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THE INTELLECTUAL OUTPUT NUMBER 1:

REPORT FROM THE DEEPER ANALYSIS OF ATTITUDES TOWARDS THE DUAL SYSTEM PERFORMED IN ERASMUS + PROJECT "STRATEGIC PARTNERSHIP FOR THE DEVELOPMENT OF DUAL SYSTEM"

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The most impacted field: Strategic Partnerships for Vocational Education and training

REZULTAT PRACY INTELEKTUALNEJ O1:

RAPORT Z POGŁĘBIONEJ DIAGNOZY POSTAW WOBEC SYSTEMU KSZTAŁCENIA ZAWODOWEGO REALIZOWANEJ W RAMACH PROJEKTU ERASMUS+

„PARTNERSTWO STRATEGICZNE NA RZECZ ROZWOJU SYSTEMU DUALNEGO”

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Partnerstwo Strategiczne na rzecz rozwoju systemu dualnego

Numer Umowy 2014-1-PL01-KA202-003638

Projekt realizowany w ramach

Programu Erasmus+

Akcja 2. Współpraca na rzecz innowacji i dobrych praktyk

Partnerstwa Strategiczne

Sektor: Kształcenie i szkolenia zawodowe

<http://dual.krzyzowa.org.pl/>

Strategic Partnership for the development of dual system



**REPORT FROM THE DEEPER ANALYSIS OF ATTITUDES TOWARDS THE DUAL SYSTEM
PERFORMED IN ERASMUS + PROJECT “STRATEGIC PARTNERSHIP FOR THE DEVELOPMENT OF DUAL
SYSTEM”**

The Project Partners:

- 1) *Fundacja Krzyżowa dla Porozumienia Europejskiego, Poland*
- 2) *Grone-Schulen Niedersachsen GmbH, Germany*
- 3) *Grone Netzwerk Hamburg gGmbH, Germany*
- 4) *CELFF- Center for Erhvevsrettede uddanneiser Lolland- Falster, Denmark*
- 5) *Anyksciu svetimo pagalbos tarnyba, Lithuania*

I. Research methodology

I.1. Aim of the research

- II. The aim of the research was to examine the attitude and assessment of the vocational training system in the partners' countries. Moreover, all target groups were asked to suggest the changes in the system. Surveys' evaluation points trends in changes that should be taken in the vocational training system.

I.2. Target groups description

During the research examination of the following groups was planned:

1. Vocational schools' students
2. Teachers and headmasters
3. Businessmen and employers
4. People interested in the matter of vocational training system such as: school counsellors, workers of the budgetary units, workers of the institutions interested in education, workers of the associations acting for educational needs, etc.

The research took place in the nearest to partners' location area i.e. In the Lower Silesia in Poland, in each region in Germany where German partners are from - Grade-Schooler Niedersachsen from Lower Saxony and Grone Netzwerk from Hamburg, Lolland- Faster in Denmark and the north of Lithuania.

In Poland and partly in Germany (Lower Saxony) paper surveys were used, the rest of the institutions made the research online by the electronic surveys.

I.3. Surveys

Surveys were tailored to the specific needs of the dual system in each country.



Part 1 Poland

Target group	Vocational schools' students			
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638			
DATE	II 2015	Place	Lower Silesia, Poland	
Information of the students	Future profession	hotelier, economist, chef, catering services' worker	Sex	Females: 68 Males:32

Surveys were anonymous.

1. What were the main factors that determined your choice of a vocational school? (You can select more than one answer)

- my own choice 28 %
- well paid job 25 %
- influence of career counsellor 2%
- influence of parents 8%
- influence of primary school teachers 0%
- influence of your friends 10%
- prospect of becoming independent faster 12%
- possibility of permanent employment 13%
- other (please specify) 2%

2. Are you happy about your vocational training? (1-6)

Ratings on a scale from 1 to 6, with 6 being the highest and 1 the lowest grade.

- 1. 1%
- 2. 11%
- 3. 37%
- 4. 27%
- 5. 23%
- 6. 1%

3. How would you rate the vocational training given in your school in context of job implementation? (a scale from 1 to 6)?

- 1. 1%
- 2. 11%
- 3. 37%
- 4. 27%
- 5. 23%
- 6. 1%

4. How would you rate the training on business in context of job implementation? (a scale from 1 to 6)?

- 1. 4%
- 2. 12%
- 3. 27%
- 4. 32%
- 5. 17%
- 6. 8%



5. Do you feel good in your workplace?

1. 8%
2. 9%
3. 14%
4. 19%
5. 26%
6. 24%

Comments

Weakness:

- I haven't done the apprenticeship. (5 %)
- I'm not interested in that job/ I don't work in my profession. (3 %)
- Bad atmosphere. (3 %)
- I feel used, my duties aren't associated with my job. (3 %)
- I can't learn anything there. (2 %)
- Too little practice, too much theory.
- I feel poorly prepared by school to work.

Strengths:

- Good atmosphere (16 %)
- I like what I do. It's interesting and a well-paid job. (10 %)
- I've learnt a lot (9 %)
- I get on well with colleagues, I like to be with people (4%)

6. Who is supporting you better in your vocational training?

- Workplace 40%
- School 60%

7. How do you rate the proportions between the theoretical and vocational training?

- More training should be given 77%
- I think it's optimal 14%
- More theory should be taught at school 2%
- I have no opinion 7%

8. What is good in your school and vocational training?

- Vocational training 31%
- My job is needed on the labor market 17%
- Teamwork 16%
- Self-development 12%
- I like my job 7%
- Use of foreign language 5%
- Good earnings in the future 4%
- Learning schedule 4%
- Teachers 3%
- School's catering studios 3%
- Getting experience 2%



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9. What would you like to improve in your vocational training?

- More training 51%
- More training in the workplace 26%
- No answer 16%
- Better equipment at school's professional studios 7%
- Nothing 6%
- Better organized training 5%
- Products bought by school 3%
- I have no opinion 3%



Target group	Vocational schools teachers and head teachers				
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638				
DATE	II 2015	Place	Wałbrzych, Poland		
TEACHERS HEADTEACHERS	Experience In years	4 - 35	Sex	Females 24 Males 6	

Overall rating organization methods practical training in school	6 defini- -tely YES	5 rather YES	4 partly	3 I have no opinio n	2 rather NO	1 defini- -tely NO
1. Does your school your school well prepare students for the needs of the labour market?	87 %	13%	0%	0%	0%	0%
2. Do the methods of teaching match the needs of employers?	73%	23%	0%	0%	0%	0%
3. Is the organization of vocational training optimal in your country?	20%	23%	37%	20%	0%	0%
4. Are your students happy with the organization of vocational training?	23%	47%	13%	17%	0%	0%

Teachers' comments:

Students through learning theory are getting prepared to the labor market and employers' expectations. After finishing school students do not have any problems with finding a job. The employers are happy with trainees.

Professions we are teaching are needed.

Vocational trainings, especially in banks and offices, do not go with students' expectations.

Students feel well on the labor market even during the vocational training- they do the job, that they are learning.

Young people get well on the exams. They are employed in different workplaces during their studies. They willingly take part in youth exchange mobility to foreign countries.

According to the students some groups have not enough of vocational training.

Employers should take part in vocational training.

Vocational training money for the purchasing of the materials and products should be increased.

Employers should complete 100% of vocational training schedule.

5. The evaluation of the duration of students' vocational training

The number of days in vocational training is too little 60%

The number of days in vocational training is enough 20%

Difficult to say 20%

Comments:

No answer (9)

Vocational training one month in each term (6)

2 months of training per year (5)

Training 2: theory 3 (4)



Training 1: theory 2 (2)

2 weeks of vocational training in each term gives bigger self-development

I don't know (2)

6. Where one can gain professional skills?

At school professional studios- 46%

At workplace- 54%

7. How do you rate the knowledge of the theory of your students gained in school education?

1. 0%

2. 3%

3. 3%

4. 34%

5. 60%

6. 0%

8. How do you rate practical skills of your students gained in school education?

1. 0%

2. 0%

3. 3%

4. 30%

5. 67%

6. 0%

9. Have you got any comments?

No- 100 %

Target group	Entrepreneurs / representatives of business institutions / stakeholders of the cooperation of education and labour market		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	II 2015	Place	Lower Silesia
		Sex	Females 17, Males 13

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	0%	13%	37%	0%	40%	10%
• Is the vocational training organised well enough to prepare students for the needs of the labour market?	0%	13%	20%	10%	44%	13%
• Is the cooperation of vocational training schools with workplace optimal in your country?	0%	3%	16%	13%	42%	26%

**Comments:**

No comments (8)

Lack of typical vocational training schools. (6)

There are not well equipped schools' professional studios. (4)

Not enough time of training. (4)

Vocational training at workplace is not long enough. (4)

Many schools in our area prepare students for not needed professions. Only one school constantly cooperates with a few workplaces. (3)

Workplace reluctantly takes part in a project of school- workplace cooperation (costs, lack of profession's teachers) (2)

Schools prepare to work, the problem is with finding a workplace for vocational training, and work.

Old, out-of-date system.

Students are learning more theory than practice.

Students reluctantly take part in training, they are afraid of unemployment.

Teachers of the profession at schools are not in touch with the subject they're teaching.

No sessions with career counsellors.

2. Do vocational schools meet the labour market's expectations? (a scale from 1 to 6)?

1. 3%

2. 33%

3. 50%

4. 7%

5. 7%

6. 0%

Comments:

Employers expect longer vocational training or job experience.

It should be better cooperation with employers.

Young workers are too reliant and not willing to learn.

Lack of agreement with employers makes, that graduates can't find the job placement. (3)

Lack of many needed professions. (6)

Young people leave our country to find the job.

Too little vocational training.

Out of date standards. (2)

Too narrow specialization.

3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 28%
- by development of career counselling for students 14%
- by improvement of cooperation of all institutions 8%
- by realisation of additional vocational training according to employers needs 15%
- by increasing the number of hours of practical classes and apprenticeships 17%
- by changing attitudes of entrepreneurs taking students to vocational placements 18%

Comments:

- Possibility of doing the job at workplace. (4)
- Employer should treat the trainee as a future investment.
- Honest, open minded and friendly attitude towards trainee.



5. Where is the best to learn practical vocational skills?.

- in professional workshops in schools 17%
- in the employer enterprise, in the form of apprenticeships/ vocational placements 83%
- other (specify) 0%

6. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

1. 3%
2. 7%
3. 64%
4. 23%
5. 3%
6. 0%

7. How would you rate practical skills acquired by graduates while studying in vocational schools?

1. 7%
2. 27%
3. 56%
4. 3%
5. 7%
6. 0%

8. The evaluation of vocational training system.

Students aren't enough prepared to work
Professions are taught that not give employment.
It's far from the labor market needs. (4)
Not enough money for education.
Too little training (4)
Learning of foreign languages is not emphasized enough.
Basic level, little progress.
Students don't work on their own during vocational training.
It's ok.
It's not at the best level. (2)
Bad.
Expectations of schools and employers are different.

Suggestion of changes:

Better quality of vocational training, longer hours. (12)
Constant cooperation between employers and schools. (11)
More vocational training schools are needed. (10)
Professional workshops. (3)
Vocational training in the other country.
Grants for schools.
New schools, new teachers.
Offer the vocational training at the Gymnasium level.
Less general subjects.



Target group	Businessmen		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	II 2015	Place	Lower Silesia
		Sex	Females 12, Males 18

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	0%	3%	30%	17%	30%	20%
• Does the curriculum at vocational training school match the needs of the workplace?	0%	3%	33%	17%	37%	10%
• Does the vocational training match the labour market's needs?	0%	3%	37%	17%	30%	13%

Comments:

Predomination of the school education.
Lack of professionals with positive attitude.
Lack of enough number of hours of vocational training. (4)
The teaching curriculum is outdated and inadequate to the labor market's needs. (7)
Graduates are not prepared to start a job in their trained profession. (2)
No cooperation between students, school and employers. (2)
Inadequate school's studios. Old technologies. (3)
Too little of vocational training schools. (3)
Lack of motivation to learning from the students' side.
There are no school preparing workers for my company.
Vocational training often means using students for chores at workplace.

2. How do vocational schools meet the employers' expectations? (a scale from 1 to 6)?

- 1. 10%
- 2. 37%
- 3. 50%
- 4. 3%
- 5. 0%
- 6. 0%

Comments:

Employers judges practical skills of workers.
There isn't any coordination of employers' needs with the training system. (5)
Little or no skills relevant to work. (4)
Lack of professionals. (2)



3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 32%
- by development of career counselling for students 7%
- by improvement of cooperation of all institutions
- by realisation of additional vocational training according to employers needs 19%
- by increasing the number of hours of practical classes and apprenticeships
- by increasing the numbers of theory at school 1%
- by changing attitudes of entrepreneurs taking students to vocational placements
- by legal changes 17%

Comments:

Students' wages for vocational training. (2)

Payment for employers. (6)

Extra payment for trainee's supervisors.

Tax benefit for employers.

Development of skills career counsellors- knowledge about the labor market.

5. Where is the best to learn practical vocational skills?.

- in professional workshops in schools 8%
- in the employer enterprise, in the form of apprenticeships/ vocational placements 83%
- other (specify) 9%

In the workplace that is really cooperating with the school.

Coming back to the schools connected with a big company, which will guarantee the employment.

Learning from hot heads.

6. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

1. 3%
2. 31%
3. 59%
4. 7%
5. 0%
6. 0%

7. How would you rate practical skills acquired by graduates while studying in vocational schools?

1. 3%
2. 31%
3. 59%
4. 7%
5. 0%
6. 0%

8. How do you see the role of your business in the dual vocational training system?

Employers can create good conditions for vocational training. Vocational training should be proceeded by volunteering.

Constant cooperation with school. (7)

Constant cooperation with the same students. (2)

Monitoring of employer and student's duties.

Extra money for vocational training. (3)

I'm willing to get students for training. (4)

Matching my needs vocational training.



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I'm not keen on it. (3)

No answer. (9)

9. What would you change in the vocational training system in your country?

It's necessary to change thinking about vocational schools as a worse school.

Vocational training should be done at the same time as learning for 3 days a week.

More vocational training. (3)

Employers should be paid for students training. (3)

Well equipment schools' studios.

Better education of profession's teachers- exam.

Voluntary work to show jobs.

Return to the old system of vocational training. (2)

The vocational training system in modern workplaces, where skills and abilities gained are important.

Constant cooperation at every stage. (5)

Career counselling at every stage of education.

Right attitude formation. (2)

More vocational school needed. (2)

No opinion (14)

Sum up

There are many differences in the opinions. Students and their teachers tend to be more optimistic, employers and people interested in above subject are not very happy. The most respondents underline the need of longer vocational training. All groups members identify the necessity of cooperation in terms of creating the modern system of vocational training schools in Poland.

Strengths:

Need of cooperation and improvement is seen by all groups.

Weak points:

No realistic view on the students' preparation to the job from the teacher's side.

Lack of cooperation.

Too short vocational training.

Cases of fake vocational training.

Lack of many schools.

Lack of many professions.

Recommendations:

For schools:

Adjusting the curriculum to the particular employers' expectations on the specific area

Longer vocational training.

Better cooperation with employers in matter of determination the common needs and evaluation of vocational training.

Up-to-date knowledge of trainers

For students

Better preparation.

Changes of attitude for more positive and open to learning.

For employers

Care for the atmosphere at work

Realization of the 100 % of vocational training

Giving the chance for real work

Cooperation with schools and people interested in that matter.

For people interested in that matter: Cooperation with other institutions



Part 2 Germany

Target group	Vocational schools students			
Future professions	hoteliers, tailors, shop assistants, chefs, catering services' workers, office workers, certified and non-certified care assistants, social assistant's warehousemen, retailers, the banking specialists, healthcare assistants, tax specialists, car painters' advertisers			
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638			
DATE	IV-V 2015	Places	Hamburg Lower Saxony	
Information of the students Hamburg	Age	17-46	Sex	Females: 45 Males:45
Information of the students Lower Saxony	Age	17-57	Sex	Females:101 Males:20

Surveys were anonymous.

1. What were the main factors that determined your choice of a vocational school? (You can select more than one answer)

- my own choice 29 %
- well paid job 9 %
- influence of career counsellor 6%
- influence of parents or friends 15%
- influence of primary school teachers 4%
- prospect of becoming independent faster 4%
- possibility of permanent employment 19%
- other (please specify) 10%

lack of work in the country of origin

good transport to work

2. Are you happy about your vocational training? (1-6) Ratings on a scale from 1 to 6, with 6 being the highest and 1 the lowest grade.

1. 1%
2. 4%
3. 10%
4. 29%
5. 43%
6. 13%

3. How would you rate the vocational training given in your school in context of job implementation? (a scale from 1 to 6)?

1. 1%
2. 2%
3. 15%
4. 34%
5. 40%
6. 9%



4. How would you rate the training on business in context of job implementation? (a scale from 1 to 6)?

- 1. 0%
- 2. 6%
- 3. 14%
- 4. 28%
- 5. 39%
- 6. 13%

5. Do you feel good in your workplace?

- 1. 0%
- 2. 10%
- 3. 12%
- 4. 12%
- 5. 37%
- 6. 29%

Students comments:

lack of right attitude towards trainees

bad atmosphere at work

relations at work are not always good ,trainers aren't demanding enough.

6. Who is supporting you better in your vocational training?

Workplace 37%

School 21%

Other institutions such as Grone 21%

All mentioned equally 21%

7. How do you rate the proportions between the theoretical and vocational training?

More training should be given 24%

I think it's optimal 39%

More theory should be taught at school 18%

I have no opinion 19%

8. What is good in your school and vocational training?

Good atmosphere at work. It pleasant to be there. Nice, kind and willing to help workmates. Good relation helps in the assimilation of content. Help and support.

The form of learning is versatile. Good practical experience. All the aspects are covered. Repetition helps in the assimilation of the content learned

Workplace provides all necessary content. Material is very broad, but it is well explained, so students can learn by doing and implementing.

Better perspective in life. Becoming independent, opportunity to gain valuable experience and new friends. More money.

You can learn a lot about life and also in private everyday life. We can decide for ourselves what we can do and what we should reject.

The fact that it is 30 days leave.

Good proportions between theory and practice.

A lot of time for studying.

The vocational exams. For people from different cultures learning language and culture quicker.



Target group	Vocational schools teachers and head teachers				
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638				
DATE	IV-V 2015	Place	Hamburg Lower Saxony		
TEACHERS	Experience In years	4 - 35	Sex	Females 7 Males 2	
HEADTEACHERS					

Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
1. Does your school well prepare students for the needs of the labour market?	23 %	56%	18%	0%	3%	0%
2. Do the learning curriculum match the needs of employers?	19%	54%	22%	0%	0%	0%
3. Is the organization of vocational training optimal in your country?	42%	32%	37%	0%	2%	0%

Teachers' comments:

Weak points:

Students are dissatisfied mainly from the fact that in the course of apprenticeship they are treated as cheap labor.

Curriculum content is partly outdated. Jobs are changing, and schools cannot keep up with the program.

Small practical experience. The students take into account the 1 for 1 in the work plans. Lack of personnel in institutions often leads to inadequate instruction.

Too many students, too few teachers.

Too general theoretical training content.

Actual contact with some difficult situations takes place only after the start of work.

There is not always rapprochement to practice.

Too little individual support and support oriented to a weak student.

School level and attitude of apprentices must often be assessed as mediocre, leading to dropout.

Strengths:

If students, like in our school, are well prepared for interviews and self-presentations, students and employers are happy. Students indicate that the organization is clear and good.

The existing dual system is very good. The period immediately after learning a profession, in my opinion, is the most difficult for graduates

Part of practical and theoretical are balanced, while the practical part takes place in the workplace, so that students from the beginning form their 'labor service' mentality and learn current techniques.

Apprenticeships in the workplace focused on practice; Science interchangeably in school and the workplace. Students pass through all departments in the company - to acquire technical competence - good chances for employment and faster career. Intensive contact between the school and the workplace, rapid transition from theory to practice at the school in the plant.

Practical relation through action-oriented classes

With a varied theory and practice, students can try, to associate and evaluate their knowledge



The labor market needs of professionals. There is large support from the state and employers. Excellent apprenticeship for specialists, improving the competence to act in the profession and independence in the workplace. Lifelong learning also at lower levels of qualifications Positive feedback from employers.

Suggestions:

- *It is impossible to fit individual for any workplace. The specific content must be provided in the workplace = dual training*
- *In my opinion, the problem lies in the fact that Länder are working on their own in the subject of education. It would be desirable that vocational training be unified for the whole country.*
- *There is optimum preparation, but unfortunately not all processes can be carried out at school. Often, however, school activities coincide with the needs of the employer. Sometimes it is difficult to perform in the workplace orderly series of processes of teaching, so that it happens with many new tasks must be with the students performed in a short time*
- *In all fields the pedagogical attitude towards entering the vocational training could be improved*
- *Plans for vocational education should be largely adapted to the changing social needs*
- *Expectations of the labour market are met. But every student after graduation should be given enough time so that he or she could deploy in the new requirements. In many workplaces students don't have such*
- *The supply of vacancies for apprenticeships and demand for them is different. Therefore there is a need for compromises, which are not always satisfying enough*
- *The labour market is changing and is seen only from the situational point of view. One can recognize trends, but cannot fulfil expectations.*
- *Employers expect that the school will teach basic contents, which are essential in everyday work. It is also required to consolidate knowledge. Through the commitment of an additional instructor / teacher one can gain the common objectives and expectations, which is met with great approval.*
- *First, the labour market and its career prospects should be viewed in, then more traineeships for vocational orientation should be offered, companies should work closely with vocational school(both sides can get benefits from each other), in the workplace a space for good instruction and teaching profession should be provided. Apprentices are engaged as independent workers too quickly, they should have integrate tutoring in order to repeat and practice the theoretical part. Many students lack the structures and time to learn.*
- *Vocational training must be included in the mission of the company. Workplace should be a place of learning. Training of trainers, also in a pedagogical areas for instructors; Regular external supervisions*
- *General education schools should do more to relate to the realities of the labour market and substantive parts, eg.*
- *arithmetic, spelling, they should come to to the forefront*
- *Employers should prepare students for a profession in a permanent way and not just treat them as "gap fillers" in the absence of qualified staff*
- *Vocational instructors should be delegated to workplace for the time of profession instruction. The financial gratification of instructors. Concepts of apprenticeship should be matched to each other - theory-practice.*
- *Some professions should be combined and paid, eg. a Social assistant and an educator, or allowing studies to be in the form of dual system because the educational requirements for those occupations are growing rapidly.*



5. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 27%
- by development of career counselling for students 0%
- by improvement of cooperation of all institutions 0%
- by realisation of additional vocational training according to employers needs 0%
- by increasing the number of hours of practical classes and apprenticeships 0%
- by changing attitudes of entrepreneurs taking students to vocational placements 19%
- by consulting the curriculum with employers 20%

6. How the hands on training is organised?

- It's optimal- 54%
- It's too long- 5%
- It's too short- 8%
- It's difficult to say- 33%

Suggested proportion between training and theory

- 60- 40 (16 people)
- 55-45
- 50-50 (6)
- 40- 60 (3)
- 80-20 (2)
- 75-25 (2)
- 70-30
- 65-35
- 3/5- 2/5

Most teachers believe that more training is better

7. Where one can gain professional skills?

- At school professional studios- 9%
- At workplace- 80%
- At professional learning places other than workplace

8. How do you rate the knowledge of the theory of your students gained in school education?

- 1. 0%
- 2. 0%
- 3. 22%
- 4. 33%
- 5. 45%
- 6. 0%

9. How do you rate practical skills of your students gained in school education?

- 1. 0%
- 2. 0%
- 3. 22%
- 4. 33%
- 5. 45%
- 6. 0%

10. Have you got any comments? No- 100 %



Target group	Entrepreneurs / representatives of business institutions / stakeholders of the cooperation of education and labour market		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IV-V 2015	Place	Lower Saxony, Hamburg
		Sex	Females 18, Males 8

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	15%	54%	27%	0%	0%	4%
• Is the vocational training organised well enough to prepare students for the needs of the labour market?	37%	48%	15%	0%	0%	0%
• Is the cooperation of vocational training schools with workplace optimal in your country?	15%	38%	39%	0%	8%	0%

2. Do vocational schools meet the labor market's expectations? (a scale from 1 to 6)?

- 1. 0%
- 2. 4%
- 3. 19%
- 4. 11%
- 5. 62%
- 6. 4%

3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 18%
- by development of career counselling for students 26%
- by improvement of cooperation of all institutions 20%
- by realisation of additional vocational training according to employers needs 21%
- by increasing the number of hours of practical classes and apprenticeships 1%
- by changing attitudes of entrepreneurs taking students to vocational placements 14%

5. Where is the best to learn practical vocational skills?

- in professional workshops in schools 10%
- in the employer enterprise, in the form of apprenticeships/ vocational placements 60%
- at professionals learning centres other than workplace 25%
- other (specify) 5%

6. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

- 1. 0%
- 2. 0%
- 3. 12%



4. 24%

5. 56%

6. 8%

7. How would you rate practical skills acquired by graduates while studying in vocational schools?

1. 0%

2. 2%

3. 4%

4. 14%

5. 64%

6. 14%

Target group	Businessmen and employers		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IV-V 2015	Place	Lower Saxony, Hamburg
		Sex	Females 32, Males 19

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	4%	43%	47%	4%	2%	0%
• Does the curriculum at vocational training school match the needs of the workplace?	28%	53%	16%	0%	3%	0%
• Does the vocational training match the labour market's needs?	10%	56%	8%	26%	0%	0%

2. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

by improvement of schools and employers cooperation 26%

by development of career counselling for students 26%

by improvement of cooperation of all institutions

by realisation of additional vocational training according to employers needs 28%

by increasing the number of hours of practical classes and apprenticeships

by increasing the numbers of theory at school 3%

by changing attitudes of entrepreneurs taking students to vocational placements 8 %

by legal changes

3. Where is the best to learn practical vocational skills?.

• in professional workshops in schools 14%

• in the employer enterprise, in the form of apprenticeships/ vocational placements 79%

• at learning centres 14%

• other (specify) 1%

- in both places



- *in many workplaces*
- *at the primary school and general school*

student's attitude is the most important, not the workplace

4. How would you rate the knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

- 1. 0%**
- 2. 0%**
- 3. 23%**
- 4. 15%**
- 5. 46%**
- 6. 16%**

5. How would you rate practical skills acquired by graduates while studying in vocational schools?

- 1. 0%**
- 2. 0%**
- 3. 23%**
- 4. 15%**
- 5. 46%**
- 6. 16%**

Strengths

The vocational training in the workplace is guaranteed to be the best possibility of taking into account technical novelty in vocational education and meets the requirements of the market. (Almost always on the most modern level).

Companies working with Chambers, develop frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress.

Weaknesses:

- Practical experience of the teaching staff is partly outdated, composition of the school timetable is not always focused on the issues of the workplace
- It is sometimes out of reality
- It is very difficult to get to weaker students
- Weaker students are not able to cope with the requirements of workplaces. Here one should rethink the content and rules of education

The labor market in Germany is characterized by somewhat paradoxical development now: despite the positive development of the number of newly concluded agreement on vocational training of certain profession, last year had the lowest rate since the time of German reunification. At the same time there are more and more vacant places for apprenticeships, which are offered by workplaces and there are more and more people who are interested in starting an apprenticeship but cannot find an appropriate place. Reasons that are attributed to problems of matching the profession.

Vocational training lost its attractiveness a lot, and is perceived by many young people as the situation without exit. There is a need for full permeability of different systems of education and include in the skills acquired during the change of the way of education. The role of parents is problematic as well, since parents in about 80% decide about the choice of occupation by their child and are forcing their children to educational paths, which don't match them.



Recommendations:

Vocational training must move with the times. This means that it must allow many opportunities for youth, who decided to enter vocational training, e.g. : during the apprenticeship (additional qualification for people stronger in science training; opportunities after learning the profession, the opportunity to join to higher education) Vocational training must be open, permeable and flexible system in which the transition between the paths of education is possible, but also between systems of education (access to tertiary education) through the recognition of acquired competences. Attractiveness of vocational education needs to be raised, especially in the new EU countries. At the same time, it is not possible during vocational education within 1-2 years, just as it is in Latvia and Lithuania. You have to offer vocational training, who in later life work we will be alternated with phases of unemployment. Statistical data show that such "short" apprenticeship indeed first integrates young people in the system of vocational training, but only delivered the limited knowledge and skills, so that they are not flexible in different areas of professional activities and later they are often affected by unemployment. Attractiveness of vocational education should therefore be achieved by raising quality

- Since the vocational training takes place largely in the workplace, it is indeed a particularly good system of vocational education for the labor market, especially in comparison with other European countries.
- More professions which can be taught step by step (shop assistant/ merchant in retail trade)
- Improving the ability to access to the place of vocational training. You should use every potential; free upgrade possibilities transition from vocational education system to the system of higher education. Raising the possibility of transition from apprenticeship to higher education and vice versa is extremely important for social justice and security specialists or would be in order to compete
- Differentiation of vocational education: a) pupils weaker b) Normal vocational training c) a person stronger in science with full permeability each way, and our duty recognition of education.
- The creation of criteria for access to vocational training, diverse for each profession. Everyone should learn what suits his inclinations and competencies, and occur to different ways, but achieve everything. Intensive creation a real job, which may be acquired upon the completion of the profession and the opening of the first vertical career path. Very strong implementation of dual Bachelor Studies
- Equal opportunities! Vocational training for all young people: Support and help for weaker and stronger in science. Permeability in and between vocational training systems. Recognition and adding skills acquired to further their career
- Better network of partners of vocational education (workplaces, schools, offices). More accompanying measures for vocational training. Vocational training practice oriented.
- Transferring content of vocational education in certain professions (particularly in occupations combined) leads to an overload especially weaker students.
- Sectors with less well-known and disliked professions have more and more difficulty to find suitable students.
- The demand for professionals is growing. Rather weaker pupils are employed. But then there is a greater need for financial support, and smaller companies cannot provide it.



Part 3 Denmark

Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IX 2015	Place	Denmark
Information of the students	Students of vocational training in CELF (representing various professions: car mechanics, cooks, bakers, mechanics, carpenters)	No.	60

Ratings on a scale from 1 to 6, with 6 being the highest and 1 the lowest grade. Please answer honestly. Surveys were anonymous.

1. What were the main factors that determined your choice of a vocational school? (You can select more than one answer)

- my own choice 59 %
- well paid job 17 %
- influence of career counsellor 3%
- influence of parents 0%
- influence of primary school teachers 4%
- influence of your friends 2%
- prospect of becoming independent faster 3%
- possibility of permanent employment 7%
- other (please specify) 1%

2. Are you happy about your vocational training? (1-6)

- 1. 2%
- 2. 4%
- 3. 9%
- 4. 28%
- 5. 33%
- 6. 24%

3. How would you rate the vocational training given in your school in context of job implementation? (a scale from 1 to 6)?

- 1. 1%
- 2. 11%
- 3. 37%
- 4. 27%
- 5. 23%
- 6. 1%

4. How would you rate the training on business in context of job implementation? (a scale from 1 to 6)?

- 1. 1%
- 2. 3%
- 3. 15%



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- 4. 28%
- 5. 40%
- 6. 13%

5. Do you feel good in your workplace?

- 1. 3%
- 2. 18%
- 3. 17%
- 4. 20%
- 5. 21%
- 6. 21%

6. Who is supporting you better in your vocational training?

Workplace 18%
School 8%
Both 74%

7. How do you rate the proportions between the theoretical and vocational training?

More training should be given 9%
I think it's optimal 77%
More theory should be taught at school 14%
I have no opinion 0%

8. What is good in your school and vocational training?

I get to fix motorbikes
We have short school periods (5 weeks) and that we learn with our hands
I get to work with my passion
It's school and it's ok, but boring

9. How would you like to improve in your vocational training?

By placing kvota on the admission of the school, not everybody is fit to be mechanic, better possibilities for specialization



Target group	Vocational schools teachers and head teachers		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IX 2015	Place	Denmark
TEACHERS HEADTEACHERS			25

Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
Does your school your school well prepare students for the needs of the labour market?	3 %	47%	30%	20%	0%	0%
Do the methods of teaching match the needs of employers?	10%	13%	60%	17%	0%	0%
Is the organization of vocational training optimal in your country?	3%	13%	54%	20%	10%	0%

3. The evaluation of the duration of students' vocational training

The number of days in vocational training is too little 60%

The number of days in vocational training is enough 20%

Difficult to say 20%

Comments:

No answer (9)

Vocational training one month in each term (6)

2 months of training per year (5)

Training 2: theory 3 (4)

Training 1: theory 2 (2)

2 weeks of vocational training in each term gives bigger self-development

I don't know (2)

6. Where one can gain professional skills?

At school professional studios- 46%

At workplace- 54%



7. How do you rate the knowledge of the theory of your students gained in school education?

- 1. 0%
- 2. 3%
- 3. 3%
- 4. 34%
- 5. 60%
- 6. 0%

8. How do you rate practical skills of your students gained in school education?

- 1. 0%
- 2. 0%
- 3. 3%
- 4. 30%
- 5. 67%
- 6. 0%

9. Have you got any comments?

No- 100 %

Target group	Entrepreneurs / representatives of business institutions / stakeholders of the cooperation of education and labour market		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IX 2015	Place	Denmark
Number of responders	12		

1. Overall rating organization methods practical training in school	6 defini- -tely YES	5 rather YES	4 partly	3 I have no opinio n	2 rather NO	1 defini- -tely NO
• Does vocational schools well prepare students for the needs of the labour market?	10%	23%	35%	25%	5%	5%
• Is the vocational training organised well enough to match the needs of employers?	5%	15%	40%	30%	0%	0%
• Is the cooperation of vocational training schools with workplace optimal in your country?	10%	25%	40%	25%	0%	0%
• Are the students happy about organisation of vocational training?	5%	20%	50%	25%	0%	0%
• To what extend does the training meet the expectations of labour market?	4%	30%	40%	23%	3%	0%



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3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 20%
- by development of career counselling for students 24%
- by improvement of cooperation of all institutions 0%
- by realisation of additional vocational training according to employers needs 21 %
- by increasing the number of hours of practical classes and apprenticeships 14%
- by changing attitudes of entrepreneurs taking students to vocational placements 14%
- by consulting the vocational school curriculum with employers 14%

4. Where is the best to learn practical vocational skills?.

- a. in professional workshops in schools 10%
- b. in the employer enterprise, in the form of apprenticeships/ vocational placements 35%
- c. both 55%

5. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

- 1. 5%
- 2. 5%
- 3. 30%
- 4. 40%
- 5. 15%
- 6. 5%

6. How would you rate practical skills acquired by graduates while studying in vocational schools?

- 1. 5%
- 2. 5%
- 3. 20%
- 4. 45%
- 5. 20%
- 6. 5%



Target group	Businessmen and Employers		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IX 2015	Place	Denmark
Number of responders	15		

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	0%	23%	40%	23%	14%	0%
• Does the curriculum at vocational training school match the needs of the workplace?	3%	20%	47%	20%	10%	0%
• Does the vocational training match the labour market's needs?	4%	30%	40%	23%	3%	0%
• Are the students happy with organisation of vocational training?	3%	20%	50%	17%	10%	0%

2. How do vocational schools meet the employers' expectations? (a scale from 1 to 6)?

- 1. 0%
- 2. 10%
- 3. 20%
- 4. 47%
- 5. 20%
- 6. 3%

3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 24%
- by development of career counselling for students 4%
- by improvement of cooperation of all institutions
- by realisation of additional vocational training according to employers needs 26%
- by increasing the number of hours of practical classes and apprenticeships 20%
- by increasing the numbers of theory at school
- by changing attitudes of entrepreneurs taking students to vocational placements 19%
- by legal changes

4. Where is the best to learn practical vocational skills?.

- in professional workshops in schools 0%
- in the employer enterprise, in the form of apprenticeships/ vocational placements 53%
- in both 57%



5. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

- 1. 0%
- 2. 13%
- 3. 37%
- 4. 30%
- 5. 13%
- 6. 7%

6. How would you rate practical skills acquired by graduates while studying in vocational schools?

- 1. 0%
- 2. 0%
- 3. 0%
- 4. 43%
- 5. 34%
- 6. 23%

7. How do you see the role of your business in the dual vocational training system?

It's cooperation with the school to make the best craftsman

8. What would you change in the vocational training system in your country?

No opinion

The sum up

The overall result of this study is that there is a high degree for satisfaction across all four target groups.

Furthermore the study shows that the current balance between school periods and time in companies the ok for all the target groups.

Overall the study shows that the anchorages of vocational system are strong both among student, educators, companies and educational stakeholders.

Based on this study we can conclude that it is the general opinion across all target groups that the vocational education system in our area is preparing the students to the needs of labour market with the right skills.

But it must be noted that this study doesn't give a full picture of the Danish vocational education system therefore I have also do at bibliographical study to able to recommendations on how improve the vocational education system in Denmark.



Part 4 Lithuania

Target group	Vocational schools students			
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638			
DATE	IV-V 2015	Place	Lithuania	
Information of the students Age: 18- 30	Future profession	Mechanic, accountant, locksmith, driver, cook	Sex	Females:20 Males:80

Ratings on a scale from 1 to 6, with 6 being the highest and 1 the lowest grade. Please answer honestly. Surveys were anonymous.

1. Are you happy about your vocational training? (1-6)

- 1. 4%
- 2. 4%
- 3. 20%
- 4. 24%
- 5. 24%
- 6. 16%

No answer 8%

3. How would you rate the vocational training given in your school in context of job implementation? (a scale from 1 to 6)?

- 1. 0%
- 2. 12%
- 3. 12%
- 4. 20%
- 5. 36%
- 6. 12%

No answer 8%

4. How would you rate the training on business in context of job implementation? (a scale from 1 to 6)?

- 1. 8%
- 2. 0%
- 3. 32%
- 4. 8%
- 5. 8%
- 6. 40%

No answer 4 %

5. Do you feel good in your workplace?

- 1. 8%
- 2. 4%
- 3. 24%
- 4. 16%
- 5. 8%
- 6. 32%



6. Who is supporting you better in your vocational training?

Workplace 52%
 School 44%
 I don't know 4%

7. How do you rate the proportions between the theoretical and vocational training?

More training should be given 44%
 I think it's optimal 14%
 More theory should be taught at school 12%
 I have no opinion 24%
 No answer 4%

8. What is good in your school and vocational training?

Vocational training 34%
 No answers 41%
 I acquire the profession fast 6%
 Help of teachers 8%
 Good job 8%
 Nothing 3%

9. What would you like to improve in your vocational training?

More training 34%
 More training in the workplace 6%
 No answer 21%
 Practical skills 18%
 Less theory 21%

Target group	Vocational schools teachers and head teachers				
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638				
DATE	IV-V 2015	Place	Lithuania		
TEACHERS HEADTEACHERS Of vocational education training	Experience In years	3 - 35	Sex	Females 16 Males 84	

Overall rating organization methods practical training in school	6	5	4	3	2	1
	definitely YES	rather YES	partly	I have no opinion	rather NO	definitely NO
Does your school your school well prepare students for the needs of the labour market?	64%	16%	20%	0%	0%	0%
Do the methods of teaching match the needs of employers?	34%	34%	26%	3%	3%	0%



Is the organization of vocational training optimal in your country?	3%	34%	46%	0%	10%	3%
Are your students happy with the organization of vocational training?	20%	40%	34%	0%	3%	3%

Teachers' comments:

*After the graduation of vocational training for the pupils it is no problem to get the job.
It is not enough good material base for the practical lessons.
Theoretical lessons combined with the needs of labor market.
The vocational training is quite good; it belongs from employer's expectation.
To many vocational schools in the country.*

Suggestions:

*Theory 1/ training 5
Theory 1/ training 4
Theory 1/training 2
Half of theory and half of training
About 70 % for the training and 30 % for theory is the most optimal*

5. The evaluation of the duration of students' vocational training

The number of days in vocational training is too little 24%
The number of days of training is to long 4%
The number of days in vocational training is enough 6%
Difficult to say 8%

6. Where one can gain professional skills?

At school professional studios- 20%
At workplace- 80%

7. How do you rate practical skills of your students gained in school education?

1. 5%
2. 9%
3. 14%
4. 19%
5. 24%
6. 29%

8. Have you got any comments?

No 88 %
Yes 12%

Comments:

- *No law for dual system in our country.*
- *The workplace has to be very modern, but in small companies in small towns it is difficult to find such companies.*
- *The persons who are willing to work with pupils during the training in the company have to follow the pedagogical courses.*
- *It is necessary to prepare the regulation of the salary for vocational teachers, because in dual system they will lose lots of hours and will get smaller payment.*



Target group	Entrepreneurs / representatives of business institutions / stakeholders of the cooperation of education and labour market		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IV-V 2015	Place	Lithuania

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	0%	13%	37%	0%	40%	10%
• Is the vocational training organised well enough to prepare students for the needs of the labour market?	29%	24%	19%	14%	9%	5%
• Is the cooperation of vocational training schools with workplace optimal in your country?	0%	25%	75%	0%	0%	0%
Comments:						
<ul style="list-style-type: none"> • <i>No motivation for young people to work.</i> • <i>It should be better practical training because the graduates have to low practical skills.</i> 						

3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 38%
- by development of career counselling for students 0%
- by improvement of cooperation of all institutions 12%
- by realisation of additional vocational training according to employers needs 0%
- by increasing the number of hours of practical classes and apprenticeships 50%
- by changing attitudes of entrepreneurs taking students to vocational placements %

Comments:

- Longer practical training better worker in the future

5. Where is the best to learn practical vocational skills?.

- in professional workshops in schools 12%
- in the employer enterprise, in the form of apprenticeships/ vocational placements 88%
- other (specify) 0%

6. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

- 1. 5%
- 2. 9%
- 3. 14%
- 4. 19%



5. 24%

6. 29%

7. How would you rate practical skills acquired by graduates while studying in vocational schools?

1. 5%

2. 9%

3. 14%

4. 19%

5. 24%

6. 29%

8. The evaluation of vocational training system.

- The lack of practical skills of graduates, the employee has to start to teach them from the beginning.
- Cooperation between the employers and vocational school has to be better.
- Low image of vocational schools.

Target group	Businessmen and Employers		
Title and number of the Project	Strategic Partnership for the development of dual system 2014-1-PL01-KA202-00003638		
DATE	IV-V 2015	Place	Lithuania
		Sex	Females 14 , Males 21

1. Overall rating organization methods practical training in school	6 definitely YES	5 rather YES	4 partly	3 I have no opinion	2 rather NO	1 definitely NO
• Does vocational schools well prepare students for the needs of the labour market?	0%	12%	62%	0%	13%	13%
• Is the cooperation between VET and employers optimal?	0%	25%	75%	0%	0%	0%
• Does the vocational training match the labour market's needs?	0%	0%	50%	0%	50%	0%
Comments:						
• It has to be better and closer cooperation between vocational schools and employers						

2. How do vocational schools meet the employers' expectations? (a scale from 1 to 6)?

1. 0%

2. 12%

3. 25%

4. 50%

5. 29%

6. 0%



3. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

- by improvement of schools and employers cooperation 25%
- by development of career counselling for students 40%
- by improvement of cooperation of all institutions 38%
- by realisation of additional vocational training according to employers needs 35%
- by increasing the number of hours of practical classes and apprenticeships 50%
- by increasing the numbers of theory at school
- by changing attitudes of entrepreneurs taking students to vocational placements
- by legal changes

Comments:

- *The professional counseling system should be improved*
- *The lack of practical skills of graduates, the employer has to start to teach them from the beginning*
- *Cooperation between the employers and vocational school has to be better*
- *Low image of vocational schools*

5. Where is the best to learn practical vocational skills?.

- in professional workshops in schools 12%
- in the employer enterprise, in the form of apprenticeships/ vocational placements 88%
- other (specify) 0%

6. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

- 1. 0%
- 2. 0%
- 3. 13%
- 4. 62%
- 5. 13%
- 6. 12%

7. How would you rate practical skills acquired by graduates while studying in vocational schools?

- 1. 0%
- 2. 12%
- 3. 50%
- 4. 38%
- 5. 0%
- 6. 0%

8. How do you see the role of your business in the dual vocational training system?

- *At this moment no legal changes for dual system.*
- *It has to be more information about dual system.*

9. What would you change in the vocational training system in your country?

- *The situation in vocational education slowly but it is changing to the positive way.*
- *Better counselling at basic school*

Recommendations:

- Longer vocational training, more practical hours in workplaces, better quality of vocational programmes



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- The improvement of vocational counselling at basic school.
- Better cooperation with employers and businessmen.
- The legalization of dual system.
- More information about the dual system.
- Update training programs, training bases, improve teachers` skills

Part 5 The sum up

School

Curriculum content is partly outdated in some countries. Jobs are changing, and schools need to keep up with the program. Consultation of the school curriculum with employers is recommended.

Good preparation to self- presentation and interviews is important.

Theoretical content it's often too general.

Lack of personnel or well prepared trainers in institutions often leads to inadequate instruction. All trainers need constant up-to-date training. Vocational instructors should be delegated to workplace for the time of profession instruction.

Too little individual support and support oriented to a weak student. More support should be given.

School level and attitude of apprentices must be assessed as mediocre, leading to dropout.

Taking feedback from students and employers seriously.

Workplace

Important factors of good training at workplace

Good atmosphere at work. Nice, kind and willing to help workmates. Good relation helps in the assimilation of content and fast learning.

Actual contact with some difficult situations takes place only after the start of work.

Real tasks, real work should be given to students. Students pass through all departments in the company - to acquire technical competence - good chances for employment and faster career.

100 % scheduled training should be completed.

Employers should prepare students for a profession in a permanent way and not just treat them as " gap fillers" in the absence of qualified staff

Learning by doing and implementing.

Cooperation with all institutions. Intensive contact between the school and the workplace, rapid transition from theory to practice at the school in the plant.

Companies should take part in developing frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress.

develop frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress.

Help and support. The pedagogical attitude towards entering the vocational training could be improved

General suggestions

Vocational training must move with the times. This means that it must allow many opportunities for youth, who decided to enter vocational training, e.g. .: during the apprenticeship (additional qualification for people stronger in science training; opportunities after learning the profession, the opportunity to join to higher education) Vocational training must be open, permeable and flexible system in which the transition between the paths of education is possible, but also between systems of education (access to tertiary education) through the recognition of acquired competences. Attractiveness of vocational education needs to be raised, especially in the new EU countries.

Improving the ability to access to the place of vocational training. You should use every potential; free upgrade possibilities transition from vocational education system to the system of higher education. Raising the possibility of transition from apprenticeship to higher education and vice versa is extremely important for social justice and security specialists or would be in order to compete
Differentiation of vocational education: a) pupils weaker b) normal vocational training c) a person stronger in science with full permeability each way, and our duty recognition of education.

The role of parents is problematic as well, since parents in about 80% decide about the choice of occupation by their child and are forcing their children to educational paths, which don't match them.

General education schools should do more to relate to the realities of the labor market and substantive parts, e.g. arithmetic, spelling

Plans for vocational education should be largely adapted to the changing social needs

Part of practical and theoretical education should be balanced. The practical part should take place in the workplace, so that students from the beginning form their 'labor service' mentality and learn current techniques.

Good organization inside school, workplace and between all institutions.

Every student after graduation should be given enough time so that he or she could deploy in the new requirements. In many workplaces students don't have such possibility.

Better network of partners of vocational education (workplaces, schools, offices).

Support from the government and employers is needed.



60 Questionnaire answers

The Project Partners:

- 1) Fundacja Krzyżowa dla Porozumienia Europejskiego, Poland
- 2) Grone-Schulen Niedersachsen GmbH, Germany
- 3) Grone Netzwerk Hamburg gGmbH, Germany
- 4) CELF- Center for Erhvevsrettete uddanneiser Lolland- Falster, Denmark
- 5) Anyksciu svetimo pagalbos tarnyba, Lithuania

Information of the students

Information of the students	Poland	Germany	Denmark	Lithuania
Future profession	Hotelier, economist, chef, catering services' worker	Hoteliers, tailors, shop assistants, chefs, catering services' workers, office workers, certified and non-certified care assistants, social assistant's warehousemen, retailers, the banking specialists, healthcare assistants, tax car specialists, painters' advertisers	Students of vocational training in CELF (in various professions: car mechanics, mechanics, bakers, cooks, carpenters)	Mechanic, accountant, locksmith, driver, cook
Number of responders	Females: 68 Males: 32	Females: 146 Males: 65	60	Females: 20 Males: 80
Age	17-20	17-57	17-19	18-30

The vocational schools in Germany offer the possibility of education to the mature adults, too.

1. What were the main factors that determined your choice of a vocational school? (You can select more than one answer)

	Poland	Germany	Denmark	Lithuania
My own choice	28 %	29 %	59 %	33 %
Well paid job	25 %	9 %	17 %	21 %
Influence of career counsellor	2 %	6 %	3 %	3 %
Influence of parents	8 %	15 %	0 %	8 %
Influence of primary school teachers	0 %	4 %	4 %	3 %
Influence of your friends	10 %		2 %	16 %
Prospect of becoming independent faster	12 %	4 %	3 %	16 %
Possibility of permanent employment	13 %	19 %	7 %	
Other (please specify)	2 %	10 %**	1 %	



** lack of work in the country of origin
** good transport to work

In all countries most respondents declares, that school was their own choice.

2. Are you happy about your vocational training? (1-6)

Ratings on a scale from 1 to 6, with 6 being the highest and 1 the lowest grade.

	Poland	Germany	Denmark	Lithuania
1	1 %	1 %	2 %	4 %
2	11 %	4 %	4 %	4 %
3	37 %	10 %	9 %	20 %
4	27 %	29 %	28 %	24 %
5	23 %	43 %	33 %	24 %
6	1 %	13 %	24 %	16 %
No answer				8%

3. How would you rate the vocational training given in your school in context of job implementation? (a scale from 1 to 6)?

	Poland	Germany	Denmark	Lithuania
1	1 %	1 %	1 %	0 %
2	11 %	2 %	11 %	12 %
3	37 %	15 %	37 %	12 %
4	27 %	34 %	27 %	20 %
5	23 %	40 %	23 %	36 %
6	1 %	9 %	1 %	12 %
No answer				8 %

4. How would you rate the training on business in context of job implementation? (a scale from 1 to 6)?

	Poland	Germany	Denmark	Lithuania
1	4 %	0 %	1 %	8 %
2	12 %	6 %	3 %	0 %
3	27 %	14 %	15 %	32 %
4	32 %	28 %	28 %	8 %
5	17 %	39 %	40 %	8 %
6	8 %	13 %	13 %	40 %
No answer				4 %

5. Do you feel good in your workplace?

(a scale from 1 to 6)?

	Poland*	Germany**	Denmark	Lithuania
1	8 %	0 %	3 %	8 %
2	9 %	10 %	18 %	4 %
3	14 %	12 %	17 %	24 %
4	19 %	12 %	20 %	16 %
5	26 %	37 %	21 %	8 %
6	24 %	29 %	21 %	32 %

There are cases of bad treatment of student at work placement. In all countries the respondents showed quite high level of satisfaction.



*** Weakness:**

I haven't done the apprenticeship. (5 %)
 I'm not interested in that job/ I don't work in my profession. (3 %)
 Bad atmosphere. (3 %)
 I feel used, my duties aren't associated with my job. (3 %)
 I can't learn anything there. (2 %)
 Too little practice, too much theory.
 I feel poorly prepared by school to work.

Strenghts:

Good atmosphere (16 %)
 I like what I do. It's interesting and a well-paid job. (10 %)
 I've learnt a lot (9 %)
 I get on well with colleagues, I like to be with people (4%)

**** Students comments:**

lack of right attitude towards trainees
 bad atmosphere at work
 relations at work are not always good ,trainers aren't demanding enough.

6. Who is supporting you better in your vocational training?

	Poland	Germany	Denmark	Lithuania
Workplace	40 %	37 %	18 %	52 %
School	60 %	21 %	8 %	44 %
Other institutions such as Grone		21 %		
All mentioned equally		21 %		
Both: workplace and school			74 %	
No answer				4 %

In Poland students feel better supported by school, in other countries by work place.

7. How do you rate the proportions between the theoretical and vocational training?

	Poland	Germany	Denmark	Lithuania
More training should be given	77 %	24 %	9 %	44 %
I think it's optimal	14 %	39 %	77 %	14 %
More theory should be taught at school	2 %	18 %	14 %	12 %
I have no opinion	7 %	19 %	0 %	24 %
No answer				4 %

Danish are the most satisfied from the proportions between the theoretical and vocational training. Polish students point out the need of increasing numbers of hours of vocational training.

8. What is good in your school and vocational training?

*Vocational training 31%
 My job is needed on the labor market 17%
 Teamwork 16%
 Self-development 12%



I like my job 7%

Use of foreign language 5%

Good earnings in the future 4%

Learning schedule 4%

Teachers 3%

School's catering studios 3%

Getting experience 2%

*** Good atmosphere at work. It pleasant to be there. Nice, kind and willing to help workmates. Good relation helps in the assimilation of content. Help and support.*

The form of learning is versatile. Good practical experience. All the aspects are covered. Repetition helps in the assimilation of the content learned

Workplace provides all necessary content. Material is very broad, but it is well explained, so students can learn by doing and implementing.

Better perspective in life. Becoming independent, opportunity to gain valuable experience and new friends. More money.

You can learn a lot about life and also in private everyday life. We can decide for ourselves what we can do and what we should reject.

The fact that it is 30 days leave.

Good proportions between theory and practice.

A lot of time for studying.

The vocational exams. For people from different cultures learning language and culture quicker.

**** I get to fix motorbikes*

We have short school periods (5 weeks) and that we learn with our hands

I get to work with my passion

It's school and it's ok, but boring .

***** Vocational training 34%*

No answers 41%

I acquire the profession fast 6%

Help of teachers 8%

Good job 8%

Nothing 3%

9. What would you like to improve in your vocational training?

**More training 51%*

More training in the workplace 26%

No answer 16%

Better equipment at school's professional studios 7%

Nothing 6%

Better organized training 5%

Products bought by school 3%

I have no opinion 3%

**** By placing kvota on the admission of the school, not everybody is fit to be mechanic, better possibilities for specialization*

***** More training 34%*

More training in the workplace 6%

No answer 21%

Practical skills 18%

Less theory 21%



Information of the vocational schools teachers and head teachers

Information	Poland	Germany	Denmark	Lithuania
Place	Wałbrzych,	Hamburg and Lüneburg	CEFL	Not given
Experience In years	4 - 35	4 - 35	Not given	3-35
Number of responders	Females 24 Males 6	Females 7 Males 2	25	Females 16 Males 84

1. Does your school your school well prepare students for the needs of the labour market?

	Poland*	Germany**	Denmark	Lithuania
6 definitely YES	87 %	23 %	3 %	64 %
5 rather YES	13 %	56 %	47 %	16 %
4 partly	0 %	18 %	30 %	20 %
3 I have no opinion	0 %	0 %	20 %	0 %
2 rather NO	0 %	3 %	0 %	0 %
1 defini-tely NO	0 %	0 %	0 %	0 %

Teachers and headmasters from Poland are the most confident that school well prepare their students for the needs of labour market.

2. Do the methods of teaching match the needs of employers?

	Poland*	Germany**	Denmark	Lithuania
6 definitely YES	73 %	19 %	10 %	34 %
5 rather YES	23 %	54 %	13 %	34 %
4 partly	4 %	22 %	60 %	26 %
3 I have no opinion	0 %	0 %	17 %	3 %
2 rather NO	0 %	0 %	0 %	3 %
1 defini-tely NO	0 %	0 %	0 %	0 %

** Do the learning curriculum match the needs of employers?

3. Is the organization of vocational training optimal in your country?

	Poland*	Germany**	Denmark	Lithuania
6 definitely YES	20 %	42 %	3 %	3 %
5 rather YES	23 %	32 %	13 %	34 %
4 partly	37 %	37 %	54 %	46 %
3 I have no opinion	20 %	0 %	20 %	0 %
2 rather NO	0 %	2 %	10 %	10 %



1 defini-tely NO	0 %	0 %	0 %	3 %
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4. Are your students happy with the organization of vocational training?

	Poland*	Germany**	Denmark***	Lithuania
6 definitely YES	23 %			20 %
5 rather YES	47 %			40 %
4 partly	13 %			34 %
3 I have no opinion	17 %			0 %
2 rather NO	0 %			3 %
1 defini-tely NO	0 %			3 %

** There was no question

*** There was no question

Teachers' comments:

**Students through learning theory are getting prepared to the labor market and employers' expectations.*

After finishing school students do not have any problems with finding a job. The employers are happy with trainees.

Professions we are teaching are needed.

Vocational trainings, especially in banks and offices, do not go with students' expectations.

Students feel well on the labor market even during the vocational training- they do the job, that they are learning.

Young people get well on the exams. They are employed in different workplaces during their studies.

They willingly take part in youth exchange mobility to foreign countries.

According to the students some groups have not enough of vocational training.

Employers should take part in vocational training.

Vocational training money for the purchasing of the materials and products should be increased.

Employers should complete 100% of vocational training schedule.

**** Weak points:**

Students are dissatisfied mainly from the fact that in the course of apprenticeship they are treated as cheap labor.

Curriculum content is partly outdated. Jobs are changing, and schools cannot keep up with the program.

Small practical experience. The students take into account the 1 for 1 in the work plans. Lack of personnel in institutions often leads to inadequate instruction.

Too many students, too few teachers.

Too general theoretical training content.

Actual contact with some difficult situations takes place only after the start of work.

There is not always rapprochement to practice.

Too little individual support and support oriented to a weak student.

School level and attitude of apprentices must often be assessed as mediocre, leading to dropout.

Strengths:

If students, like in our school, are well prepared for interviews and self-presentations, students and employers are happy. Students indicate that the organization is clear and good.



The existing dual system is very good. The period immediately after learning a profession, in my opinion, is the most difficult for graduates

Part of practical and theoretical are balanced, while the practical part takes place in the workplace, so that students from the beginning form their 'labor service' mentality and learn current techniques. Apprenticeships in the workplace focused on practice; Science interchangeably in school and the workplace. Students pass through all departments in the company - to acquire technical competence - good chances for employment and faster career. Intensive contact between the school and the workplace, rapid transition from theory to practice at the school in the plant.

Practical relation through action-oriented classes

With a varied theory and practice, students can try, to associate and evaluate their knowledge

The labor market needs of professionals. There is large support from the state and employers.

Excellent apprenticeship for specialists, improving the competence to act in the profession and independence in the workplace. Lifelong learning also at lower levels of qualifications

Positive feedback from employers.

Suggestions:

- *It is impossible to fit individual for any workplace. The specific content must be provided in the workplace = dual training*
- *In my opinion, the problem lies in the fact that Länder are working on their own in the subject of education. It would be desirable that vocational training be unified for the whole country.*
- *There is optimum preparation, but unfortunately not all processes can be carried out at school. Often, however, school activities coincide with the needs of the employer. Sometimes it is difficult to perform in the workplace orderly series of processes of teaching, so that it happens with many new tasks must be with the students performed in a short time*
- *In all fields the pedagogical attitude towards entering the vocational training could be improved*
- *Plans for vocational education should be largely adapted to the changing social needs*
- *Expectations of the labour market are met. But every student after graduation should be given enough time so that he or she could deploy in the new requirements. In many workplaces students don't have such*
- *The supply of vacancies for apprenticeships and demand for them is different. Therefore there is a need for compromises, which are not always satisfying enough*
- *The labour market is changing and is seen only from the situational point of view. One can recognize trends, but cannot fulfil expectations.*
- *Employers expect that the school will teach basic contents, which are essential in everyday work. It is also required to consolidate knowledge. Through the commitment of an additional instructor / teacher one can gain the common objectives and expectations, which is met with great approval.*
- *First, the labour market and its career prospects should be viewed in, then more traineeships for vocational orientation should be offered, companies should work closely with vocational school(both sides can get benefits from each other), in the workplace a space for good instruction and teaching profession should be provided. Apprentices are engaged as independent workers too quickly, they should have integrate tutoring in order to repeat and practice the theoretical part. Many students lack the structures and time to learn.*
- *Vocational training must be included in the mission of the company. Workplace should be a place of learning. Training of trainers, also in a pedagogical areas for instructors; Regular external supervisions*
- *General education schools should do more to relate to the realities of the labour market and substantive parts, eg.*
- *arithmetic, spelling, they should come to the forefront*
- *Employers should prepare students for a profession in a permanent way and not just treat them as "gap fillers" in the absence of qualified staff*
- *Vocational instructors should be delegated to workplace for the time of profession instruction. The*



financial gratification of instructors. Concepts of apprenticeship should be matched to each other - theory-practice.

Some professions should be combined and paid, eg. a Social assistant and an educator, or allowing studies to be in the form of dual system because the educational requirements for those occupations are growing rapidly.

******** *After the graduation of vocational training for the pupils it is no problem to get the job.*

*It is not enough good material base for the practical lessons.
Theoretical lessons combined with the needs of labor market.
The vocational training is quite good; it belongs from employer's expectation.
To many vocational schools in the country.*

Suggestions:

*Theory 1/ training 5
Theory 1/ training 4
Theory 1/training 2
Half of theory and half of training*

About 70 % for the training and 30 % for theory is the most optimal

5. The evaluation of the duration of students' vocational training

	Poland	Germany	Denmark	Lithuania
The number of days in vocational training is optimal	20 %	54 %	20 %	6 %
The number of days in vocational training too long		5 %		4 %
The number of days in vocational training too short	60 %	8 %	60 %	66 %
It is difficult to say	20 %	33 %	20 %	24 %

* No answer (9)
Vocational training one month in each term (6)
2 months of training per year (5)
Training 2: theory 3 (4)
Training 1: theory 2 (2)
2 weeks of vocational training in each term gives bigger self-development
I don't know (2)

**** Suggested proportion between training and theory**

- 60- 40 (16 people)
- 55-45
- 50-50 (6)
- 40- 60 (3)
- 80-20 (2)
- 75-25 (2)
- 70-30
- 65-35
- 3/5- 2/5



Most teachers believe that more training is better

*** No answer (9)

Vocational training one month in each term (6)

2 months of training per year (5)

Training 2: theory 3 (4)

Training 1: theory 2 (2)

2 weeks of vocational training in each term gives bigger self-development

I don't know (2)

6. Where one can gain professional skills?

	Poland	Germany	Denmark	Lithuania
At school professional studio	46 %	9 %	46 %	20 %
At workplace	54 %	80 %	54 %	80 %
At professional learning places other than workplace		11 %		

Teachers think that the best place for learning is the work place.

7. How do you rate the knowledge of the theory of your students gained in school education?

	Poland	Germany	Denmark	Lithuania
1	0 %	0 %	0 %	5 %
2	3 %	0 %	3 %	9 %
3	3 %	22 %	3 %	14 %
4	34 %	33 %	34 %	19 %
5	60 %	45 %	60 %	24 %
6	0 %	0 %	0 %	29 %

8. How do you rate practical skills of your students gained in school education?

	Poland	Germany	Denmark	Lithuania
1	0 %	0 %	0 %	5 %
2	0 %	0 %	0 %	9 %
3	3 %	22 %	3 %	14 %
4	30 %	33 %	30 %	19 %
5	67 %	45 %	67 %	24 %
6	0 %	0 %	0 %	29 %

** How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

by improvement of schools and employers cooperation 27%

by development of career counselling for students 0%

by improvement of cooperation of all institutions 0%

by realisation of additional vocational training according to employers needs 0%

by increasing the number of hours of practical classes and apprenticeships 0%

by changing attitudes of entrepreneurs taking students to vocational placements 19%

by consulting the curriculum with employers 20%

**** Comments:

- No law for dual system in our country.



- *The workplace has to be very modern, but in small companies in small towns it is difficult to find such companies.*
- *The persons who are willing to work with pupils during the training in the company have to follow the pedagogical courses.*
- *It is necessary to prepare the regulation of the salary for vocational teachers, because in dual system they will lose lots of hours and will get smaller payment.*

Entrepreneurs / representatives of business institutions / stakeholders of the cooperation of education and labour market

Information of the businessmen

Information	Poland	Germany	Denmark	Lithuania
Place	Lower Silesia	Lower Saxony		
Sex	Females 17 Males 13	Females 18 Males 8	12	

1. Does vocational schools well prepare students for the needs of the labour market?

	Poland*	Germany**	Denmark***	Lithuania
6 definitely YES	0 %	15 %	10 %	0 %
5 rather YES	13 %	54 %	23 %	13 %
4 partly	37 %	27 %	35 %	37 %
3 I have no opinion	0 %	0 %	25 %	0 %
2 rather NO	40 %	0 %	5 %	40 %
1 defini-tely NO	10 %	4 %	5 %	10 %

2. Is the vocational training organised well enough to prepare students for the needs of the labour market?

	Poland*	Germany**	Denmark***	Lithuania
6 definitely YES	0 %	37 %	5 %	29 %
5 rather YES	13 %	48 %	15 %	24 %
4 partly	20 %	15 %	40 %	19 %
3 I have no opinion	10 %	0 %	30 %	14 %
2 rather NO	44 %	0 %	0 %	9 %
1 defini-tely NO	13 %	0 %	0 %	5 %

3. Is the cooperation of vocational training schools with workplace optimal in your country?

	Poland*	Germany**	Denmark***	Lithuania
6 definitely YES	0 %	15 %	10 %	0 %
5 rather YES	3 %	38 %	25 %	25 %
4 partly	16 %	39 %	40 %	75 %
3 I have no opinion	13 %	0 %	25 %	0 %
2 rather NO	42 %	8 %	0 %	0 %
1 defini-tely NO	26 %	0 %	0 %	0 %



*** Comments:**

No comments (8)

Lack of typical vocational training schools. (6)

There are not well equipped schools' professional studios. (4)

Not enough time of training. (4)

Vocational training at workplace is not long enough. (4)

Many schools in our area prepare students for not needed professions. Only one school constantly cooperates with a few workplaces. (3)

Workplace reluctantly takes part in a project of school- workplace cooperation (costs, lack of profession's teachers) (2)

Schools prepare to work, the problem is with finding a workplace for vocational training, and work.

Old, out-of-date system.

Students are learning more theory than practice.

Students reluctantly take part in training, they are afraid of unemployment.

Teachers of the profession at schools are not in touch with the subject they're teaching.

No sessions with career counsellors.

****** Comments:**

- No motivation for young people to work.
- It should be better practical training because the graduates have to low practical skills.

4. Do vocational schools meet the labour market's expectations? (a scale from 1 to 6)?

	Poland*	Germany**	Denmark	Lithuania****
1	3 %	0 %	4%	
2	33 %	4 %	30 %	
3	50 %	19 %	40 %	
4	7 %	11 %	23 %	
5	7 %	62 %	3 %	
6	0 %	4 %	0 %	

***Comments:**

Employers expect longer vocational training or job experience.

It should be better cooperation with employers.

Young workers are too reliant and not willing to learn.

Lack of agreement with employers makes, that graduates can't find the job placement. (3)

Lack of many needed professions. (6)

Young people leave our country to find the job.

Too little vocational training.

Out of date standards. (2)

Too narrow specialization.

**** No answer

5. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

	Poland*	Germany**	Denmark	Lithuania****
by improvement of schools and employers cooperation	28 %	18 %	20 %	38 %
by development of career counselling for students	14 %	26 %	24%	0 %
by improvement of cooperation of all institutions	8 %	20 %	0 %	12 %



by realisation of additional vocational training according to employers needs	15 %	21 %	21 %	0 %
by increasing the number of hours of practical classes and apprenticeships	17 %	1 %	14 %	50 %
by changing attitudes of entrepreneurs taking students to vocational placements	18 %	14 %	14 %	0 %

*** Comments:**

- Possibility of doing the job at workplace. (4)
- Employer should treat the trainee as a future investment.
- Honest, open minded and friendly attitude towards trainee.

**** • Longer practical training better worker in the future

6. Where is the best to learn practical vocational skills?.

	Poland	Germany	Denmark	Lithuania
in professional workshops in schools	17 %	10 %	10 %	12 %
in the employer enterprise, in the form of apprenticeships/ vocational placements	83 %	60 %	35 %	88 %
in professional workshops in schools and in the employer enterprise, in the form of apprenticeships/ vocational placements			55 %	
at professionals learning centres other than workplace		25 %		
other	0 %	5 %		0 %

The best place to learn how to work is the workplace.

7. How would you rate the theoretical knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

	Poland*	Germany**	Denmark	Lithuania****
1	3 %	0 %	5 %	5 %
2	7 %	0 %	5 %	9 %
3	64 %	12 %	30 %	14 %
4	23 %	24 %	40 %	19 %
5	3 %	56 %	15 %	24 %
6	0 %	8 %	5 %	29 %

8. How would you rate practical skills acquired by graduates while studying in vocational schools?

	Poland*	Germany**	Denmark	Lithuania****
1	7 %	0 %	7 %	5 %
2	27 %	2 %	27 %	9 %
3	56 %	4 %	56 %	14 %
4	3 %	14 %	3 %	19 %
5	7 %	64 %	7 %	24 %
6	0 %	14 %	0 %	29 %



8. The evaluation of vocational training system.

** Students aren't enough prepared to work
Professions are taught that not give employment.
It's far from the labor market needs. (4)
Not enough money for education.
Too little training (4)
Learning of foreign languages is not emphasized enough.
Basic level, little progress.
Students don't work on their own during vocational training.
It's ok.
It's not at the best level. (2)
Bad.
Expectations of schools and employers are different.*

Suggestion of changes:

*Better quality of vocational training, longer hours. (12)
Constant cooperation between employers and schools. (11)
More vocational training schools are needed. (10)
Professional workshops. (3)
Vocational training in the other country.
Grants for schools.
New schools, new teachers.
Offer the vocational training at the Gymnasium level.
Less general subjects.*

- The lack of practical skills of graduates, the employee has to start to teach them from the beginning.
- Cooperation between the employers and vocational school has to be better.
- Low image of vocational schools.



Businessmen and employers

Information of the businessmen

Information	Poland	Germany	Denmark	Lithuania
Place	Lower Silesia	Lower Saxony, Hamburg		
Number of responders	Females 12 Males 18	Females 32 Males 19	15	Females 14 Males 21

1. Does vocational schools well prepare students for the needs of the labour market?

	Poland*	Germany**	Denmark***	Lithuania
6 definitely YES	0 %	4 %	0 %	0 %
5 rather YES	3 %	43 %	23 %	12 %
4 partly	30 %	47 %	40 %	62 %
3 I have no opinion	17 %	4 %	23 %	0 %
2 rather NO	30 %	2 %	14 %	13 %
1 defini-tely NO	20 %	0 %	0 %	13 %

This aspect had the lowest rates in Poland.

2. Does the curriculum at vocational training school match the needs of the workplace?

	Poland*	Germany**	Denmark***	Lithuania****
6 definitely YES	0 %	28 %	3 %	
5 rather YES	3 %	53 %	20 %	
4 partly	33 %	16 %	47 %	
3 I have no opinion	17 %	0 %	20 %	
2 rather NO	37 %	3 %	10 %	
1 defini-tely NO	10 %	0 %	0 %	

Respondents see the needs of matching the school curriculum to the workplace needs.

**** No answers

3. Does the vocational training match the labour market's needs?

	Poland*	Germany**	Denmark***	Lithuania****
6 definitely YES	0 %	10 %	4 %	0 %
5 rather YES	3 %	56 %	30 %	0 %
4 partly	37 %	8 %	40 %	50 %
3 I have no opinion	17 %	26 %	23 %	0 %
2 rather NO	30 %	0 %	3 %	50 %
1 defini-tely NO	13 %	0 %	0 %	0 %

According to employees the vocational training matches the labour market's needs mostly in Germany.



*** Comments:**

Predomination of the school education.

Lack of professionals with positive attitude.

Lack of enough number of hours of vocational training. (4)

The teaching curriculum is outdated and inadequate to the labor market's needs. (7)

Graduates are not prepared to start a job in their trained profession. (2)

No cooperation between students, school and employers. (2)

Inadequate school's studios. Old technologies. (3)

Too little of vocational training schools. (3)

Lack of motivation to learning from the students' side.

There are no school preparing workers for my company.

Vocational training often means using students for chores at workplace.

****** Comments:**

It has to be better and closer cooperation between vocational schools and employers

4. How do vocational schools meet the employers' expectations? (a scale from 1 to 6)?

	Poland	Germany**	Denmark	Lithuania
1	10 %		0 %	0 %
2	37 %		10 %	12 %
3	50 %		20 %	25 %
4	3 %		47 %	50 %
5	0 %		20 %	29 %
6	0 %		3 %	0 %

Vocational schools meet the employers expectation at the low level in Poland and quite high in Denmark and Lithuania..

** No answers

***Comments:**

Employers judges practical skills of workers.

There isn't any coordination of employers' needs with the training system. (5)

Little or no skills relevant to work. (4)

Lack of professionals. (2)

5. How do you think vocational training can be improved to better fulfil the labour market expectations? (You can select multiple items)

	Poland*	Germany**	Denmark	Lithuania****
by improvement of schools and employers cooperation	32 %	26 %	24 %	25 %
by development of career counselling for students	7 %	26 %	4 %	40 %
by improvement of cooperation of all institutions	0 %	0 %	0 %	38 %
by realisation of additional vocational training according to employers needs	19 %	28 %	26 %	35 %



by increasing the number of hours of practical classes and apprenticeships	0 %	0 %	20 %	50 %
by increasing the numbers of theory at school	1 %	3 %	0 %	0 %
by changing attitudes of entrepreneurs taking students to vocational placements	0 %	8 %	19 %	0 %
by legal changes	17 %	0 %	0 %	0 %

The proposal of cooperation between schools and employers and by realisation of additional vocational training according to employers needs have the biggest number of answers.

*** Comments:**

Students' wages for vocational training. (2)

Payment for employers. (6)

Extra payment for trainee's supervisors.

Tax benefit for employers.

Development of skills career counsellors- knowledge about the labor market.

****** Comments:**

- *The professional counseling system should be improved*
- *The lack of practical skills of graduates, the employer has to start to teach them from the beginning*
- *Cooperation between the employers and vocational school has to be better*
- *Low image of vocational schools*

6. Where is the best to learn practical vocational skills?.

	Poland*	Germany**	Denmark	Lithuania
in professional workshops in schools	8 %	14 %	0 %	12 %
in the employer enterprise, in the form of apprenticeships/ vocational placements	83 %	79 %	53 %	88 %
In professional workshops in schools and in the employer enterprise, in the form of apprenticeships/ vocational placements			57 %	
At learning centres		14 %		
other (specify)	9 %	1 %		0 %

The best is the vocational placement in the employer enterprise.

** In the workplace that is really cooperating with the school.*

Coming back to the schools connected with a big company, which will guarantee the employment.

Learning from hot heads.

- *** in both places*
- *in many workplaces*
- *at the primary school and general school*

student's attitude is the most important, not the workplace



7. How would you rate the knowledge gained by graduates of vocational schools? (please indicate on a scale from 1 to 6)?

	Poland	Germany**	Denmark	Lithuania
1	3 %	0 %	0 %	0 %
2	31 %	0 %	13 %	0 %
3	59 %	23 %	37 %	13 %
4	7 %	15 %	30 %	62 %
5	0 %	46 %	13 %	13 %
6	0 %	16 %	7 %	12 %

Poland has the lowest results.

8. How would you rate practical skills acquired by graduates while studying in vocational schools?

	Poland	Germany**	Denmark	Lithuania
1	3 %	0 %	0 %	0 %
2	31 %	0 %	0 %	12 %
3	59 %	23 %	0 %	50 %
4	7 %	15 %	43 %	38 %
5	0 %	46 %	34 %	0 %
6	0 %	16 %	23 %	0 %

The highest results are in Denmark and Germany.

9. How do you see the role of your business in the dual vocational training system?

* *Employers can create good conditions for vocational training. Vocational training should be proceeded by volunteering.*

Constant cooperation with school. (7)

Constant cooperation with the same students. (2)

Monitoring of employer and student's duties.

Extra money for vocational training. (3)

I'm willing to get students for training. (4)

Matching my needs vocational training.

I'm not keen on it. (3)

No answer. (9)

*** *It's cooperation with the school to make the best craftsman*

- **** *At this moment no legal changes for dual system.*

- *It has to be more information about dual system.*

10. What would you change in the vocational training system in your country?

* *It's necessary to change thinking about vocational schools as a worse school.*

Vocational training should be done at the same time as learning for 3 days a week.

More vocational training. (3)

Employers should be paid for students training. (3)

Well equipment schools' studios.

Better education of profession's teachers- exam.

Voluntary work to show jobs.

Return to the old system of vocational training. (2)

The vocational training system in modern workplaces, where skills and abilities gained are important.

Constant cooperation at every stage. (5)

Career counselling at every stage of education.

Right attitude formation. (2)

More vocational school needed. (2)



No opinion (14)

*****The situation in vocational education slowly but it is changing to the positive way.*

Better counselling at basic school

The sum up

*** Sum up**

There are many differences in the opinions. Students and their teachers tend to be more optimistic, employers and people interested in above subject are not very happy. The most respondents underline the need of longer vocational training. All groups members identify the necessity of cooperation in terms of creating the modern system of vocational training schools in Poland.

Strengths:

Need of cooperation and improvement is seen by all groups.

Weak points:

No realistic view on the students' preparation to the job from the teacher's side.

Lack of cooperation.

Too short vocational training.

Cases of fake vocational training.

Lack of many schools.

Lack of many professions.

Recommendations:

For schools:

Adjusting the curriculum to the particular employers' expectations on the specific area

Longer vocational training.

Better cooperation with employers in matter of determination the common needs and evaluation of vocational training.

Up-to-date knowledge of trainers

For students

Better preparation.

Changes of attitude for more positive and open to learning.

For employers

Care for the atmosphere at work

Realization of the 100 % of vocational training

Giving the chance for real work

Cooperation with schools and people interested in that matter.

For people interested in that matter: Cooperation with other institutions

**

Strengths

The vocational training in the workplace is guaranteed to be the best possibility of taking into account technical novelty in vocational education and meets the requirements of the market. (Almost always on the most modern level).

Companies working with Chambers, develop frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress.

Weaknesses:

- Practical experience of the teaching staff is partly outdated, composition of the school timetable is not always focused on the issues of the workplace
- It is sometimes out of reality
- It is very difficult to get to weaker students



- Weaker students are not able to cope with the requirements of workplaces. Here one should rethink the content and rules of education

The labor market in Germany is characterized by a now somewhat paradoxical development: Despite the positive development of the number of newly concluded agreements on vocational training of certain professions, last year had the lowest rate since the time of German reunification. At the same time there are more and more vacant places for apprenticeships, which are offered by workplaces and there are more and more people who are interested in starting an apprenticeship but cannot find an appropriate place. Reasons that are attributed to problems of matching the profession

Vocational training lost its attractiveness a lot, and is perceived by many young people as the situation without exit. There is a need for full permeability of different systems of education and include in the skills acquired during the change of the way of education. The role of parents is problematic as well, since parents in about 80% decide about the choice of occupation by their child and are forcing their children to educational paths, which don't match them.

Recommendations:

Vocational training must move with the times. This means that it must allow many opportunities for youth, who decided to enter vocational training, e.g. .: during the apprenticeship (additional qualification for people stronger in science training; opportunities after learning the profession, the opportunity to join to higher education) Vocational training must be open, permeable and flexible system in which the transition between the paths of education is possible, but also between systems of education (access to tertiary education) through the recognition of acquired competences. Attractiveness of vocational education needs to be raised, especially in the new EU countries. At the same time, it is not possible during vocational education within 1-2 years, just as it is in Latvia and Lithuania. You have to offer vocational training, who in later life work we will be alternated with phases of unemployment. Statistical data show that such "short" apprenticeship indeed first integrates young people in the system of vocational training, but only delivered the limited knowledge and skills, so that they are not flexible in different areas of professional activities and later they are often affected by unemployment. Attractiveness of vocational education should therefore be achieved by raising quality

- Since the vocational training takes place largely in the workplace, it is indeed a particularly good system of vocational education for the labor market, especially in comparison with other European countries.
- More professions which can be taught step by step (shop assistant/ merchant in retail trade
- Improving the ability to access to the place of vocational training. You should use every potential; free upgrade possibilities transition from vocational education system to the system of higher education. Raising the possibility of transition from apprenticeship to higher education and vice versa is extremely important for social justice and security specialists or would be in order to compete
- Differentiation of vocational education: a) pupils weaker b) Normal vocational training c) a person stronger in science with full permeability each way, and our duty recognition of education.
- The creation of criteria for access to vocational training, diverse for each profession. Everyone should learn what suits his inclinations and competencies, and occur to different ways, but achieve everything. Intensive creation a real job, which may be acquired upon the completion of the profession and the opening of the first vertical career path. Very strong implementation of dual Bachelor Studies
- Equal opportunities! Vocational training for all young people: Support and help for weaker and stronger in science. Permeability in and between vocational training systems. Recognition and adding skills acquired to further their career
- Better network of partners of vocational education (workplaces, schools, offices). More accompanying measures for vocational training. Vocational training practice oriented.
- Transferring content of vocational education in certain professions (particularly in



occupations combined) leads to an overload especially weaker students.

- Sectors with less well-known and disliked professions have more and more difficulty to find suitable students.
- The demand for professionals is growing. Rather weaker pupils are employed. But then there is a greater need for financial support, and smaller companies cannot provide it.

The sum up

The overall result of this study is that there is a high degree for satisfaction across all four target groups.

Furthermore the study shows that the current balance between school periods and time in companies the ok for all the target groups.

Overall the study shows that the anchorages of vocational system are strong both among student, educators, companies and educational stakeholders.

Based on this study we can conclude that it is the general opinion across all target groups that the vocational education system in our area is preparing the students to the needs of labour market with the right skills.

But it must be noted that this study doesn't give a full picture of the Danish vocational education system therefore I have also do at bibliographical study to able to recommendations on how improve the vocational education system in Denmark.

Part 5 The sum up

School

Curriculum content is partly outdated in some countries. Jobs are changing, and schools need to keep up with the program. Consultation of the school curriculum with employers is recommended.

Good preparation to self- presentation and interviews is important.

Theoretical content it's often too general.

Lack of personnel or well prepared trainers in institutions often leads to inadequate instruction. All trainers need constant up-to-date training. Vocational instructors should be delegated to workplace for the time of profession instruction.

Too little individual support and support oriented to a weak student. More support should be given.

School level and attitude of apprentices must be assessed as mediocre, leading to dropout.

Taking feedback from students and employers seriously.

Workplace

Important factors of good training at workplace

Good atmosphere at work. Nice, kind and willing to help workmates. Good relation helps in the assimilation of content and fast learning.

Actual contact with some difficult situations takes place only after the start of work.

Real tasks, real work should be given to students. Students pass through all departments in the company - to acquire technical competence - good chances for employment and faster career.

100 % scheduled training should be completed.

Employers should prepare students for a profession in a permanent way and not just treat them as " gap fillers" in the absence of qualified staff

Learning by doing and implementing.

Cooperation with all institutions. Intensive contact between the school and the workplace, rapid transition from theory to practice at the school in the plant.

Companies should take part in developing frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress.

develop frame plans for education and participate in the formulation of practical teaching plans and react to changes / progress.

Help and support. The pedagogical attitude towards entering the vocational training could be improved

General suggestions

Vocational training must move with the times. This means that it must allow many opportunities for youth, who decided to enter vocational training, e.g. .: during the apprenticeship (additional qualification for people stronger in science training; opportunities after learning the profession, the opportunity to join to higher education) Vocational training must be open, permeable and flexible system in which the transition between the paths of education is possible, but also between systems of education (access to tertiary education) through the recognition of acquired competences. Attractiveness of vocational education needs to be raised, especially in the new EU countries.

Improving the ability to access to the place of vocational training. You should use every potential; free upgrade possibilities transition from vocational education system to the system of higher education. Raising the possibility of transition from apprenticeship to higher education and vice versa is extremely important for social justice and security specialists or would be in order to compete

Differentiation of vocational education: a) pupils weaker b) normal vocational training c) a person stronger in science with full permeability each way, and our duty recognition of education.

The role of parents is problematic as well, since parents in about 80% decide about the choice of occupation by their child and are forcing their children to educational paths, which don't match them. General education schools should do more to relate to the realities of the labor market and substantive parts, e.g. arithmetic, spelling

Plans for vocational education should be largely adapted to the changing social needs

Part of practical and theoretical education should be balanced. The practical part should take place in the workplace, so that students from the beginning form their 'labor service' mentality and learn current techniques.

Good organization inside school, workplace and between all institutions.

Every student after graduation should be given enough time so that he or she could deploy in the new requirements. In many workplaces students don't have such possibility.

Better network of partners of vocational education (workplaces, schools, offices).

Support from the government and employers is needed.



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