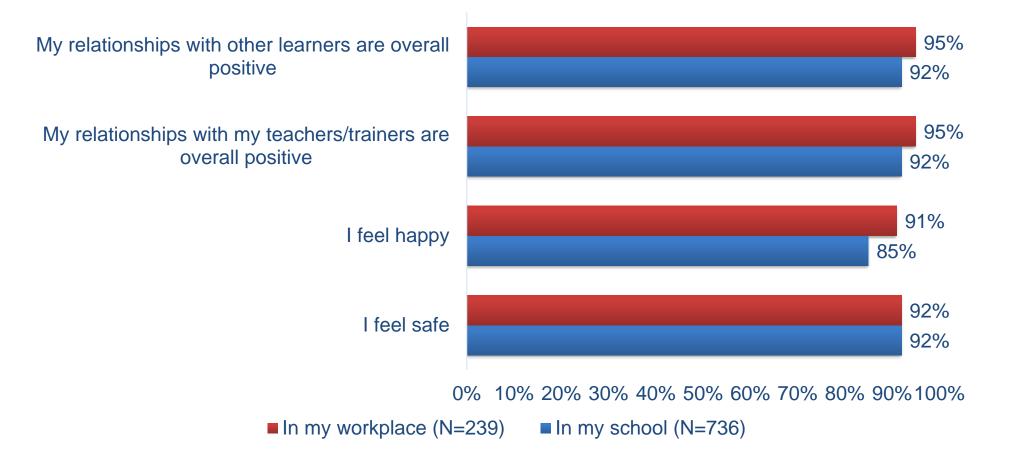# 4. Wellbeing of principals, teachers, trainers and learners

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

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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%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ In my workplace (N=239)   ■ In my school (N=736)

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

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Factors that may contribute to improve wellbeing

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

Green highlights top 3 options for each target group

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
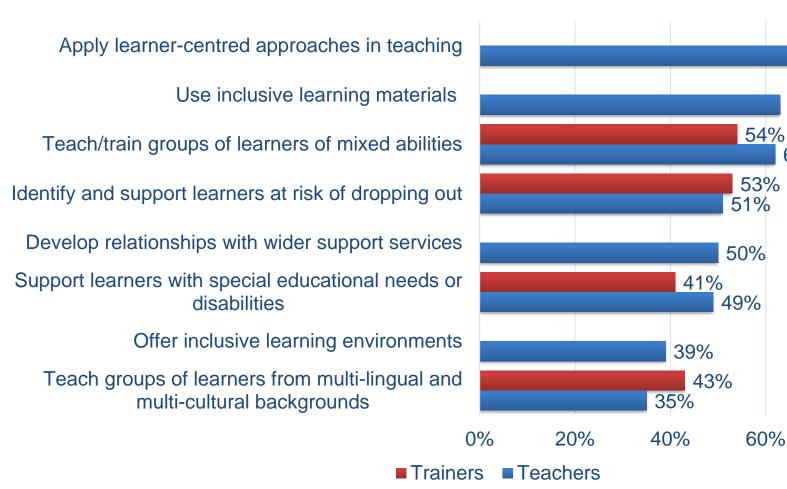
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5. Preparedness to support VET inclusion & excellence

Feeling equipped to support inclusive VET

Apply learner-centred approaches in teaching — Teachers: 66%

Use inclusive learning materials — Teachers: 63%

Teach/train groups of learners of mixed abilities — Trainers: 54%, Teachers: 62%

Identify and support learners at risk of dropping out — Trainers: 53%, Teachers: 51%

Develop relationships with wider support services — Teachers: 50%

Support learners with special educational needs or disabilities — Trainers: 41%, Teachers: 49%

Offer inclusive learning environments — Teachers: 39%

Teach groups of learners from multi-lingual and multi-cultural backgrounds — Trainers: 43%, Teachers: 35%

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

Legend: ■ Trainers ■ Teachers

Q: T 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

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Supporting VET inclusion – learners' opinions

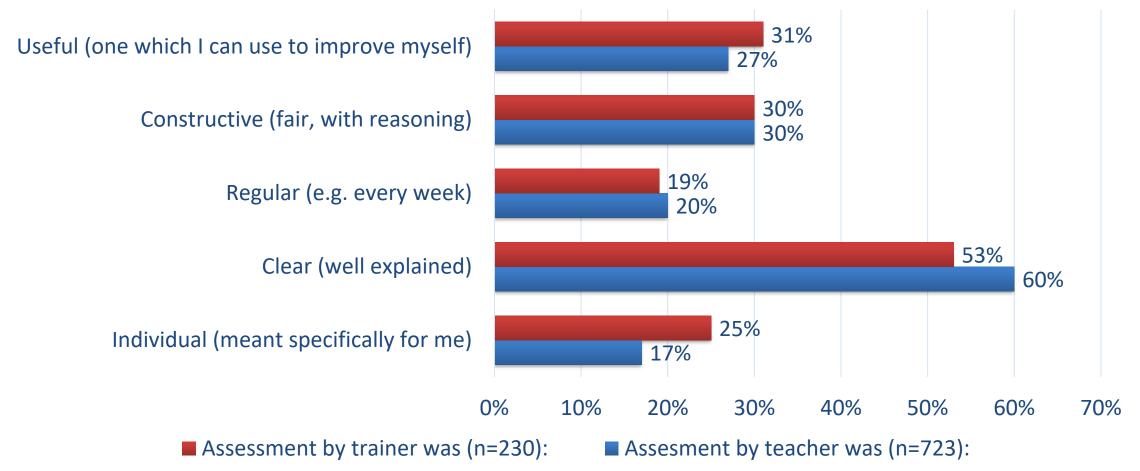➤ Many teachers do not feel fully equipped in supporting VET inclusion

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

Useful (one which I can use to improve myself)
- Assessment by trainer: 31%
- Assessment by teacher: 27%

Constructive (fair, with reasoning)
- Assessment by trainer: 30%
- Assessment by teacher: 30%

Regular (e.g. every week)
- Assessment by trainer: 19%
- Assessment by teacher: 20%

Clear (well explained)
- Assessment by trainer: 53%
- Assessment by teacher: 60%

Individual (meant specifically for me)
- Assessment by trainer: 25%
- Assessment by teacher: 17%

0%   10%   20%   30%   40%   50%   60%   70%

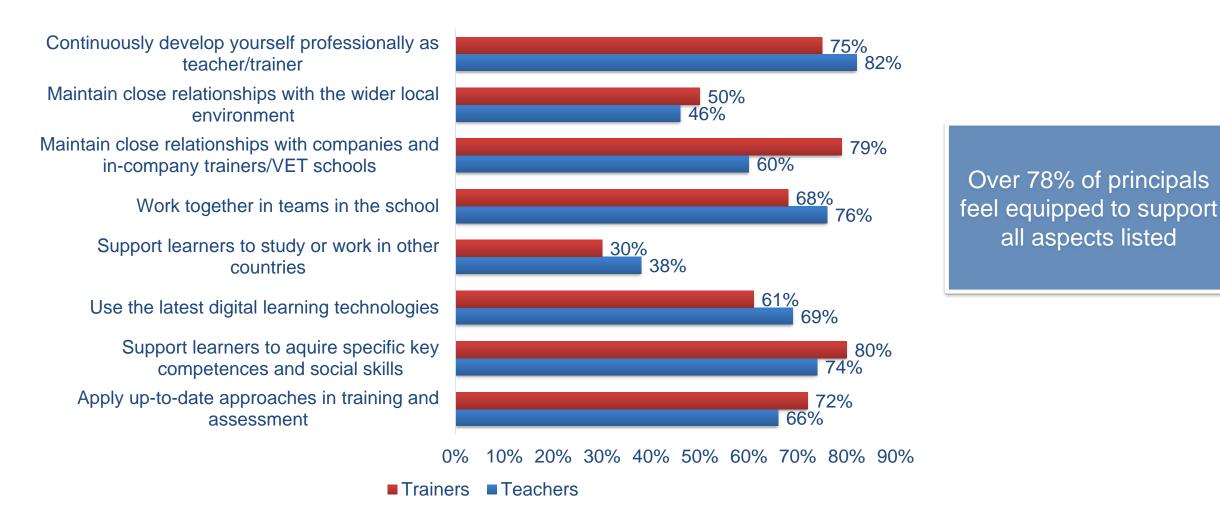■ Assessment by trainer was (n=230):   ■ Assesment by teacher was (n=723):

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

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Supporting VET excellence: how well equipped are you to ...

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

	Trainers	Teachers
Continuously develop yourself professionally as teacher/trainer	75%	82%
Maintain close relationships with the wider local environment	50%	46%
Maintain close relationships with companies and in-company trainers/VET schools	79%	60%
Work together in teams in the school	68%	76%
Support learners to study or work in other countries	30%	38%
Use the latest digital learning technologies	61%	69%
Support learners to aquire specific key competences and social skills	80%	74%
Apply up-to-date approaches in training and assessment	72%	66%

■ Trainers ■ Teachers

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)

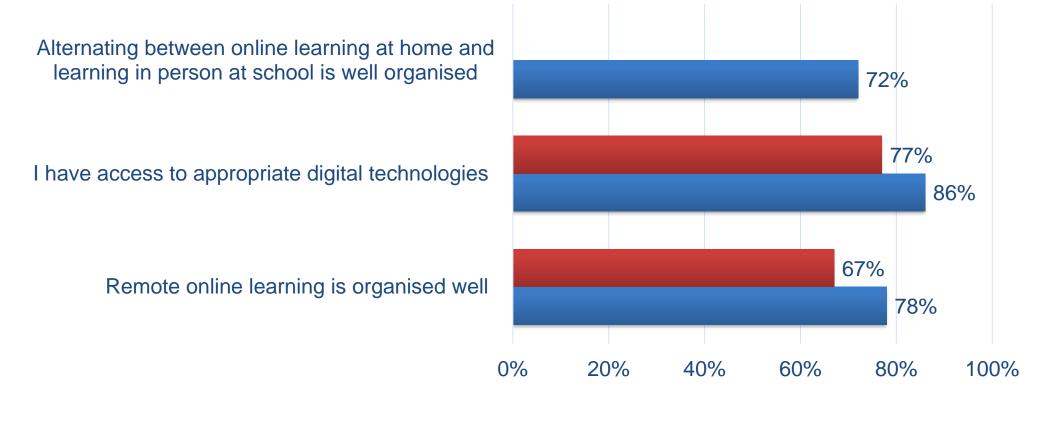CEDEFOP

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**

	At school (n=727)	At workplace (n=231)
Digital technologies	93%	73%
Working in teams	93%	94%

➢ Digital technologies are said to be **less frequently used in the workplace**

Organisation of remote learning – learners' opinions

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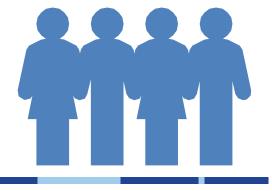
6. Key takeaways

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 satisfcation with the quality of **remote learning at workplace** is often low

Identifiying 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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