

Evaluation of Online Survey

on school-to-work transition and work-based training



Report on Findings

Erasmus+ KA2 Strategic Partnership Project 2015 – 2017
'Work-based training in the school-to-work transition process'
Project No. 2015-1-DE02-KA202-002447

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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Foreword

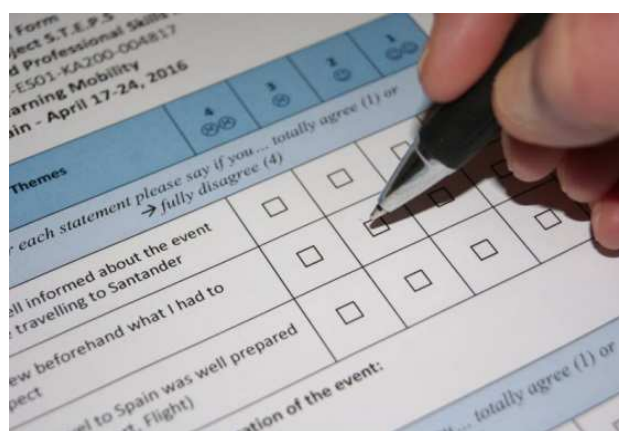
The Strategic Partnership "Work-based Training"¹ has brought together public schools, private vocational training centers and other educational institutions from nine European countries in order to examine the various national school-to-work transition settings in the participating countries and their specific work-based learning approaches. The Erasmus+ project was set up to exchange expertise on work-based learning and training², and to highlight examples of good practice.

What is the background of the survey?

One of its major activities was to initiate an online survey on school-to-work transition and work-based training. The survey was addressed to the main stakeholder groups involved in handling the smooth transition from school to the labour market: teachers and pedagogues, trainers and instructors, students and apprentices. The aim was to get a deeper understanding of the benefits as well as the needs and gaps within the various national transition settings, and to learn about the degree of satisfaction with the specific process, thus identifying areas for further advancement and development of work-based training approaches.

Generally, the three questionnaires consisted of 20 to 40 statements asking for a rating re-

garding the degree of approval on a scale of 1 to 6 ("1" indicating total disagreement, to "6", full agreement). However, few questions demanded a qualitative input asking for a more detailed description of the specific point of view. Furthermore, all three target groups were asked to express their degree of satisfaction or discontent with the specific transition system they were currently using.



The Online Survey was implemented during the months May to September 2016. All in all, 562 questionnaires were collected, generally 20 questionnaires per target group per country. The Report on findings at hand is the result of the evaluation of the vast data collected. It can be understood that it was necessary to summarize the data and to make a selection of the most meaningful qualitative answers given.

What do you find in the Report?

First, the Report concentrates on a **Comparative Study** of 5 to 6 key questions which were seen by the partnership as the most important ones, and on occasion of a project meeting in Sweden in June 2016 chosen for conducting comparisons between the countries. Since there are nine countries to compare, it was

¹ Work-Based Training in the school-to-work transition process (WBT), Erasmus+ KA2 Strategic Partnership 2015-17, Grant Agreement no. 2015-1-DE02-KA202-002447

² The term "work-based learning" characterizes a learning process where theory and practice learning is linked together and emphasises the learning process itself whereas the term "work-based training" focuses more on the approach to learning and the teaching method. In the report we use both terms, mostly abbreviated by WBL or WBT.

necessary to condense the scaling in the answers from six options to just two. This seemed to be the most effective way to get illustrative diagrams and charts.

Besides the comparison across countries, the Comparative Study reflects the qualitative input given by the target groups to the open question regarding the further improvement of work-based training in their specific country. Again, it was necessary to make a selection and concentrate on a few meaningful answers per country.

Secondly, the Report also contains specific **Country Reports** where those questions more relevant to the particular conditions of the country are examined. Since one single questionnaire had to be designed to reflect the various conditions of the different countries, inevitably certain questions applied more to one country than another. The Country Report accommodates this fact.

The Country Report also compares how each target group reacts differently to certain questions, for example regarding the person responsible for career planning in the institution or the degree of satisfaction with the specific WBT approach in the country.

Finally, the Report summarized the findings received from the online survey and an Annex holds the full set of statistics and diagrams for access as and when required.

How you should read the data?

It is important to mention that the survey was not meant to be representative in the sense that a certain proportion of the population in one country was selected randomly in order to take part in the survey. The aim was to collect

different points of view from the main stakeholder groups involved in WBT and to receive a varied set of proposals for improvement out of the environment of the partner institutions. This aim has been achieved and the results are presented here.

STATISTICS

Gender

The online survey was carried out in public and private educational institutions as well as in the business sector. It was an aim of the project to attract both male and female participants equally. The evaluation of the statistical data show that this aim was generally met. Whereas female teachers and female trainers are in a small majority, the portion of male and female students is fairly well balanced.

Age

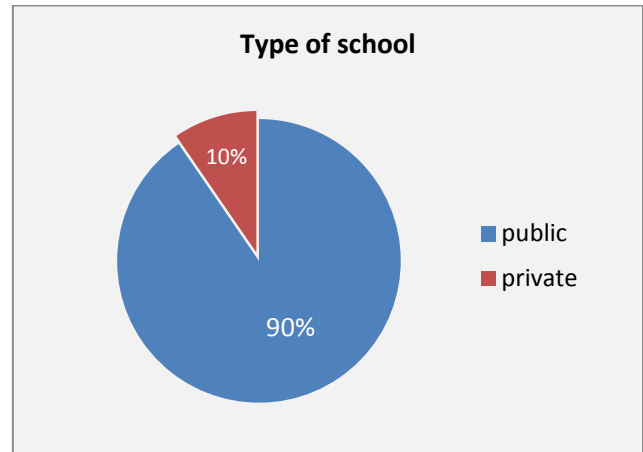
In terms of the the ages of participating teachers and trainers, the majority of teachers are between 45 and 49 years old, whereas the majority of trainers are younger than that (between 30 and 44 years old). Surprisingly, a big portion of both groups is older. There are 28% of trainers and 32% of teachers over 50 years of age.

Students are in the majority between 18 and 19 years old (38%) or younger than that (29%). Just one third of the students are older than 20 years of age.

Employment of teachers

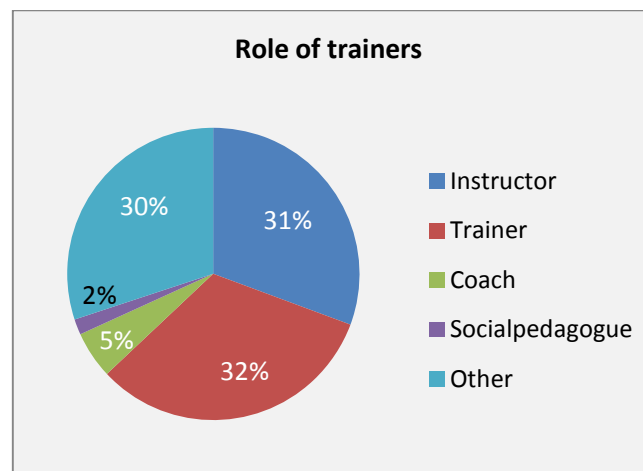
Teachers specified whether they are teaching in a public school or a private educational institution. In fact, the vast majority of them are employed by public authorities. Just every 10th teacher works in a private institution such as a

private school or a private vocational training center.



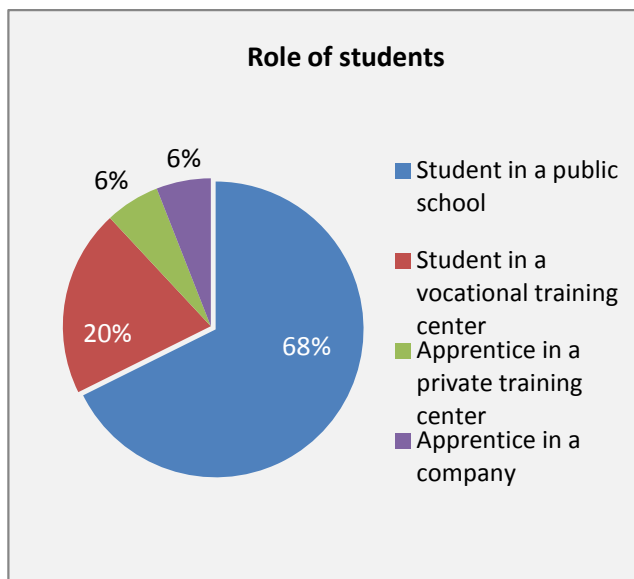
Role or profession of trainers

Trainers specified their professional role in the company or institution they work for. Around one third of them work as an instructor for trainees, interns or apprentices. Another one third act as a trainer or mentor for trainees or interns. The final one third is in the role of a coach, social pedagogue, manager, director or administrative officer, mainly concerned with the vocational training of students.



Status of students

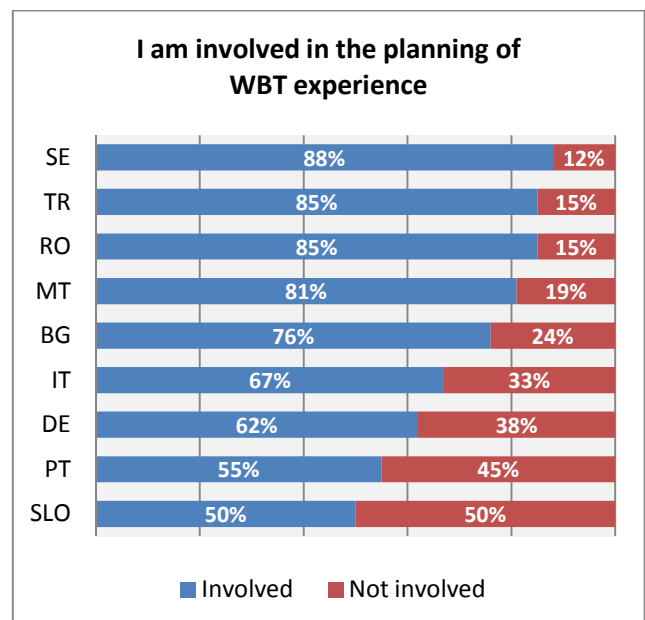
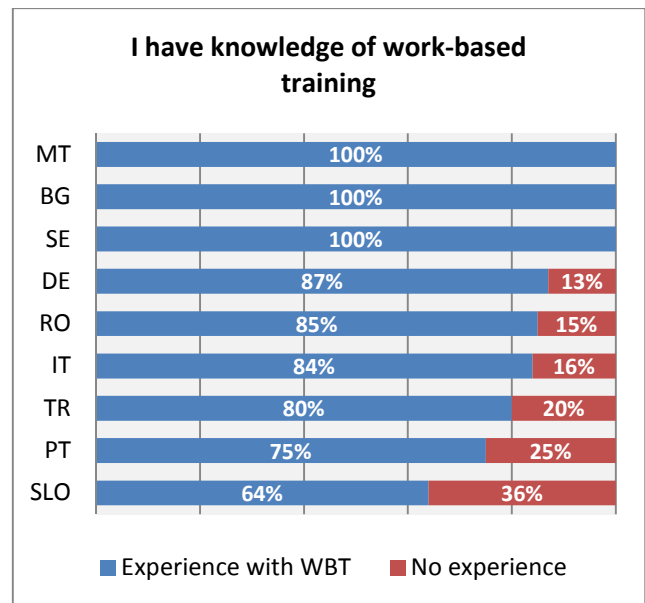
Finally, students were asked about their actual role within their school or educational institution or within the company they work for. The vast majority of the students indicated that they are going to a regular public school (68%). Two out of ten students attend a private vocational training center. Another 12% of the students are apprentices, either in a private training center or in a company.



TEACHERS

Planning and evaluation of work-based learning/training

Teachers were asked if they have knowledge of the planning, evaluation and assessment of work-based training experiences and whether they are involved in the planning of these activities. A high percentage of answers indicate that there is a broad knowledge of WBT among teachers, in some countries up to 100%. Nonetheless, asked about their personal involvement, in every country a portion of teachers admitted that they are not involved personally in the planning of work-based training experiences within their schools.

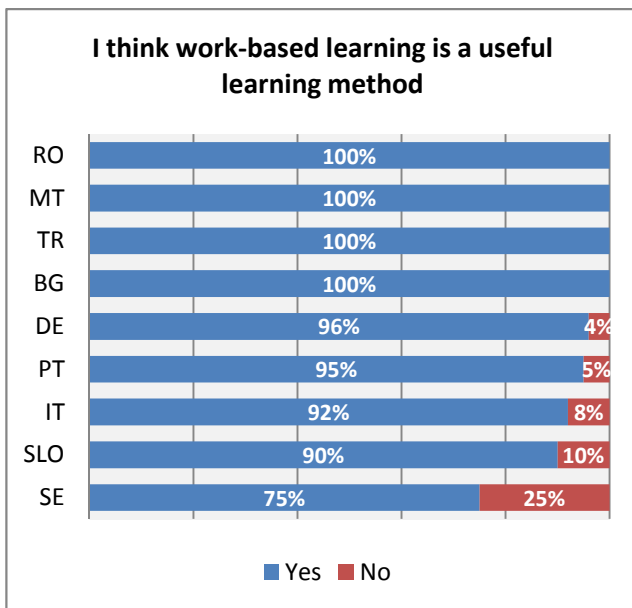


The answers received seem to give an indication of the general need across the countries for the closer involvement of teachers in the process of defining, planning and evaluating WBT units in the school and providing internships and work place experiences for students.

Perception of work-based learning

Teachers were also asked if they regarded work-based learning as a useful learning method. In this respect, there seems to be a wide acceptance across the countries that work-based learning is important for the preparation

of students in order to make them fit for the labour market and to prepare for their future jobs.

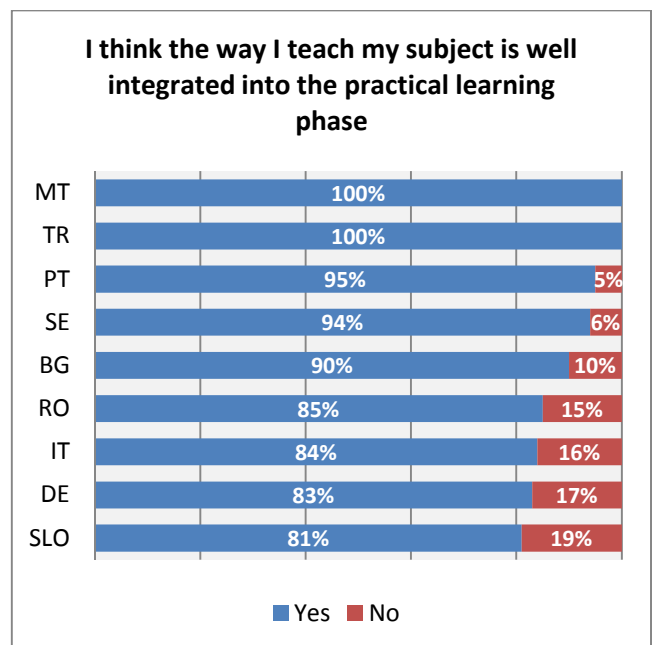


Nonetheless, there are also voices who warn that the general education with its ability to form the overall personality of the student should not be reduced by the introduction of work-based training units - as this teacher from Italy specifies:

"I would suggest a deeper study of humanity sciences (literature, history, philosophy, arts...) as those kinds of learning help the student's development of individual thinking, his evaluation skills and the consequent capacity of making choices. I believe that students at schools, crossing all subjects in a transversal way, have to learn a method to look for new solutions when there are not solutions immediately available or provided by his studies. The obligation of using a relevant part of the school year with internship experiences is often distracting from other studies that help developing a thinking mind, which is required in every working activity, at every level of responsibility or authority."

Link between theory and practice learning

Another question was aimed at learning about the perception of teachers regarding the link between their specific subject and practical learning. The answers received illustrate that a broad majority of teachers is convinced that their way of teaching the subject is well integrated into the practical learning phase. However, this result seems to be in contrast to the views of students who in the majority complain that theory and practice learning are not well integrated (see below).

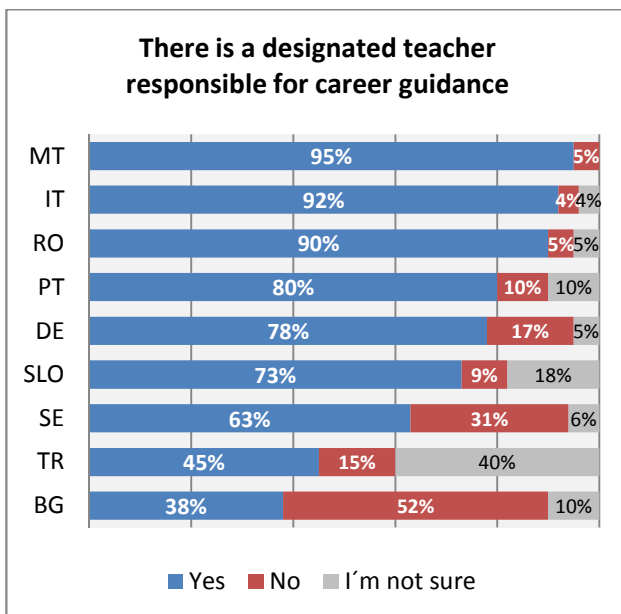


Career guidance of students

Besides work-based learning and work place experiences, it is important for students to have a person in their environment - in school, company or training centre - who can give advice on labour market matters and career planning. This person must be trained, competent and particularly visible to students. Thus, teachers, trainers and students alike were

asked if there is a person responsible for this job at the institution they are part of. Not surprisingly, the answers given differ from group to group.

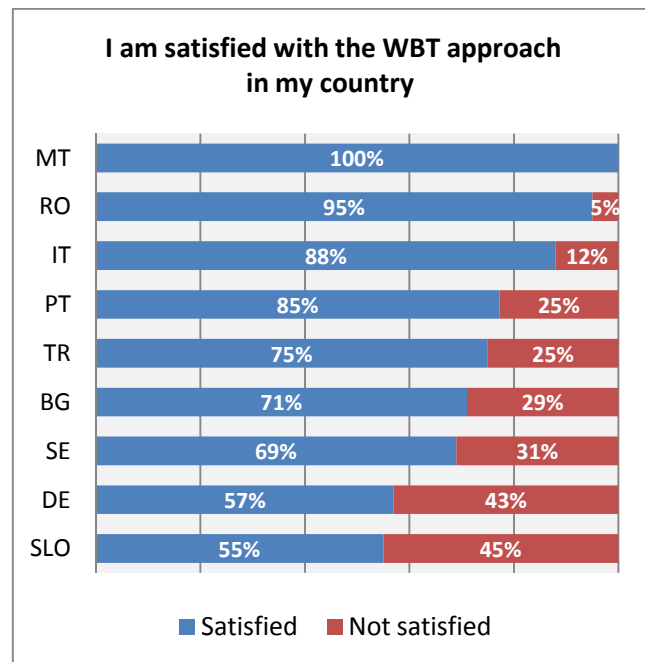
Asked if there is a teacher at the school responsible for career guidance of students, some countries seem to have made better arrangements than others. However, it is noticeable that a great number of answers show uncertainty about there being a person like this in their institution or not. It seems that there is still a lot to do in this respect, especially in making this person known within the closer environment.



Satisfaction with WBT approach

Again, teachers, trainers and students alike were asked if they are satisfied with school-to-work transition in their country and the specific WBT approach. In general, the majority in all countries expressed their satisfaction. Nonetheless, there are areas of improvement that are also identified, and the level of discontent varies from country to country. Surprisingly - besides Slovenia - teachers in Germany seem to

be most critical over their national transition system and indicate a great demand for improvement, besides the fact that the German 'Dual System' is regarded as a well functioning way to prepare students for their future employment and to integrate young people into the labour market.



Teacher's suggestions for improvement

Finally, in an open question all three stakeholder groups were encouraged to make suggestions for improving the specific WBT approaches. Some of the answers are listed below reflecting in general the proposals that were offered more frequently.

Bulgaria

- Legally bound obligations for employers, mentors, training institutions and trainees
- A longer internship period at a real working place
- Regular assessment survey needed for the business sector; development of joint programs; closer relations between schools, business and institutions in the labor market

- Use of workers as assistants/mentors; changing workplace (rotation); live demonstrations

Germany

- It needs much better communication between vocational school - company - private vocational training center (3x)

- More work-based training units in schools, better links between theory and practical learning

- Higher focus on psycho-emotional development of students to get better matching to labour market needs

- Better general framework for WBL for disadvantaged young students

Italy

- A better collaboration with companies/More meetings between entrepreneurs and the school (3x)

- More homogeneity among internship evaluation (2x)

- Revision of some parts of the curricular programme (3x)

- Internship experiences are often distracting from other studies

Malta

- It is essential to involve all the stakeholders in initiatives aimed at helping young persons in their transition from school to work. These stakeholders include educators, employers and parents as well as other bodies such as unions, Federation of Industry, Chamber of Commerce, and others

- Set up a support structure that follows young persons in their first few years of employment until they have made the complete transition to work

- Integration of WBT, and notably apprenticeships, in the broader education and training system is a first condition of success

- Good WBT governance means creating a cost-benefit ratio that encourages employers to get involved. WBT can only be successful if companies buy into this concept and offer apprenticeship places as well as student placements and cooperate strongly with schools

Portugal

- Increase the number of WBT experiences for the students

- The WBT process should start earlier in the students' training

- All the teachers should be involved in the WBT process

- The periods of WBT experience should be longer

Romania

- Practical training internships at companies to ensure a smooth transition from school to work

- Extension of the practical training period

- Exchange of experience with schools and students from other European countries

- Participation in professional training courses through European projects

Slovenia

- More practice, less theory if possible (4x)

- Trainer/Mentors should be better trained; more advanced training especially in pedagogical respect (4x)

- Workplace experience should be obligatory for all students, even in gymnasium

- Trainee hairdressers should be more involved in the organisation of the workplace; as much practical work with models and clients as possible; training of self-dependence leading to appropriate communication with the client

- Government should support companies who host clients and trainees (less taxes and alike)

- More companies who take apprentices; more possibilities for apprenticeships (2x)

- Search for apprenticeships also in neighbouring countries if a student knows a foreign language, for instance German

Sweden

- Closer contact with the industry in the nearby region / A constant exchange between school and work place (4x)
- The Technical College to increase our cooperation with the business sector (Since the industry "owns" the college, this cooperation shapes our programs in accordance with the learning goals set by the National Agency for Education). Planned, well-attended programme committees with a clear focus on the student. Training of tutors with periodic follow-ups; frequent visits by teachers to the work places
- Appointment of a coordinator for internships and involvement of more staff in practice
- Combining the theoretical content with the practice
- Practice times for those without work; professional experience should be longer

Turkey

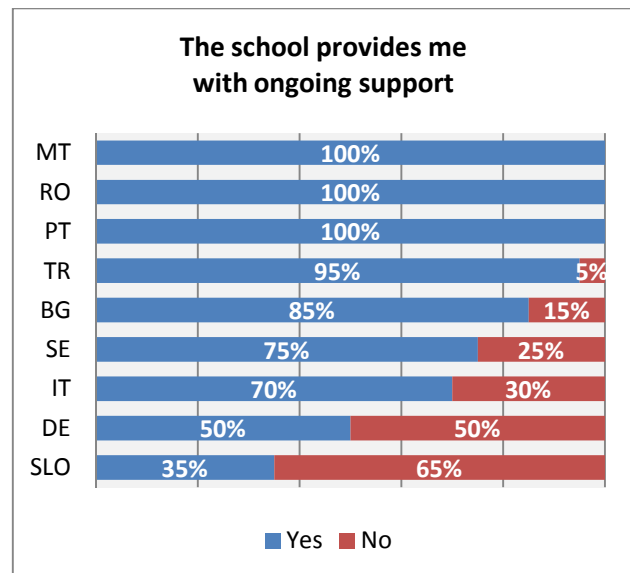
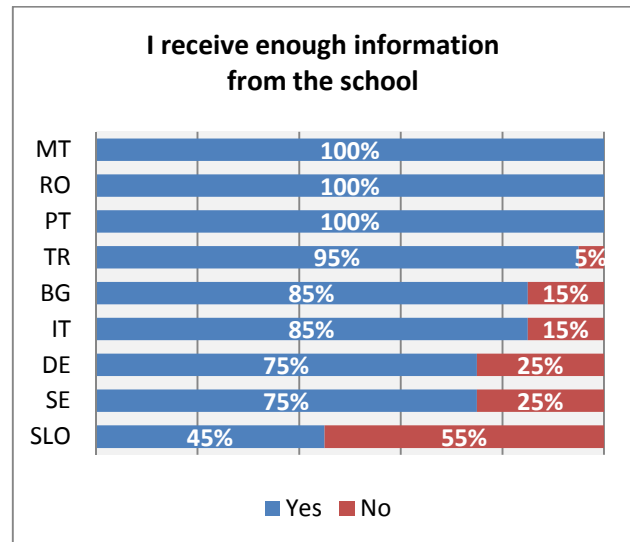
- The students who are hard working should be registered in these Vocational Schools
- We must select the teaching modules in cooperation with the labour market
- Transition to vocational training age can be reduced
- It is really important to follow the technological developments and use them in the labour market

TRAINERS

Information and support provided by the school

Trainers were asked about their opinion regarding the communication and cooperation with

school authorities sending interns or apprentices to companies. The first statement was "I receive enough information from the school concerning rights and duties of student and company during the internship/apprenticeship", the second one "The school provides me with ongoing support during the internship/apprenticeship".

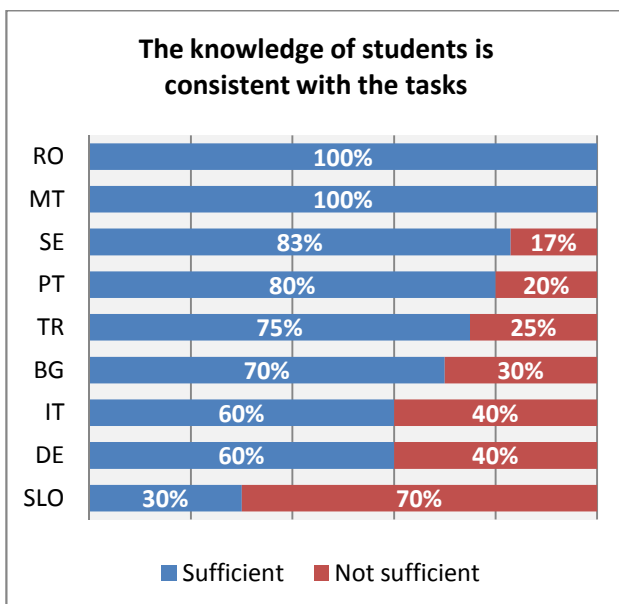


In both cases, trainers from Malta, Romania and Portugal expressed their total satisfaction with the flow of information as well as the support they receive from the school. In all other countries, a notable portion of trainers regard the information they receive prior to the internship and the subsequent support by the

school as insufficient. In fact, in the case where trainers express their discontent with the information flow an even bigger number of trainers complain about the lack of ongoing support once the internship or apprenticeship has started. Even though it was not asked in detail what kind of support is needed, it can be presumed that trainers are often missing that teachers from the school "do not show up in the company during the internship" as some students express it (see below). The impression that a student gets "parked" in the company by the sending school is fatal and should never be the case.

Knowledge of students

Trainers were asked if they regard the pre-knowledge and skills of the students as consistent to the tasks they have to perform during internship. The result as shown in the following diagram reveals a big difference in the perception of trainers among the countries.

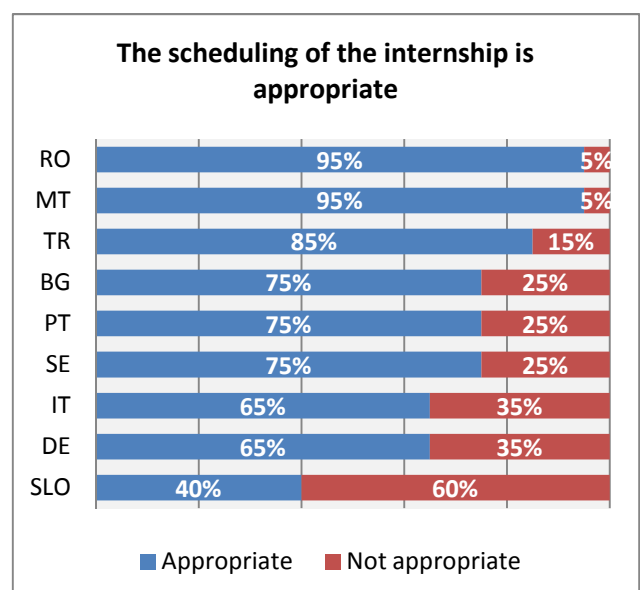


Whereas trainers in Malta and Romania are generally satisfied with the knowledge of students they deal with, a remarkable portion of trainers in all other countries want better

trained students and indicate that interns are not fit to the tasks they have to perform. In Italy and Germany for instance 4 trainers in each country, and in Slovenia even 7 out of 10 are not happy with the state of knowledge of interns they are taking care of. This result coincides with often heard complains made by the Chamber of Commerce or the Chamber of Crafts regarding the background of students looking to enter the labour market. It seems that these complains not only refer to the technical side of the matter but also to the general employability and readiness for work of young students. It seems to be a clear order to public schools and private training centers to focus on the overall personality of the young students and the development of the so-called 'soft skills' reflecting work-related personal abilities like reliability, punctuality, accuracy as well as the ability to work in a team or to solve a conflict situation and similar (see below).

Scheduling of the internship

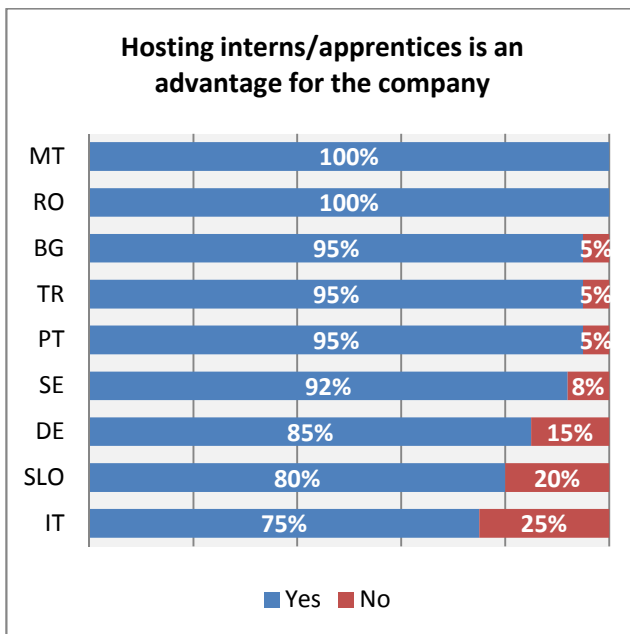
Regarding the the scheduling of the internship, most trainers find it appropriate in respect of facilitating a smooth transition from work to school.



Nonetheless, the relatively high portion of trainers in countries like Germany and Slovenia of the mind that the scheduling should be improved in their countries was a surprise. Again, it seems to be a clear sign to improve the general communication between the two involved stakeholders, the schools and the companies.

Added value for the company

It can be seen as a good sign that across the countries the vast majority of trainers regard the hosting of interns and apprentices as an advantage for the company they work for. Despite complains regarding the insufficient professional qualification of the students, the majority seems to highly welcome interns and value the work they are performing during their stay in the company.

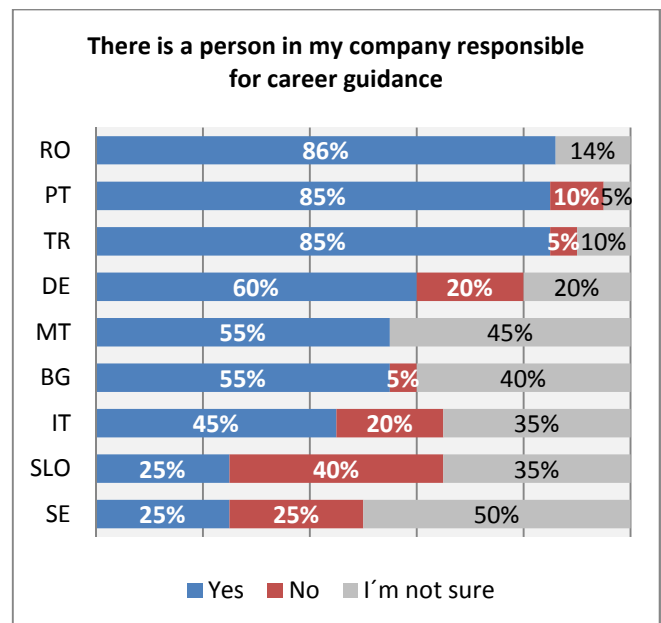


Career guidance of students

Like teachers, trainers were also asked if they thought that there is a designated person in the company or the educational institution they work for who is responsible for career guidance of students and giving advice on labour market matters. In most countries the statement is

clearly supported, in others to a much lesser degree.

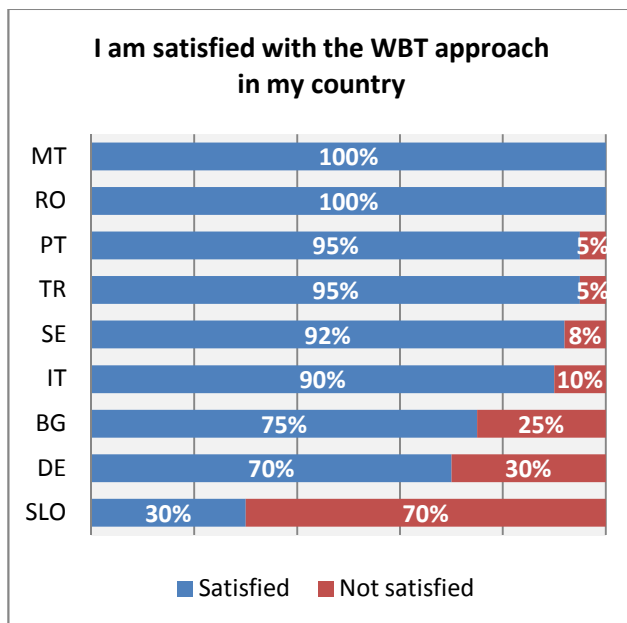
But if one compares the results with those of the teachers, it attracts attention that there is a quite big number of trainers who are not quite sure if there is person like this. In most countries that portion is 35% to 50%. This seems to be a clear sign that much more investment in communication is needed within the company or institution. It is important that young students can turn to a person who is able to guide them in work and job related matters. And this must be visible to the everyone it might concern, that there is a person specialized on topics like career planning, choice of employment, job application and alike.



Satisfaction with WBT approach

Like the teachers, trainers should express their contentment with the specific work-based training approach in their country. Again, trainers in most countries show a high degree of satisfaction (70% to 100%) - in fact to a significantly higher degree than teachers. It is just the high degree of discontent in Slovenia that comes as a surprise.

In Slovenia, more than two third of the trainers and mentors are not happy with the conditions in their country. This high degree of dissatisfaction seems dependent on the fact that vocational preparation of young people is done mainly in schools, and the timeframe reserved for vocational preparation is too short. Furthermore, these schools are not properly resourced for the task due to out-of-date workshops and machinery. The embedding of companies in partnership with schools and training organisations is just in the process of beginning. Within two years of schooling, an internship in a company lasts 4 weeks at the most. On the other hand, it must be pointed out that mentors and instructors are pushing hard to intensify efforts to introduce the German dual training apprenticeship system in Slovenia.



Trainer's suggestions for improvement

Bulgaria

- Investments in educational sector; proper facilities and equipment; close contacts with the representatives of the business sector; tax exemptions for companies; minimizing the paperwork in the Bulgarian education system

- Preliminary examination of abilities, education and willingness of the trainee to participate in a certain course

- Updating of school curriculum; more practical focus of the educational process; mastering social skills and key competencies at school stage; more and closer connections between school and companies

- Assessment of trainees after completion of the practical training conducted by the company; the evaluation of the training process should be taken into account

Germany

- More emphasis on practice learning and longer WBL phases; better linking between theory and practice learning

- Fostering the exchange of students and apprentices, especially on international/European level

- Even more important than preparing for the technical side of internship is the focus on the soft skills (behaviour towards superiors, punctuality, reliability and so on)

- Schools should have a least one teacher who is responsible for the proper communication between school and companies

Italy

- Specify as much as possible about the technical and personal competencies of the students to be presented to the company, in order to allow a real matching between student and their potential future integration into the company

- Improvement of the approach of schools towards the company as a "customer": sometimes companies have the feeling that teachers only want to "park" the students somewhere for the internship.

- Compulsory training on safety, run by the school before the internship

- A better integration between school and company

Malta

- In WBT, an effective personalised learning plan is at the heart of a quality learning experience and is used as a planning tool that sets out the overall learning goals, learning outcomes and concrete learning objectives of a programme that learners will follow. The learning plan should clearly state how the learning objectives will be achieved

- Whilst it is important for learners to have a designated point of contact in the workplace, similarly it is equally important for employers to have a permanent main point of contact in the school/college

- To improve WBT opportunities my suggestion is to integrate WBT as much as possible in the school-based programmes, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create "real life" work environments, establish contacts and/or cooperation with real companies or clients, and develop entrepreneurship competencies.

- Small companies face particular challenges in engaging with WBT, given their smaller workforces, limited resources and lack of familiarity with the WBT regulatory and administrative framework. Their engagement can be encouraged by intermediary organisations that offer expertise, information and help to support and motivate employers participating in WBT.

Portugal

- The teacher in charge of the WBT should be linked to the profession and know perfectly the profile of the student in order to monitor the students efficiently

- Adjust the teaching contents to the WBT experience through training in technical and specific skills; decrease paperwork related to the WBT process; increase the opportunities for the students to give their feedback; share experiences and challenges related to WBT experience

- My advice to colleagues: do some market research to be aware of the most interesting companies to receive our students

Romania

- Purchasing modern equipment and machinery (6x)

- Extension of practical training internship for students to work more efficiently

- Review of school curriculum in favour of the practical part

- More efficient communication between companies and schools

Slovenia

- Dual education system with 6 months of school and 6 months of work practice must return; only in this way will students gain enough theoretical and practical knowledge for work

- Reintroduction of financial incentives since there has been none for secondary vocational education in three years now

- School and workplace should be linked as in Germany

- More practice, stronger focus on things that are useful in practice, including users' troubles when performing practical examples with customers; stronger collaboration between teachers and trainers, taking into account that trainers' opinion is vital

- Practical training should be longer and more autonomy-oriented. At the beginning, the student sits, learns, integrates experience and theory, but step by step the trainer hands down

to the student certain tasks that he/she needs to carry out on his/her own, gradually increasing their number. To gain practical knowledge one needs time. Nowadays employers expect they will get a young person with experience. Someone who has just graduated from a nursing school, where there is no traineeship, has no work experience; They can be offered a trial period to prove themselves

- More practice for teachers – technology is developing fast and teachers are lagging behind
- Work practice opportunities in high-tech companies should be offered to teachers, preferably also together with students;
- Enabling independent work in teachers' offices and classrooms
- Motivating companies to offer work practice opportunities
- Teachers should give students enough time to learn things thoroughly, especially customer service
- They should learn to be polite and how to work with people
- More practical training with qualified trainers
- More work in companies and up-to-date knowledge, new techniques, work with new machines

Sweden

- I think the students would learn better with more possibilities for practical learning
- To have the student more "hands on" than "just looking"
- Better communication between school and work place
- Better planning/consultation between the tutor and the teacher. Clearer tasks presented from the teacher about which practical activities should be performed during the period

- To know well in advance where the student will do the practical learning; and more specific information on what the company can and will offer

- More detailed training for tutors

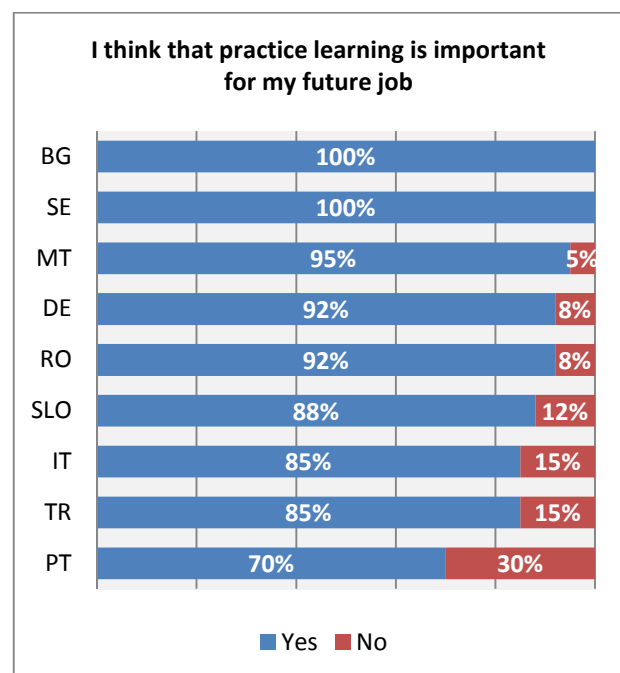
Turkey

- The curriculum needs to be updated periodically
- Internship times are not long enough

STUDENTS

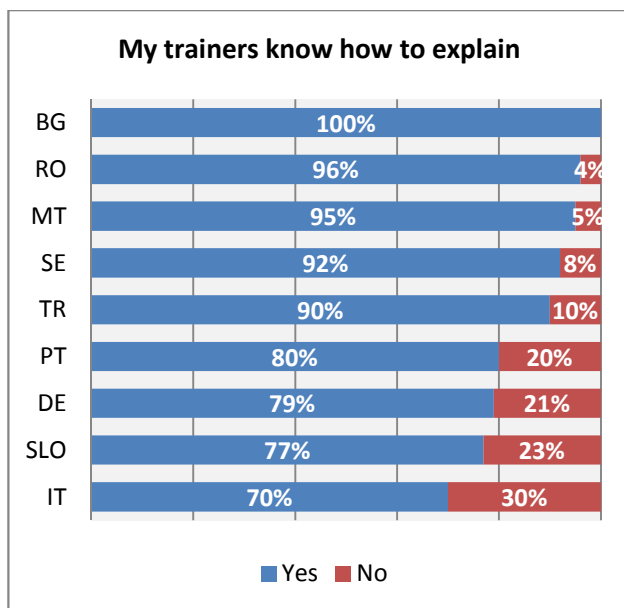
Importance of practice learning

Students were asked if they felt practice learning is important for their future job. As seen in the diagram, the majority of the students regard practice learning as highly important for their future work life. Only in a few of the countries represented in the project, expressed doubts in the matter, indicating that it could be wise to undertake further investigation as to why.



Competence of trainers

Students in just over half of the countries are satisfied with their trainers' competences to explain and demonstrate the practice during the practice learning process. In the other half, between 20% and 30% of the students experience that the trainers lack this most important ability to explain learning content properly.

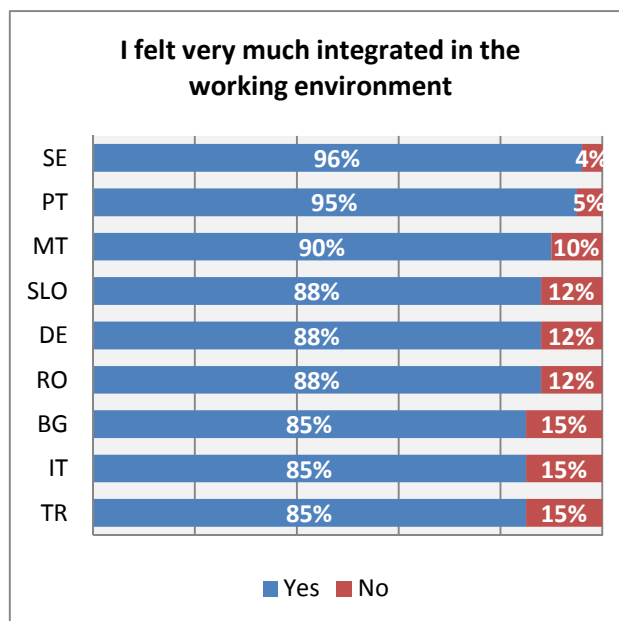


It should also be remembered that on the other side trainers in all countries - although to a various degree constantly complain that the knowledge of the students is not sufficient to complete necessary tasks (see above). There are clearly two different perceptions here, possible describing the same frustration with the situation.

Work place experience and the integration into the work environment

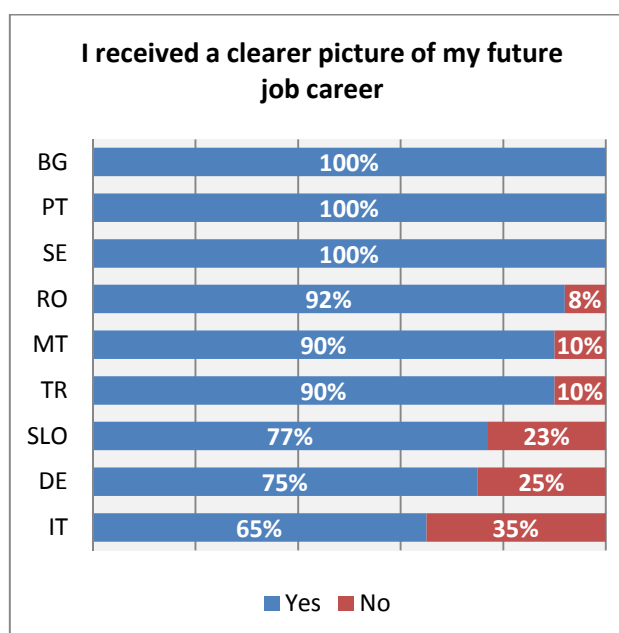
Across the countries, all participating young students indicate to a very high extend (85% to 96%) that they felt welcomed by the company and well integrated into the working environment while undergoing a work place experience. This clear statement shows how im-

portant the experience for the young people is and how happy they were about internships being offered outside the usual learning environment.



Relevance of work place experience in respect of future job

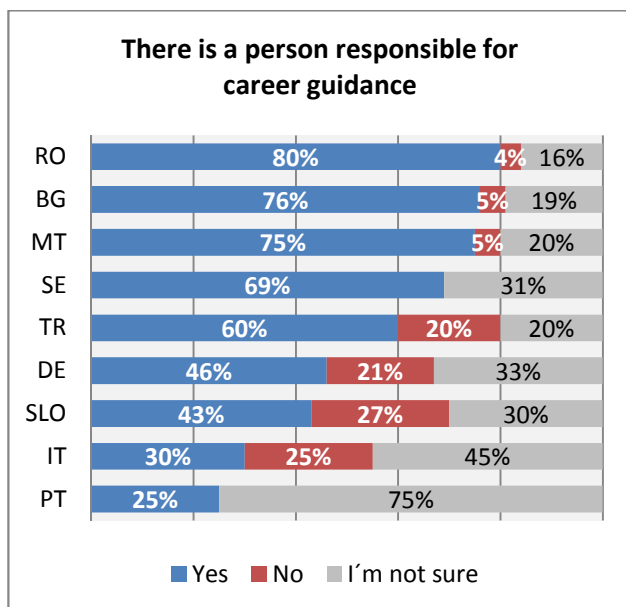
The majority of the students indicate that work place experiences have a very positive effect as it gives them an understanding of their future working life.



As the answers to the next question indicate a low knowledge of the existence of career guidance personnel, the work place experience seems to fill the guidance gap to some extent for those already studying in a VET programme. However, one third of the countries seem to have a need to look into the set-up of VET programmes to give students a positive picture about their future work life and career opportunities.

Coach for career guidance

Career guidance is of great importance for the students, both before choosing the learning path as well as during their studies. Even if this is well known, there is a remarkably high proportion of students answering that they are uncertain of the existence of such a person, or indicating that there are no career guidance services within the school or work environment.



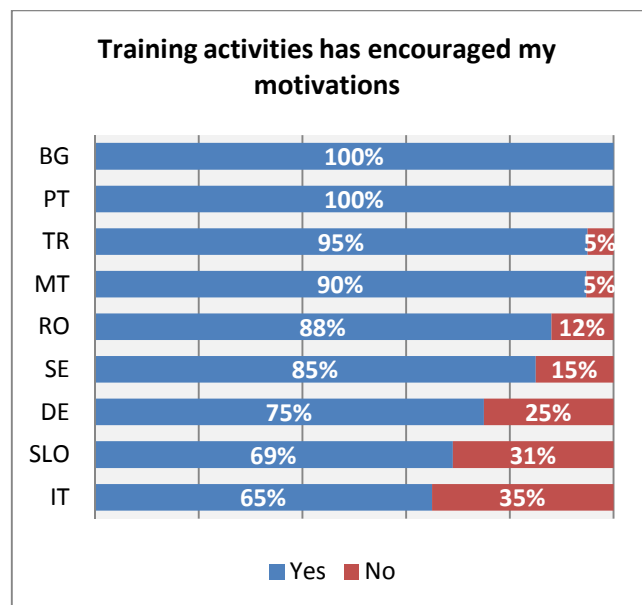
This is also the result among the teachers, and supports the conclusion made already, that there is still a lot to do to ensure the availability of this service is known about in all parts of the organization. Combining the results for this question with the previous one, you could as-

sume that the effects for some of the countries in the study are likely to be less beneficial.

Work-based training as stimulus for motivation

Most of the students are experiencing work-based training activities as having a strengthening effect on their own motivation and have stimulated their learning efforts. Still, in approximately one third of the countries there are up to 30% of the students that do not see any of these effects at all.

However, for the moment it seems that this question cannot be answered with any certainty, as the students might not know exactly how motivated they would have been if attending only theoretical studies containing no WBT activities at all.



Satisfaction with WBT approach

Similar to the responses of teachers and trainers, the picture regarding the satisfaction or discontent of students in respect of the work-based learning approach they experienced varies from country to country.

When looking at the diagram below the following can be concluded:

PT - Comes out 'top of the class'. In Portugal, a lot of the students experience WBL as motivating for their studies. While some students look upon practice learning as being not so important for future working life. Others think that WBL gives them a clear understanding of their future working life/career. This dichotomy of opinion seems to interfere with them getting the right information, as the provision of career guidance seems to be quite unknown to them.

BG – Comes in as second in the overall rating which could be seen as something of a paradox as they reflect the highest positive ratings across all the individual questions that were asked.

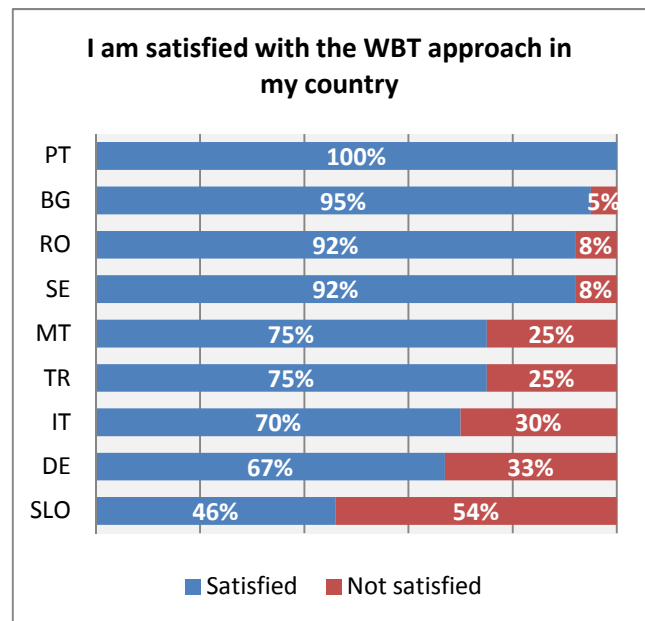
RO – Comes in third place. Quite similar results to Bulgaria, but more average, for example regarding WBL's effect on the motivation for further studies, on getting a clearer picture about the students' future working life and on the view that WBL is thought of as being important for their futures.

SE – Quite typically, responses are mid-range throughout. WBL is important for understanding of the future working life, and gives quite a good picture of what students can expect in their working lives. Moderate effect on motivation noted and unexpectedly low knowledge about the availability of guidance staff.

MT – Higher rating for WBL as being important for the understanding of the future work. The trainer's performance is generally regarded as being at a good level. Guidance staff seems to be quite well known. Students do not seem to think that WBL itself gives a clear picture of the upcoming working life. Many students do not feel more motivated in their theoretical studies due to their WBL experience.

TR – Here, the students seem to feel more motivated than in other countries from the use of WBL activities. They are however somewhat disappointed with the trainers' skills in respect of explaining practical working. For all other questions, Turkish students' responses suggest they come in the middle on a scale of comparison to the other countries.

DE/SLO/IT – All indicate more negative responses where the students are less satisfied in comparison with the other countries. Quite low ratings are seen throughout all the questions asked. Germany though does have a somewhat positive reaction to the question regarding WBL's importance to a person's future job. The discontent with WBL here can be traced back to insufficient linking between theory and practice learning as well as to the lack of communication between school and company.



Student's suggestions for improvement

Bulgaria

- Proper mentoring that optimizes the individual intern's knowledge, skills and competencies -
- Closer ties between practical training and specific training at a real work place

- Improved attitude of teachers and trainers, trust in the ability of the student
- Longer duration of internship

Germany

- The school should talk to the company; better communication between school and company (3x)
- Theory learning should be better linked to the practice (2x)
- The teacher should show up during the internship; the school should supervise and care during internship (3x)
- Vocational school and the Chamber should not play the role of God!
- I wish I would get a little remuneration during the internship

Italy

- Better dialogue between students and teachers
- Longer period of internships (2x)
- Schools should find a company that is adequate for the student's needs and that treats him/her properly
- More practical trainings and proper information (5x)

Malta

- More teachers and trainers involved in the work-based learning experiences
- The chance to have work experience in several companies in order to gain more and different competencies
- Better selection of those companies that are ready to employ the apprentices at the end of the training period
- Increase the cooperation between schools and companies

Portugal

- The work place experience is too short; the work place experience should take longer (8x)

- More practical classes and longer work place experience
- We should have more time for work place experience

Romania

- More practical work during classes; more time allotted for practical training (4x)
- Exchange of experiences in another country (3x)

Slovenia

- More practice (10x)
- Less theory, more practice-based lessons instead
- Theory without practice is like a wheel without an axis
- Modern companies with apprenticeships
- Trainers/Mentors are not having enough time; there should be some money for companies so they will host interns
- More practical work with trainers and mentors
- Explanations by means of practical examples, more practical demonstrations
- Newer machines, newer workshops, younger teachers

Sweden

- To have more practice; to work more practically, less theory (7x)
- To receive a salary during the practical work phase (3x)
- I am happy with what we have today

Turkey

- A new curriculum should be prepared which would fulfil all the needs of the labour market
- Instead of theoretical education, practical education must be given in schools
- Internships in companies should be provided by schools

Country Reports

BULGARIA

The major findings from the Bulgarian survey are documented here. All graphs and diagrams accompanying the findings you will find in the Annex.

Background statistics

All in all, 67 people participated in the online survey in Bulgaria. The majority of the **teachers** who filled in the questionnaire come from public schools (86%), whereas the rest are teaching in private schools. Some of the teachers surveyed come from the Bulgarian-German Vocational Training Centre, established in July 2011 as a state enterprise, it also belongs to the group of public bodies. 81% of the teachers are female, 19% male. Teachers over 50 years of age are in the vast majority (57%), followed by 24% in the age of 45 to 49 and 19% in the age of 30 to 44 years.

The majority of **trainers** are also female (80%) and mostly over the age of 50 years (65%). Their role in the company: 40% is an instructor for apprentices, 30% act as a trainer or coach (10%) or similar (20%).

The female **students** who took part in the survey represent 75% of the total, and the male 25%. In their majority they are in the age of 16 to 17 (by 65%), followed by 30% in the age of 18 to 19 and 5% over 25 years. Asked for their actual status, 95% of the students state that they are in students in a public school and 5% are apprentices in a company.

Teachers

Asked whether teachers are **practicing work-based learning methods** in their classes, the majority state they are doing so: 67%. An even bigger number of teachers quote that they are using **additional activities** to prepare young students for the labour market: 91%. As main events, the following activities are specified:

- *Meetings with managers and employees of leading companies; days focusing on specific professions; shared best practices*
- *Career guidance; meetings with alumni and successful personalities in the profession; invitation to parents; participation in international projects related to vocational training; competitions in the profession; voluntary (internships) probation*
- *Service work on catering events*
- *Participation in labor market events, discussions with entrepreneurs, personalised advice to students, preparing for a job interview*
- *Simulation of real practical situations, using training films; conversations with mentors*

The wide variety of additional activities that teachers apply to prepare students for the labor market shows their responsibility and engagement. A large percentage of teachers (85%) think that the outcomes of the students internship affect what they teach and the way they teach. 90% of them find the teaching way is well integrated into the practical learning phase.

Trainers

It is an important fact today that employers often complain about the level of basic skills

and key competences that young learners bring with them when they enter the workplace. Nonetheless, only a minority of 20% from the Bulgarian trainers that were asked think that the so-called **soft skills** (like reliability, accuracy and the ability to work in a team, to communicate properly and so on) are more important than the required technical skills. A majority of 80% regards those skills as equally important. None of them finds those soft skills as less important. These 80% include trainers, coaches, practice teachers in public schools and vocational training centers and clearly shows the need of change in attitude towards the importance of soft skills. The problem is that vocational schools focus on teaching knowledge rather than competence.

At the same time, 85 % from the trainers asked are convinced that young people bring **added value** to the company for instance in terms of:

- *unconventional knowledge*
- *innovation*
- *raising the prestige of the company, popularity*

Asked if the **knowledge of students is consistent with the tasks** they have to perform, 70% of the trainers stated 'Yes'. For 65% of them, **the duration of the training is appropriate in order** to reach the goal of the curriculum.

Most of the trainers are satisfied with the **administrative work** connected with the tuition (65%) and state that the level of bureaucracy requested by the school is acceptable.

Students

95% of the students who filled in the questionnaires indicated that they are a student in a public vocational school or public vocational training centre and 5% are apprentices in a company. Asked, if in their opinion **theory learning** on one side and **practice learning** on

the other are providing all the information and training needed for their future jobs, 90% of the students give positive answers. On the other hand, 85% of them indicate that it is easier for them to learn in the work place than in the school.

In many forms of WBT, learners are required to take over responsibility for identifying and securing places of work themselves. The survey also makes clear that working in a company for a pupil/ student is an important experience in respect of their **growth in personality** and building self-confidence. In this context, 100% of the students asked agreed with the statement that the work place experience has improved their **soft skills** and all of them quote that the work place experience made them feel more confident. At the same time, 71% of the students indicated that problems occurred during the work place experience, namely these problems were:

- *with colleagues*
- *with the work they have to do*
- *with punctuality*

This indicates insufficiently developed and acquired 'soft skills' like *communication skills, responsibility, teamwork, self-organization, ability to work under pressure, ability to resolve conflicts* that are essential for the implementation and successful communication with others, and are a key for a successful future career of any young person.

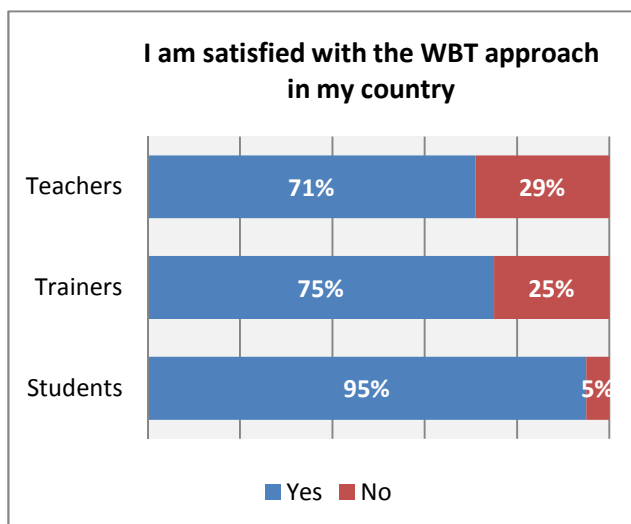
The majority of students, (90%) also find that they receive **enough information needed** for entering the labour market and 85% consider that they were **sufficiently monitored** by the school during the work place experience.

For most students (90%) the time spent for **practice learning is enough**.

Over all, for most students **learning in the work place is most important** for getting prepared for the labour market and a specific job (57%). 38% of the students think that school-based practice learning is important, only 5% believe the school-based theory learning can take over this job.

Across target groups

Finally, at the end of the questionnaires teachers, trainers and students were asked how satisfied they were in respect of the school-to-work transition process in Bulgaria and the practiced approach to work-based learning. The teachers are the group with most reservations about the actual system they currently work in, with the percentage at 71%. Most of the students show satisfaction with the system they are currently experiencing, with 95% positive answers. The percentage of positive answers given by the trainers is 75%.



Asked for recommendations for improving the system, every group made proposals and contributed with qualitative ideas. The answers given are documented in the Comparative Report.

GERMANY

The major findings from the German survey are illustrated here. The related graphs and diagrams can be found in the Annex.

Background statistics

In Germany, in total 67 people participated in the online survey.

The majority of the **teachers** who filled in the questionnaire come from public schools (57%), whereas the others are teaching in private schools such as vocational training centres. 57% are female, 43% male. Teachers over 50 year of age are in the vast majority (65%), followed by 17% in the age range of 45 to 49 and 18% between 30 to 44.

The **trainers** are also in their majority female (70%) and likewise mostly over 50 years old (60%). Their role in the company is varied: 65% in the role of an instructor for apprentices, followed by acting as trainers (5%) or coaches (5%), working as social pedagogue (10%) or similar (15%).

Male and female **students** took part in the survey in nearly equal parts: 54% are male, 46% female. In the majority they are in the age range of 20 to 21 (by 37%), followed by 34% of older students and 29% of younger students. Asked for their actual status, half of the students stated that they were apprentices (50%), either in a company or a training center, were students in a vocational training center (38%) or in a public school (12%).

Teachers

Asked whether teachers are **practising work-based learning methods** in their class, the vast majority stated they are doing so (70%).

An even bigger number of teachers said that they are using **additional activities** to prepare young students for the labour market (82%). As main events the following activities are specified:

- *Company visits/Real work place demonstrations*
- *Research on job vacancies*
- *Personal advice on labour market matters, jobs and the application process*
- *Preparation of internships in companies*
- *Visits to the company in times of internships*
- *Educational games on entrepreneurship*
- *Vocational preparation in the framework of the subject 'economics/social studies'*
- *Invitation of labour market experts (employers, staff managers, employment office, representatives of the chamber of commerce and chamber of crafts)*
- *Job application training/preparation for assessments and tests*
- *Thematic fairs on employment and apprenticeships*
- *Information on different professions and their required skills*

The big variety of activities shows that teachers undertake a lot of effort in order to "bring the world of labour to school" and to get students prepared for the needs of the labour market.

Teachers were also asked if they are aware of the **internship outcomes** and of the success rate of employment following an internship. 92% of the teachers support the statement to a strong degree, only 8% of don't. This clear statement from the teachers comes as a surprise, since trainers as well as students seem to come to different conclusions (see below).

Trainers

Trainers were asked if the school requests a **feedback on the outcomes of an internship** and whether they think that the school takes into account the feedback called for. While three quarters of the trainers claim that the school is asking for such a feedback (75%), only every second one thinks that the outcomes of the internship and the feedback provided is taken into account and has an effect on further schooling (50%). However, the majority of trainers are generally satisfied with the **administrative work** connected with internship (85%), and don't think that the level of bureaucracy requested by the school is exaggerated.

Complaints in Germany are often heard regarding the low level of basic knowledge and the lack of fundamental soft skills of interns and apprentices. Trainers who participated in the survey seem to have a different picture: 85% are convinced that the young people bring **added value** to the company. According to the trainers there is a profit in

- *Innovation: new perspectives are gained through communication and interaction with the young generation*
- *Saving budget: the company doesn't need to employ expensive staff*
- *Time management: more work is done in less time*
- *Staff recruitment: well prepared and trained young people in most cases become valuable employees*

Nonetheless, the majority is also of the opinion that so-called **soft skills** (like reliability, accuracy and the ability to work in a team, to communicate and present properly, to solve con-

flicts adequately and alike) are more important than the required technical skills, 30% think that those skills are of equal importance and none finds them less important. This seems to be a clear vote for not neglecting fundamental work-related skills when preparing young people for the labour market.

Students

As mentioned above, half of the students who filled in the questionnaires are apprentices either in a company or in a vocational training center, the other half are students in a public school or standard training center. Asked, in their opinion **theory learning** on one side and **practice learning** on the other are providing all the information and training needed for future jobs, students are of the opinion that practice learning is doing this part to a greater extent (75%) than theory learning does (67%). In this context, 9 out of 10 students indicate that it is easier for them to learn in the work place than in school. On the other hand, only 6 out of 10 students think that theory and practice learning are well linked to each other.

The majority of students also find that they are receiving or have received **proper guidance** during the work place experience (88%). At the same time, every second student complains about the lack of decent **monitoring** by the school when undergoing an internship in a company (53%). This compares with the perception of the teachers that they are informed and well aware of the intership outcomes: a clear sign that more should be done by teachers at times of a work place experience than just asking for a questionnaire or a report from the company.

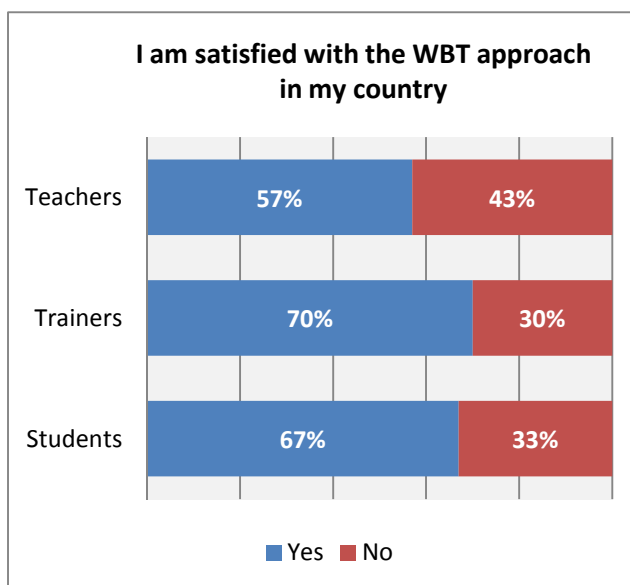
The survey also makes clear that working in a company for a pupil/student is an important

experience in respect of **growing in personality** and gaining self-confidence. 71% of the students agree to the statement that the work place experience has improved their soft skills as defined above. Even 75% quote that the work place experience had made them feel more confident.

Over all, for most students learning in the work place is the most important aspect of getting prepared for the labour market and a specific job (67%). Only 29% think that school-based practice learning does this, and 4% that school-based theory learning can take over this job.

Across target groups

Finally, at the end of the questionnaires teachers, trainers and students alike were asked how satisfied they are in respect of the school-to-work transition process in Germany and the practiced approach of work-based learning. Surprisingly, the group of teachers is the one with most reservations about the actual system. Whereas 2 out of 3 trainers or students indicate they are content with the system, only 57% of the teachers state that there are satisfied.



ITALY

The major findings from the Italian surveys are documented here. The graphs and diagrams accompanying the findings are in the related Annex.

Background statistics

In Italy, 64 people in total participated in the online survey.

The majority of the **teachers** who completed the questionnaire (24 people) come from public schools (87,5%), whereas the others are teaching in private insitutions (i.e. vocational training centers). Three-quarters of them are female (75%). Teachers between 45 and 49 years old are in the majority (45,8%), followed by 37,5% of over 50 and 12,5% in the age range from 30 to 44. Only one teacher is between 20 and 29 years old.

Trainers/Company tutors (20 people) are male on the majority (60%). Most of them are between 30 and 44 years old (55%), followed by 25% over 50 and only a small percentage between 45 and 49 (15%) and between 20 and 29, just 5%. Only 20% of the trainers had experienced internships themselves when they were younger and 30% admit they have not been specifically trained to cover that role. Their positions within the companies include HR officers, presidents/directors and project managers.

Of the **students** that took part in the survey (20 people), females were more numerous (85%) than male (15%). 50% of them were in the age range of 18 to 19, while 40% were between 20 and 21, followed by 5% of 22 to 24 years and again 5% who were 25+. The large majority of the students are attending public school: only one is studying in a vocational training centre.

Teachers

Asked whether teachers are **practising work-based learning methods** in their classes, the vast majority stated they are doing so: almost 96%. Most of them (70,8%) said that they are using **additional activities** to prepare young students for the labour market, such as:

- *Simulations of work situations in a company*
- *Classroom lessons on active job search*
- *Classroom lessons on work related issues (also through newspaper readings)*
- *Classroom lessons on possible post-diploma trainings that can compensate for any potential lack of competencies in specific professional skills*
- *Simulation of dialogues/telephone calls*
- *Meetings with company owners*
- *Meetings with labour market experts (i.e. representatives of trade unions)*
- *Meetings with ex-students*
- *Visits to companies*
- *Explanatoin on how to create/use/fill in forms such as: Europass CV, Covel Letter, Business letters*
- *Classroom or individual career counselling*
- *Lessons on job evolution in history, readings of text related to work issues, production of written reports on the internship experience*

When answering the question about whether they think **WBT would help learners to find a job**, almost 92% responded positively. Those who did not agree, gave the following explanations:

- *Internship is not a real working experience, meaning that it is not the result of a real matching between company needs and student competences. So, the possibility for students to be valued as "appealing" by a company is more due to chance. There should be a greater*

investment in individual training- like the provision of professional projects but, at present, school has no resources for such activities.

- The actual educational system is downgrading the personal development process while it should be empowering skill development which are essential for the development of any social system.

Teachers were also asked if they are aware of the **internship outcomes** and only 54% of them answered positively. This is quite in the line with the need for better communication expressed by teachers, trainers and students alike (see comments in the Comparative Study).

Trainers/Company tutors

One of the answers that revealed some problems with the existing system concerns **knowledge of the student's curriculum** for the period of internship: 55% of company tutors admitted their awareness of it was low. Also the amount of **information received by the school** concerning the possible tasks that the student would perform during the internship doesn't seem to be very satisfying. These results are, again, almost in line with the need for better communication expressed by teachers, trainers and students alike (see comments in the Comparative Study above).

Nevertheless, the general perception of their experience with students is positive and, despite the difficulties and shortcomings of the system expressed in their final comments (see Comparative Study), 75% of them are satisfied with being trainers/tutors.

Trainers who participated in the survey have a positive opinion towards interns: 75% are convinced that young people bring **added value** to

the company. According to the trainers there is a profit in:

- *Innovation and technical knowledge*
- *Time management: additional/flexible human resources to mainly support simple tasks*

Complaints often heard in Italy mainly concern the **level of bureaucracy** required and the lack of **financial compensation** for hosting interns. However, it seems that the tutors interviewed are satisfied in both cases: only 25% think that the level of bureaucracy is not acceptable and only 20% declare that receiving financial compensation is essential.

Students

Students have a general positive perception of the WBT approaches. Only half of them think that **theory learning** would be important for their future job, while **practice learning** received a higher percentage of appreciation (85%).

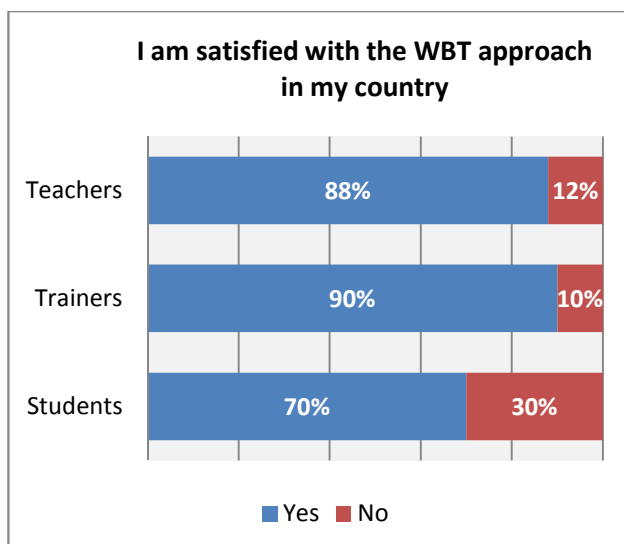
The majority of students also find that they receive or have received **proper guidance and mentoring** during the work place experience (80%). At the same time, the **monitoring** by the school was not appreciated quite so much (65%). For 85% of them it is easier to learn in the work place than at school. During the work experience only a small number of them (20%) experienced problems: when asked to give more details, 2 of them wrote about problems concerning the type of tasks they have to perform, the others were more generic. Looking at the final comments from these students, some more information was collected: one of them suggested that the school should make more efforts to find a company that is adequate for the student's needs and that treat him/her properly.

The survey also revealed that working in a company is an important experience in respect of **growing in personality** and gaining self-confidence. 80% of the students believe that the work place experience has improved their soft skills and 75% declare that the work place experience had made them feel more confident.

Most of the students (60%) think that theory and practice learning are well linked to each other but express some disappointment concerning the **information received relating to entering the labor market**: only 50% of them believe this information was adequate.

Across target groups

At the end of the questionnaires, teachers, trainers and students were asked how satisfied they were regarding the WBT approach in Italy. Results reveal that the group of trainers is the one most satisfied, followed by teachers, while students expressed the lowest satisfaction percentage.



Asked for recommendations for improving the system, every group made proposals and contributed with qualitative input. Their answers are collected in the Comparative Study above.

MALTA

The major findings from the Maltese survey are documented here. All graphs and diagrams accompanying the findings you will find in the Annex.

Background statistics

The survey done in Malta involved a total of 22 teachers, 20 Trainers and 20 Students.

All the **Teachers** who answered to the questionnaire work for a Public School. 55% of them are female, 45% male. 23% of the teachers are over 50 years old, 59% are in the age range of 45 to 49, 18% are between 30 and 44 years old.

As far the **Trainers** involved in the survey are concerned, we can say that the majority is female (75%), 25% are male. Most of them are in the age range of 45 to 49 (65%), 25% are 30 to 44 and the other 15% are over 50 years old. Just 35% work as trainers on a full time basis. The others are employers as staff in companies that work in different fields.

The majority of **students** who took part in the survey are male (60%) and 40% female. In their majority they are in the range of 18 to 19 years (45%), followed by 20% of students in the age range of 20 to 21, 15% are younger (16-17 years old), and the other 20% are over 22 years old.

35% of the young people are students in a vocational training centre, 30% students in a public school. A further 20% are apprentices in a company and 15% apprentices in a private training centre.

Teachers

The teachers were asked if they are **aware about the number of students who are not**

integrate in VET or in job in general. The majority of them know (80%). They stress that it is essential to involve all the stakeholders in initiatives aimed at helping young people neither in education or training (NEET) to be integrated in. These stakeholders include educators, employers, parents as well as other bodies such as unions, Federation of Industry, Chamber of Commerce. Is it also necessary to have more openings for post-secondary trainings for those students who do not have any qualifications so that they may be attracted to stay on at school and reduce the early school leaver rate. A great deal remains to be done to improve the training opportunities of young people with a migrant background. This group is still strongly underrepresented in vocational training and WBT. For migrants, vocational training and WBT are the central instruments for social integration alongside a school education.

All teachers who took part in the survey firmly believe (100%) that **WBT approaches can reduce the number of students who are not integrated into VET or jobs.**

All the answers obtained in this survey indicate that WBT approaches help the students to acquire soft skills and specific competencies useful to achieving a smooth transition from school to work. It is also stressed that it is necessary to set up a support structure that follows young persons in their first few years of employment until they have made the complete transition to work.

The vast majority of the teachers state that they use **other/additional activities to prepare students for the labour market.** As main events the following activities are specified:

- *Classroom lessons on labour market issues, workshops, career guidance, talks with employers, personal advice to students*

- *Personal advice to students and suggestions/ career advice, exchange of ideas and good practices with stakeholders*

- *Workshops, laboratory activities, classroom lessons on labour market issues, talks with employers*

- *Workshops organised by the school and companies venues*

- *Seminars with employers and stakeholders*

- *Workshops and laboratory*

Teachers were also asked if they are **involved in the planning of the WBT experience.** 95% of them work on planning and tutoring the work-based training path for their students. It is also important to underline that the participation in the planning phase of the WBT should not be restricted to representation at the school board, but extended to other directly related activities such as participation in drafting of documents, organising courses, and participation in projects related to the school-to-work transition of young persons.

Trainers

Trainers were asked if **knowledge of the students is consistent with the tasks** they have to perform. 100% of them said "Yes". This means that the school works properly, providing the students with the knowledge that is strongly linked to and required by the labour market. It also means that the guidelines of the education and training programmes defined by the National Government take into account the needs of the labour market.

When asked whether the **duration of the internship is appropriate** to reach the goals of the curriculum we get 95% of positive answers. On the other hand a stronger presence by the school tutors and teachers during the in-company training is also demanded. Together

with the company tutor, they should implement the on-going evaluation, aimed at deciding if the training period can be extended in case of evidence of failure along the learning path.

All the trainers asked if **the scheduling of the internship is appropriate** to facilitate school to work transition, answered "Yes". WBT is recognized as a milestone in the process of school-to-work transition.

About **receiving any financial compensation to host an intern**, 75% of the trainers answered that it is essential though 35 % answered that they would host an intern without financial compensation. SMEs face particular challenges in engaging with WBT, given their smaller workforces, limited resources and lack of familiarity with the WBT regulatory and administrative framework. Their engagement could be encouraged by financial compensation and by intermediary organisations that offer expertise, information and help to support and motivate employers participating in WBT.

Students

While the majority of the students are involved in practical training activities, as apprentices in a company or private training centre and in VET schools, they were asked if **the theory learning is important for their future job**. Almost half of them agreed strongly.

90% of the students say that **the work place experience increased their motivation** to learn further. The majority of them regard it as a great experience. In fact, for most of them the practical training in the company is not only the best way to get skills for the job and become ready for the transition from school to work, but also a way to test the knowledge acquired.

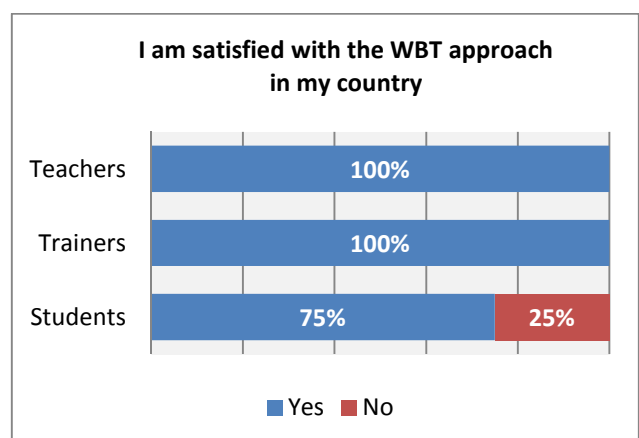
Some of them feel they are more attractive to the companies after passing an internship.

60% of the student who took part to the survey pointed out that it **is better to have a work place experience in a big company** than a small or medium one. They refer to the fact that in the bigger company there is the chance to do the training in more than one sector, in this way gaining more experiences and knowledge. In a big company there are more opportunities to get a job at the end of the work place experience.

70% of the students say that they were **sufficiently monitored by the sending school or organization during the work experience**. It is important to stress that some of them also gave a positive feedback on the career guidance received before the work place experience. This helped them to choose the right field of training.

Across target groups

Finally, at the end of the questionnaires teachers, trainers and students were asked **how satisfied they were in respect of the school-to work transition process** and the practice focused approach to work-based learning in Malta. 100% of teachers and trainers are satisfied, as well as three quarters of the students.



PORTUGAL

The major findings from the Portuguese survey are documented here. All graphs and diagrams accompanying the findings will be found in the Annex.

Background statistics

In Portugal, a total of 60 people participated in the online survey.

The majority (85%) of the **teachers** who completed the questionnaire come from private schools (vocational schools or vocational training centers), whereas the others are teaching in public schools. 65% are female, and 35% male. The majority of the teachers are between 30 and 44 years old, followed by 15% in the age range of 45 to 49 and 10% in both the 20-29 range and those over 50. The **trainers** are also in the majority female (80%) and mostly between the ages of 30 and 44 (55%). Their roles in the company are 75% as instructors for apprentices, followed by working as a trainer (10%), as social pedagogues (5%) or similar (10%).

The majority of **students** who took part in the survey are female (60%) and 40% are male. In the majority they are in the age range of 18 to 19 (50%), with 35% of younger students and 15% of older students. Asked for their actual status, half of the students stated that they are students in a vocational training center.

Teachers

Asked whether teachers are **using other/additional activities to prepare students for the labour market**, the vast majority stated they are doing so (90%). As main events the following activities are specified:

- Preparation of internships in companies abroad
- Classroom lessons on labour market issues – e.g. module 'The World of Work'
- Lessons to help students prepare their curriculum vitae
- Personal advice on the importance of autonomy in the learning process
- Personal advice on the importance of being punctual and assiduous
- Personal advice on the importance of being aware of how to behave in the workplace
- Preparation for job interviews
- Vocational guidance in order to define students' personal, social, professional and technical skills
- Debates on Entrepreneurship
- Determining fundamental aspects for the students' success in the labour market
- Simulations of real situations in the world of work
- Simulations of tasks performed in the workplace
- Practical classes
- Personal advice to the students according to the feedback and comments received following their meetings with businessmen

The big variety of activities shows that teachers are putting in a lot of effort in order to reduce the existing gap between taught content and labour market requirements in terms of knowledge and skills. Some designed activities reveal that the teachers want to help students to enter the labour market (curriculum vitae) as well as playing an active role in the companies (autonomy, punctuality, behavior, etc.)

Teachers were also asked if they think that **WBT can help learners to find a job**. All the teachers support the statement to a strong degree which is perfectly understandable if we look at the answers given by the teachers when

we asked whether they think that **WBT can be useful in achieving working competencies**. Once again, all the teachers gave a positive answer.

Asked whether teachers think that **practical learning helps students to understand better the subject they teach**, only 5% answered no and 95% gave a positive answer.

All the answers obtained in this survey indicate that WBT experiences are seen as an advantage by the majority of the teachers not only because these activities represent a transition path to enter the labour market and get properly integrated into life and society, but also because they enable the students to understand better the contents taught during their classes.

Trainers

Trainers were asked if the **duration of the internship is appropriate** to achieve the goals of the curriculum. The given answers are quite different between one trainer to another. Only 65% of the trainers answered positively against 35% who answered 'no'. The majority of the teachers gave a positive response but the fact that negative answers were given by 35% of the trainers indicate that many trainers would like the WBT activities to last longer as was demanded in suggestions to improve WBT.

When asked whether **the scheduling of the internship is appropriate** to facilitate school-to-work transition, we got approximately the same situation, i.e. 75% of trainers answered yes and 25% answered no.

Regarding the question '**hosting interns is an advantage for the company**', the great majority of the trainers answered 'yes' (95%), which proves that students who are or were placed in

companies for WBT experience are and were useful and helpful.

About **receiving a financial compensation for hosting an intern**, 65% of the trainers answered that it is essential and 35% answered that they would host an intern without financial compensation.

The results lead us to the conclusion that all the trainers are also really in favour to WBT, since the students represent an added value for their companies. Notwithstanding, some of them complain about the duration and the scheduling, which makes us conclude that some changes should be included in the WBT planning in Portuguese vocational schools. As regards the question of financial compensation, it seems it is not an essential factor for the companies to accept and work with the trainees.

Students

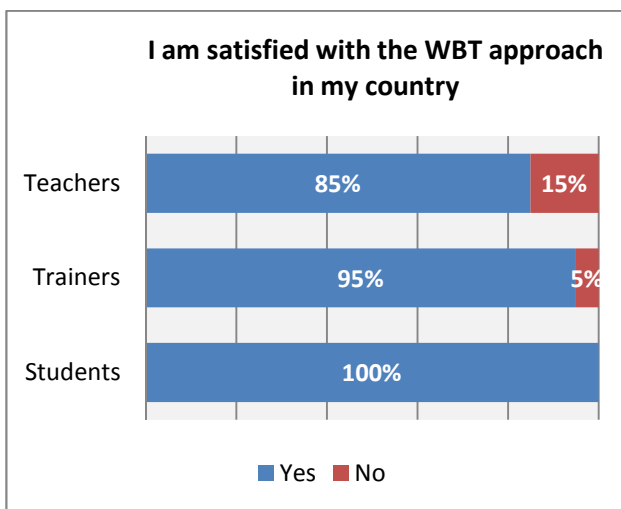
All the students who answered the survey are attending a vocational training center/school. Asked, if in their opinion **it is easier to learn at the workplace than at school**, all the students gave a positive answer. Also, all the students consider that **the workplace experience improved his or her soft skills** which shows us that WBT experiences are not only a good opportunity to gain professional and technical knowledge but also enhance essential skills such as communication, teamwork, and problem solving. Most important is the fact that the students observe that these skills are effectively improved after a WBT experience.

All the students, once again, agreed that the **workplace experience increased their motivation** to learn further. They consider that they have now a clearer **picture of what they might expect in the future** in terms of a job and career.

These answers lead us to the conclusion that all the students consider the WBT experience essential for their learning and working life.

Across target groups

Finally, at the end of the questionnaires, teachers, trainers and students were asked how satisfied they were regarding the school-to-work transition process in Portugal, and the practice-focused approach to work-based learning. Surprisingly, the group of teachers is the one that has the most reservations about the actual system.



Asked for recommendations for improving the system, every group made proposals and contributed by offering qualitative input. Their answers are documented in the Comparative Report.

ROMANIA

The most relevant information obtained as a result of the Romanian survey is summarized below. The diagrams describing the Romanian opinions can also be found in the Annex.

Background statistics

In Romania, there were 66 teachers, trainers and students who took part in the online survey.

Almost all the **teachers** who took part in the online survey work in public institutions (95%), while only a small number of teachers teach in private schools (5%). 65% of them are female, 35% male. In terms of age, the majority of them are between 30 and 44 years of age (40%), 20% of the teachers are very young (between 20-29 years old), 20% of them are in the age range of 45 to 49 and 20% are older than 50.

The **trainers** are also in the majority female (52%), while 48% are male. As regards the age, the highest percentage of them are aged between 45-49 years (43%), 24% are older than 50, 19% are aged between 30-44 years and 14% are young, aged between 20-29 years. In terms of their role or profession, 57% are instructors for apprentices, 14% are trainers, 14% are coaches and 14% belong to other categories.

On the other hand, the majority of the **students** were male (60%) and 40% female. Regarding their age, the majority of them are aged between 16-17 years (72%), 20% are aged between 18-19 years and only 8% are older, aged between 20-21. The vast majority of the students who participated in the survey study in public schools (88%), 8% of them are apprentices in a private training center and only 4% are students in a vocational training center.

Teachers

When asked if they practice **work-based training methods** in their classes, the vast majority of the teachers answered affirmatively (90%) and 70% stated that they use **additional activities** to prepare students for the labour market and gave examples of such activities they find extremely useful to students:

- *Personal advice*
- *Lessons which take place in Chemistry laboratory with emphasis on the practical importance of the studied theoretical phenomena*
- *Practical lessons in the school workshop where students can get used to working with modern, advanced equipment*
- *Counselling and guidance lessons about the labour market*
- *Lessons about how students should write a suitable and convincing CV, the way they should go to an employment interview, how to become an entrepreneur, how to set up a company; to learn about entrepreneurship*
- *Meetings between students and employers where they can exchange experiences*
- *Practical activities of making furniture objects, and, in this way, students become familiar with technological processes*
- *Visits to factories and companies to improve the students' practical knowledge*

In conclusion, teachers are eager to help, organize and get involved in a wide range of activities for the benefit of students.

In connection with the **internship outcomes** and the success rate of employment, 85% of the teachers are aware of them, only 15% of the teachers gave negative answers.

Trainers

All the trainers without exception (100%) consider that **schools request their feedback** on

the outcomes of an internship and **take into account the feedback** they provide. Their opinions and appreciation are highly valued. Almost all of them (95%) consider that the scheduling of the internship is appropriate to securing a smooth transition from school to work, while 5% are pessimistic.

All of them (100%) are of the opinion that **hosting interns is an advantage for the company** they work for, as students sometimes possess new innovative knowledge, they are generally eager for new experiences and bring new life to the company where they acquire practical training experiences.

Referring to **soft skills compared to technical skills**, 59% consider that they are equally important, 36% state that soft skills are even more important because it is extremely significant for students to be punctual, to be capable of getting integrated into a team, to communicate well, to be creative and solve problems in time. Only a small percent (5%) of them think that soft skills are less important than the technical ones.

Students

The Romanian students appreciate the practical side of things and **find it easier to learn in the workplace than in school** (88%) as they are aware of the fact that being successful at work means being well trained. There is a small number (12%) that consider they learn better in school.

A very high percentage of the students believe that **theory learning provides all the information needed for a future job** (96%), while a remaining part of 4% has a contrary opinion.

At the same time, students also believe that that **practice learning provides them with all the training they need for their future job**

(96%), which may be given as confirmation of the fact that students are eager to get involved in any kind of practical activity.

92% of the students are happy with the **guidance they receive in their work place experience**, indicating that trainers are caring properly for them and guiding the interns most of the time, while 8% of them are not content with it.

School involvement in the students' work place experience should be more dynamic for 20% of the asked students, while 80% of them believe that they were **sufficiently monitored by their school during the workplace experience**.

While preparing for their future jobs, 88% of the young people find the possibility to interact with other people in real life situations extremely useful, so for them **the work place experience improved their soft skills**, while 12% of them don't see this effect on their personality.

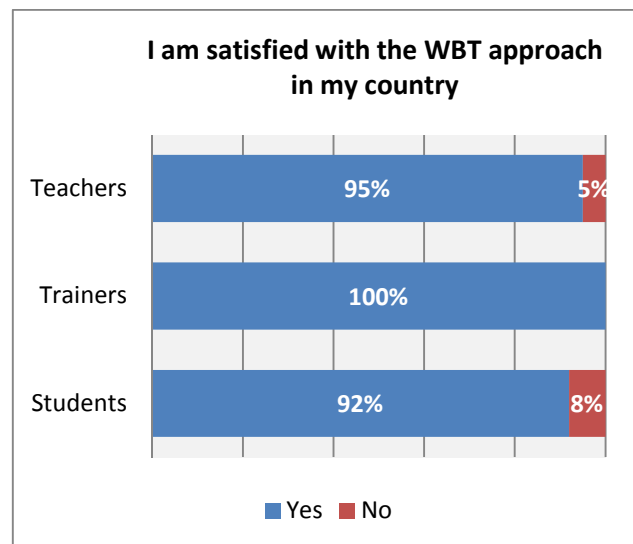
As a result of **their work place experience**, 80% of the students state that the experience made them **more confident** about their strengths and their future prospects while 20% think that the activity had no effect in this respect.

When asked about the relation between theory and practice, 88% believe that theory learning and practice learning are well linked to each other while 12% have a negative opinion about it.

It is interesting to remark the fact that the percentages are divided between three almost equal groups when it comes to **the most important way to get prepared for the future job**: 36% appreciate school-based theory learning, 32% are in favour of school based practice learning and another 32% opt for the work place experience. In conclusion, Romanian students have varied opinions and choices concerning what is best for their training.

Across target groups

In the end, the respondents had to state their opinion on how content they are in terms of the school-to-work transition process in their country. The category that is the most satisfied with the work-based-training approach in Romania is the trainers (100%), followed by the teachers (95%) and then the students (92%). There are also students and teachers who are not very happy with this approach, 5% of the teachers and 8% of the students. Those who are not quite satisfied made valuable proposals to improve the work-based training approach in Romania.



SLOVENIA

The major findings from the Slovenian survey are illustrated here. All graphs and diagrams accompanying the findings can be found in the Annex.

Background statistics

In Slovenia, all together 68 people participated in the online survey. Almost all **teachers** (95%) who completed the questionnaire come from public schools. The other 5% of the teachers are from other educational organisations. Most teachers who took part in the survey in Slovenia are female: 77%. Teachers in the categories from 30 to 49 year of age are in the vast majority (90%), only 5% are under the age of 29 and only 5% are over 50 years old.

The **trainers** are also in their majority female (55%) and mostly at the age range from 30 to 44 (60%). Trainers are also often older: in the age range from 45 to 49 years 15 %, and even more are older than 50 years of age are (20%). The role in a company was specified by 50% in the questionnaire under the option "other", as in Slovenia these people are usually called 'mentors', being responsible for guiding and mentoring young people in the process of school-to-work transition. The other half of the trainers had the role of an instructor for apprentices (25%), followed by teaching as coach (15%) or trainer (10%). There are no social-pedagogues in the companies.

Male and female **students** took part in the survey in equal parts (50 % male and 50% female). In the majority they are in the age range 18 to 19 (by 54%), followed by 27% of younger students and only 4% of older students. Almost all students in the survey are students in a public school (92%). The other 8% are in other institu-

tions, as a students in a vocational training center (4%) or as an apprentice in a company (4%).

Teachers

The questionnaire for teachers was mainly promoted in vocational secondary schools in Slovenia. We can thus assume that only teachers employed at these schools filled in the questionnaire, i.e. teachers in professional fields, which gives even more importance to the collected data.

A more detailed analysis of the teachers' opinion shows that only half of the teaching staff is well acquainted with approaches to training in the workplace (50%). Despite teaching at vocational secondary schools, the other half of teachers is still either not acquainted (10%) or poorly acquainted (40%) with the approaches to training in the workplace.

Teachers have confirmed that the training in the workplace is useful for acquiring work experience (95%). Yet they are not acquainted with the effects of practical training and the data on employment success among student. Only a third (32%) stated that they are well informed. The rest of the teachers indicated that they are only partly informed (59%), poorly informed or that they have no information at all (9%).

Teachers were also asked how their approach to teaching contributes to practical training. The vast majority (82%) believe that their teaching approach contributes positively to practical training. They have listed the following activities through which they contribute to it:

- *When teaching, I explain to students how the acquired knowledge will help them with their work*
- *A lot of real-life practical work*

- *I prepare students for real-life situations at workplace*
- *I encourage WBT based on concrete examples of good practice which we run in collaboration with social partners. I try to help students understand project work, especially the steps of planning, execution, and evaluation of an activity, and the importance of these segments for the implementation*
- *Lifelong learning, adapting to individual students*
- *With long experience in our profession*
- *We explain the examples from a practical point of view and talk about different employers' approaches in solving the same problem*
- *At practical classes*
- *During practical classes, we do role-play exercises: customer – hairdresser, customer – manicurist*
- *When teaching theory, I give a practical example*
- *With learning content*

This shows that some teachers search for teaching approaches that would help towards a more practice-oriented practical training. Unfortunately, they did not list so many approaches as their counterparts from other countries.

We asked teachers if they think they contribute to practical training with their teaching approaches. The majority (82%) answered affirmatively, while only a small proportion (18%) answered negatively. The results were surprising as both students and trainers were much more critical in assessing teachers' work.

On the other side, teachers are fairly sceptical about the methods of training in the workplace as only 55% are satisfied with them. This shows that teachers as well feel the need for change in the implementation of the curriculum and an

even greater need for practical work at the workplace with as much inclusion as possible.

Trainers

As mentioned before, trainers working with young students in Slovenia are generally called 'mentors'. This is why they 50% of trainers chose the option "other" when asked for their role in the company they work for.

An assessment of the statistic shows that the general opinion of trainers regarding practical education in the workplace is very negative. In particular, they pointed out that the collaboration with schools is very unsatisfying for them.

The question about whether schools send enough information to trainers about the tasks that students need to fulfil during work practice was answered affirmatively only by a third of trainers (35%), while the rest answered negatively (65%). This reveals a major problem in the flow of information from schools to trainers.

Trainers showed the same dissatisfaction in the question whether schools have regard for their opinion about students. Again, the vast majority (65%) had a negative opinion about the schools as they think schools do not take into account trainers' responses which are sent to schools. Only a third of the trainers (35%) think that schools have regard for their opinion.

We asked companies whether financial incentives are important (or whether the company will not ensure practical training without an incentive), and the majority of trainers (85%) answered affirmatively. Only a small portion of companies believed that a financial incentive is unimportant. This can be related to the fact that students stay in a company for a short time and trainers dedicate only a part of their time employed for their usual work. The train-

ing ends when students are qualified enough to work.

From the aforementioned, we can conclude that trainers really wish an urgent improvement in the transition from theory into practice learning, as they have pointed out in their suggestions how to develop further the work-based training approach in their country (see above).

Students

As a general assessment of the analysis of the situation shows, the vast majority of students (88%) agree that with the help of practical training in the workplace, they acquire knowledge and experience which is important for their future employment (question 7). Consequently, the vast majority of students (81%) are aware that with the help of practical training in the workplace they acquire knowledge and experience at a higher level.

Students answered the question whether teachers know how to explain the theory in a way that is easily understandable. Their opinions were rather divided, i.e. just over a half (54%) think that teachers' explanations are quite OK, while the rest of the students (46%) does not think so. This probably leads to trainers in the workplace being very dissatisfied with students' knowledge. Apparently, they lack some practical knowledge, as trainers have suggested that teachers should come to the training in companies (see general part, question 21, your suggestions).

Unfortunately, theoretical and practical knowledge is also depends on having the proper tools and equipment at the training place. Only 62% of students have tools at school or at the work practice that are comparable to the ones at the workplace. The remaining 38% do

not. A closer examination reveals that we can divide the group into those who have only partly appropriate tools and equipment (35%), while almost a third (27%) do not. As a consequence, the learning process is impeded or made even harder. This has been confirmed again by trainers' suggestions. Furthermore, this fact has been made even clearer by the answers to the question about whether theoretical and practical knowledge is closely related. Well over a half of the students (58%) answered negatively and 42% answered affirmatively.

Despite the fact that there is a general dissatisfaction with the implementation of the practical training in the country, students see work practice as very useful for their future employment. The majority of students (77%) agree that work practice does or will provide them with experience that they will need in their future employment. This is confirmed also by the students' final statements, in which they wish for more practice instead of theory in schools.

That students demand to have more practice than theory is probably also linked to the fact that the majority of students (85%) regard learning in the workplace as easier than learning at school. Only a small percentage of students (15%) think it is harder. If we look closer, we can see that these are mainly individuals who have had troubles while learning in the workplace, which made the learning process more difficult.

Students see practical training in the workplace as very positive, which can be seen especially from the last two questions. Two thirds of the students (65%) state that learning and practical training have fulfilled their expectations. Only one third (35%) states they have not. In the last question in particular, they have pointed out a

great desire and need to spend more time on practical training in the workplace.

Across target groups

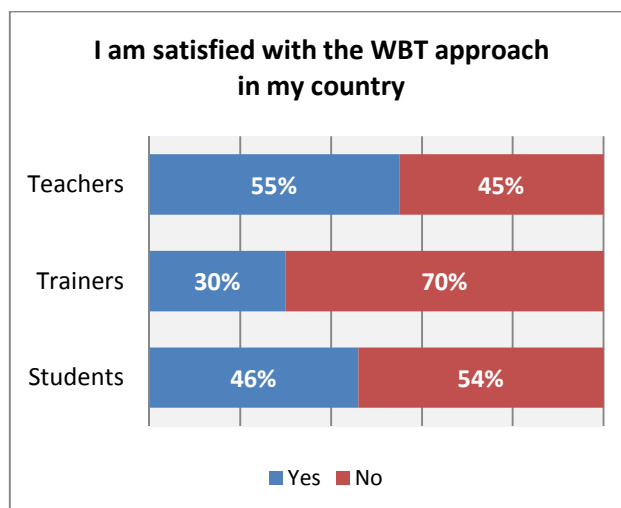
A general assessment of all three target groups' opinion on practical training in the work process shows that on average the respondents are either somewhat satisfied or dissatisfied. Teachers, who have the least contact and are the least involved with training in the work process, have quite divergent opinions; just over a half (55%) have a positive opinion and just under a half (45%) have a negative opinion of the Slovenian system of training in the workplace.

When we have a closer look at the teachers' responses and divide their answers in three groups (instead of two as in the diagram), we can notice that there are less teachers who look very positively upon the training in the work place. Only a mere fifth of the teachers show great satisfaction (18%), while a large proportion (68%) is only partly satisfied and a small proportion (14%) is completely dissatisfied with the Slovenian training in the workplace.

Teachers' opinions are supported by students, who are directly involved in the training in the workplace. A basic analysis of their statements shows that more than half (54%) of them is dissatisfied with the training in the work place, while only 46% are satisfied with it. A more detailed review of their opinions reveals an even deeper gap between positive and negative opinion. Only a third of students (31%)

are satisfied, only 27% are partly satisfied and the largest group (42%) consists of dissatisfied or very dissatisfied students.

Training in the work place was rated the lowest by trainers in educational institutions and companies. The basic statistical observation shows that the majority of trainers (70%) are dissatisfied with the system, and only a small proportion (30%) shows satisfaction. As with teachers and students, the results show an even worse picture if we take a closer look. Only a mere tenth (10%) is truly satisfied, a third (35%) is partly satisfied and more than half of the respondents (55%) is completely dissatisfied with the Slovenian system of training in the workplace.



The results are supported by the statements of individual respondents who suggested how the training in the work place can be improved. Most of them, regardless the group involved in the survey, wished for more training in the work place and less theory.

SWEDEN

The major findings from the Swedish survey are illustrated here. All related graphs and diagrams can be found in the Annex. The focus is set on following questions with relation to planning of WBL activities relating to collaboration between schools and the work places, as this is seen as one of the main development areas for enhancement of VET and WBL.

Background statistics

In Sweden, a total of 54 people participated in the online survey.

All of the **teachers** who completed the questionnaire come from public schools. 38% are female, 62% male. Just like in Germany, teachers over 50 year of age are in the majority (63%). The rest are distributed with 31% in the age range of 30-44 and 6% in the age range of 45-49.

Regarding the **trainers**, 42% are female and 58% male. The majority have passed 50 years of age (42%), and all of them are in the role of trainers/instructors for the students (in Sweden, there is no difference made between the terms “trainer” and “instructor”).

As for the **students** who took part in the survey, 38% are male and 62% female. The majority (77%) taking part in adult learning are aged 20-25+, and the rest are studying at Upper Secondary education and aged 18-19. All are students in a public school, which is a natural answer as all formal VET in Sweden is run by the public school system. For that reason one can assume that the vast majority, the adult learners, are participating through public adult learning centres.

Teachers

When asked whether teachers have **knowledge about work-based training (WBT) approaches**, all respondees answered with "yes", with a majority of 75% claiming that they had very good knowledge about the training field. The numbers were almost the same regarding the question about having **knowledge about planning, evaluation and assessment of WBT experiences**. They feel quite **involved in the planning and definition of the WBT experience**, even if there are some deviations in that aspect. More than 70% of the teachers think **WBT approaches can reduce the number of students who are not integrated in VET or job**. Since as many as 30% show disbelief, one reason could be the problematic situation in Sweden in regards to recruiting students to VET in recent years. A problem caused by many reasons. One is the well spread assumption among parents that Upper Secondary VET will not qualify the students for higher/university education. This sits side by side with completely different life-goals being set by parents for their children compared to the wishes of the children themselves. VET is leading to jobs and occupations that a lot of people no longer see as interesting or desirable - at least by enough people to have clear effects on the recruitment of students.

Trainers

The trainers experience of **receiveing enough information from the school** concerning tasks that the student has to perform during the internship/apprenticeship is not high. Only 50% of the respondees rate communication as “very good” or “excellent”. 25% say “ok”, and the remaining 25% are less satisfied. Asked if they think they are **well aware of the contents of**

the curriculum of the students they instruct, the figures are the same. This also goes for the question concerning if **they know what the goals of the internship or apprenticeship** are. Asked if **the school provides them with ongoing support** during the internship or apprenticeship leads to even less positive results, where 25% of the respondees are less satisfied, and only 42% are really satisfied. Even quite low figures above, 92% of the trainers respond ok – excellent when asking if **they are satisfied with the WBT approach in their country**. Looking into the suggestions for improvement (available in the Comparative study above) you also can see many suggestions about better collaboration between school and work, as well as more involvement in the planning process for the WBL activities.

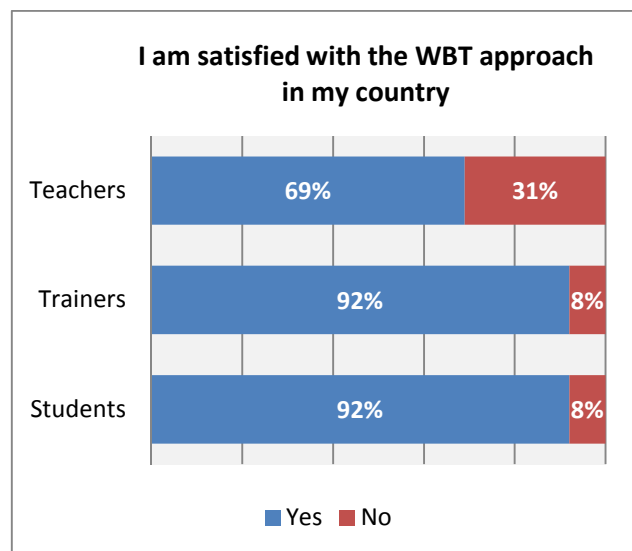
Students

Students taking part in any kind of internship activity were asked if the **internship provides them the expertise needed** for their future jobs. The majority felt that it did (96% in the range from “ok” to “excellent”). Asked if **they know clearly about the learning outcomes** to be achieved, 12% were displeased. 38% were pleased enough, and the rest were very pleased or more. The students seem to feel that they are themselves being **sufficiently monitored by their school** during the work place experience, with the majority saying “ok” or “very good” (42% + 42%). Looking at the question as to whether they consider the **practice learning and work place experience being well linked to each other**, compares the opinions of the trainers about preparation and collaboration with those of the school. The students seem to

be satisfied enough, with 35% at both “ok” and “very good”, and 23% at "excellent". In answer to the last question, asking if the students are **satisfied with the WBT approach** in their country, 92% rate “ok” to "excellent".

Across target groups

Looking at the final question, regarding whether teachers, trainers and students were satisfied in respect to the school-to work transition process and the approaches to work-based learning in Sweden, we find big similarities between trainers and students. They tend to be very pleased with the system, in comparison to the teachers where only 40% are pleased.



Asked for recommendations for improving the system, every group made proposals and contributed with some qualitative input. The answers given are documented in the Comparative Study.

TURKEY

The major findings from the Turkish survey are documented here. The related graphs and diagrams accompanying the findings can be found in the Annex.

Background statistics

In Turkey, a total of 60 people participated in the online survey. The survey in Turkey involved a total of 20 teachers, 20 trainers and 20 students.

All of the **teachers** who filled the questionnaire work in a public school. 5% of them are female, 95% of them are male. Teachers between the ages of 45 to 49 years are in the majority (50%), followed by 35% in the age range of 30 to 44 and 10% over 50 years old.

The **trainers** participated in this survey are all male (100%). This is because the majority of industrial places in which our vocational schools work with offer male-oriented industrial work places – rather than places for women. 80% of trainers are in the age range of 30 to 49 years. 100% of them are trainers engaged in instructing and guiding young people.

All the **students** who took part in the survey are male. 55% of them are in the age range of 18 to 19, followed by 45% of younger students between the ages of 16 and 17 years. Asked for their actual status, 90% of the students state that they are public school students (vocational and technical high school students), and the others 10% are students in a Vocational Education Centre.

Teachers

The teachers were asked if they think that **practical learning helps their students to understand better the subject they teach**. The major-

ity of them agree (75%). They state that practising contributes much more to students in the workshops. Teachers were also asked if **they think WBT can help learners to find jobs**. 100% agreed. Teachers stress that WBT plays a great role for students at the age entering the labour market.

On the other hand when the teachers were asked if **they were aware of the internship outcomes and the success rate of employment**, the answers show that the teachers (40%) are not happy with the awareness of the internship outcomes.

Trainers

Trainers were asked if **hosting interns or apprentices is an advantage for the company they work for**, 90% of them say "yes". Trainers think that hosting interns benefits to the company and for this reason companies can prove how important Vocational Education is.

When asked whether the **duration of the internship is appropriate to reach the goals of the curriculum** we get 50% of positive answers. The others are not satisfied with the duration of the internship and think that the scheduling is not appropriate to reach the goals of the curriculum.

Students

As mentioned above, the students who filled the questionnaires are students (90%) in vocational and technical high schools and 10% are students in a Vocational Education Center.

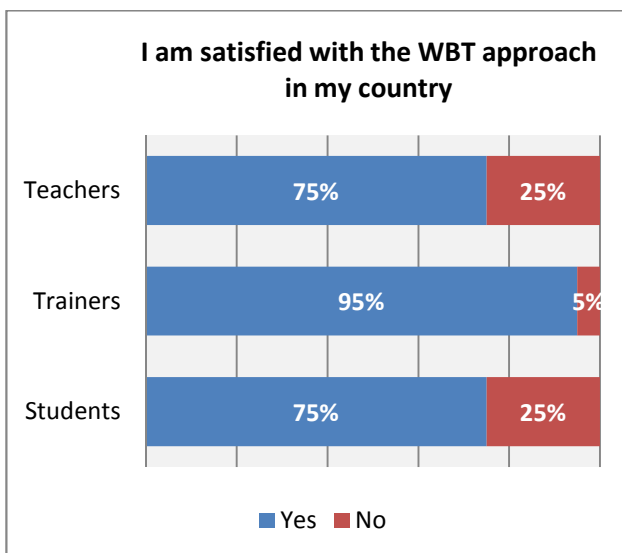
The students were asked if **they feel that practice learning is important for their future job**, 80% of them agree with this statement. The comments they give back up this statistic. They think that if they do a lot of practice learning, they can easily learn and have lasting learning

outcomes which will be very useful for their future job.

The 60% of the students who took part in the survey pointed out that it is **better to have a work place experience in a big company** than a small or medium *one*. They think that in the big company there is the chance to do the training in more than one sector, in this way getting more experiences and knowledge. In a big company there are more opportunities to get a job at the end of the work place experience.

Across target groups

Finally, at the end of the questionnaires teachers, trainers and students were asked **how satisfied they were in respect of the school-to-work transition process** in Turkey and the practiced approach to work-based learning. 75% of the teachers and 95% of the trainers are satisfied, as well 75% of the students are.



Asked for recommendations for improving the system, every group made proposals and contributed with some qualitative input. The recommendations made are documented in the Comparative Report.

Summary

The method of how young people in Europe find their way from school into the labour market and how they get prepared differs from country to country. While one country predominantly focuses on preparation in schools, the main focus in other another country relies on the learning at a workplace and the involvement of companies in that process.

These different approaches are all represented in the partner countries involved in this project. Against this background, it is surprising how similar most of the proposals for improvement of the specific system are, as made by teachers, trainers and students in the online survey.

Even though a detailed analysis and evaluation of the survey is reserved for inclusion in the upcoming Manual on Work-based Training, it is possible to summarize some central demands and to draw first conclusions.

- The experience to **work in a company** under real circumstances when undergoing an internship is a very important experience for the young people. Their personality will be strengthened, their self-confidence and self-esteem rises and they get a clearer picture of their later career choice.
- In all the countries represented in the survey young people claim this experience. They want to prove their knowledge and their abilities under real working conditions. Practical learning phases should last longer and companies have to be involved in the process.
- Accordingly, the communication and **collaboration between schools and companies** has to be improved and intensified. Teachers and trainers together have to define the learning objectives. The results of the internship have to

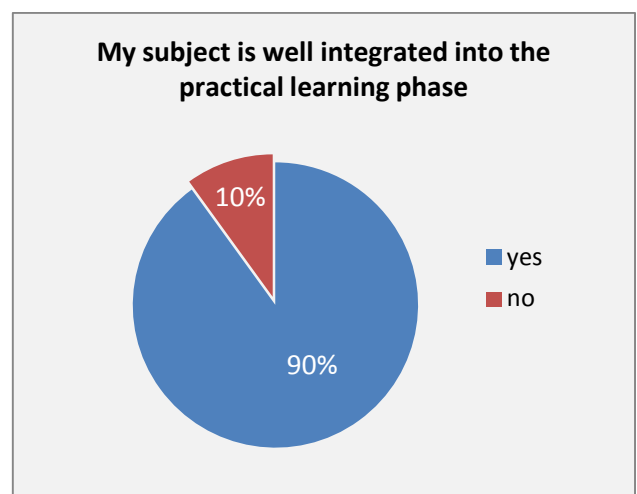
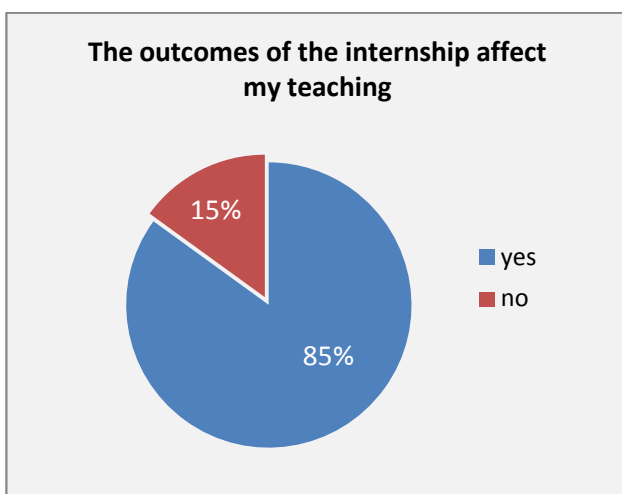
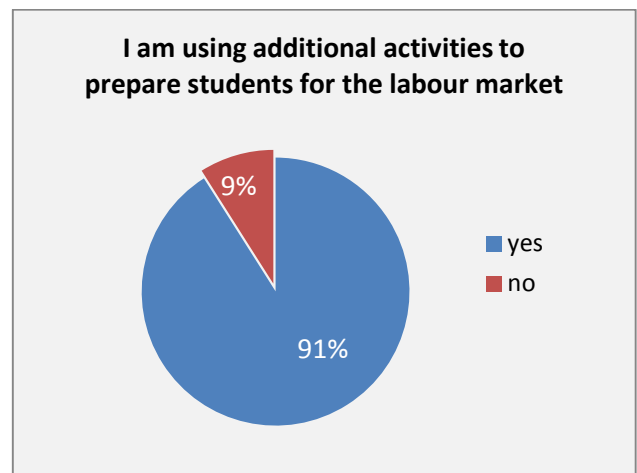
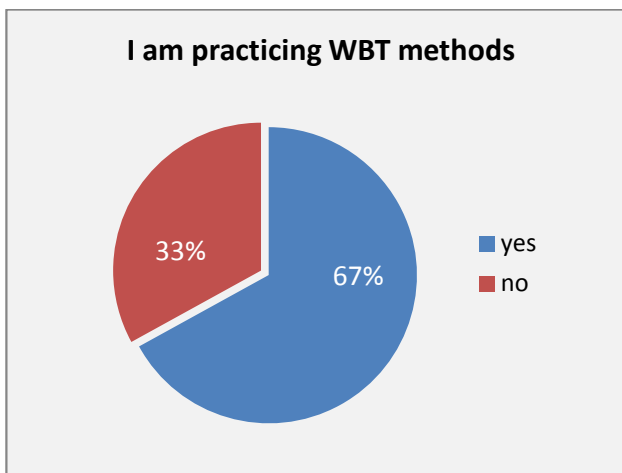
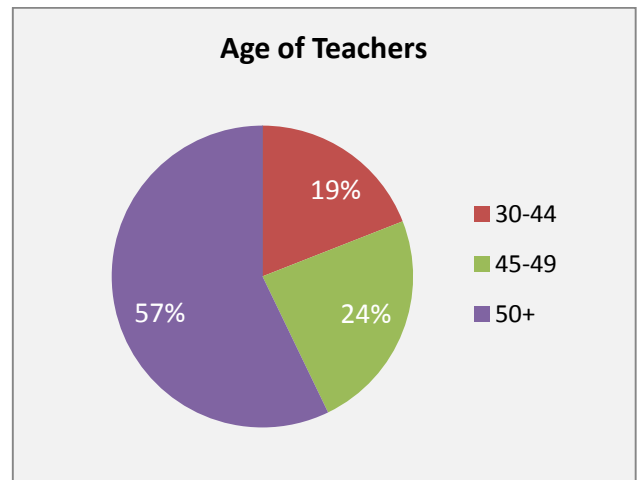
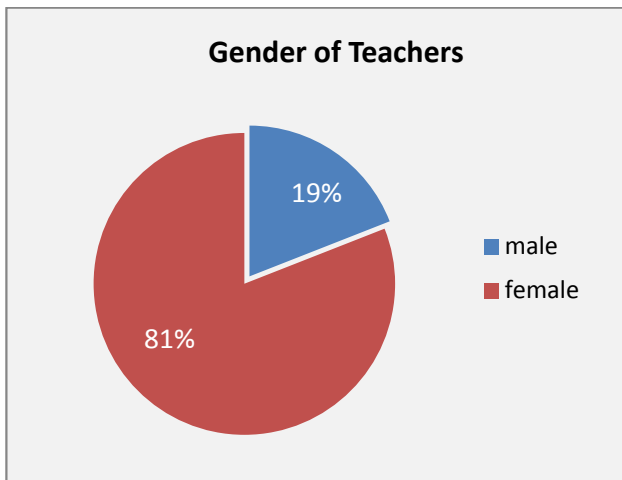
be evaluated and taken into account when considering the further learning path. Neither company nor student should get the feeling that the young person is just "parked" during an internship.

- Teachers are not only to be informed about the practical learning phases but rather actively involved in the planning and implementation. They should be encouraged to embed work-based learning activities in their own teaching.
- Schools have to give thought to how **theory and practice learning** can be linked to each other effectively, so students can easily follow that interrelationship. They need to keep up with technical development. Curricula need to be continuously updated and equipment and machinery has to be modernized.
- Besides the teaching of the theoretical knowledge and the technical skills, schools have also to focus on the overall personality of the young student and the basic **social competencies** - reliability, accuracy, punctuality, ability to work in a team and to solve problems adequately are all important soft skills and competencies needed for successful integration into the labour market.
- Young people need somebody in their environment who is able to give **advice on labour market matters**. Questions regarding the right career choice, the required competencies, training and job vacancies, the application process and similar are important questions needed to be answered on behalf of our young people entering the labour market. Schools and companies should therefore appoint a named person to provide careers guidance and make it visible to all stakeholders.

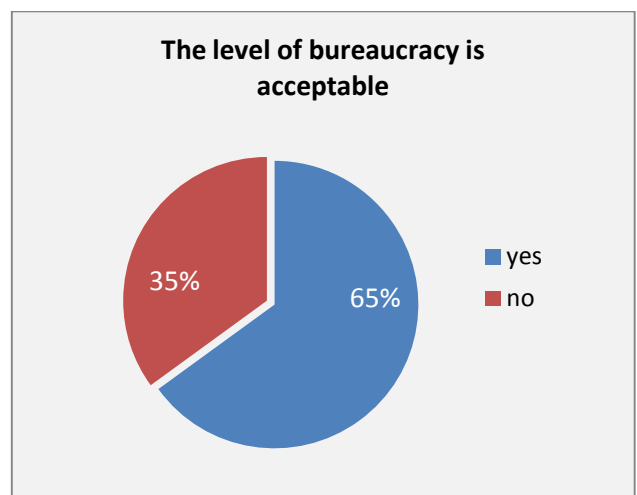
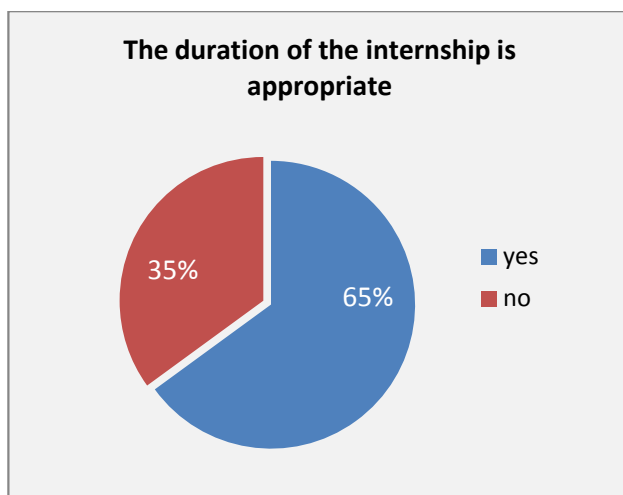
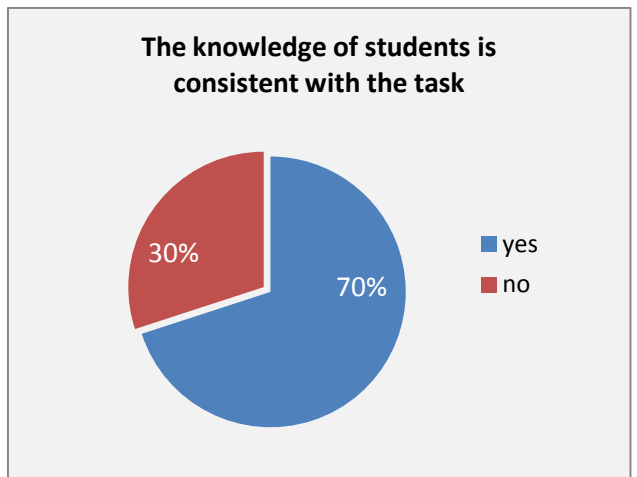
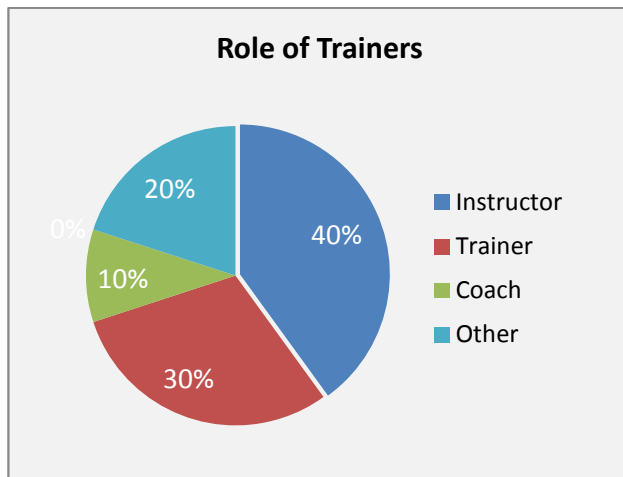
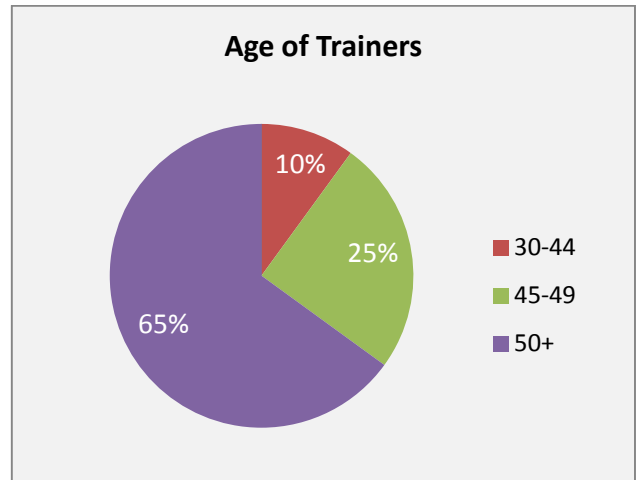
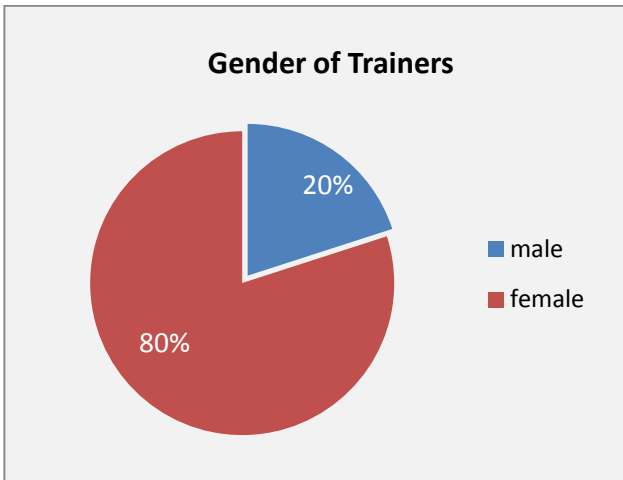
Charts and Diagrams connected to Country Reports

BULGARIA	<u>45</u>
GERMANY	<u>49</u>
ITALY	<u>53</u>
MALTA	<u>57</u>
PORTUGAL	<u>61</u>
ROMANIA	<u>66</u>
SLOVENIA	<u>68</u>
SWEDEN	<u>72</u>
TURKEY	<u>75</u>

BULGARIA - Teachers

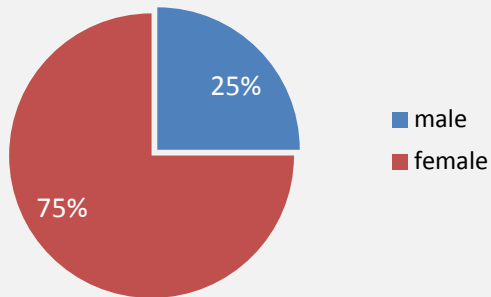


BULGARIA - Trainers

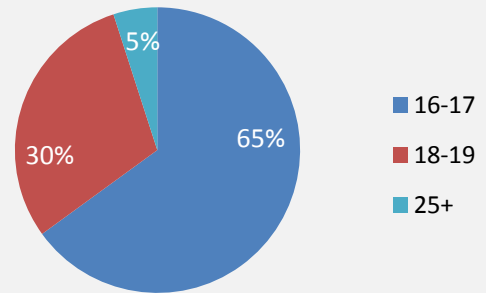


BULGARIA - Students

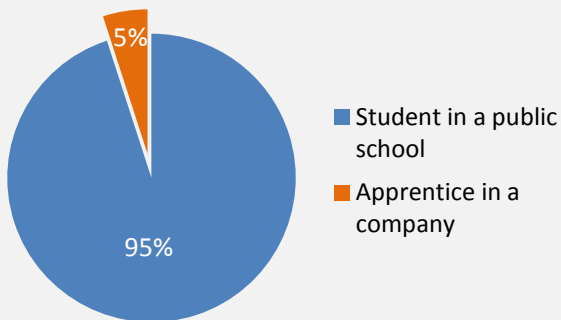
Gender of Students



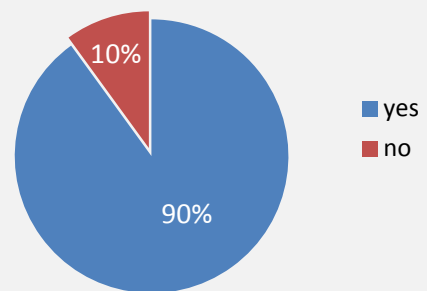
Age of Students



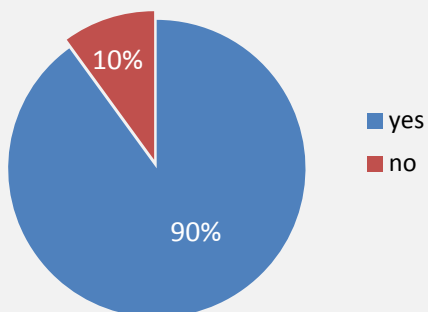
Status of Students



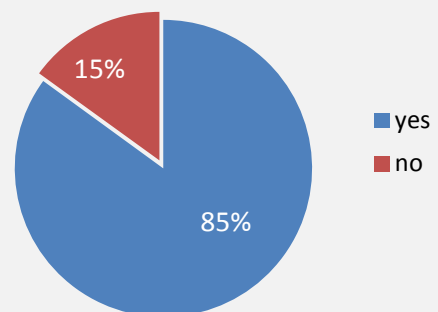
Theory learning provides me all the information I need for my future job



Practice learning provides me all the training and experience I need

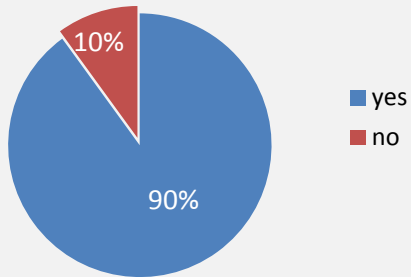


It is easier for me to learn in the work place

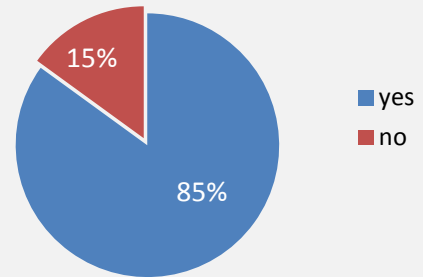


BULGARIA - Students

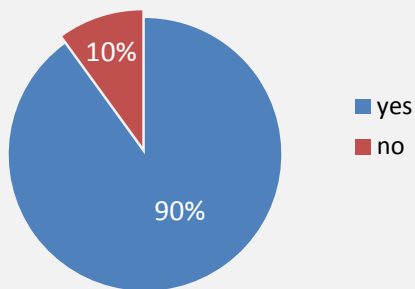
I receive enough information needed for entering the labour market



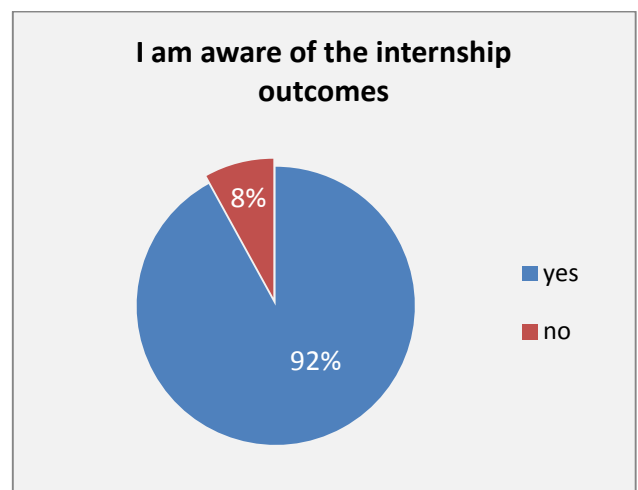
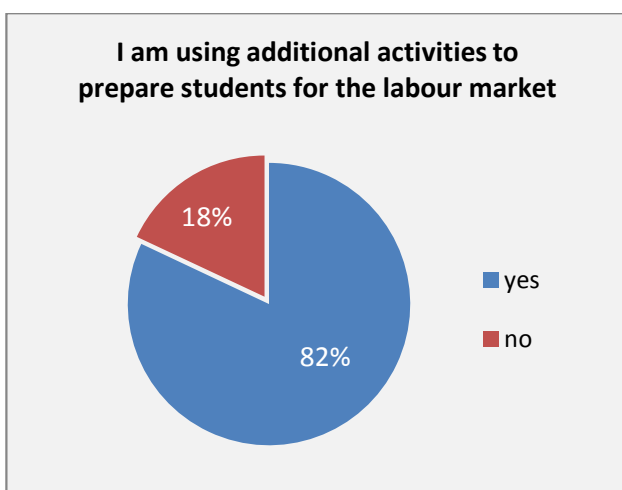
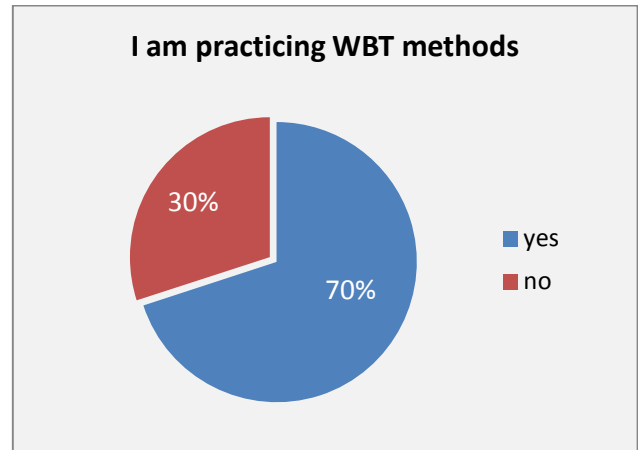
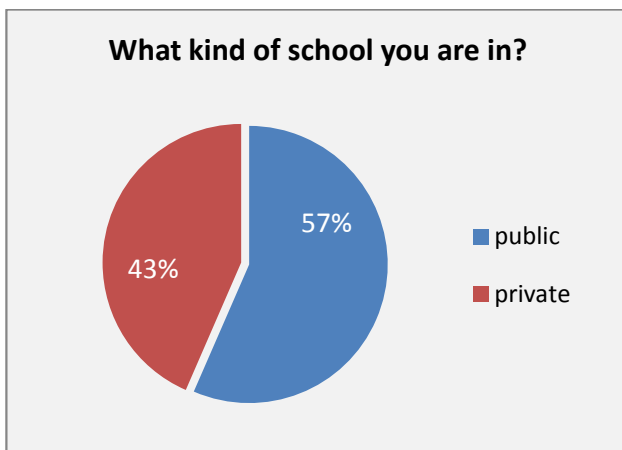
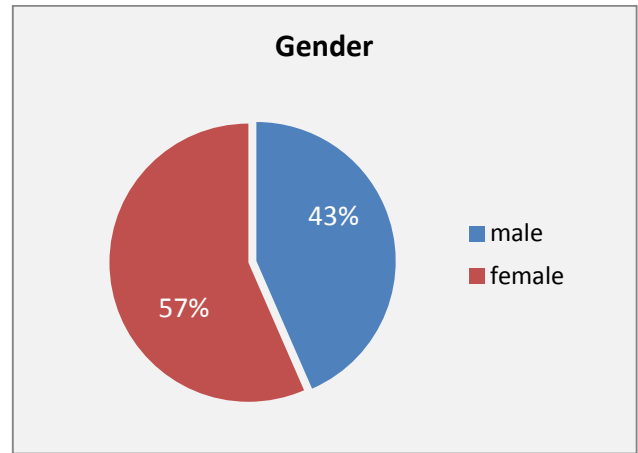
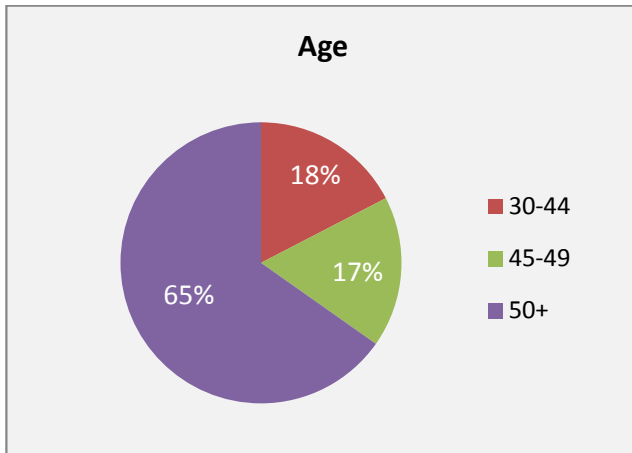
I was well monitored by my school during the work place experience



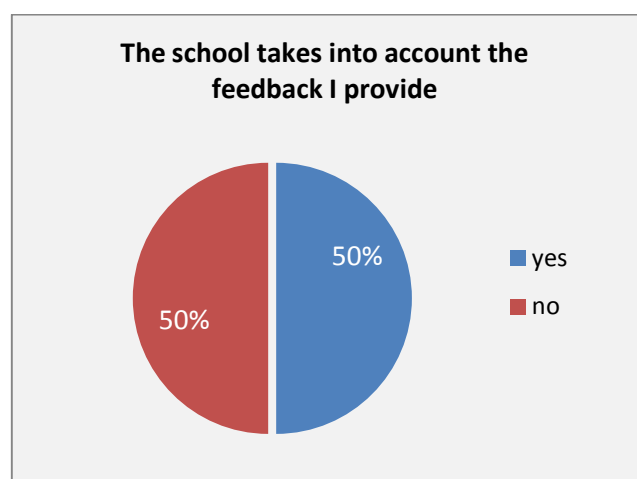
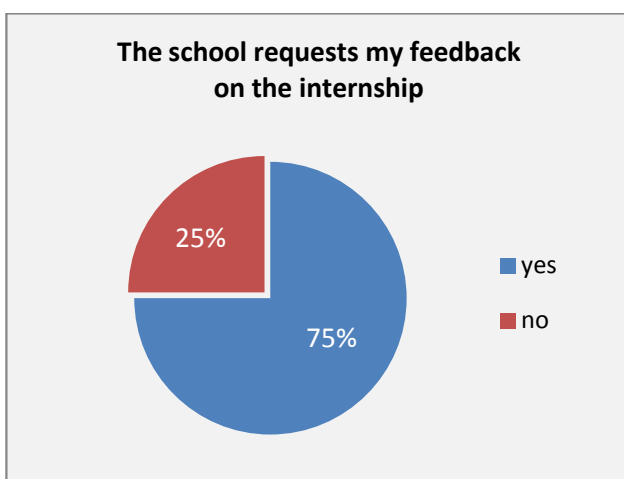
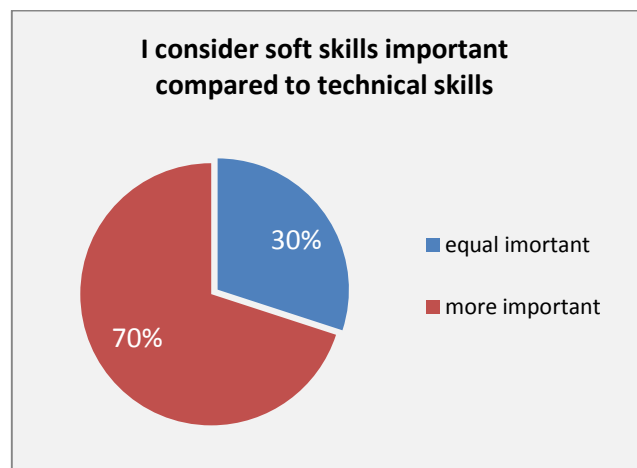
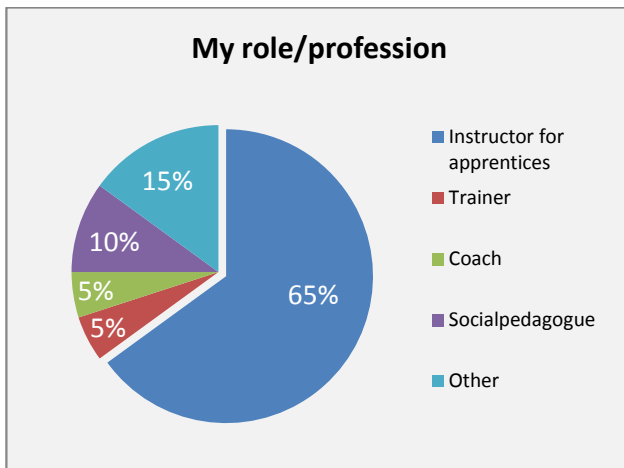
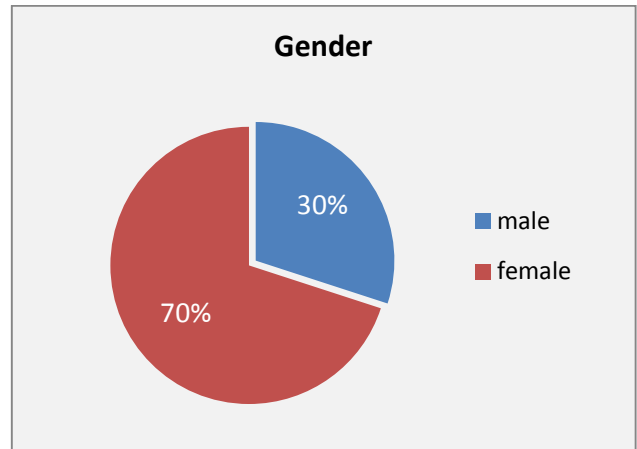
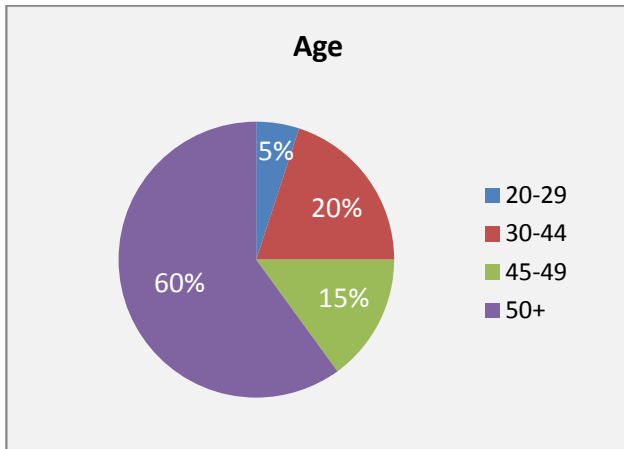
The time spent for practice learning is enough



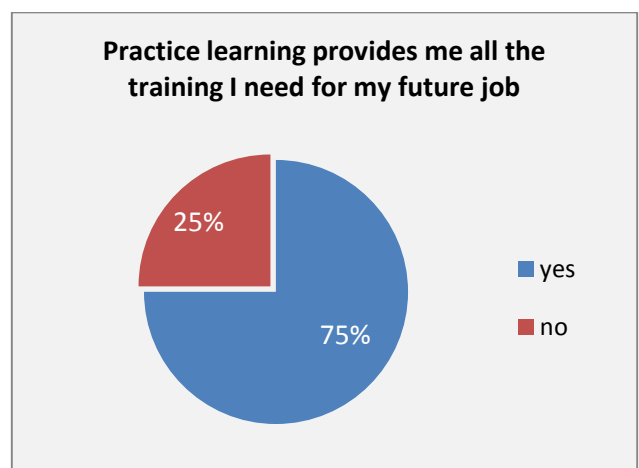
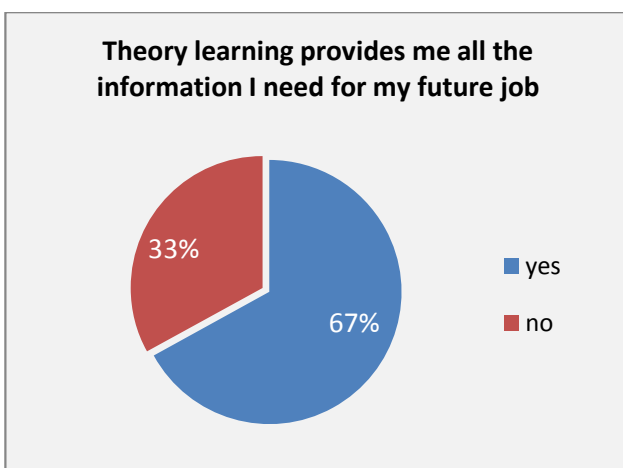
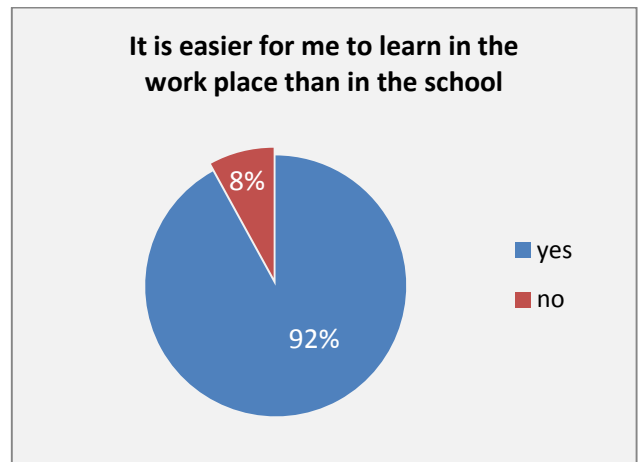
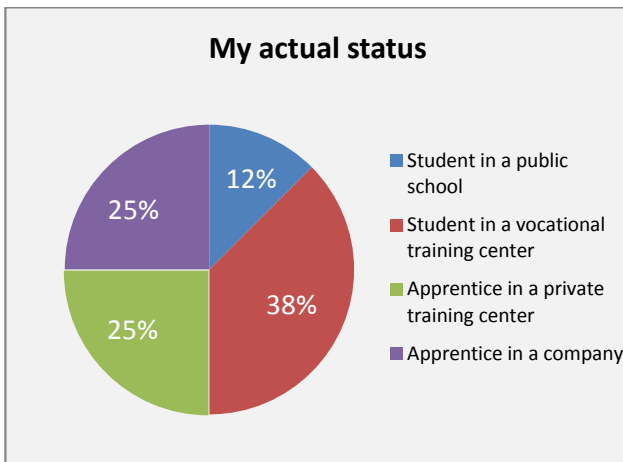
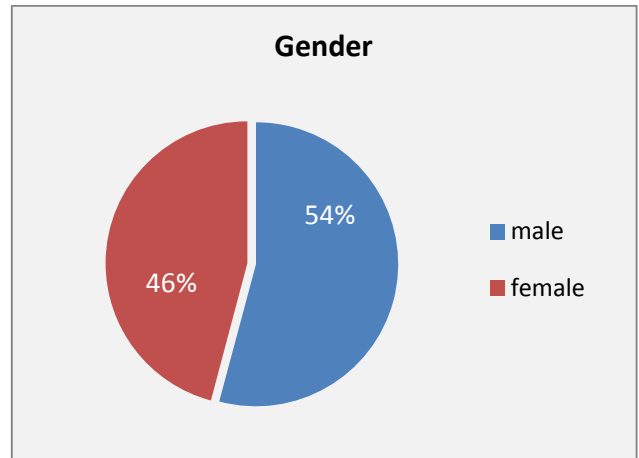
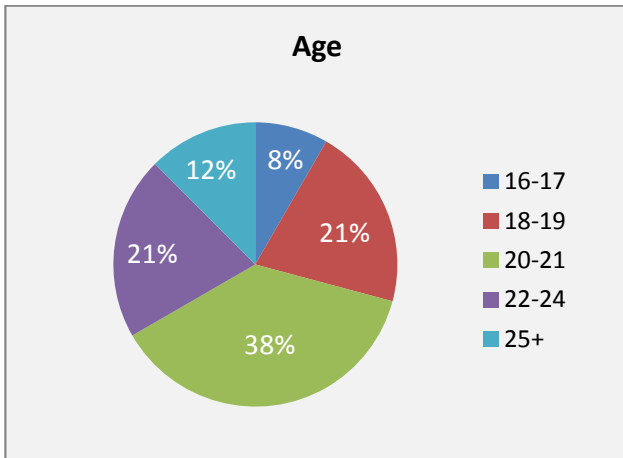
GERMANY - Teachers



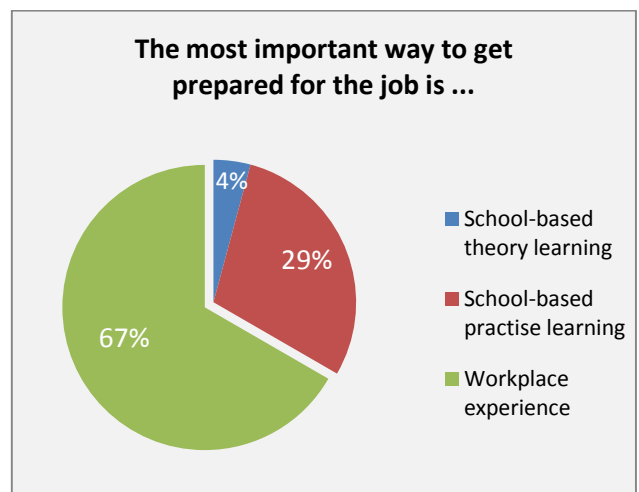
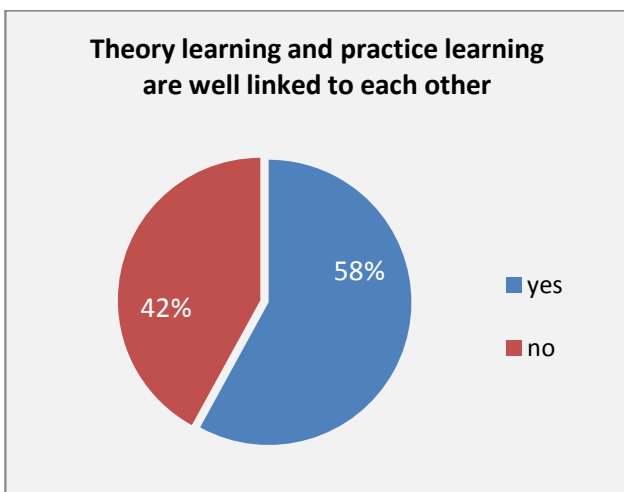
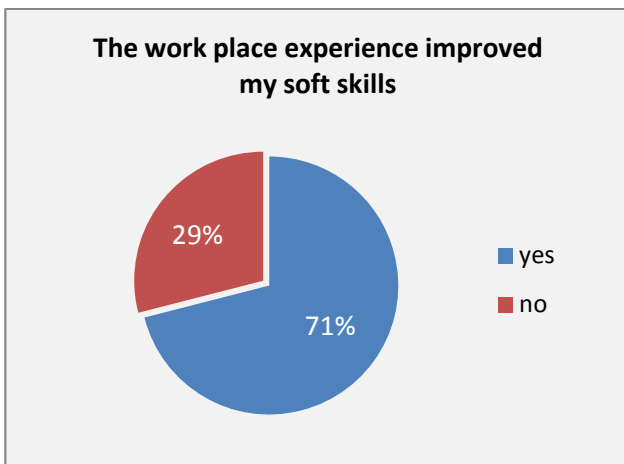
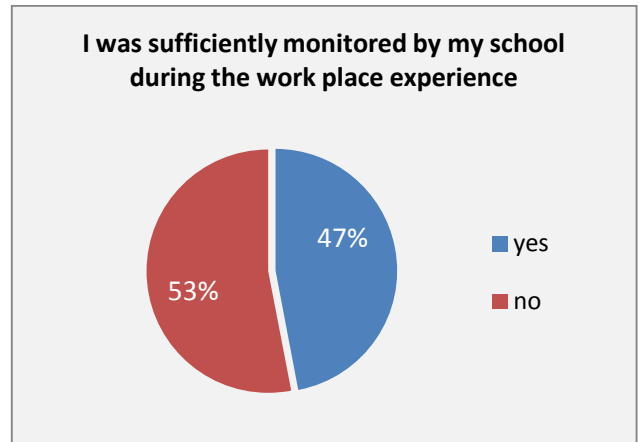
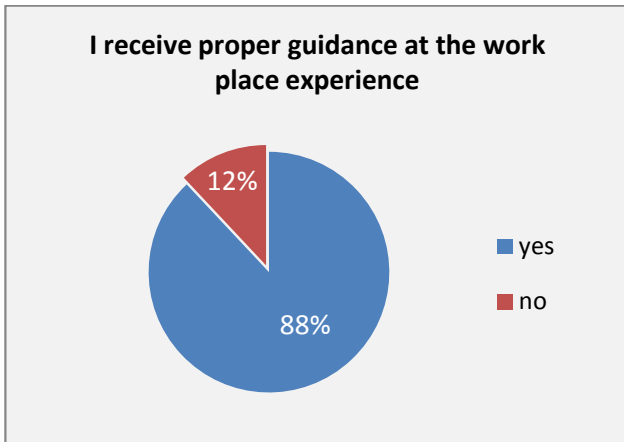
GERMANY - Trainers



GERMANY - Students

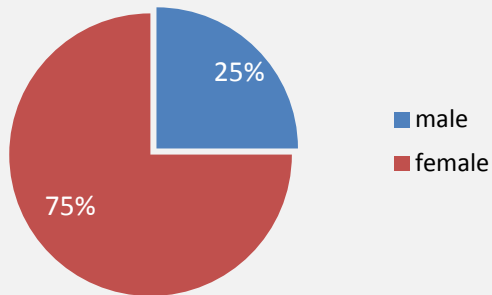


GERMANY - Students

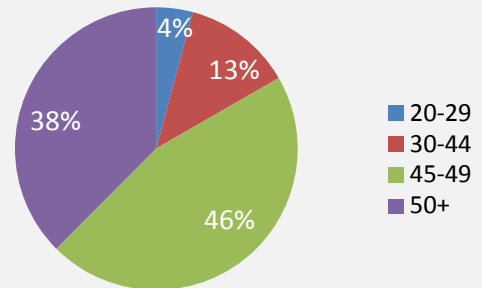


ITALY - Teachers

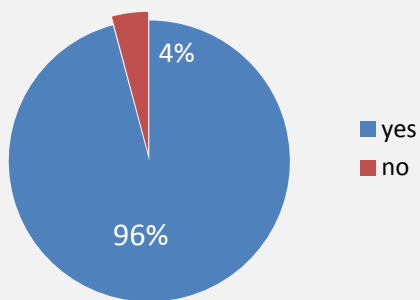
Gender of Teachers



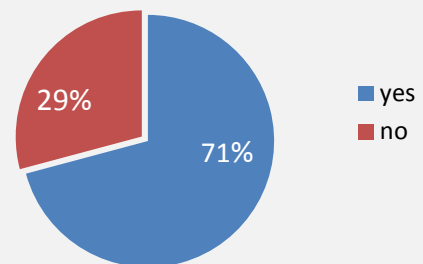
Age of Teachers



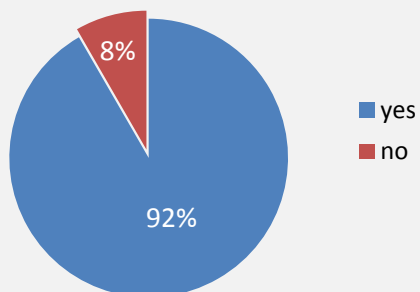
I am practicing WBT methods



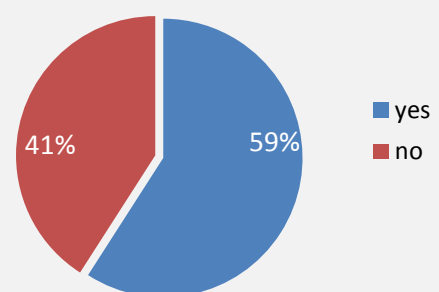
I am using additional activities to prepare students for the labour market



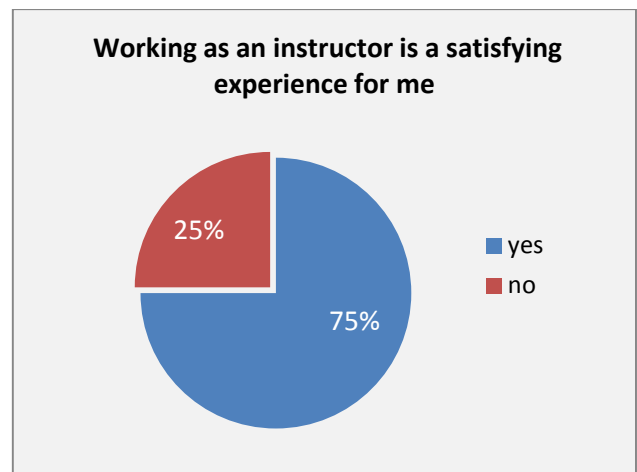
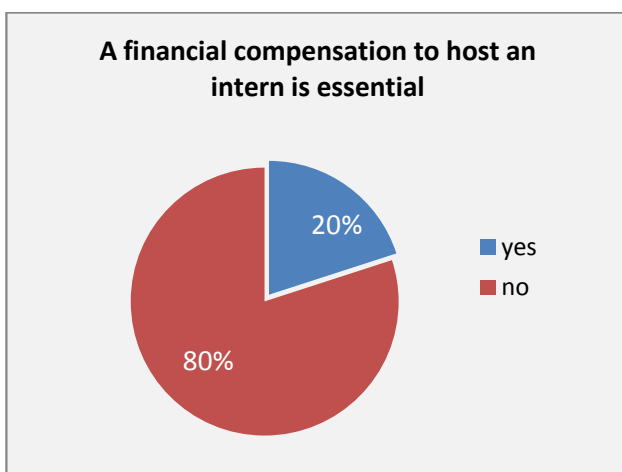
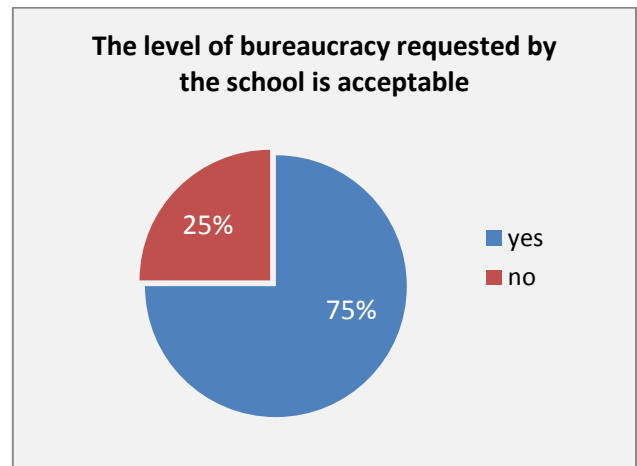
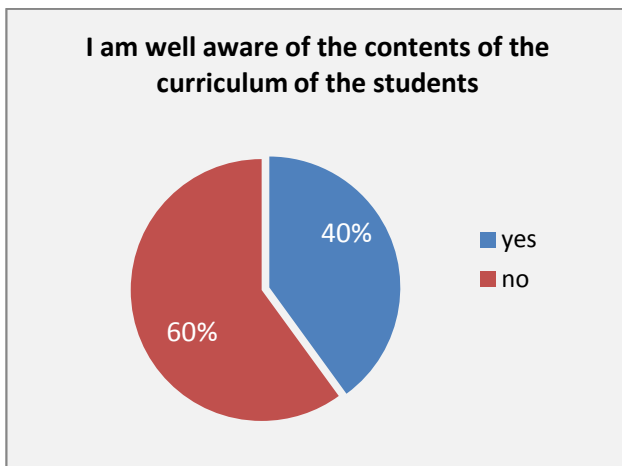
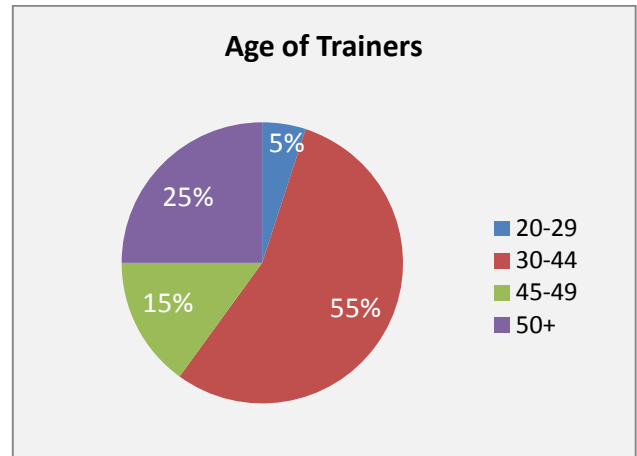
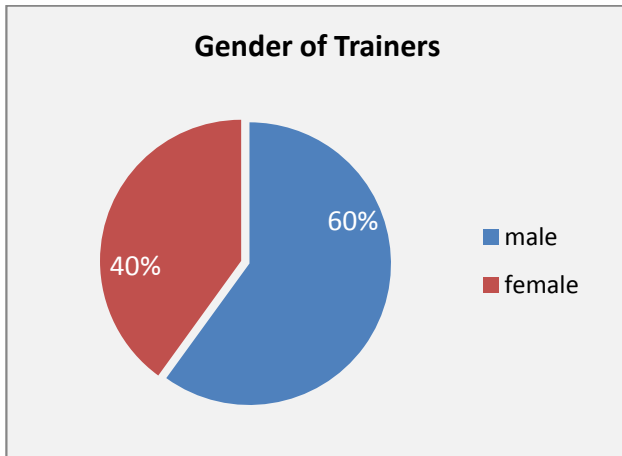
I think the WBT can help learners to find a job



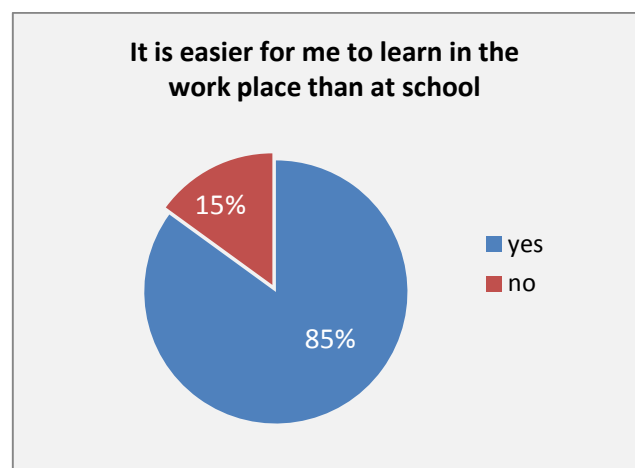
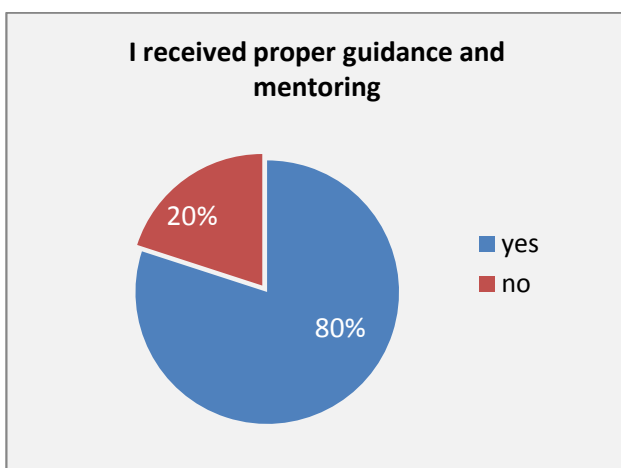
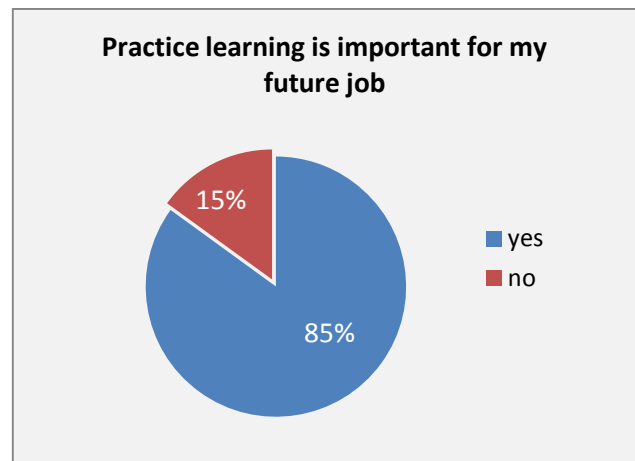
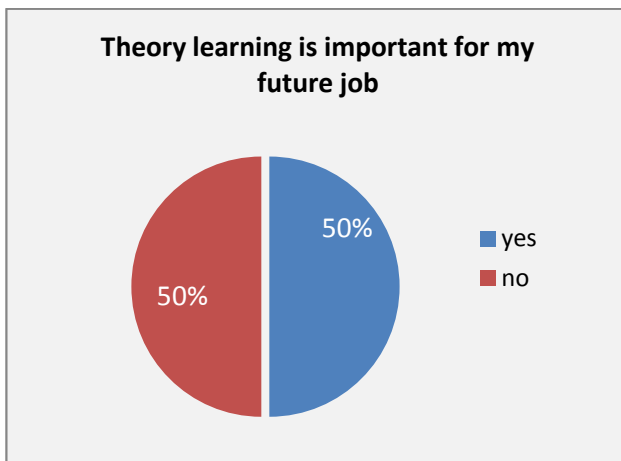
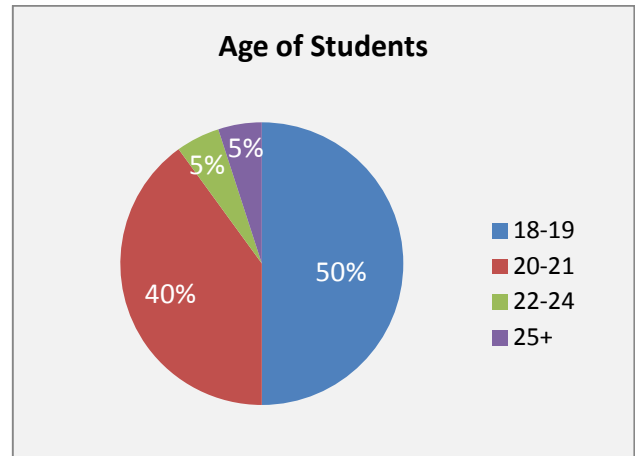
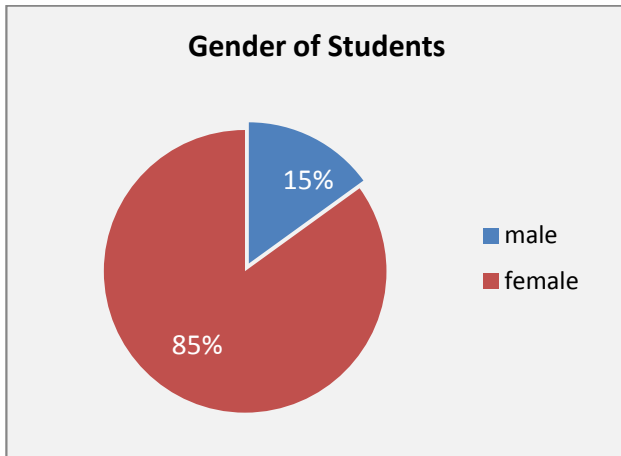
I am aware of the internship outcomes



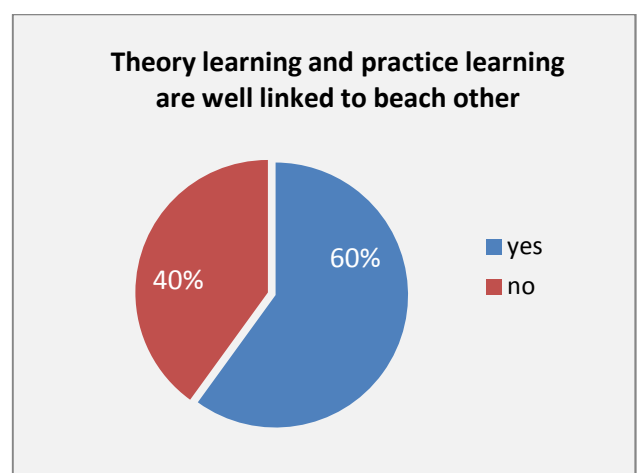
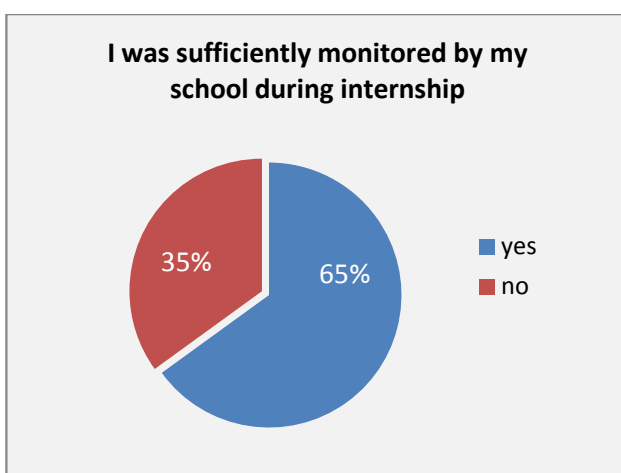
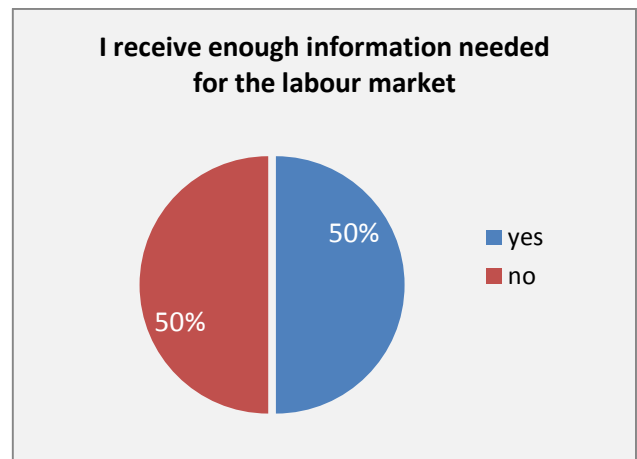
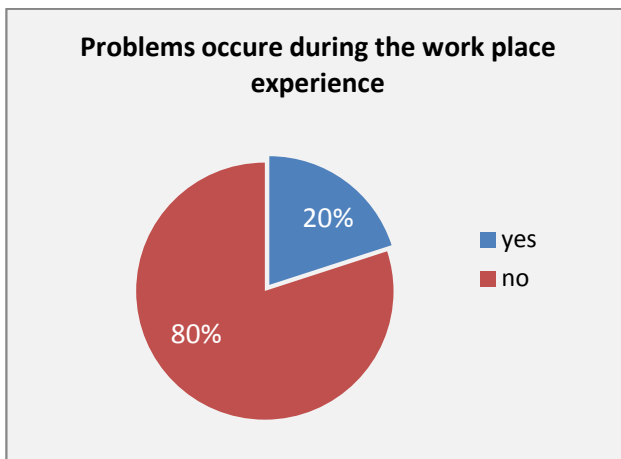
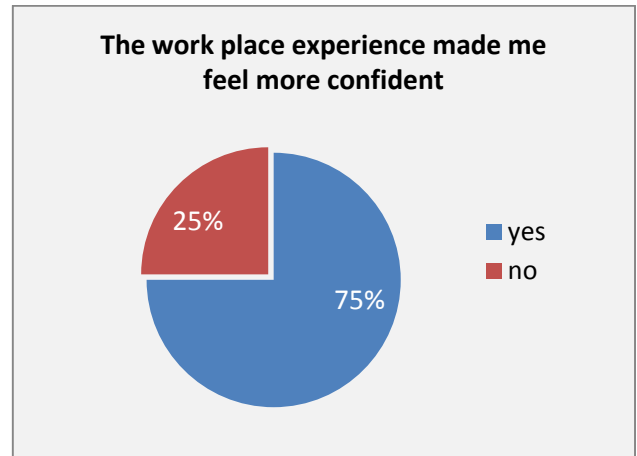
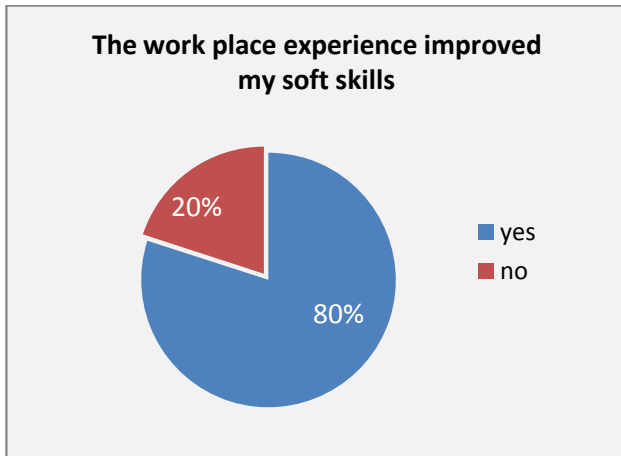
ITALY - Trainers



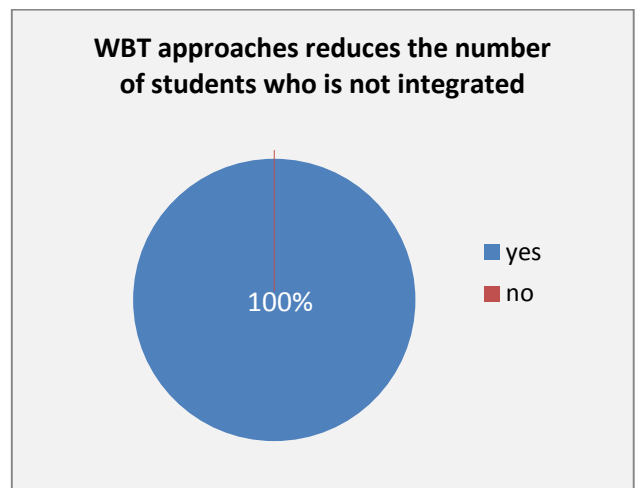
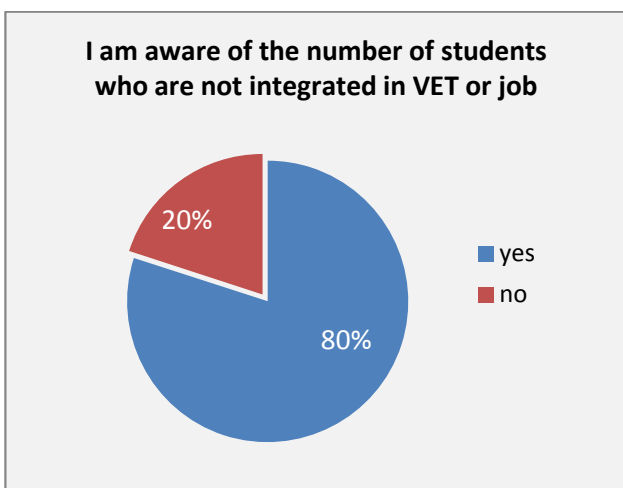
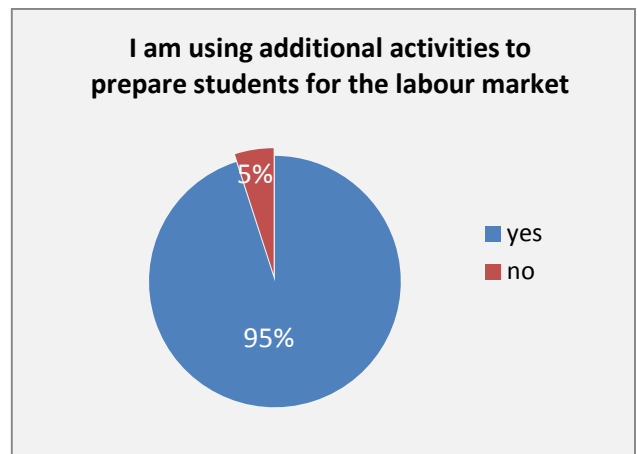
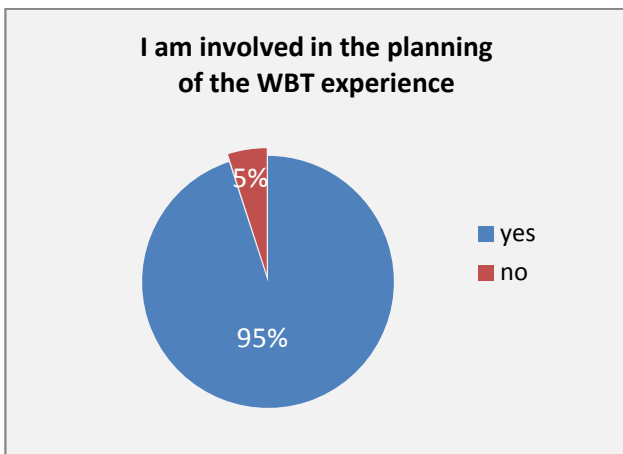
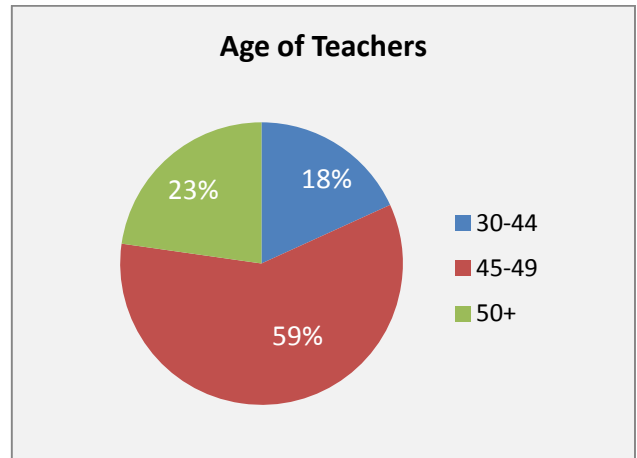
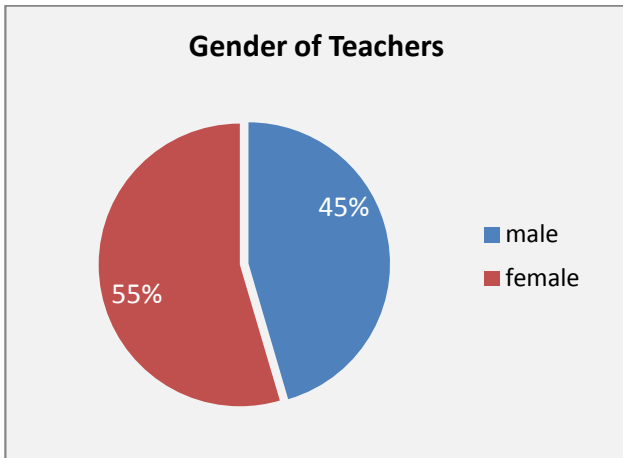
ITALY - Students



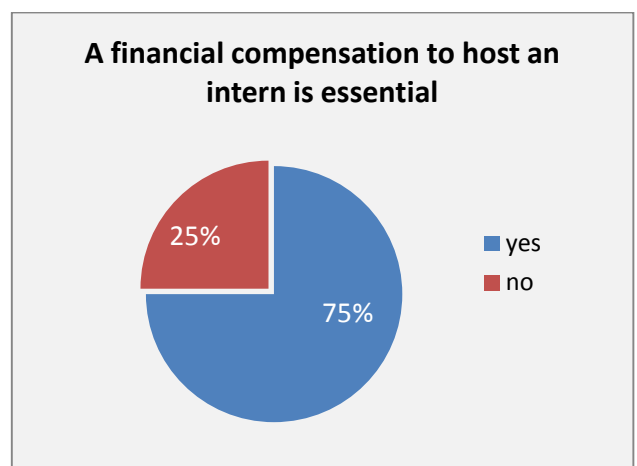
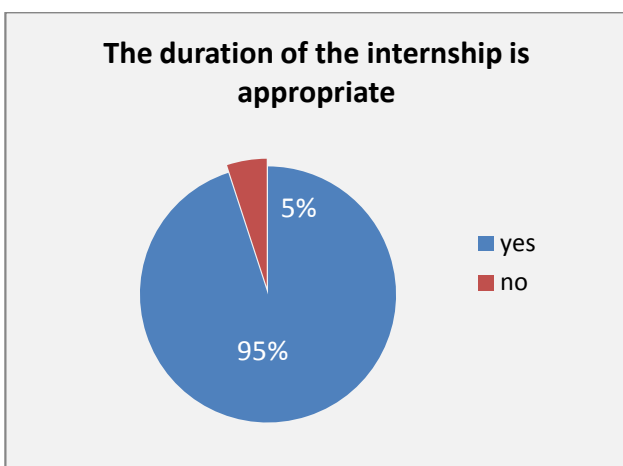
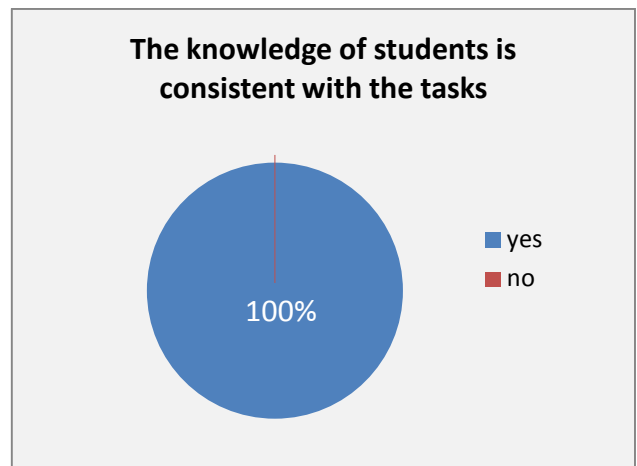
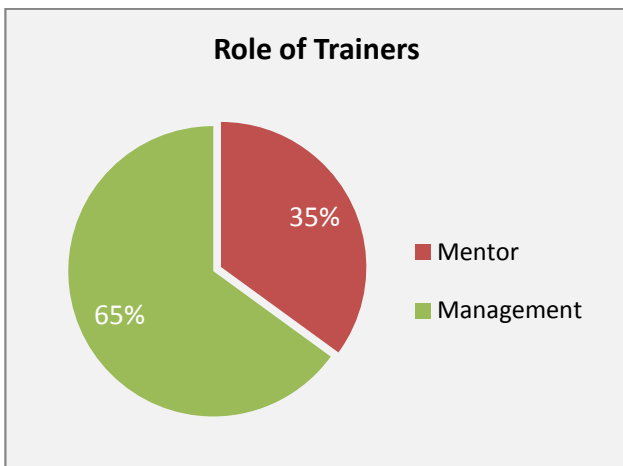
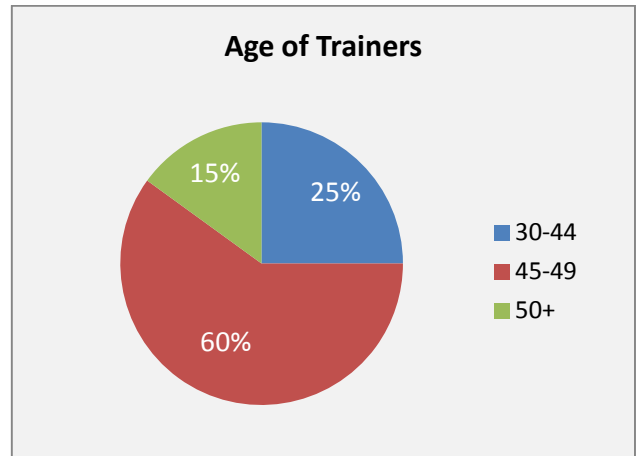
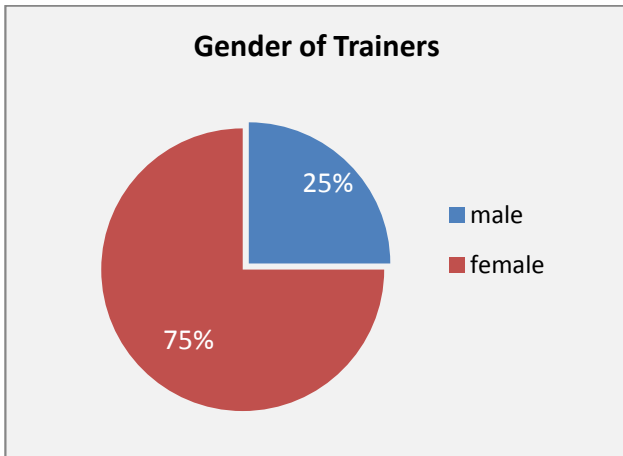
ITALY - Students



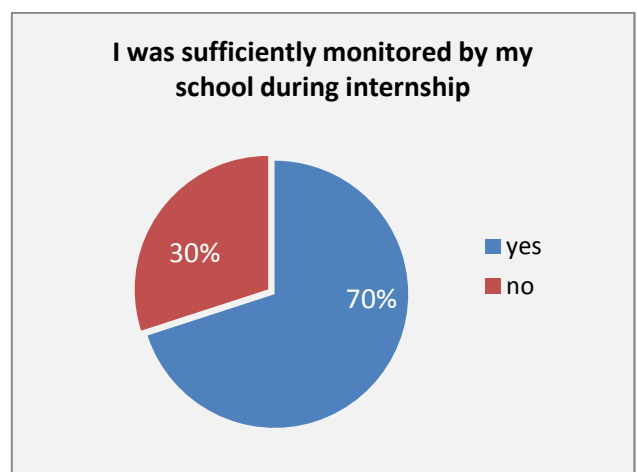
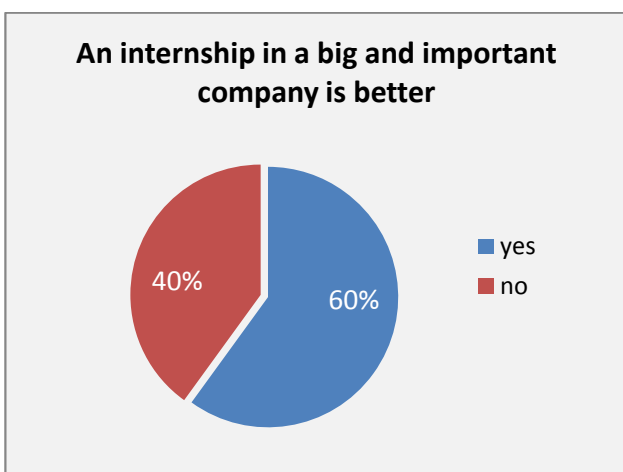
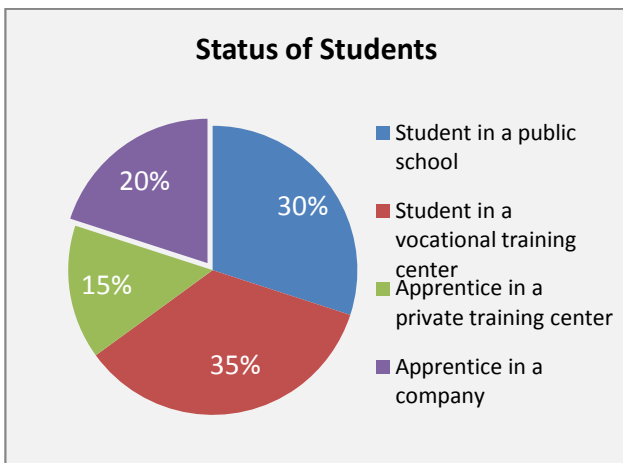
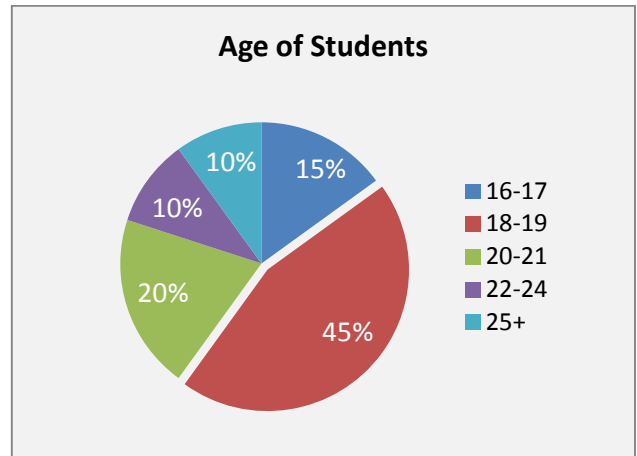
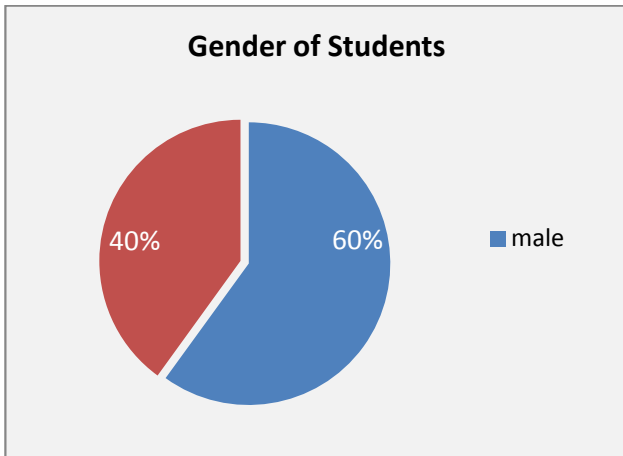
MALTA - Teachers



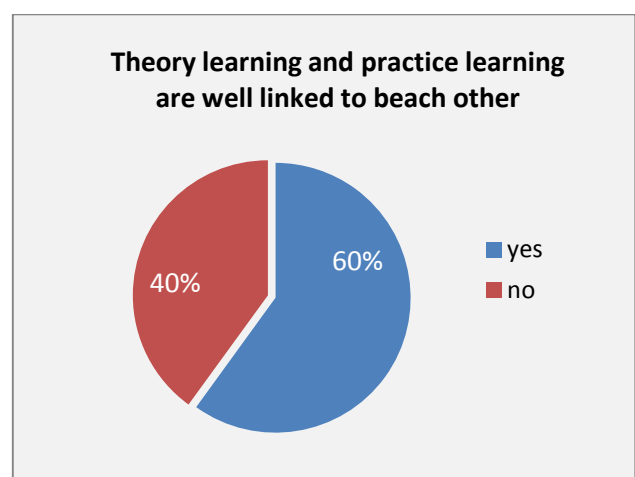
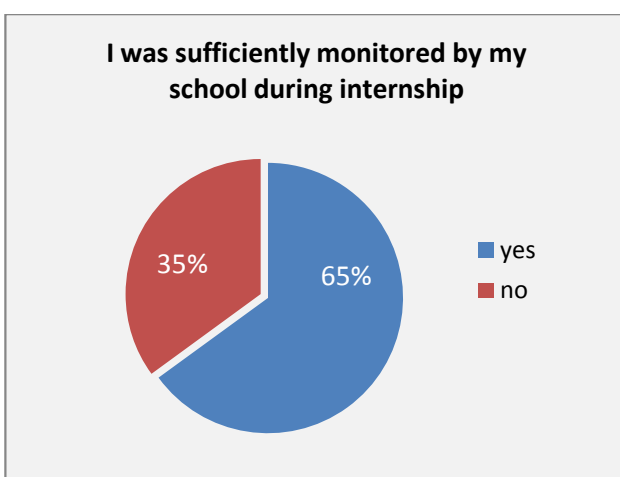
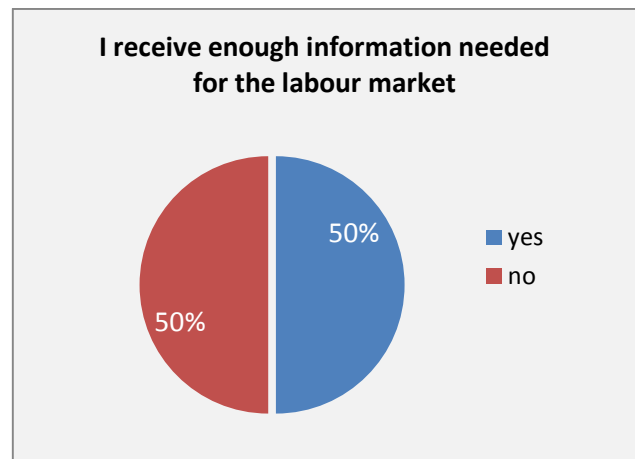
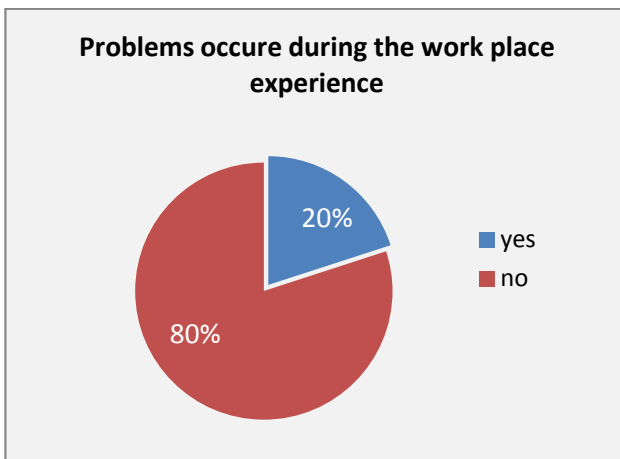
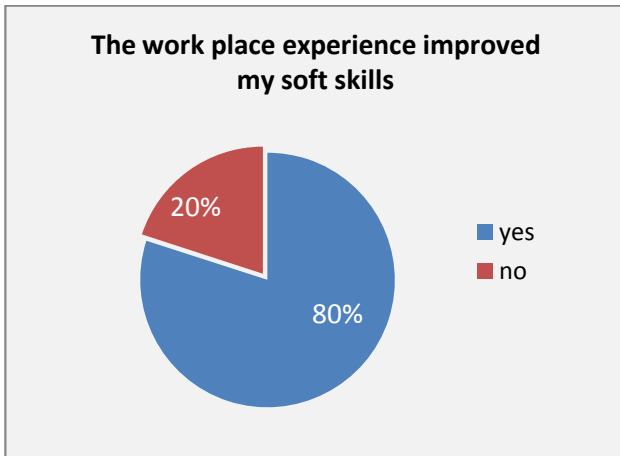
MALTA - Trainers



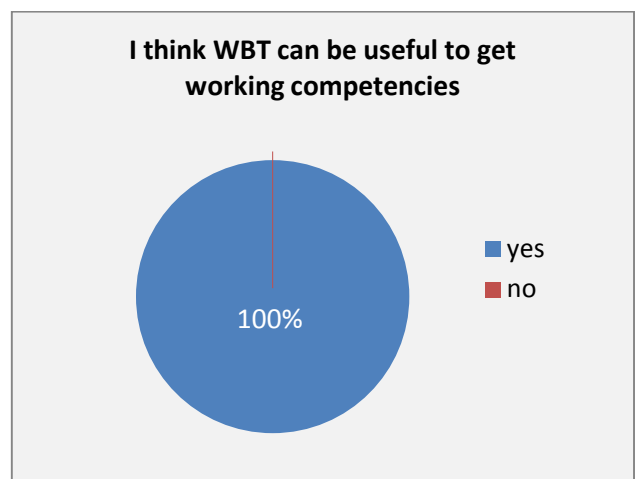
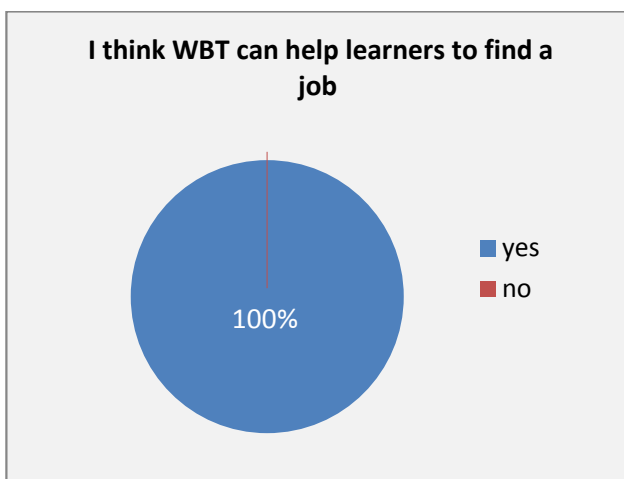
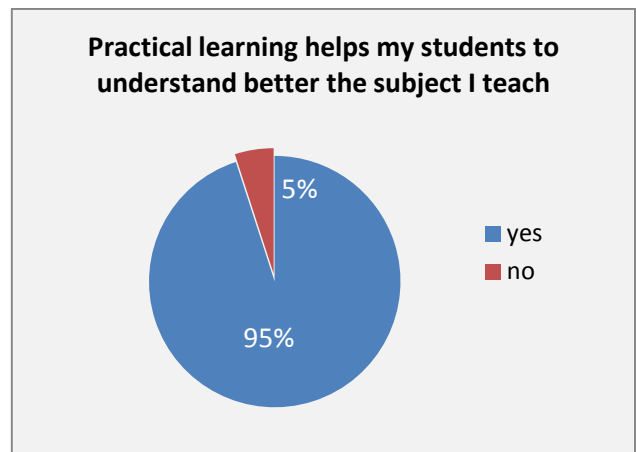
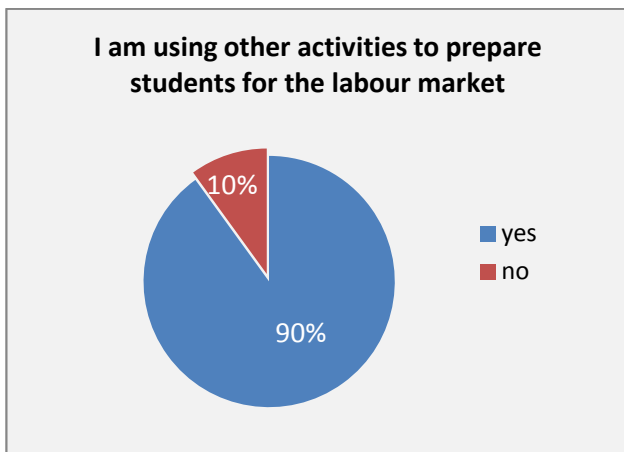
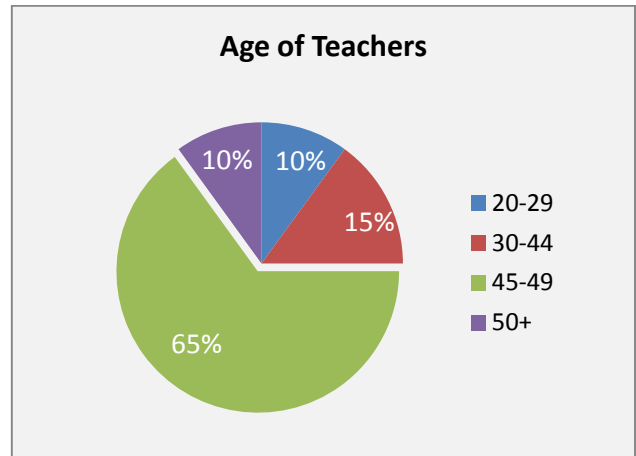
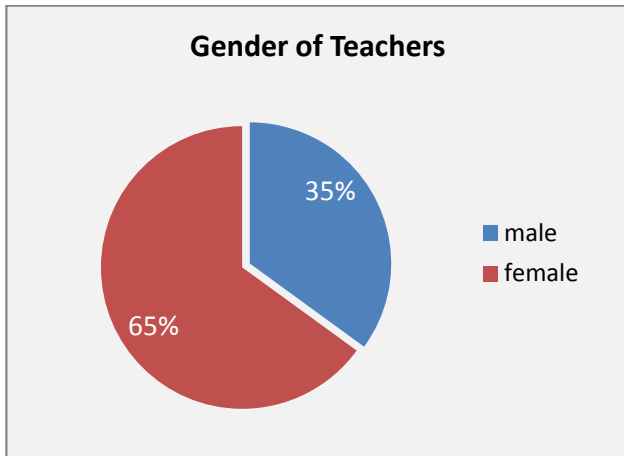
MALTA - Students



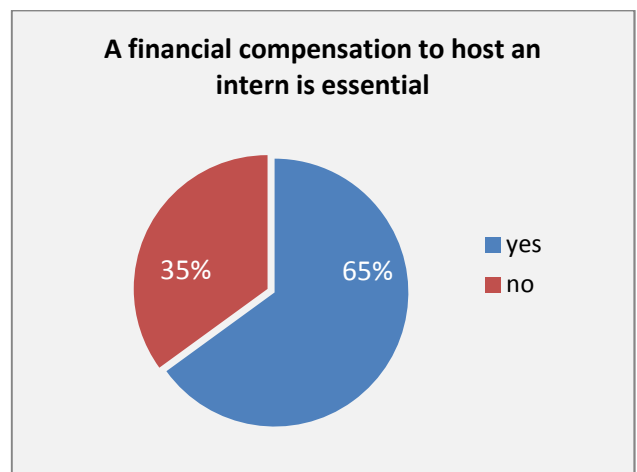
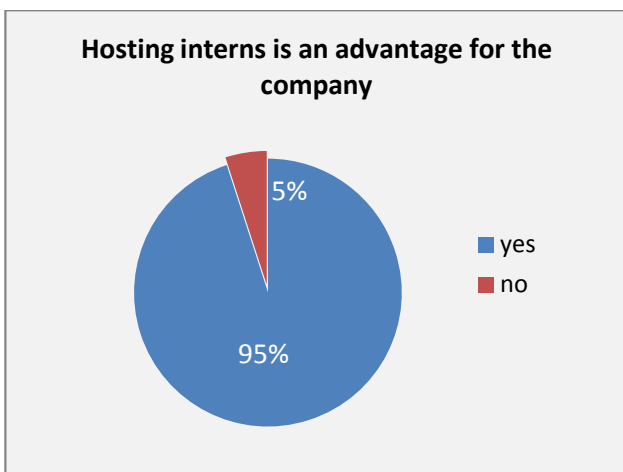
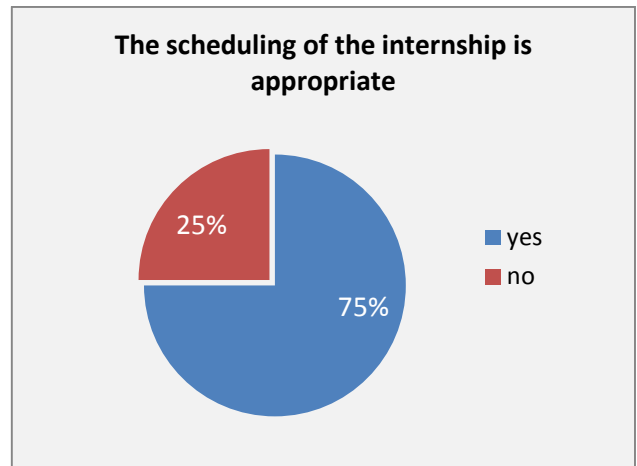
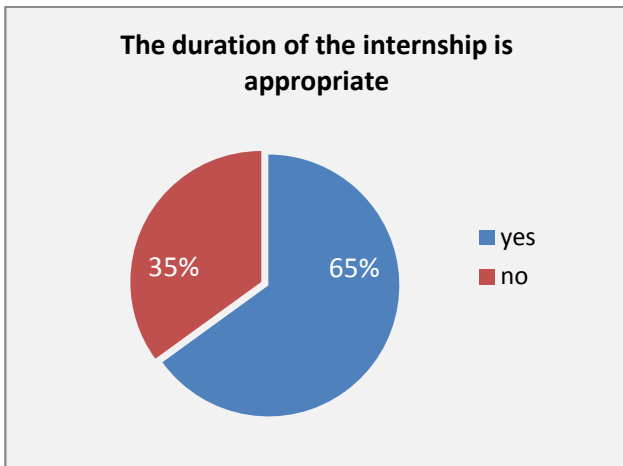
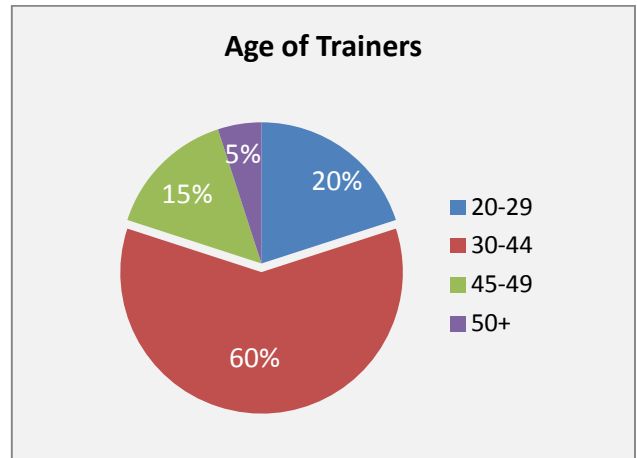
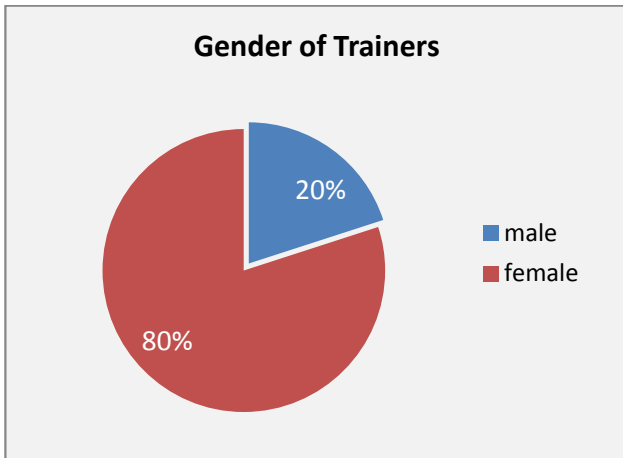
MALTA - Students



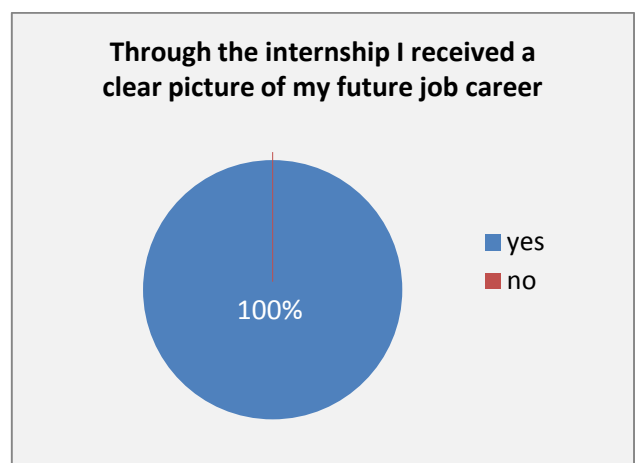
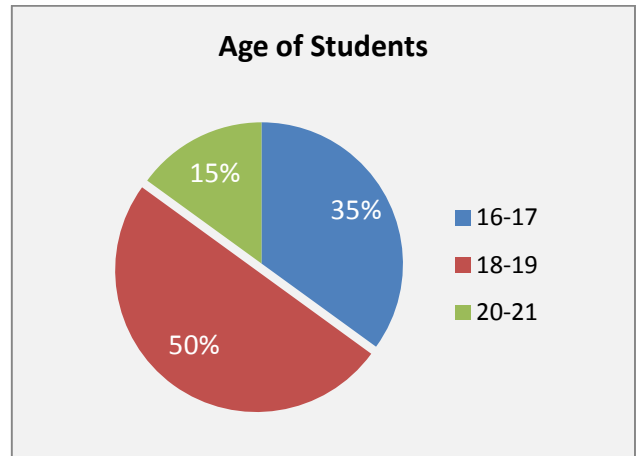
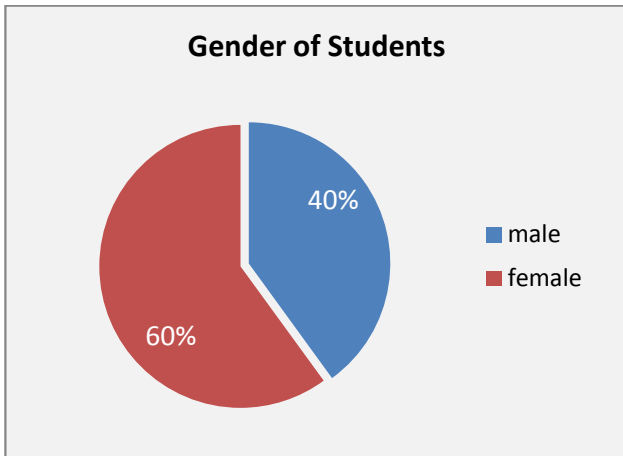
PORTUGAL - Teachers



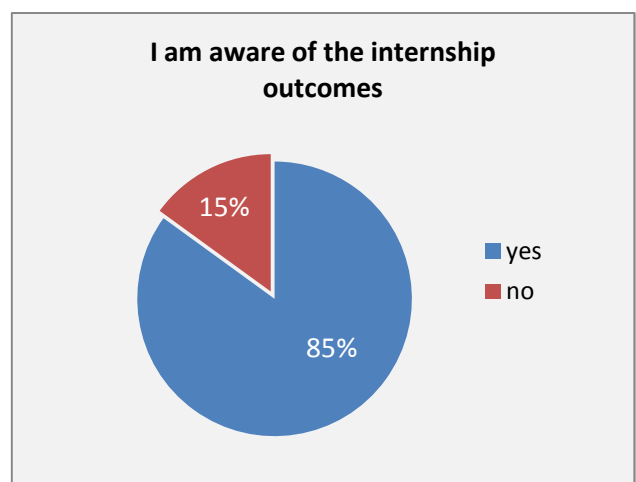
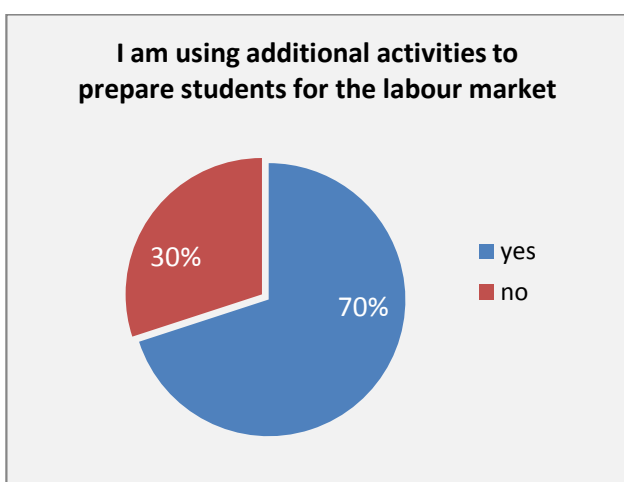
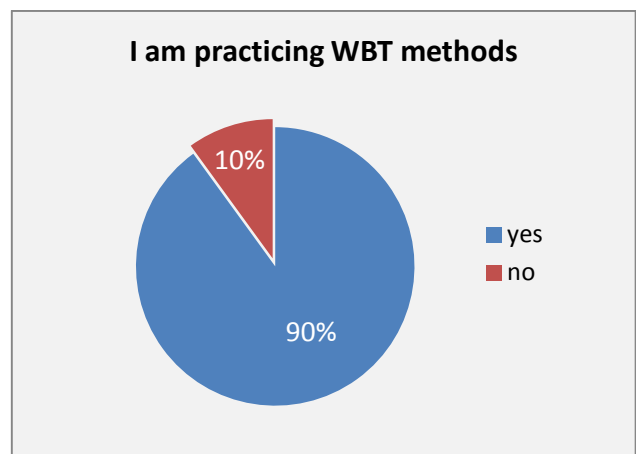
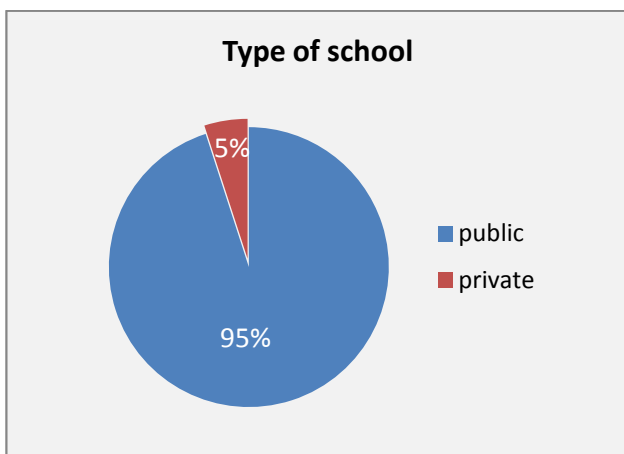
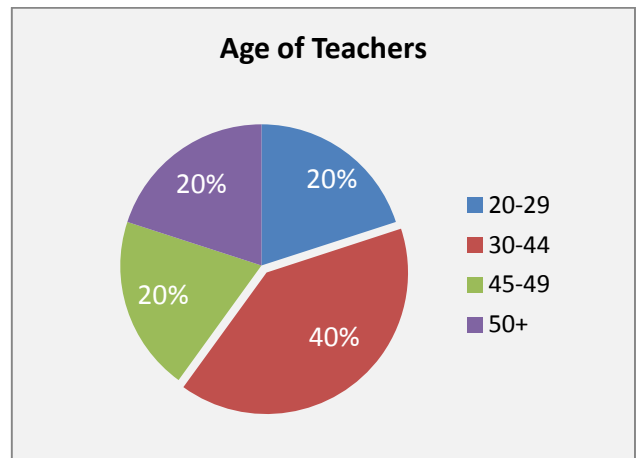
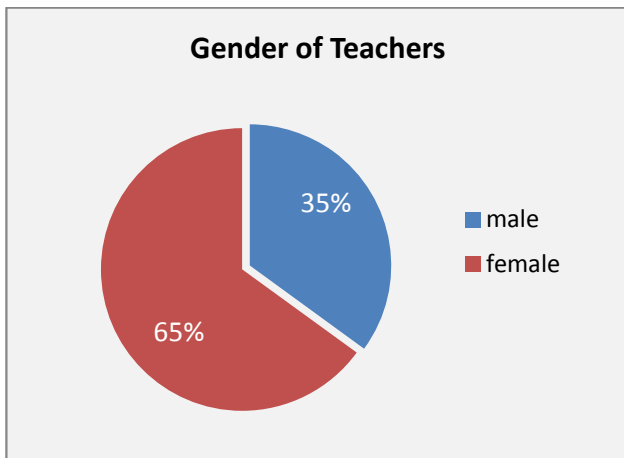
PORTUGAL - Trainers



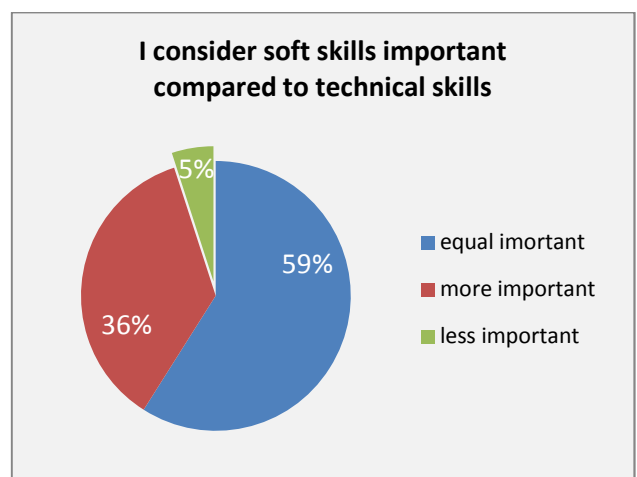
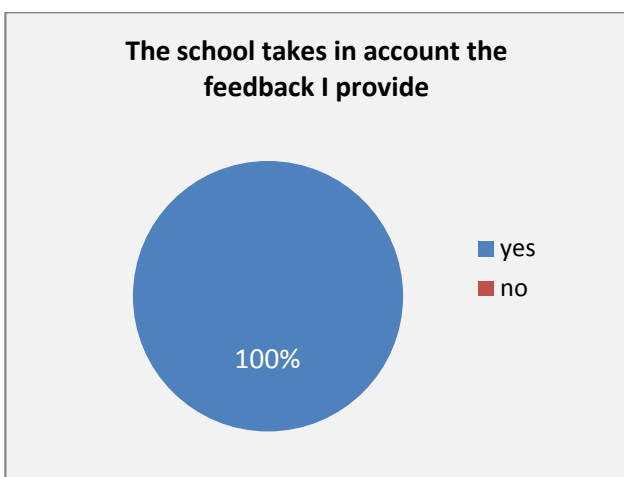
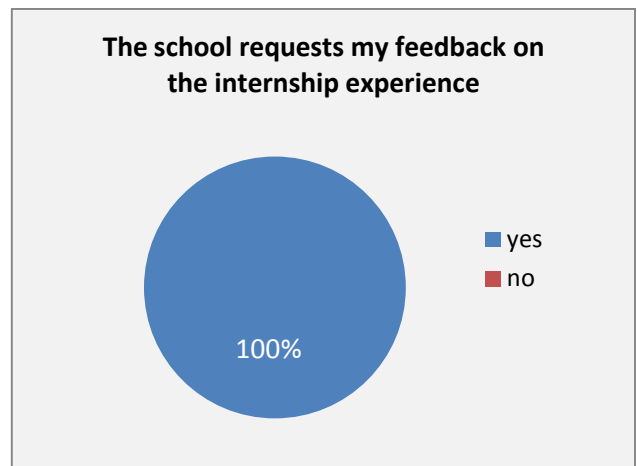
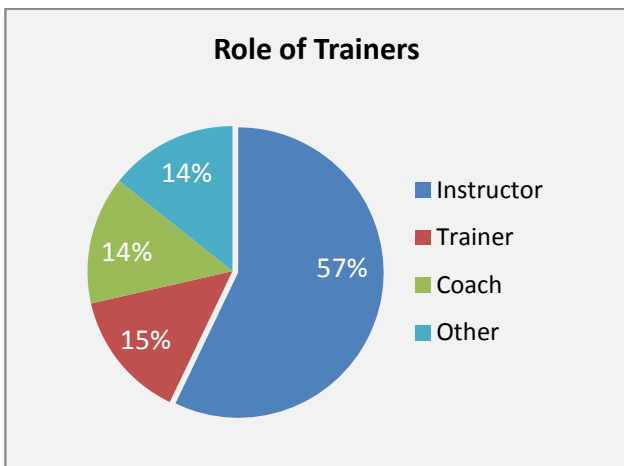
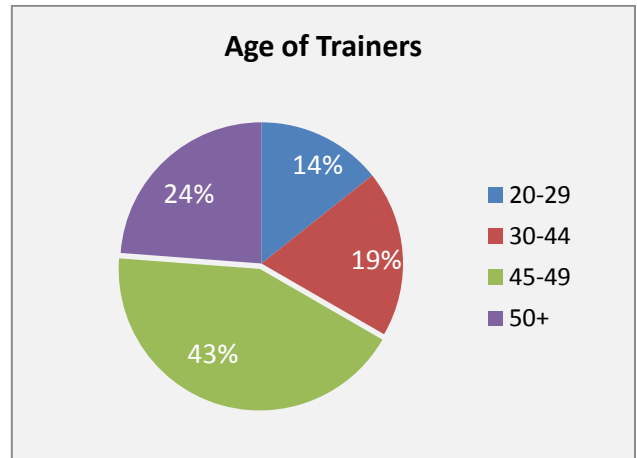
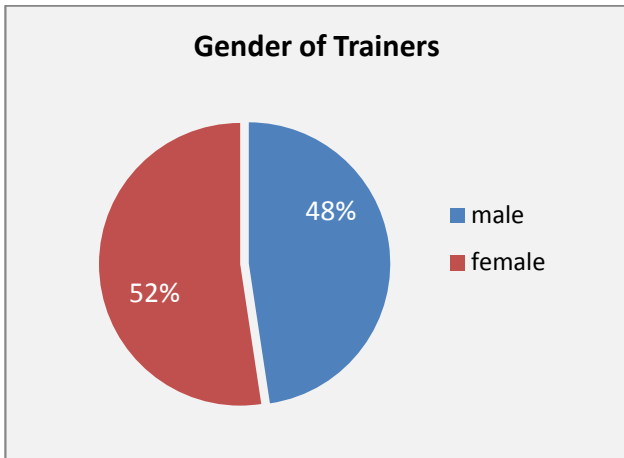
PORTUGAL - Students



ROMANIA - Teachers

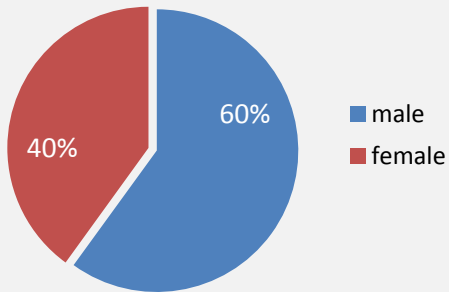


ROMANIA - Trainers

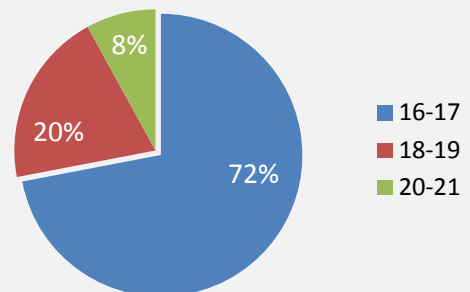


ROMANIA - Students

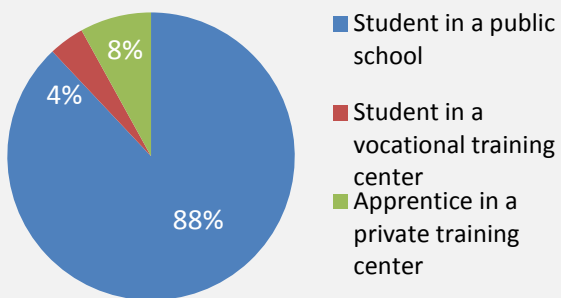
Gender of Students



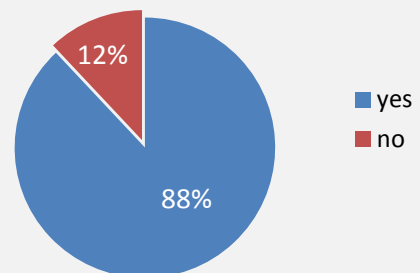
Age of Students



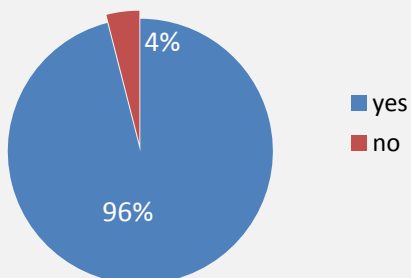
Status of Students



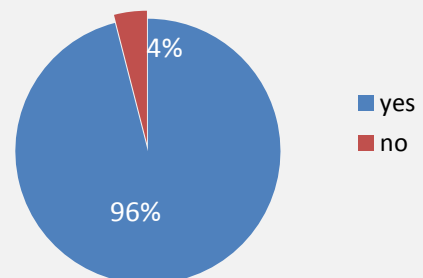
It is easier for me to learn in the work place than in the school



Theory learning provides me all the information I need

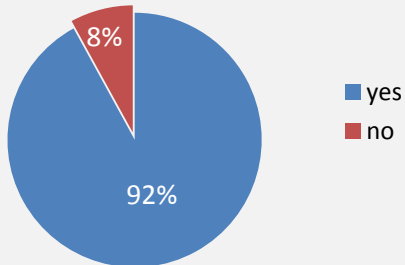


Practice learning provides me all the training and experience

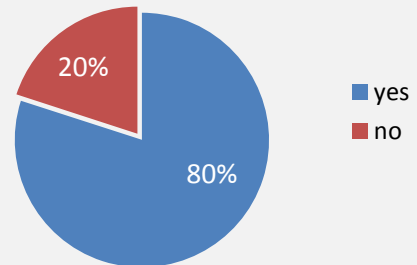


ROMANIA - Students

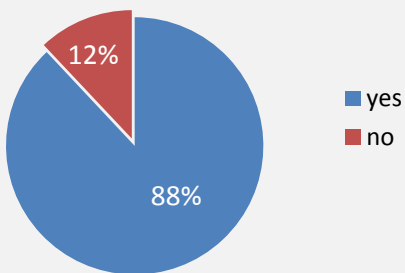
I received proper guidance and mentoring during internship



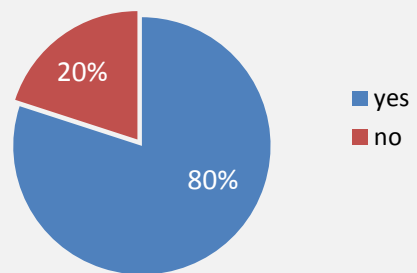
I was sufficiently monitored by my school during internship



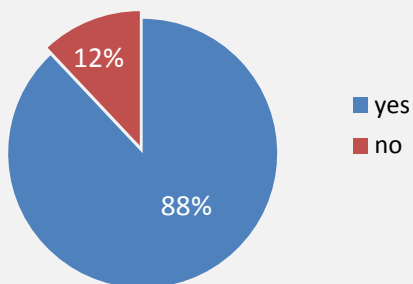
The work place experience improved my soft skills



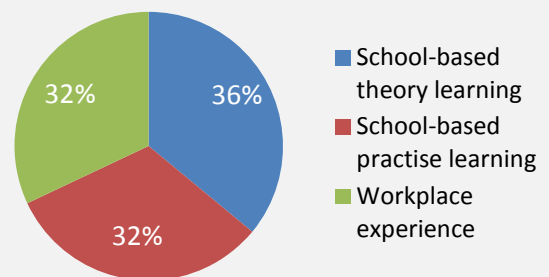
The work place experience made me feel more confident



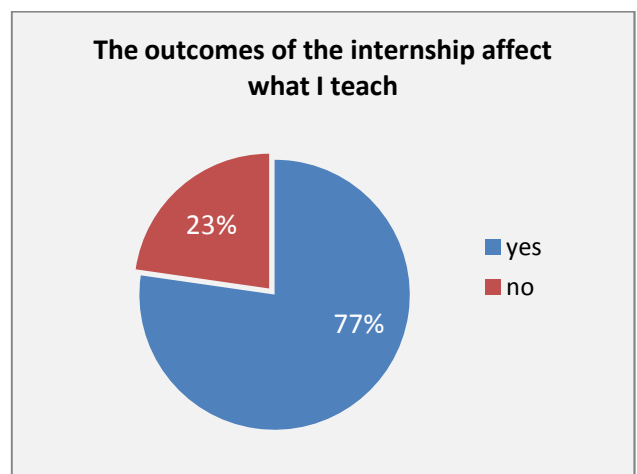
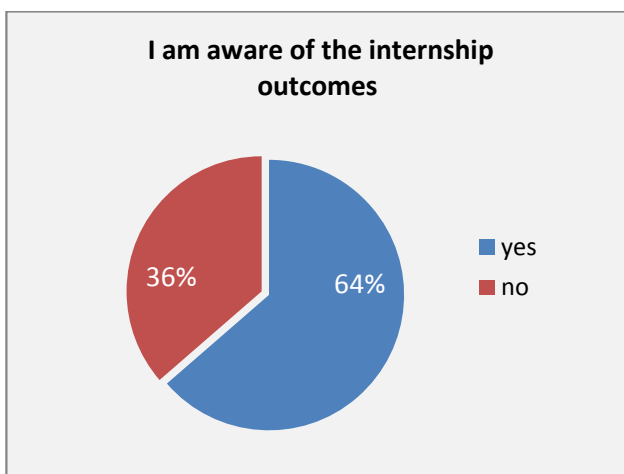
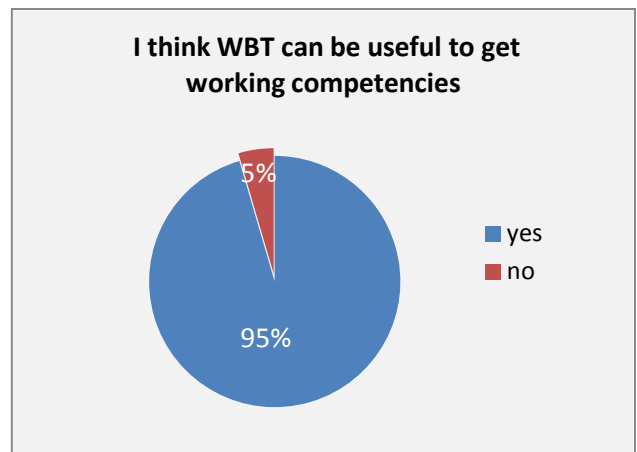
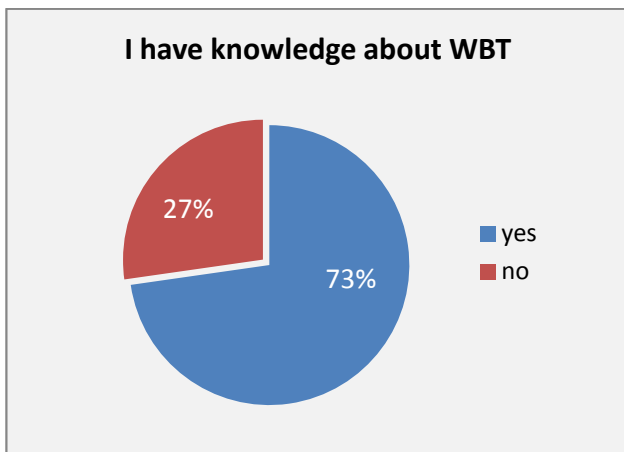
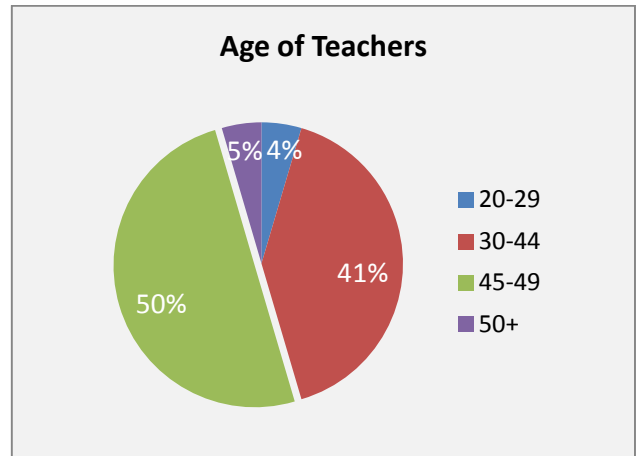
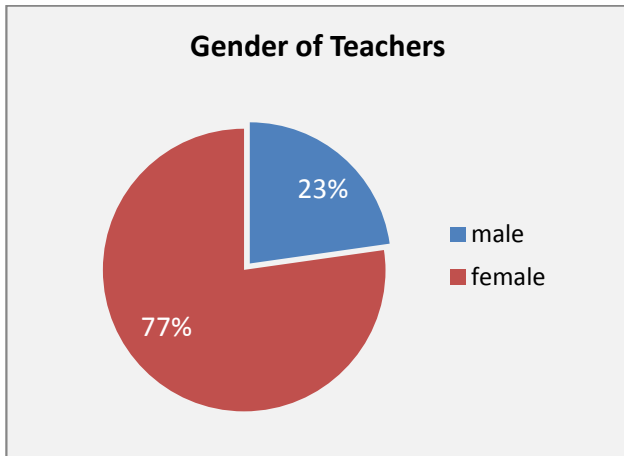
Theory learning and practice learning are well linked to each other



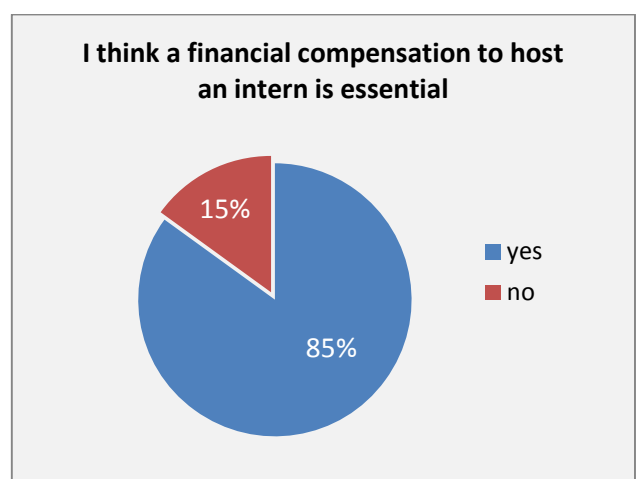
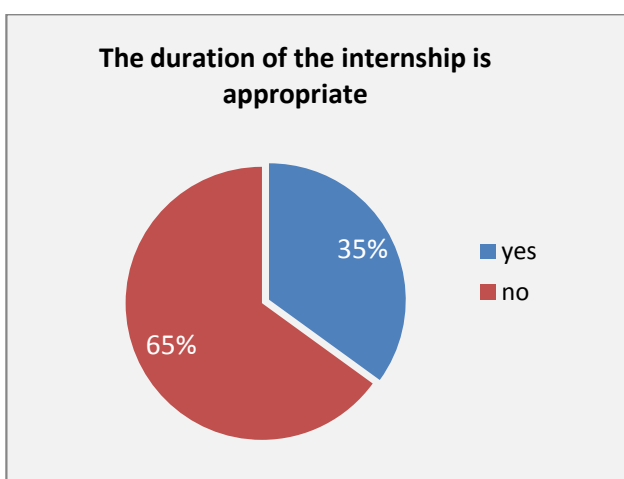
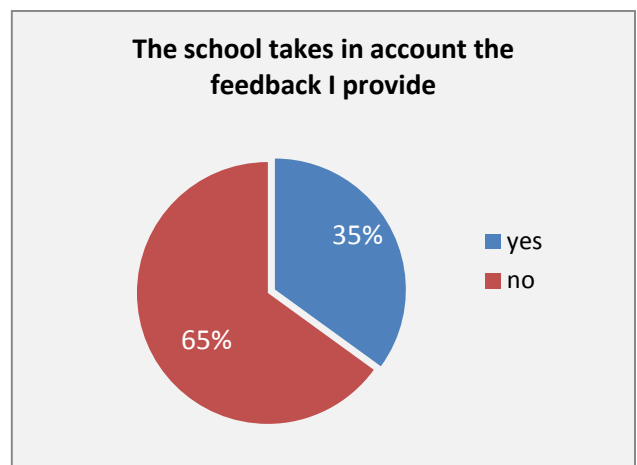
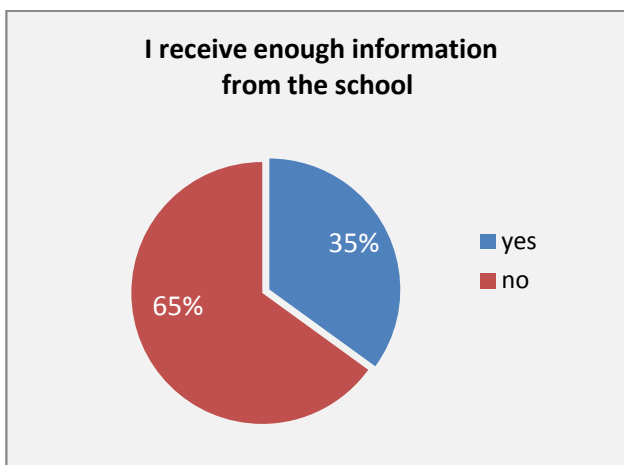
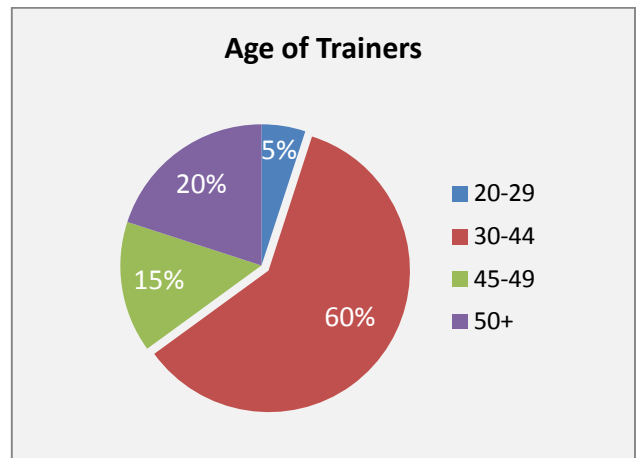
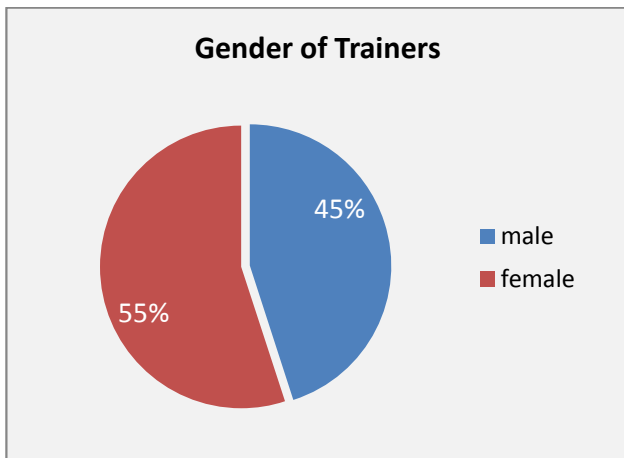
The most important way to get prepared for the job is ...



SLOVENIA - Teachers

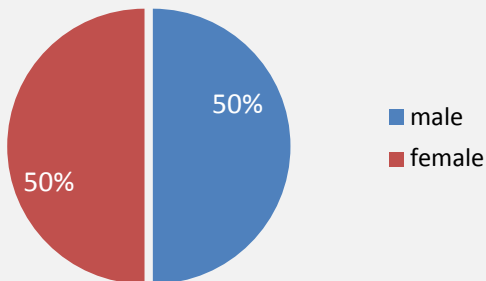


SLOVENIA - Trainers

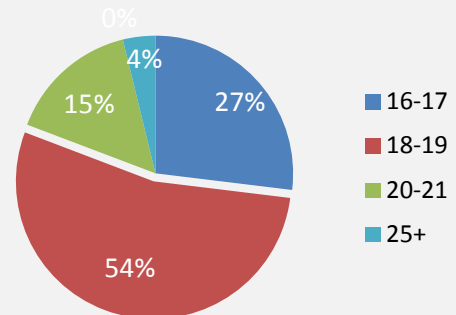


SLOVENIA - Students

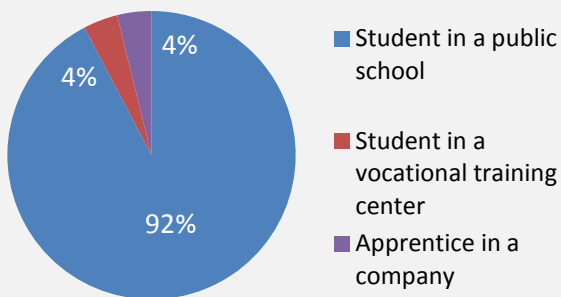
Gender of Students



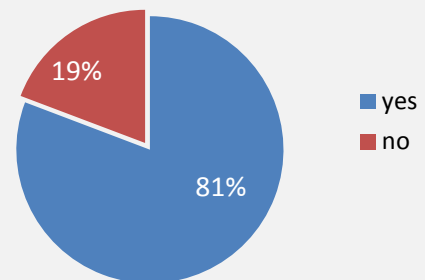
Age of Students



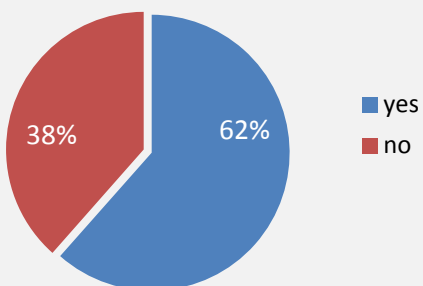
Status of Students



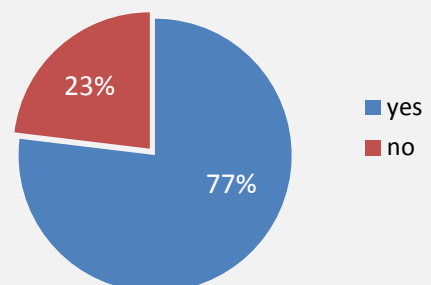
The practice I learn is on an up to-date level



The tools and equipments provided are appropriate

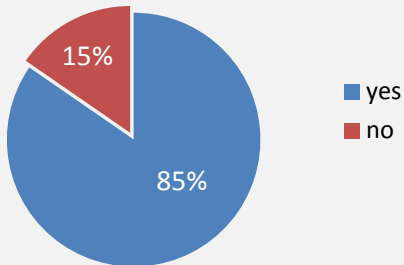


The internship provides me the expertise I need in my future job

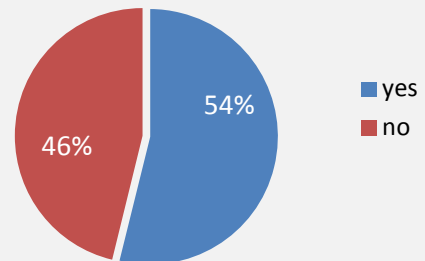


SLOVENIA - Students

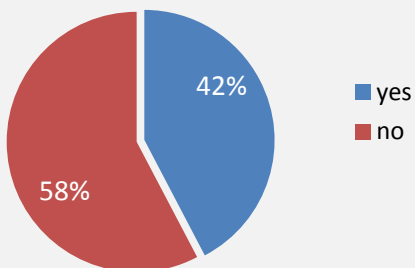
It is easier for me to learn in the work place than in the school



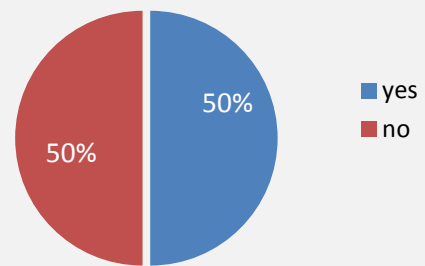
My teachers know how to explain theoretical learning matters



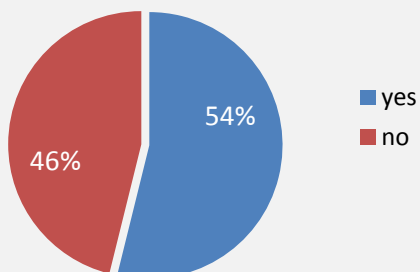
The level of practice learning is appropriate to my expectation



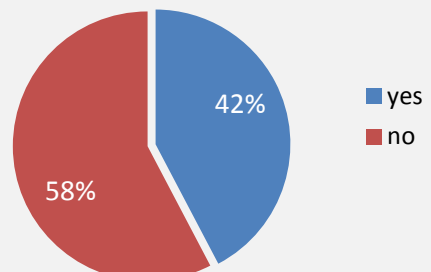
I receive enough information needed for the labour market



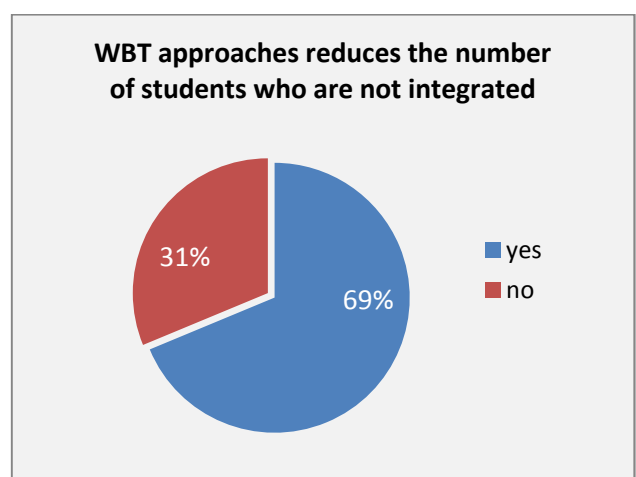
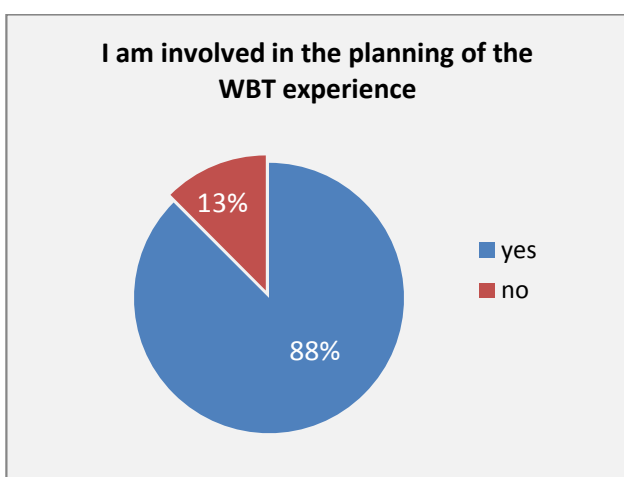
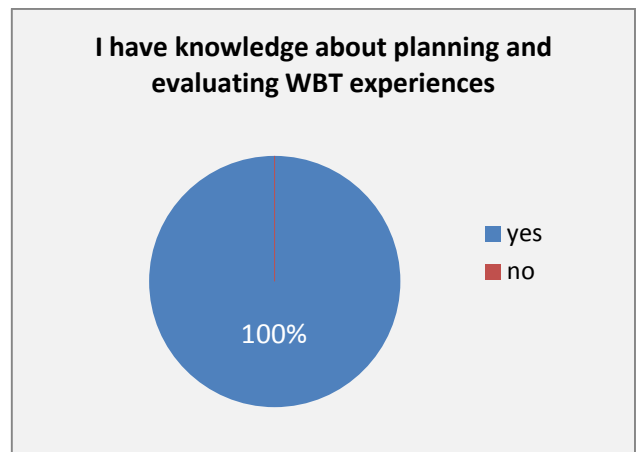
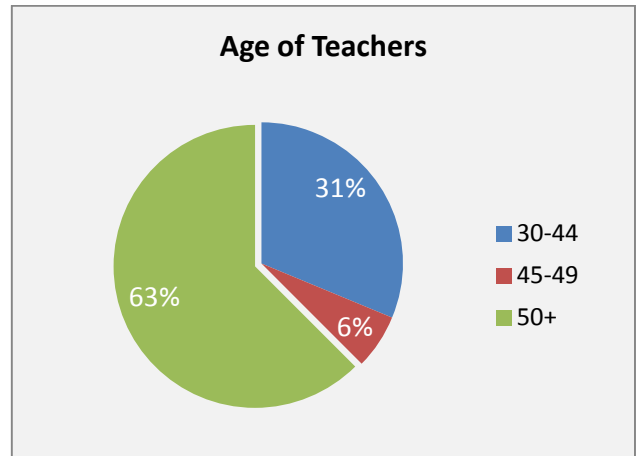
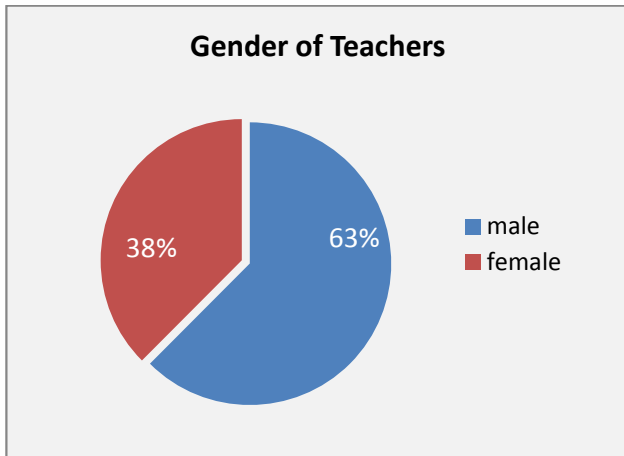
I was sufficiently monitored by my school



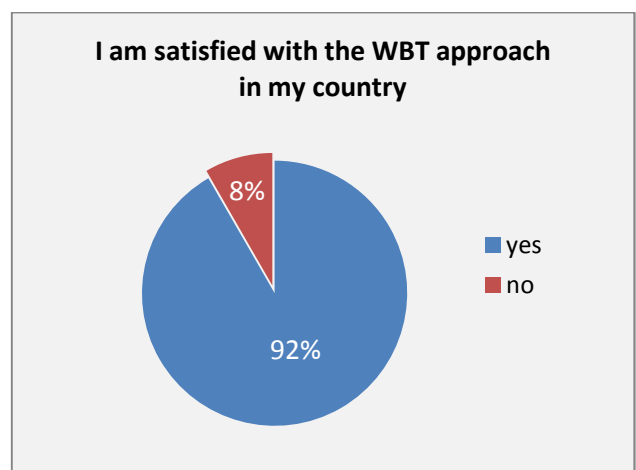
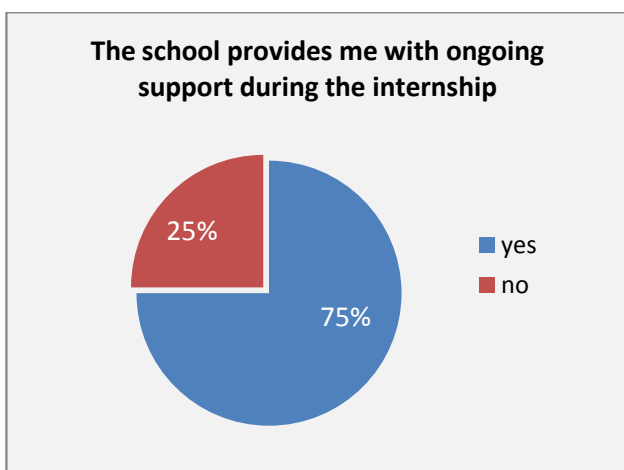
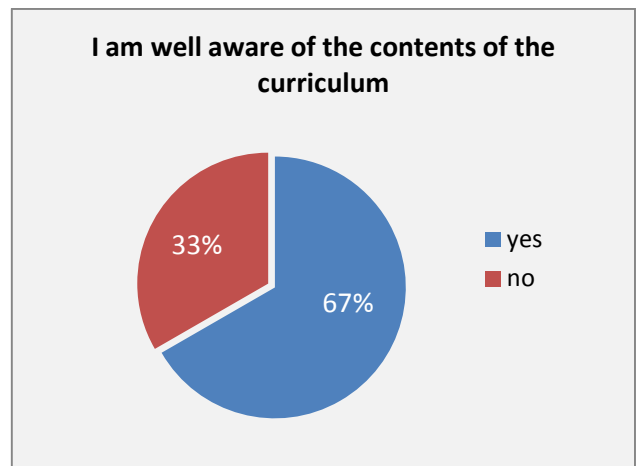
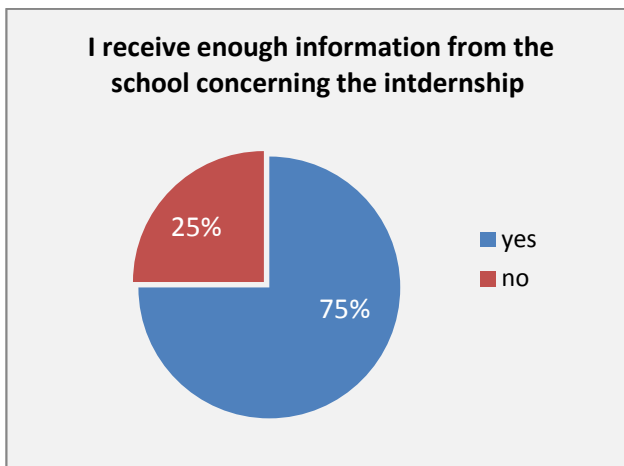
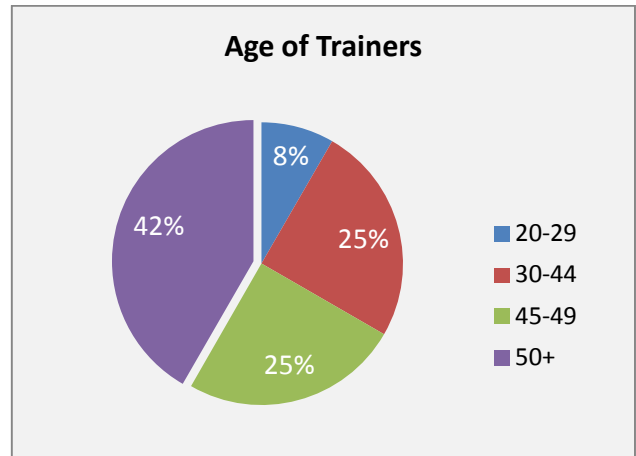
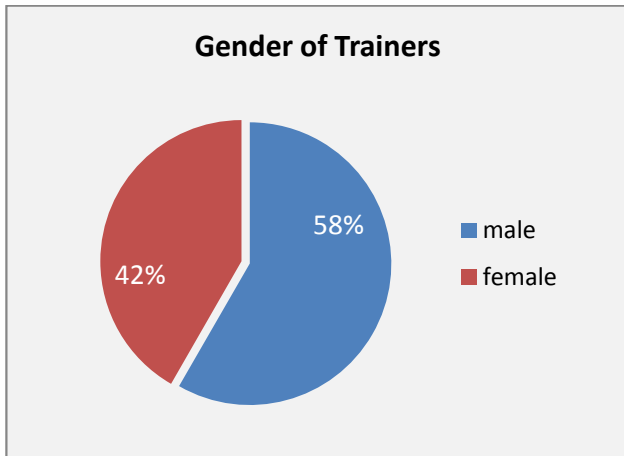
Theory learning and practice learning are well linked to each other



SWEDEN - Teachers

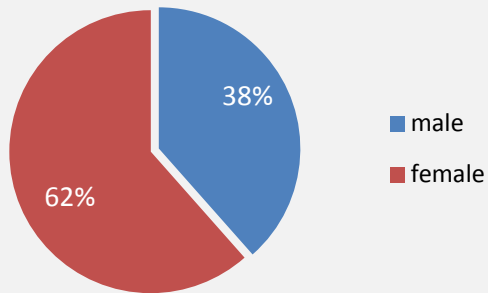


SWEDEN - Trainers

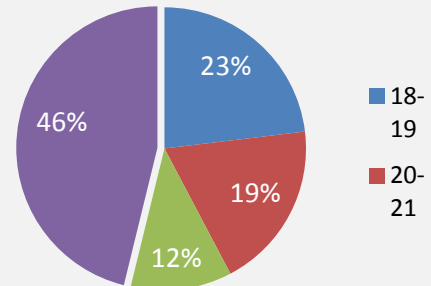


SWEDEN - Students

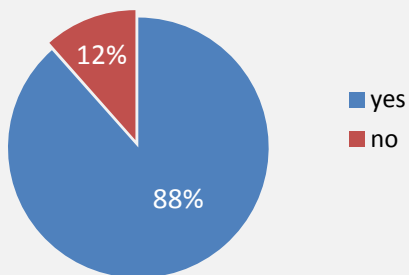
Gender of Students



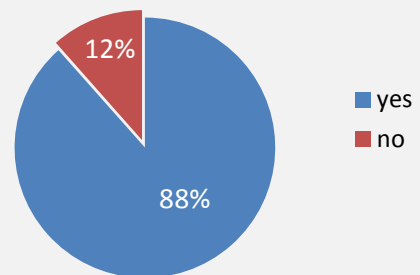
Age of Students



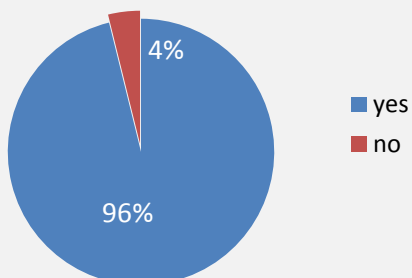
The internship provides me the expertise I need in my future job



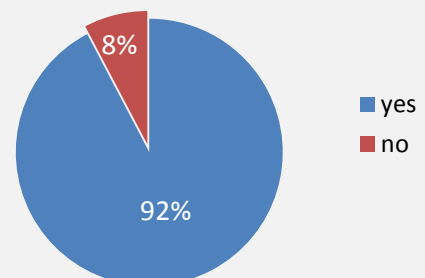
I know clearly about the learning outcomes to be achieved



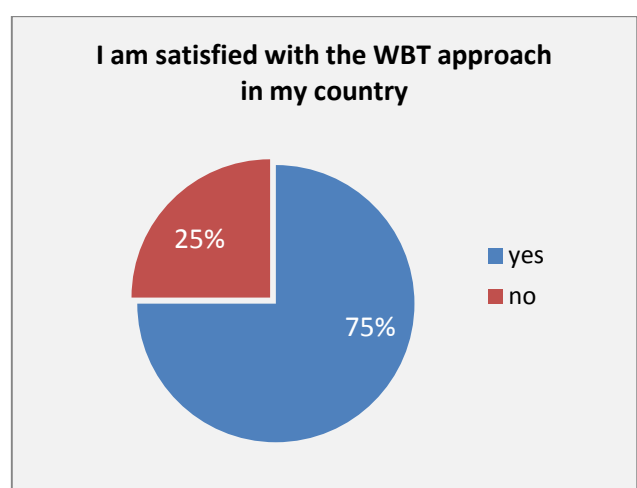
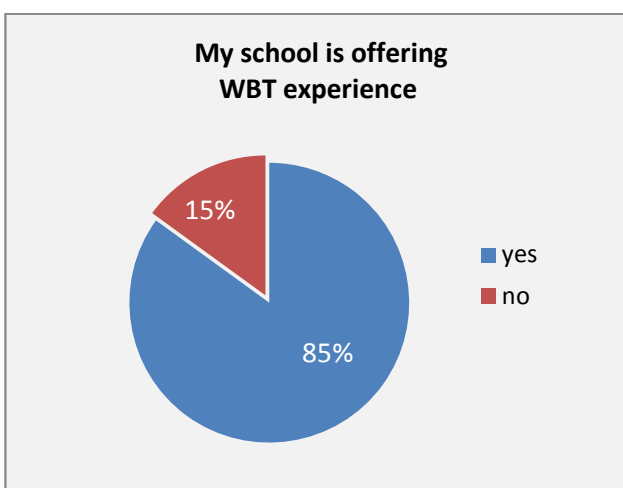
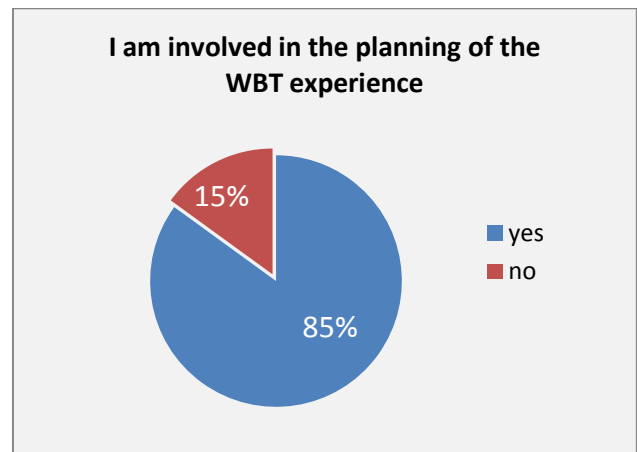
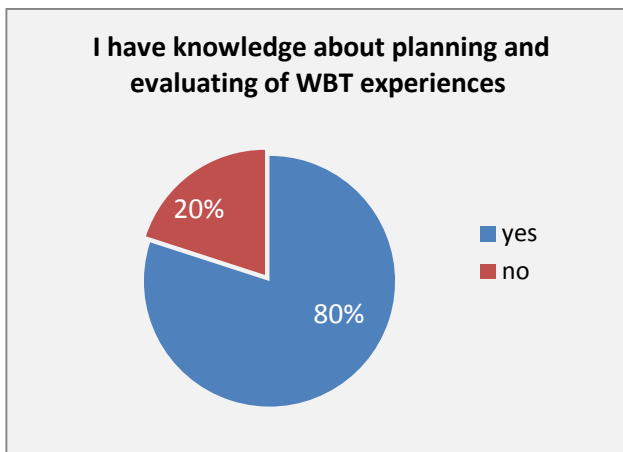
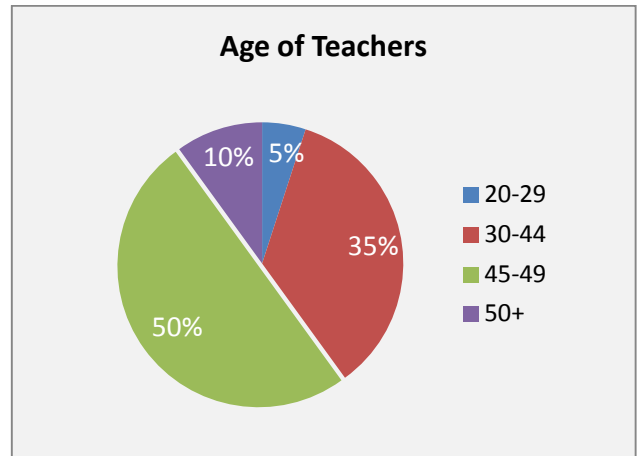
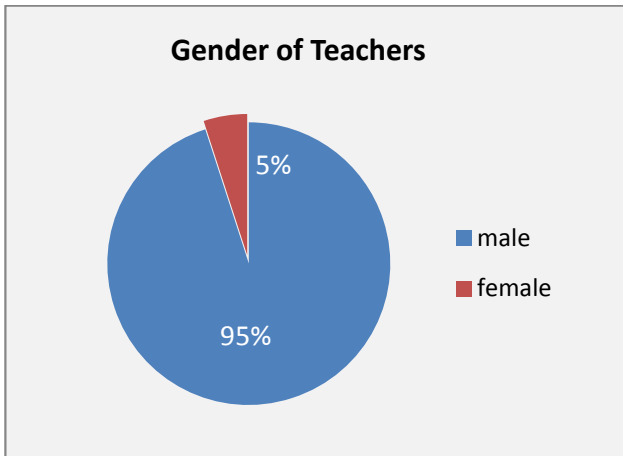
I was sufficiently monitored by my school during the internship



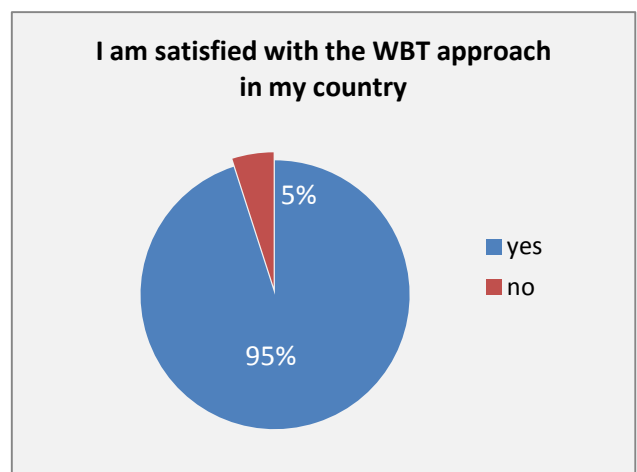
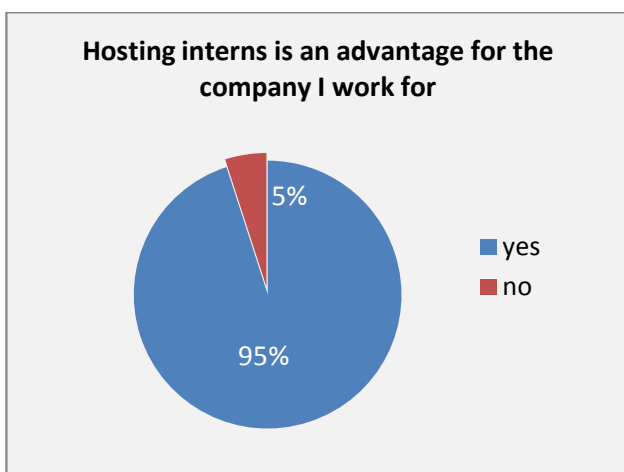
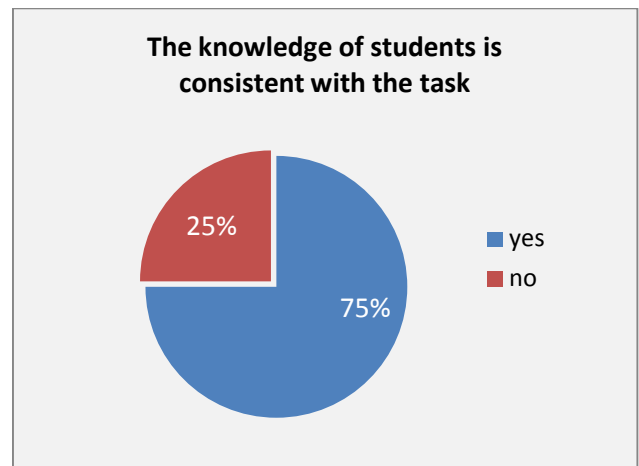
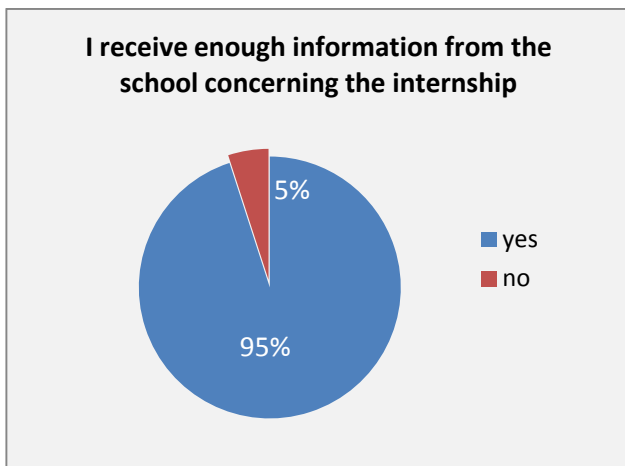
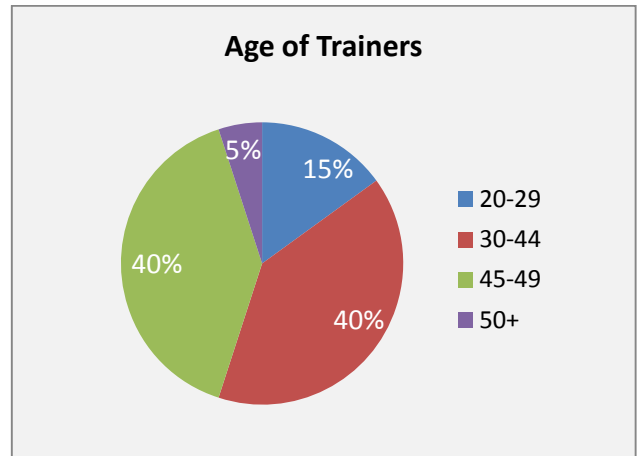
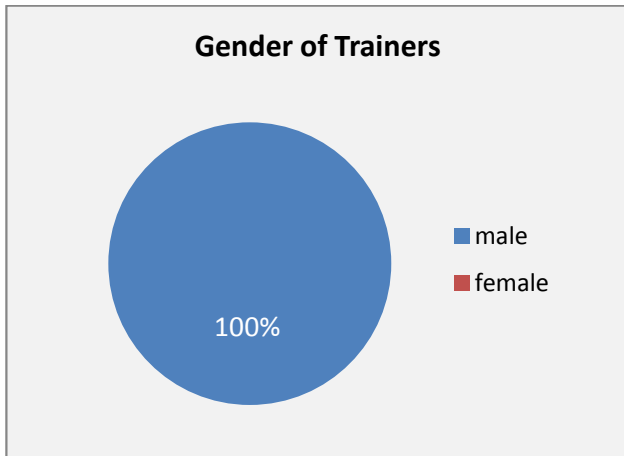
Theory learning and practice learning are well linked to each other



TURKEY - Teachers

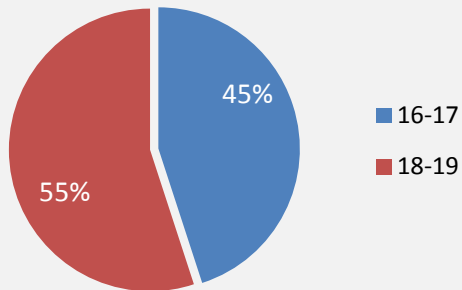


TURKEY – Trainers

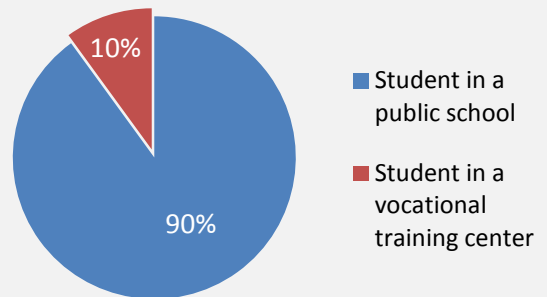


TURKEY - Students

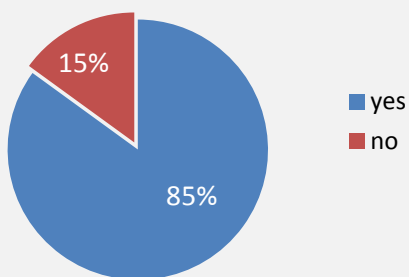
Age of Students



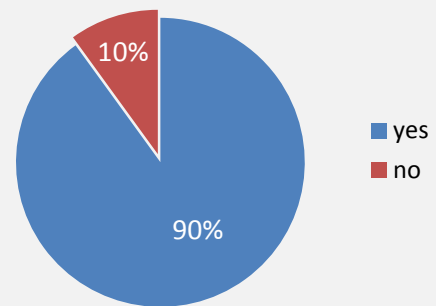
Status of Students



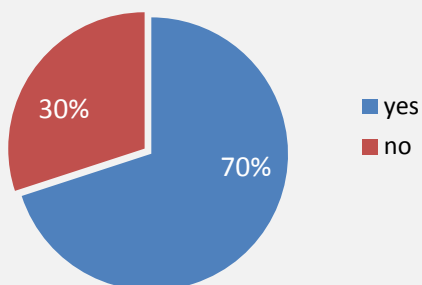
Practice learning is important for my future job



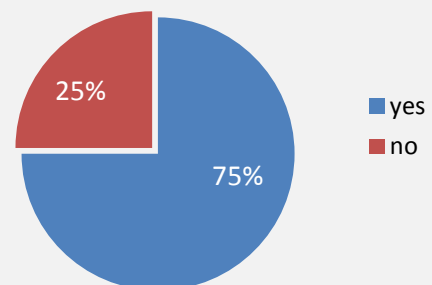
My trainers know how to explain



There is a person in my school responsible for career guidance



I am satisfied with the WBT approach in my country



January 2017

Erasmus+ KA2 Strategic Partnership Project 2015 – 2017 "Work-based training in the school-to-work transition process", Project No. 2015-1-DE02-KA202-002447

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