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OUTPUT: O1 – THE BRIDGE – DIAGNOSIS REPORT

The International JOPAPP organisations diagnosis report



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1.1. Introduction

In order to implement improvement in the field of practical training and on-the job placements, each partner organization conducted the analysis of the situation in each institution, or the so-called diagnosis. A specific diagnostic tool, developed in the previous RAINOVA project was suggested in order to ensure smooth survey, which could lead to obtaining clear, transparent and reliable data.

The stage of diagnosis is very important for each organisation as it reflects the real related to the attitude towards the innovation culture and climate. It also indicates the factors, having the most important influence in formulating the innovation culture. These factors are the attitude and the organizational support for innovation, the corporate values and behaviour factors.

The detailed analysis, based on the survey results, presents the state of the art picture about the knowledge and skills gaps, which students shall need to fill in during the practice periods.

Hence, the main objective of this part of the JopApp project is conducting a survey among the students and the teachers within the partner institutions and in partner countries. The survey analysis shall help lay the theoretical and empirical background for the further steps of the project, which shall conclude in creating a tool, capable to tailor-make an ideal practice/job placement, to match specific needs of each individual student.

1.2. Diagnosis questionnaire development

Development of a questionnaire, adequate for the survey and capable to cover all the fields in target was one of the key issues in the preparatory stage of the project. The questionnaire had to serve two-fold purpose in each country:

- Fit to identify strengths and weaknesses of two target groups:
 - o teachers/trainers/counsellors
 - o students
- Capable to offer a pathway for approaching the most tenuous areas in organizing placements locally and internationally in all partner countries (as identified by the survey).

The JopApp project, since it builds on the RAINOVA model and the implementation practices of the Rainova project, made use of its questionnaire in order to specify the directions, on which the

JopApp creation should concentrate. However, the RAINOVA model needed updating and adjusting the questions to the JopApp project theme and subject. Hence, all partners participated in the process of adjusting the model questionnaire to the project needs. The key areas that should be covered were discussed at the kick-off meeting and further during the on-line meetings.

The first stage of the state-of-the-art investigation covered conducting surveys in partner countries, as has been planned in the original application. Members from both target groups—students and teachers/mentors/counsellors—were taken into consideration when developing the questionnaire. Essential factor was the international dimension of the survey, hence the questionnaire was elaborated with regard to its possible application beyond the partnership.

The key element in the questionnaire was identifying the knowledge gaps and the students' needs. It is important to note, that this area applies to both parts of the target group, because the teachers/mentors/counsellors should be none the less aware of the students' needs when preparing and implementing the innovative placement models.

All partners participated in the drafting of the questionnaire so as to ensure and cover all information with regards to innovation culture/climate factors in it (the attitude, organizational support and value, and behaviour factors) in the job training module.

1.2.1. Questionnaire

The questionnaire has different parts, following Rainova model:

- LEADERSHIP – TEACHERS AND TRAINERS
- INNOVATORS – STUDENTS
- STRATEGIES – JOB PLACEMENT SYLLABUS
- AWARENESS
- COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS
- INITIATIVES and PROJECTS MANAGEMENT – JOB TRAINING ABROAD PROJECT (How to apply, all the documentation)
- TRANSFER and COMMUNICATION
- ATTITUDE Factors (Students / Job seekers)
- BEHAVIOUR Factors (Students / Job seekers)
- SUGGESTIONS FOR IMPROVEMENT (For the factors you are involved in)

1.3. Research methodology

- Partners' discussion of Rainova model and its adaptation to the classroom in the job training module. Decisions on the set of tools to be used for diagnosis, reflection, measurement and learning to allow the organization to move from the "Standard Model" to our own model "JopApp model". Among innovation scorecard, Diagnosis tool and Learning and assessment tool, the Diagnosis tool has been chosen.
- Based on the results of the application of the diagnosis tool we will draft a questionnaire.
- As a second step, partners should provide their feedback on the questionnaire so as comments to be integrated and the questionnaire will be finalised in due time.
- Once the questionnaire is finalized, it will be disseminated to all members. It is optional to translate the questionnaire into partners own languages in order to increase the response rate per country and partner.
- Each of the partners will dispatch the questionnaire to the number of job training module teachers/trainers and students they feel are appropriate for this task and will also monitor the process of the answered questionnaires. It is advisable to use digital means of distribution. If answers are not provided as anticipated, each partner should perform some follow up activities in order to reach the target number per country.

1.3.1. Survey

The questionnaire was drafted after taking into account the information gathered. The questionnaires were distributed to a representative sample of JOB TRAINING MODULE students and teachers and trainers. In this respect and as stated within the proposal, 55 questionnaires is the total number of targeted vocational schools job training module teachers / trainers and students, whereby each partner should gather a minimum of 30 questionnaires from students involved in the job training module abroad, and 25 questionnaires from VET teachers and trainers involved in the job training module abroad.

The survey has to be representative of the area covered, and each partner will decide on how many organizations they will target to be representative.

1.3.2. Reports

The results were delivered in five (5) national diagnosis reports, one per country and an international report made by Marijampole College.

The survey answers were transferred to the spider chart diagnosis tool by the interviewers after analysing them. It was prepared an excel file where all answers were included.

The national report explained the results and suggestions of this excel file.

The Bridge, is the translation of the Rainova model to our organizations and will highlight:

- I. Main areas where the organizations, job training module teachers/trainers and students can innovate by the application of the model.
- II. Main barriers faced in doing so.
- III. Suggestions for improvement of the job training module, for the different factors.

Differences in the national reports will be taken into consideration for the next outputs of the project.

This international report or diagnosis synthesis report, integrates the results of the five national reports based on the results of the surveys. This report shall form the basis for the elaboration of the next outputs.

2. The International analysis of the Diagnosis Survey results

Statistical analysis of the results by all partners on country level is done for the reports.

The answers gathered in the survey were divided in two groups, teachers' / trainers' answers and students' / job seekers' answers. Afterwards they were translated to the diagnostic tool. There were two diagnostic tools, one for teachers/trainers and one for students. The average was calculated per question and translated this information into the spider chart.

For this output, some of the partners (ANESPO) asked some of its associated VET schools to participate in the Questionnaire by contacting the Direction of each one of them explaining the project, the importance of the participation of Teachers and Students and asking for their interest in doing so. For example, p-consulting did the following steps for the implementation of the survey:

➤ Presentation of the project to colleges and universities. P-consulting presented the aims and the purpose of JOPAPP project and the current survey to teachers/trainers and students of colleges and universities in Greece.

➤ Newsletters and e-mails to universities. P-consulting sent newsletters and e-mails to Directors and general secretaries of colleges and universities, explaining them the objectives of the project and of the survey and asking them to inform their teachers/trainers and students, for the importance of the survey and to persuade them to take part by filling the questionnaire.

Spain in this questionnaire is represented by 31 teachers from 15 different colleges and institutions and 52 students from 22 different colleges.

In Belgium all participants were from the same college. Although EfVET is an umbrella organization for VET engaged mainly in promoting of lifelong learning at a European level, dissemination of its member's activities, projects and publications, our organization contributed to the National Report.

All Lithuanian participants were from the same college, which is P2 in the project, however, the teachers, representing this institution are employed in several other educational institutions in Marijampole and Kaunas.

Participants from Greece were from 1 college, 4 universities and 1 Technological Education Institution.

Most of the partners prepared questionnaire using google form and placed in the google on-line drive, except Portugal. Once ANESPO did not have a Gmail account yet, the questionnaire was transported to an Outlook program, generating a link through which participants could access it. To ensure clearness and perception of all the statements by the participants, some of the partners decided to translate the questionnaire into their national languages (Portugal, Lithuanian) and later additionally sent to the participants. Greece, Belgium and Spain decided not to translate the questionnaire in to the national language. **In total 278 answers were gathered, 127 from teachers and 151 from students who have done or are doing their job training module.**

2.1. General overview of survey responses

The results give us a general overview of the situation in Spain, Portugal, Lithuania, Greece and Belgium from teachers or trainers and students or job seekers points of view. The answers were translated to the diagnostic tool, where we can see a general overview of the situation.

The answers ranged from -3 (strongly disagree) to +3 (strongly agree). In general, the average of the results varies from 1 to 2. In some questions the average is lower than 1 or higher than 2. In order to understand which categories need to be worked, this international report will focus on the percentage of “negative” answers (from -3 to 0).

- General overview \Rightarrow Average answer per question \Rightarrow Translation to the spider chart

2.2. Interpreting the results

Further detail to the general overview is necessary to focus on the topics for the development of the following outputs, the training course and the app.

Null and negative answers were counted. The areas highlighted will be those where the sum of negative answers overcomes 50% of the total answers, as those show the specific areas necessary to work on the training course and app. The percentage of null and negative answers range between 6% and 42% never reaching 50%.

Even though there were no any cases of the null and the negative answers greater than 50%, we decided to concentrate on all negative answers (from -3 to 0). In order to do this, we have done a specific analysis by categories.

- Specific analysis:

Count answers 0

Count answers -1

Count answers -2

Count answers -3

Sum of Null and negative answers > 50% of total answers; Check diagnostic tool for recommendations

Here is the detailed overview regarding categories of the survey in 5 countries: Portugal, Lithuanian, Greece, Belgium and Spain.

SWOT Basque Country

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Leadership- teachers and trainers • Innovators –Students 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Awareness • Collection, analysis, selection and development of ideas • Initiatives and projects management
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Attitude factors • Behaviour factors 	<p>THREATS</p> <ul style="list-style-type: none"> • Strategies – Job placement syllabus

SWOT Lithuania

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Leadership- teachers and trainers • Innovators –Students 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Strategies – job placement syllabus • Initiatives and projects management • Transfer and communication
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Awareness - t • Behaviour factors 	<p>THREATS</p> <ul style="list-style-type: none"> • Attitude factors • Collection, analysis, selection and development of ideas

SWOT Greece

STRENGTHS <ul style="list-style-type: none"> Strategies – Job Placement Syllabus 	WEAKNESSES <ul style="list-style-type: none"> Leadership – Teachers and Trainers <ul style="list-style-type: none"> Innovators - Students <ul style="list-style-type: none"> Awareness - T Initiatives and Projects Management Transfer and Communication
OPPORTUNITIES <ul style="list-style-type: none"> Attitude Factors Behaviour Factors 	THREATS <ul style="list-style-type: none"> Collection, Analysis, Selection and Development of Ideas

SWOT Belgium

STRENGTHS <ul style="list-style-type: none"> Behaviour factors Attitude factors 	WEAKNESSES <ul style="list-style-type: none"> Leadership Strategies-Job Placement Syllabus
OPPORTUNITIES <ul style="list-style-type: none"> Innovators Transfer and Communication 	THREATS <ul style="list-style-type: none"> Collection, analysis, selection, development of ideas Initiatives-Project management <ul style="list-style-type: none"> Awareness-T

SWOT Portugal

STRENGTHS <ul style="list-style-type: none"> Strategies – Job Placement Syllabus Innovators - Students 	WEAKNESSES <ul style="list-style-type: none"> Awareness - T Initiatives and Projects Management Transfer and Communication
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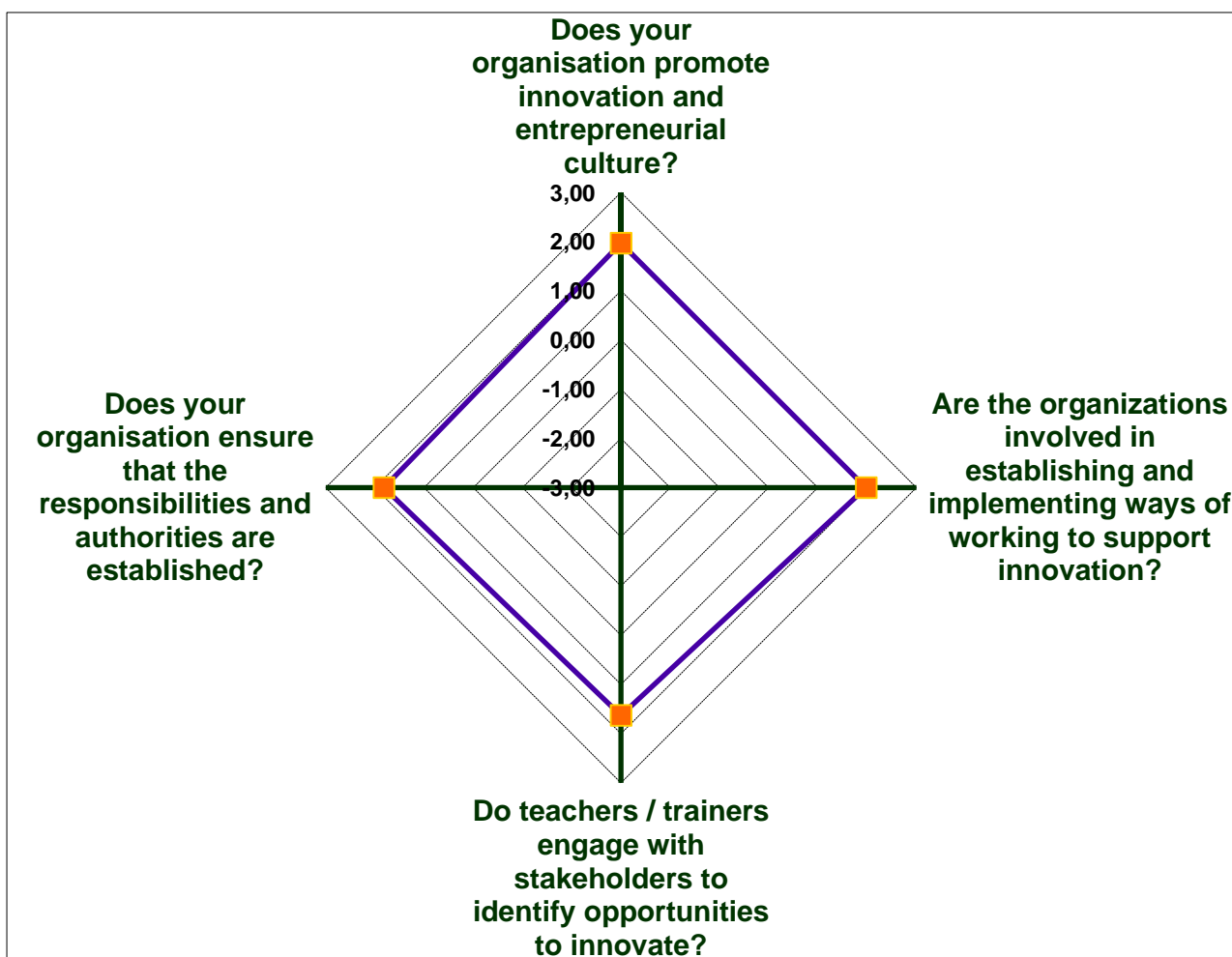
OPPORTUNITIES	THREATS
<ul style="list-style-type: none">• Leadership – Teachers and Trainers• Behaviour Factors	<ul style="list-style-type: none">• Collection, Analysis, Selection and Development of Ideas• Attitude Factors

The international report has indicated the total average of answers given in each of the nine categories (the sum of the averages divided by the number of questions on each category), and the questions where the average of the negative answers was higher. This way we will know which categories are more positive and which ones need to be worked, in which area.

The results are presented separately – Teachers and Students – in order to be consistent with de Diagnostic Tool.

TEACHERS/TRAINERS

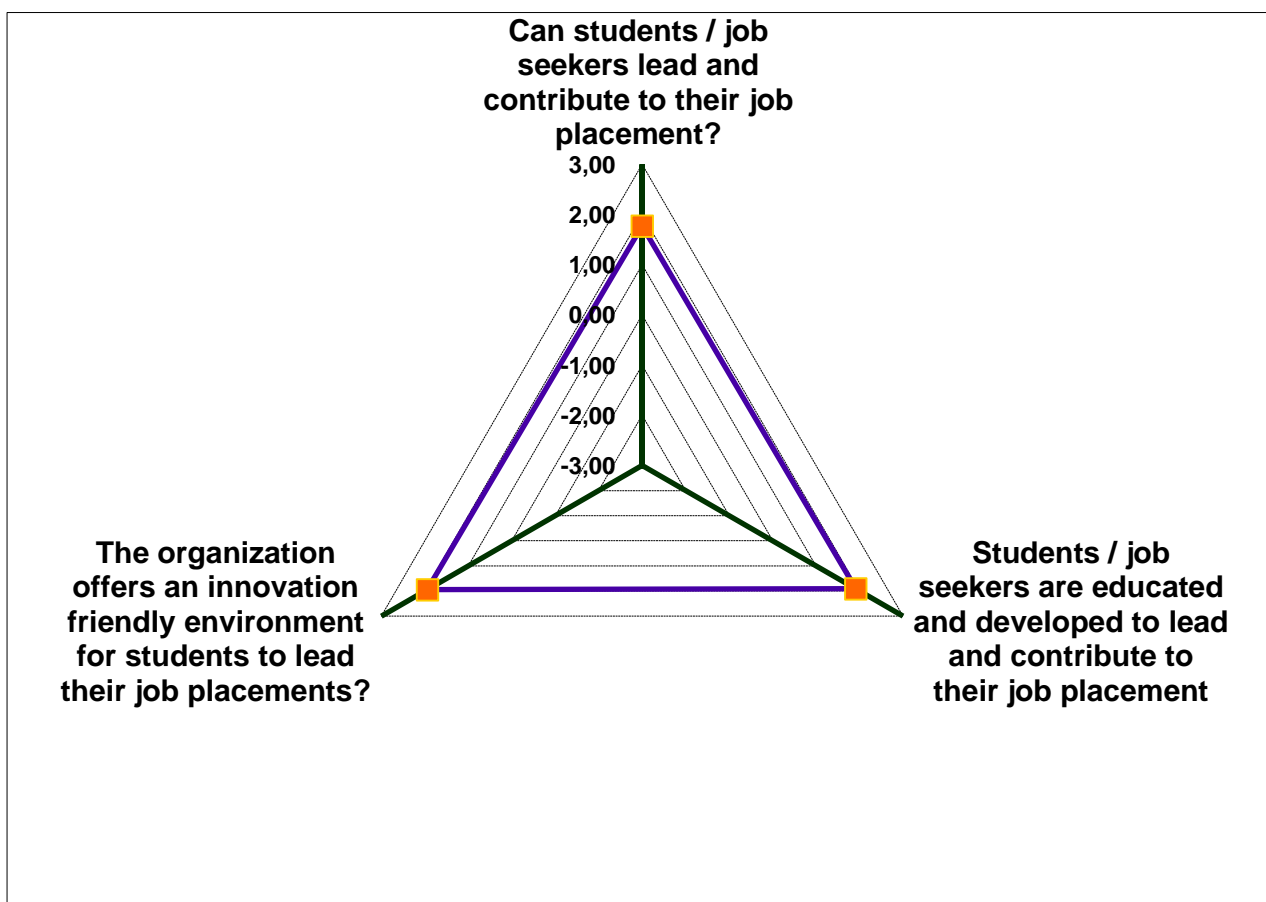
I CATEGORY: LEADERSHIP – TEACHER AND TRAINERS



The total average of answers given to questions on this category is 1.85. It means that teachers believe they promote innovation and entrepreneurial culture. They also think that the organisations are involved in establishing and implementing ways of working to support innovation, organisation ensure that the responsibilities and authorities are established.

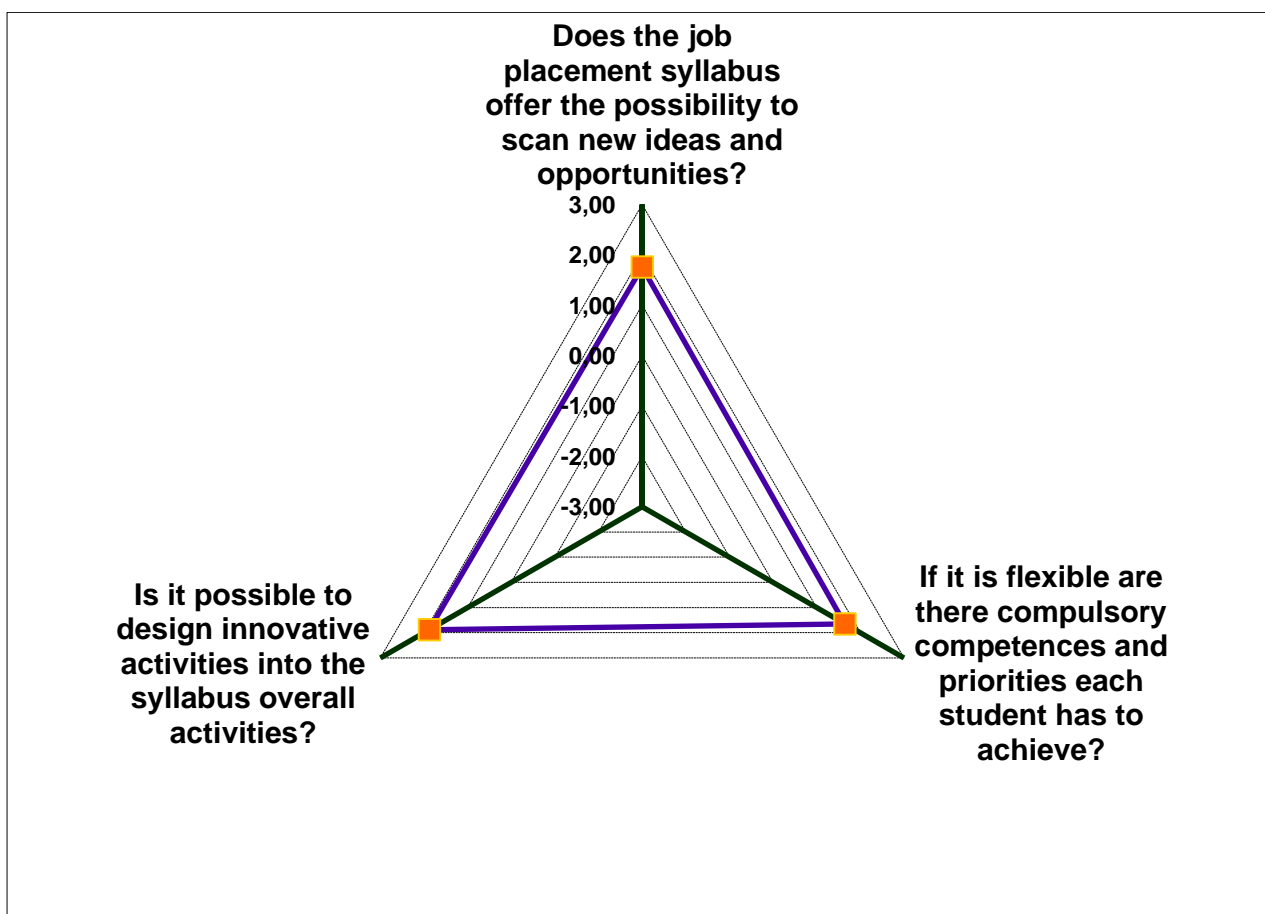
The highest percentage of negative response is 17% in question 3, indicating that some teachers believe that their organisations do not engage with stakeholders to identify opportunities to innovate.

II CATEGORY: INNOVATORS – STUDENTS



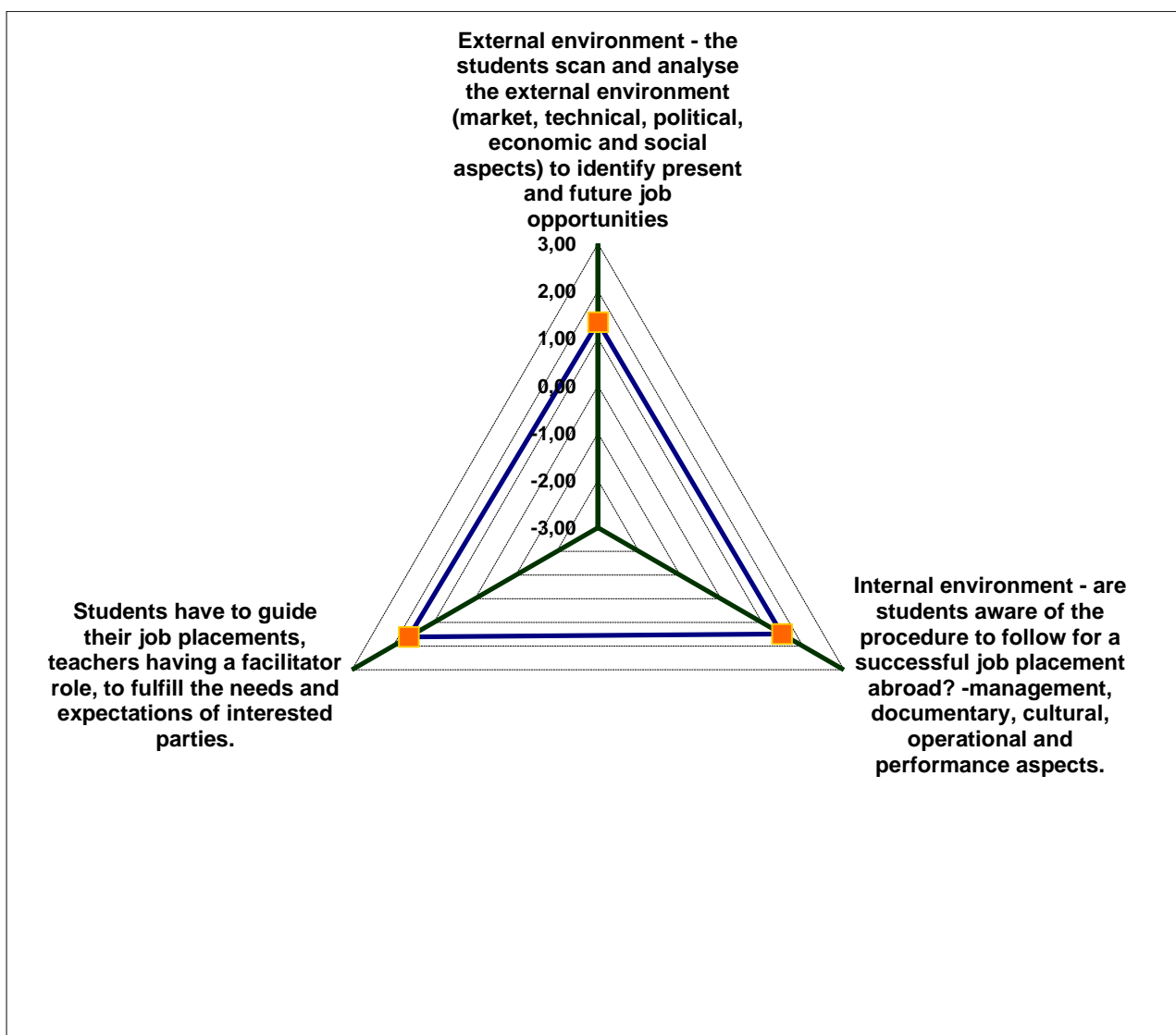
The total average of answers given to questions on this category is 1.88. It means that teachers agree that students are educated and developed to lead and contribute to their job placement. The organisations offer an innovation friendly environment for students to lead their job placements. But 15% of teachers think that students /job seekers cannot lead and contribute to their job placement.

III CATEGORY: STRATEGIES – JOB PLACEMENT SYLLABUS



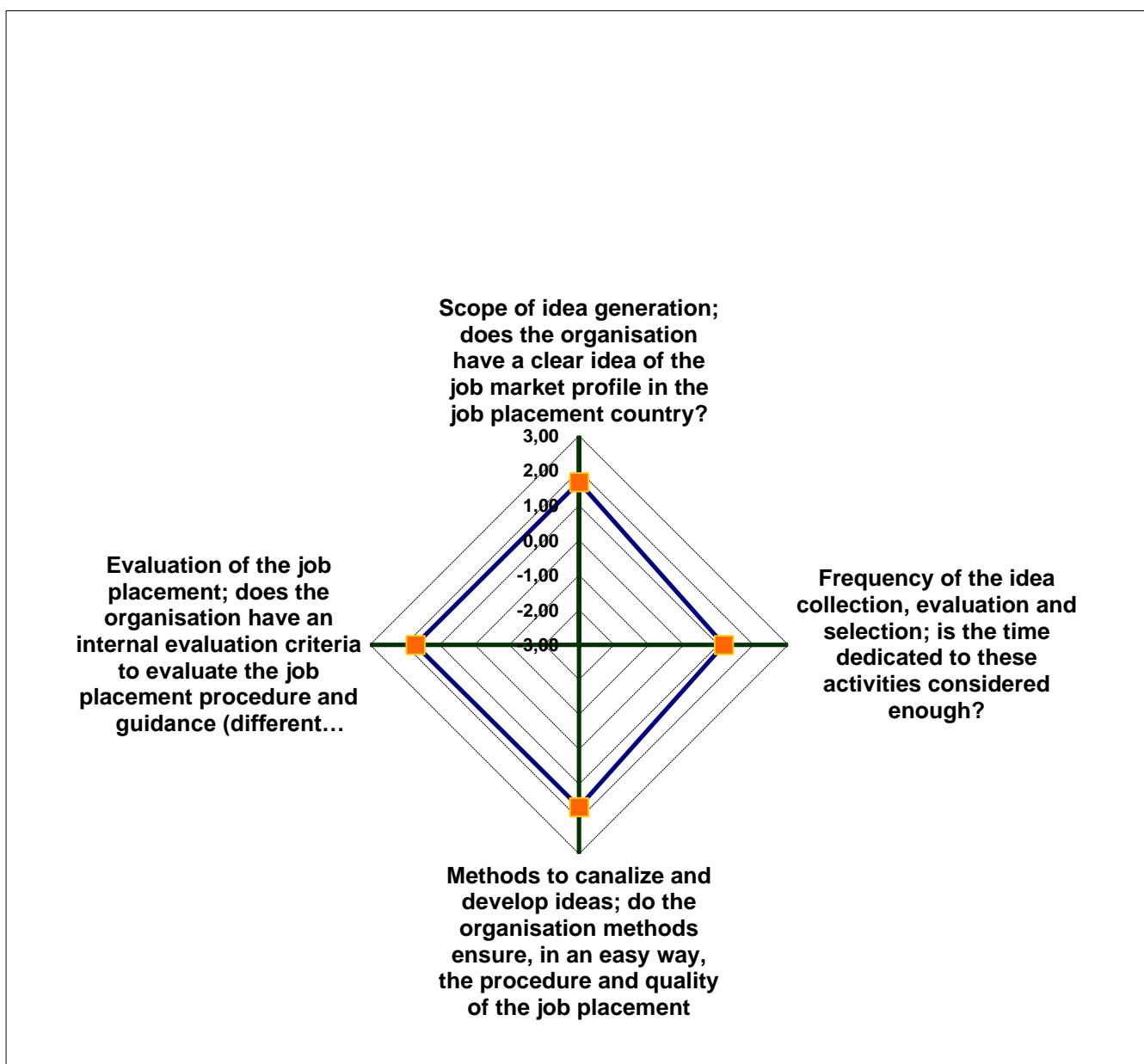
The total average of answers given to questions on this category is 1.76. The result indicates that teachers believe that it is possible to design innovative activities into the syllabus overall activities. They also agree the job placement syllabus offers the possibility to scan new ideas and opportunities. The highest percentage of negative response is 19% in question 9. Not all teachers agree that there are compulsory competences and priorities each student has to achieve.

IV CATEGORY: AWARENESS – T



The total average of answers given to questions on this category is 1.48. This category is assessed as the worst or the weakest. The result indicates that some of the teachers consider the students cannot scan and analyse the external environment to identify present and future job opportunities. Moreover, some of teachers think that the students are not aware of the procedure of enrolment in a successful job placement abroad. The highest negative answer is to question 13 (21%). It shows that the students have to guide their job placements, teachers having a facilitator role, to fulfil the needs and expectations of interested parties.

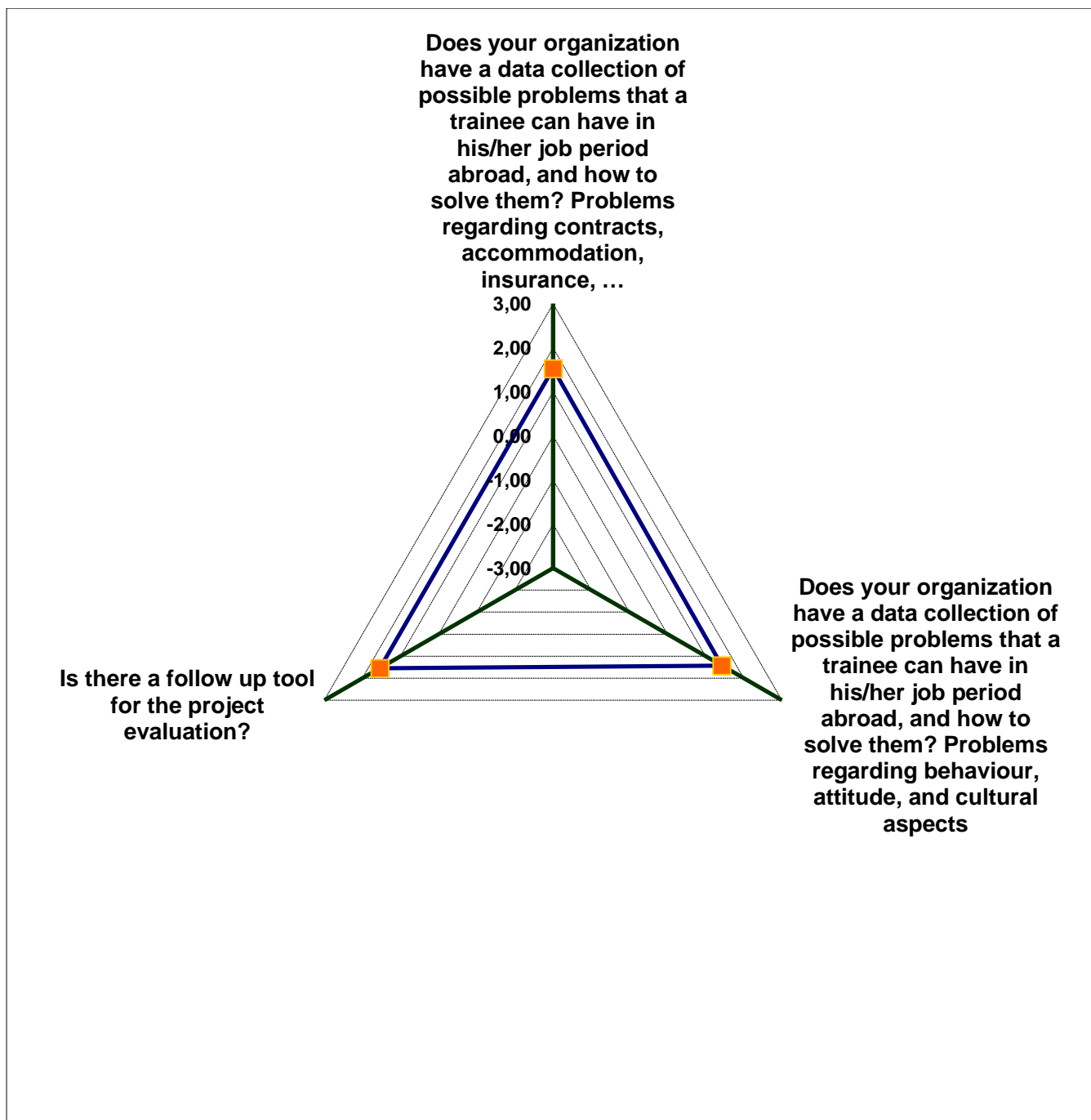
V CATEGORY: COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS



The total average of answers given to questions on this category is 1.55. Some teachers think that the organisations have an internal evaluation criteria to evaluate the job placement procedure and guidance; methods to develop ideas and ensure, in an easy way, the procedure and quality of the job placement. They also think that the organisations have a clear idea of the job market profile in the job placement country.

The highest negative answer is 30% in question 15. It means that teachers think there should be more time dedicated to the ideas collection, evaluation and selection.

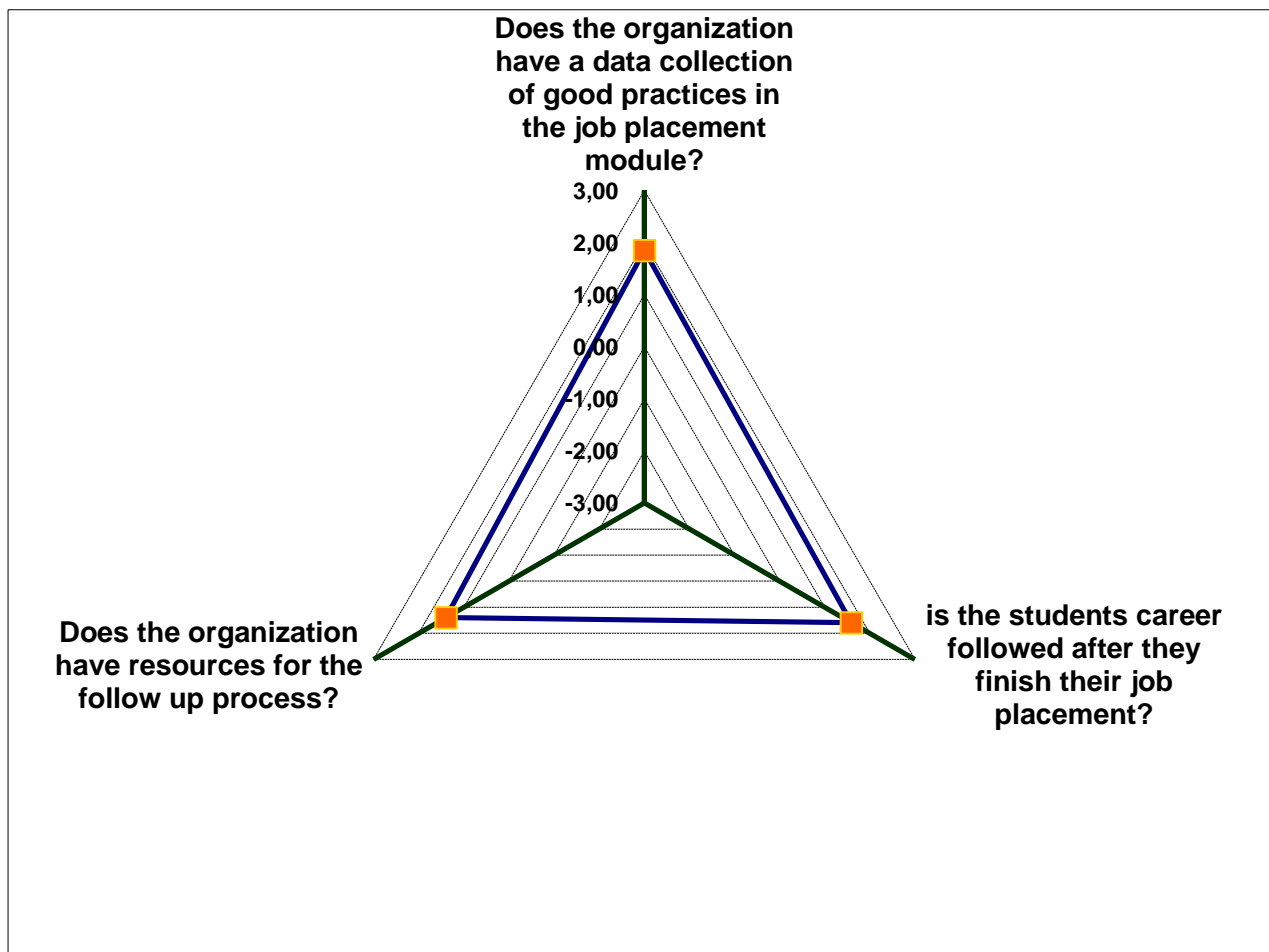
VI CATEGORY: INITIATIVES and PROJECT MANAGEMENT – JOB TRAINING ABROAD PROJECT



The total average of answers given to questions on this category is 1.50. The results are very similar in this category. The percentage of negative answers is also high – 24-26%. There are teachers who disagree that organisations have a data collection of possible problems (related to contracts, accommodation, insurance and behaviour, attitude, and cultural aspects) that a trainee

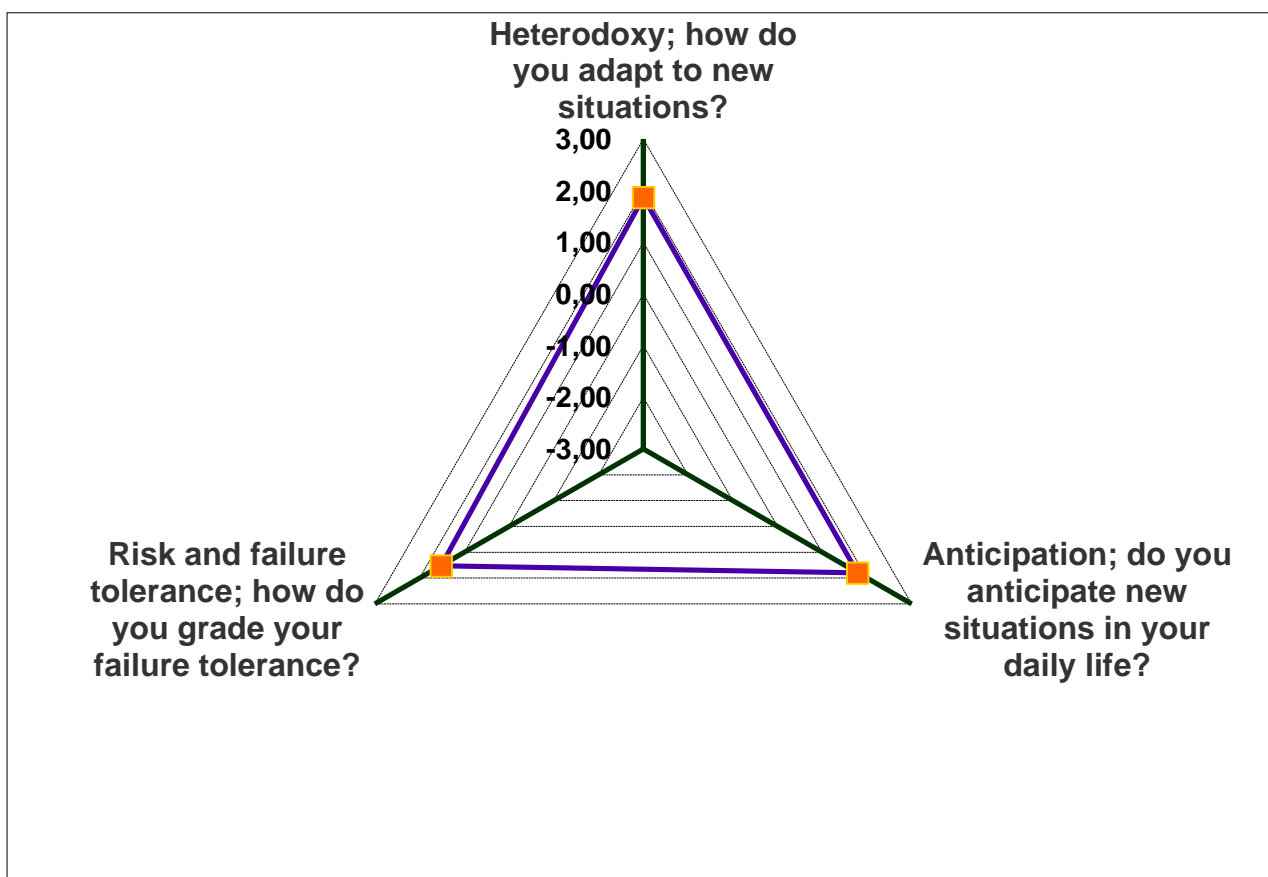
can have in his/her job period abroad, and how to solve them. Some of teachers think that there is no a follow up tool for the project evaluation.

VII CATEGORY: TRANSFER and COMMUNICATION



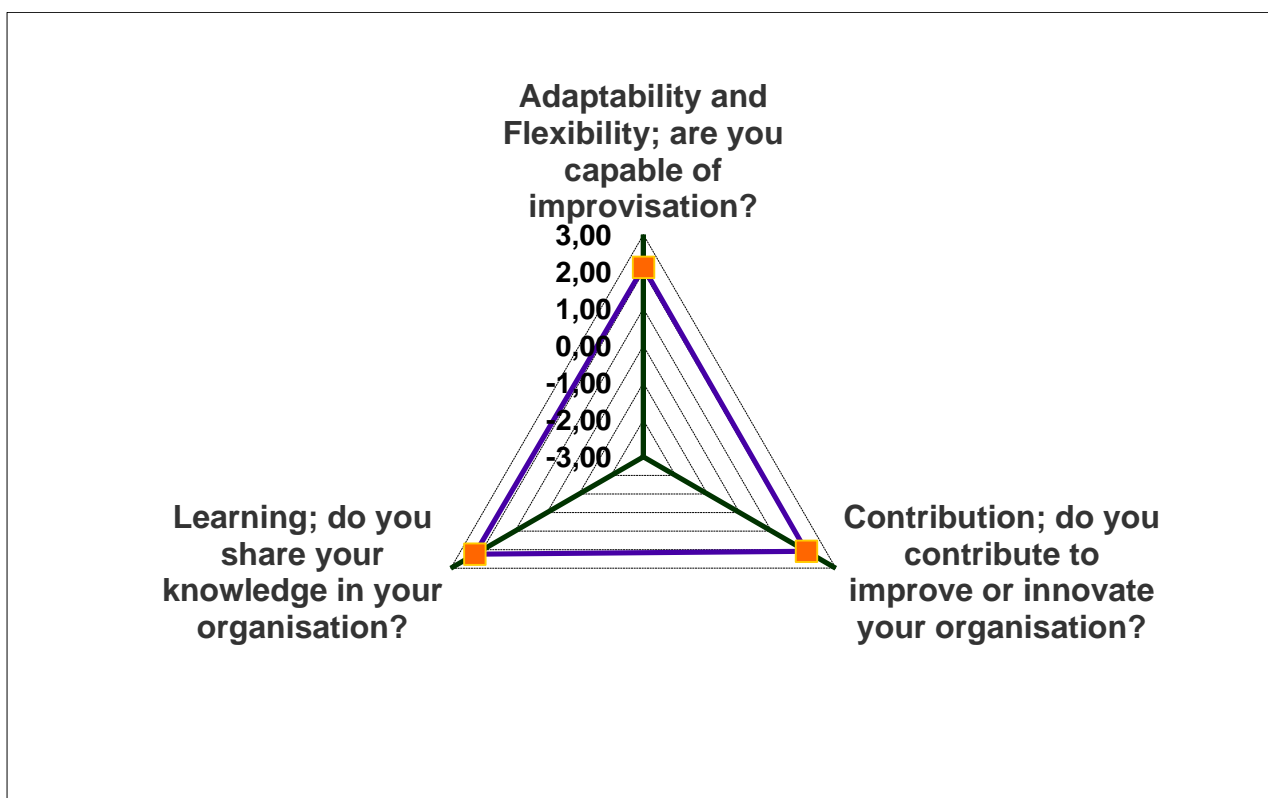
The total average of answers given to questions on this category is 1.61. Some of teachers disagree that organisations have a data collection of good practices in the job placement module, the students career is followed after they finish their job placement. The highest percentage of negative answers is in question 23 (25%). Teachers think the organisations do not have resources for the follow up process.

VIII CATEGORY: ATTITUDE Factors (Students/Job Seekers)



The total average of answers given to questions on this category is 1.73. Most of teachers agree that they adapt to new situations; anticipate new situations in their daily life. But there is 17% of negative responses in question 26. It means most teachers are not risk takers and have a low tolerance to failure.

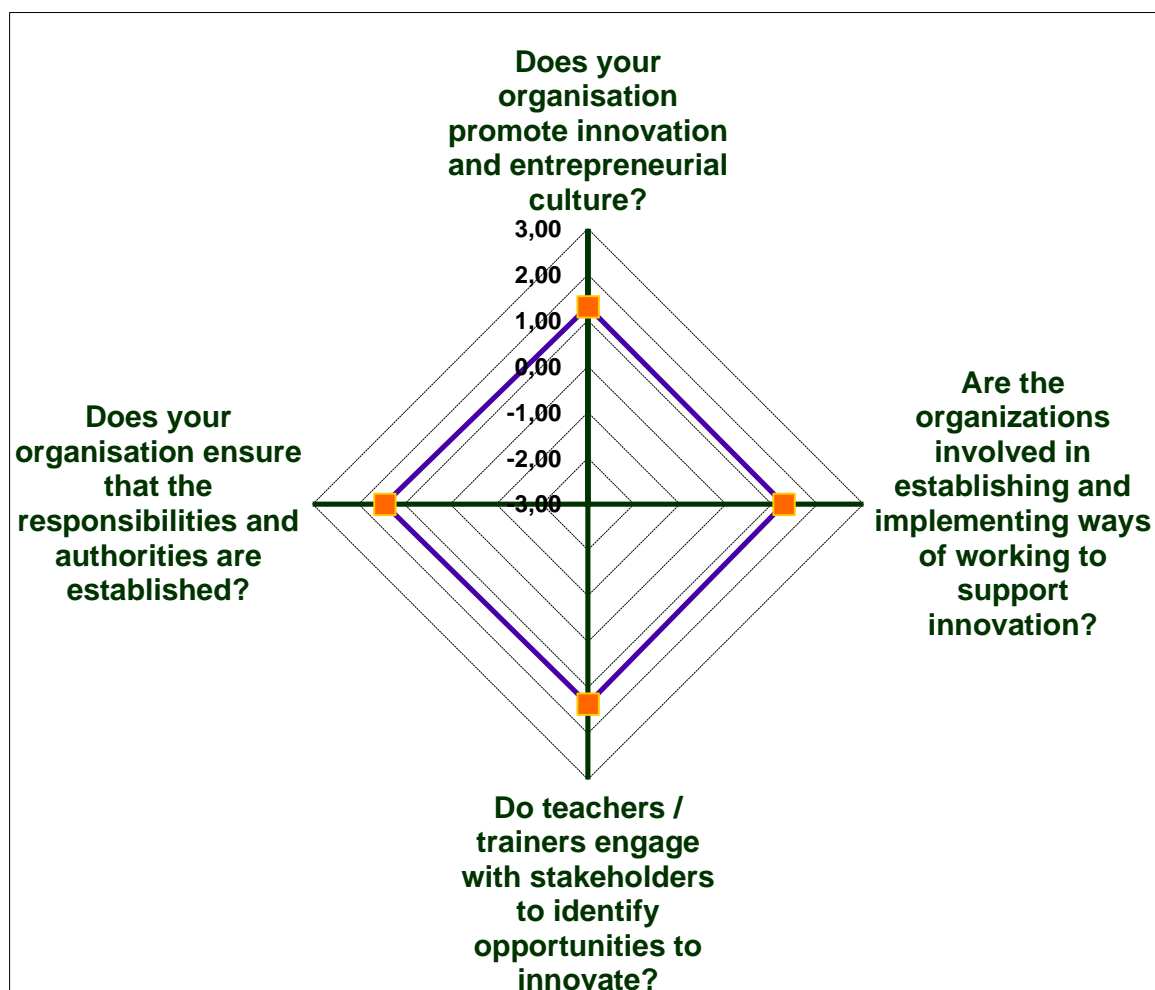
IX CATEGORY: BEHAVIOUR Factors (Students/Job Seekers)



The total average of answers given to questions on this category is 2.15. The category received highest rates. The average of all questions is more than 2. According to teachers, they are capable of improvisation; contribute to improve or innovate their organisations and share their knowledge in their organisations.

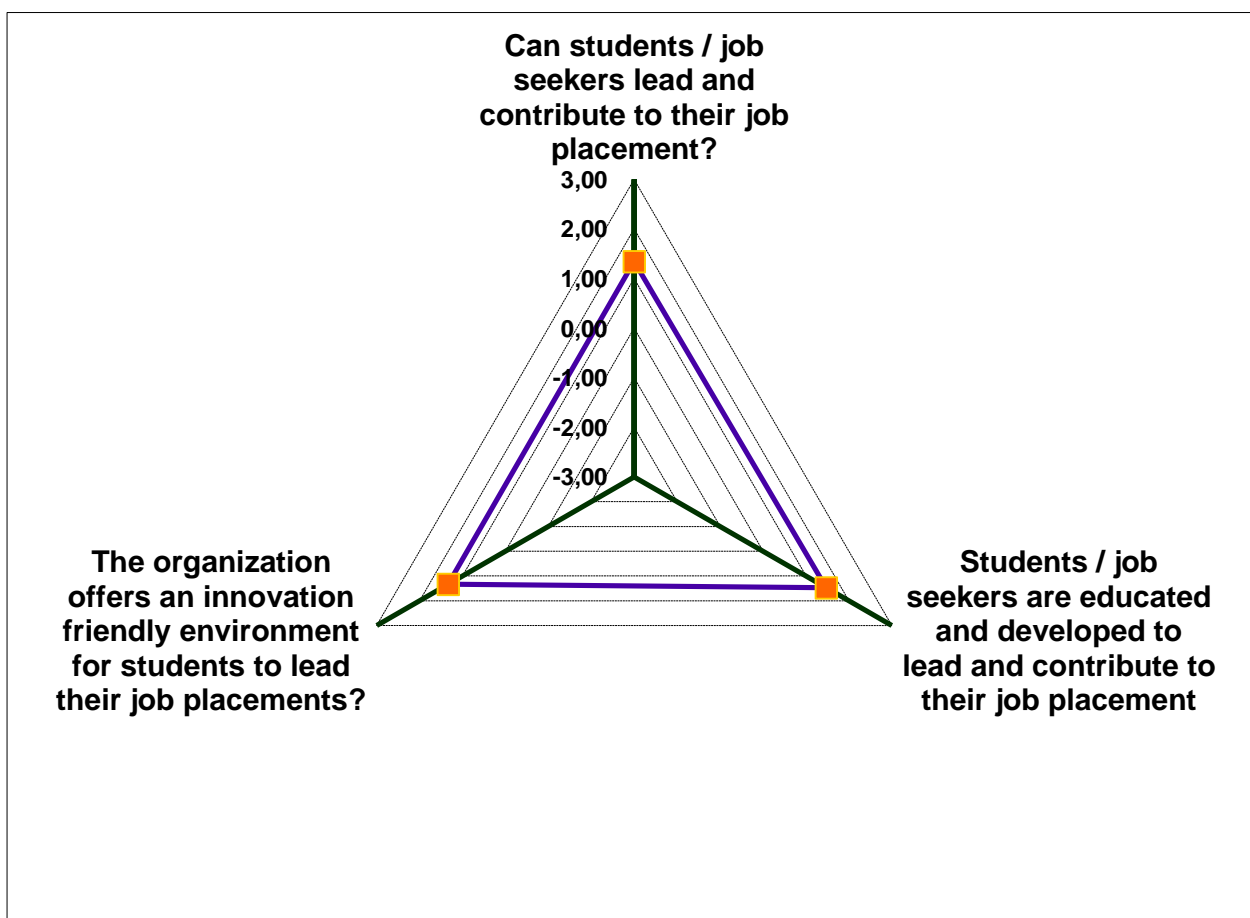
STUDENTS

I CATEGORY: LEADERSHIP – TEACHER AND TRAINERS



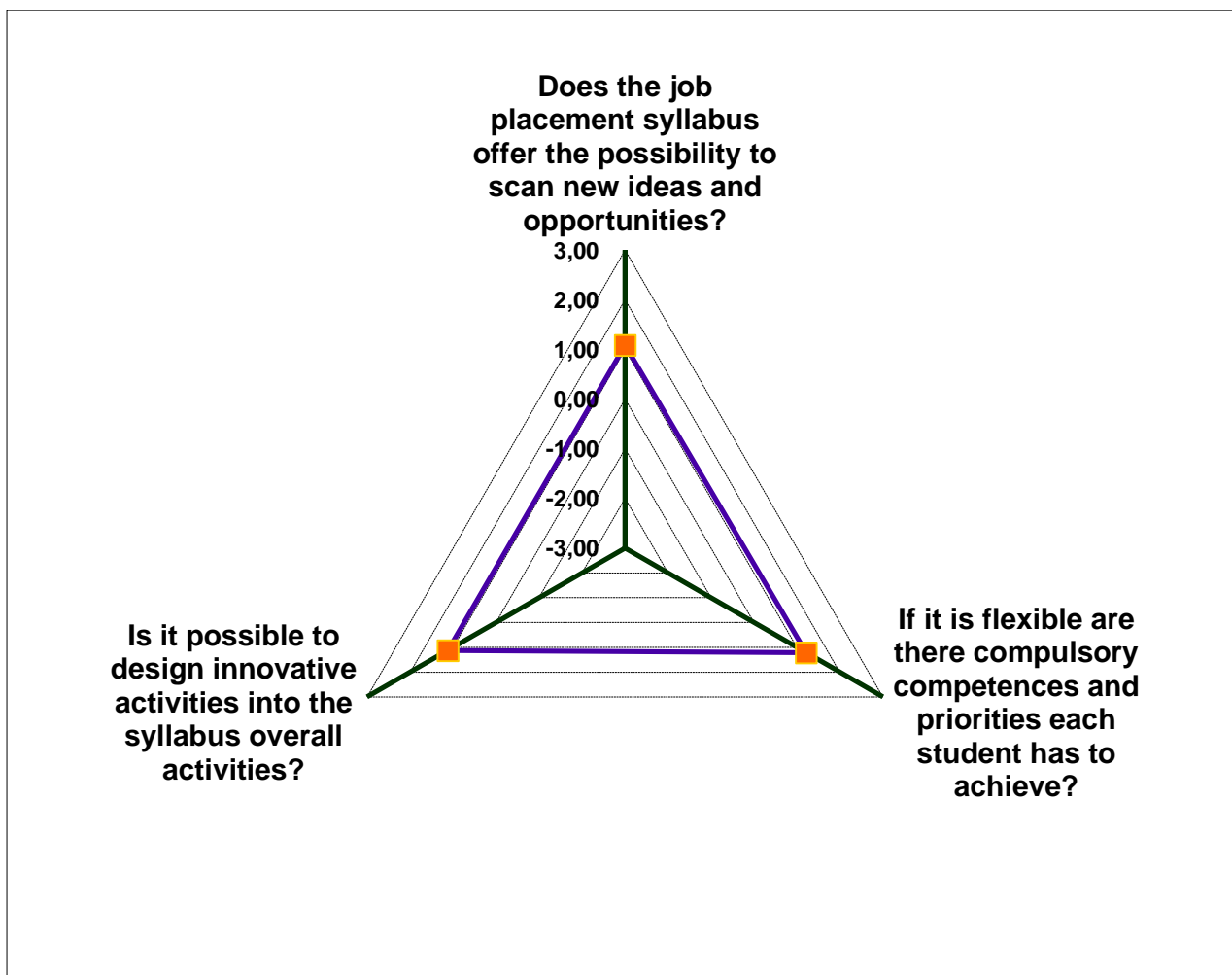
The total average of answers given to questions on this category is 1.34. The results are very similar in this category. According to students, the organisations promote innovation and entrepreneurial culture not enough. They also claim the organizations are not enough involved in establishing and implementing ways of working to support innovation. Moreover, there is 25% negative answers in question 3 and it means that teachers / Trainers do not engage enough with stakeholders to identify opportunities to innovate. Some of students disagree that their organisations ensure that the responsibilities and authorities are established.

II CATEGORY: INNOVATORS – STUDENTS



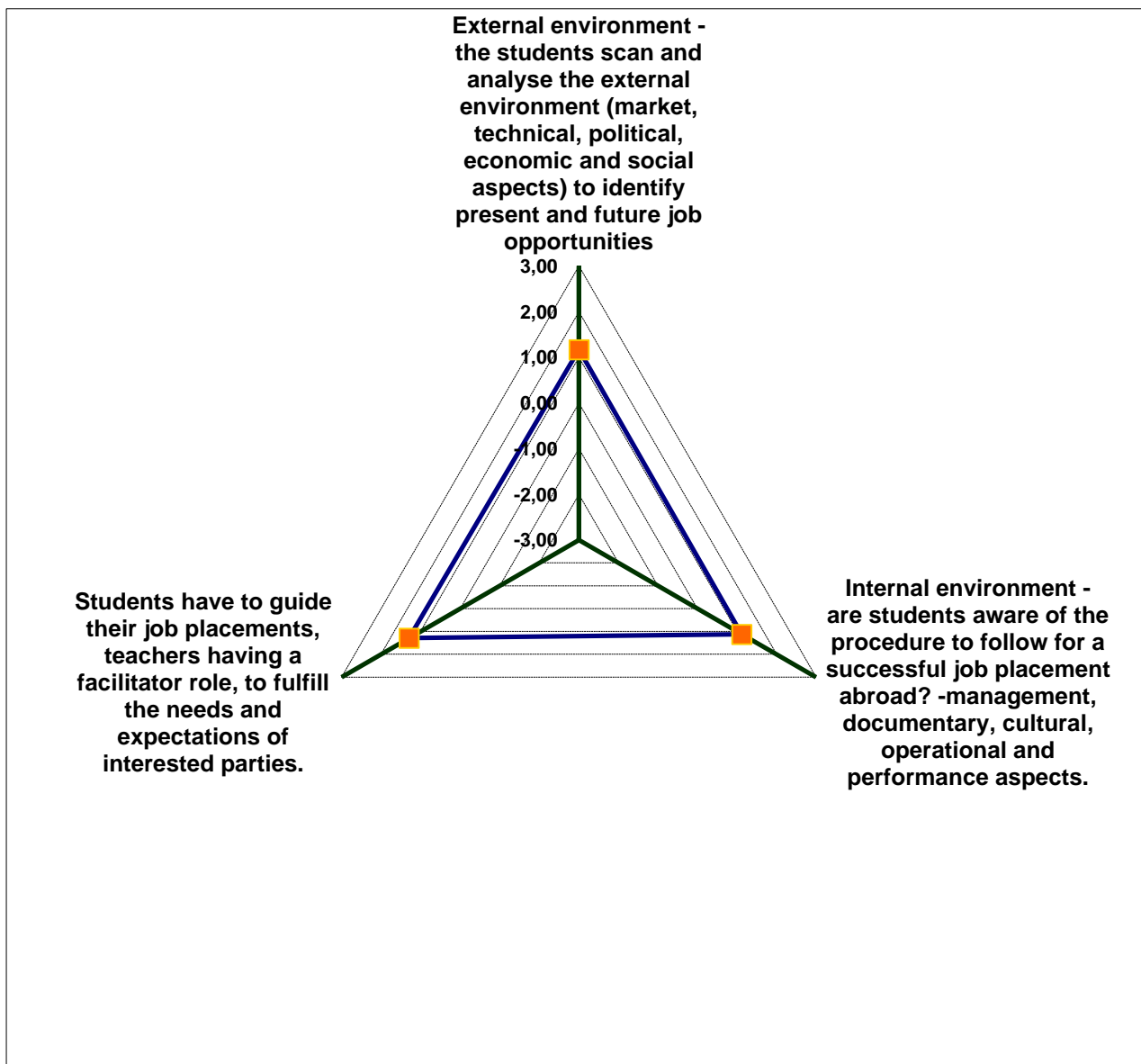
The total average of answers given to questions on this category is 1.38. Some students (22%) disagree that they can lead and contribute to their job placement. They say that are not educated and developed enough to lead and contribute to their job placement. The highest percentage of negative answers is in question 7 (25%). The students do not think their organisations offer an innovation friendly environment for students to lead their job placements.

III CATEGORY: STRATEGIES – JOB PLACEMENT SYLLABUS



The total average of answers given to questions on this category is 1.14. Some students think the compulsory competences and priorities each student has to achieve are not flexible enough (negative percentage of answers is 26%). Some students (27%) disagree it is possible to design innovative activities into the syllabus overall activities. The highest percentage of negative answers is in question 8 (34%). This means the students think the job placement syllabus does not offer the possibility to scan new ideas and opportunities.

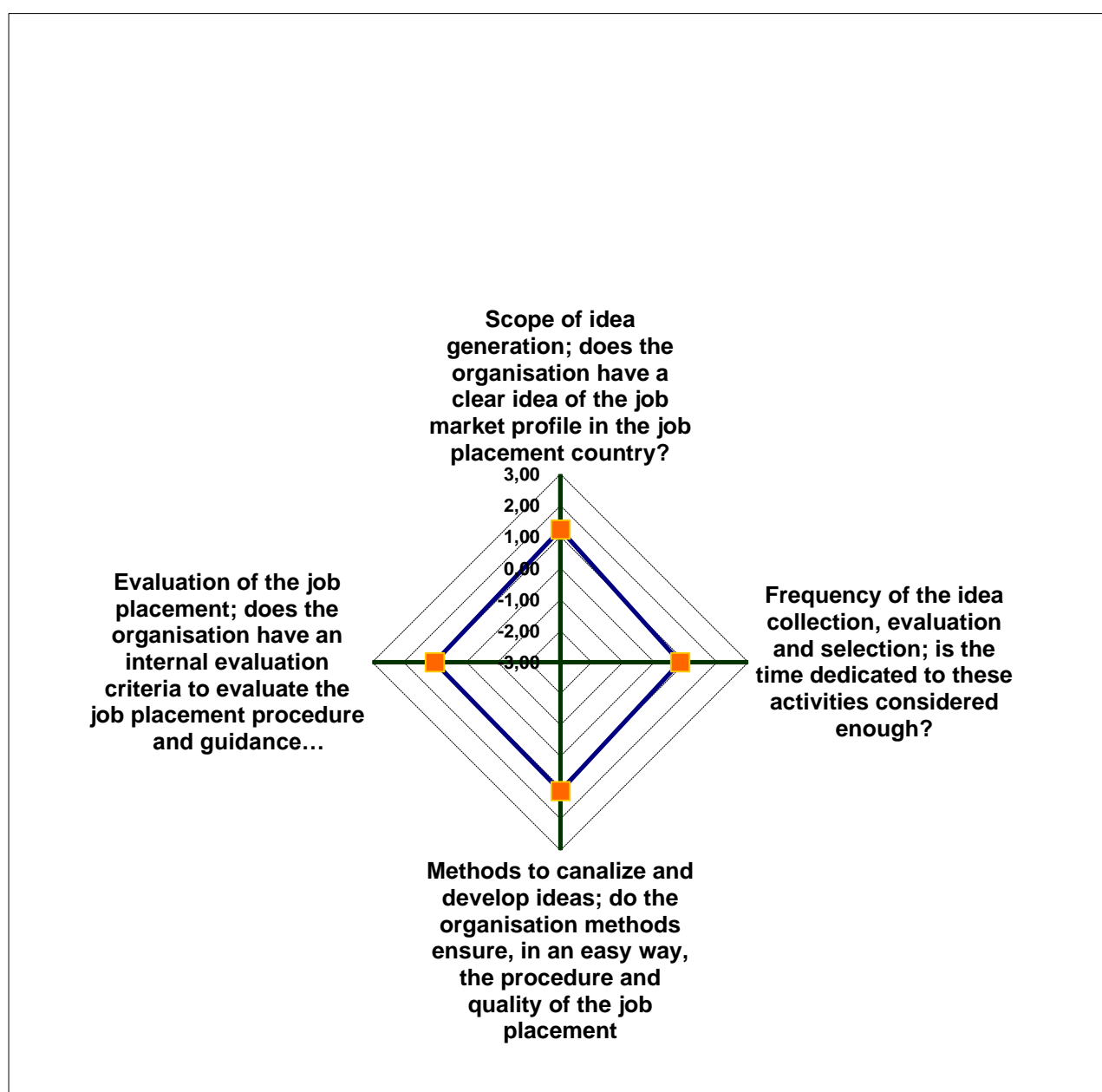
IV CATEGORY: AWARENESS – T



The total average of answers given to questions on this category is 1.20. The results of this category are very similar for all countries in target. The question 12 gathers 26% of the negative answers, which means that the students are not aware of the procedure, needed to enrol in a successful job placement abroad. The questions 11 and 13 received 29% of negative answers, which is also a high rate. According to the students, they cannot scan and analyse the external environment to identify present and future job opportunities. This brings us to the conclusion, that in reality the students need real guidance and support from their teachers/mentors/counsellors in

order to find a successful placement. This area, related to successful placements abroad, is to be improved in order to fulfil expectation of all stakeholders (students-teachers-and finally the employers).

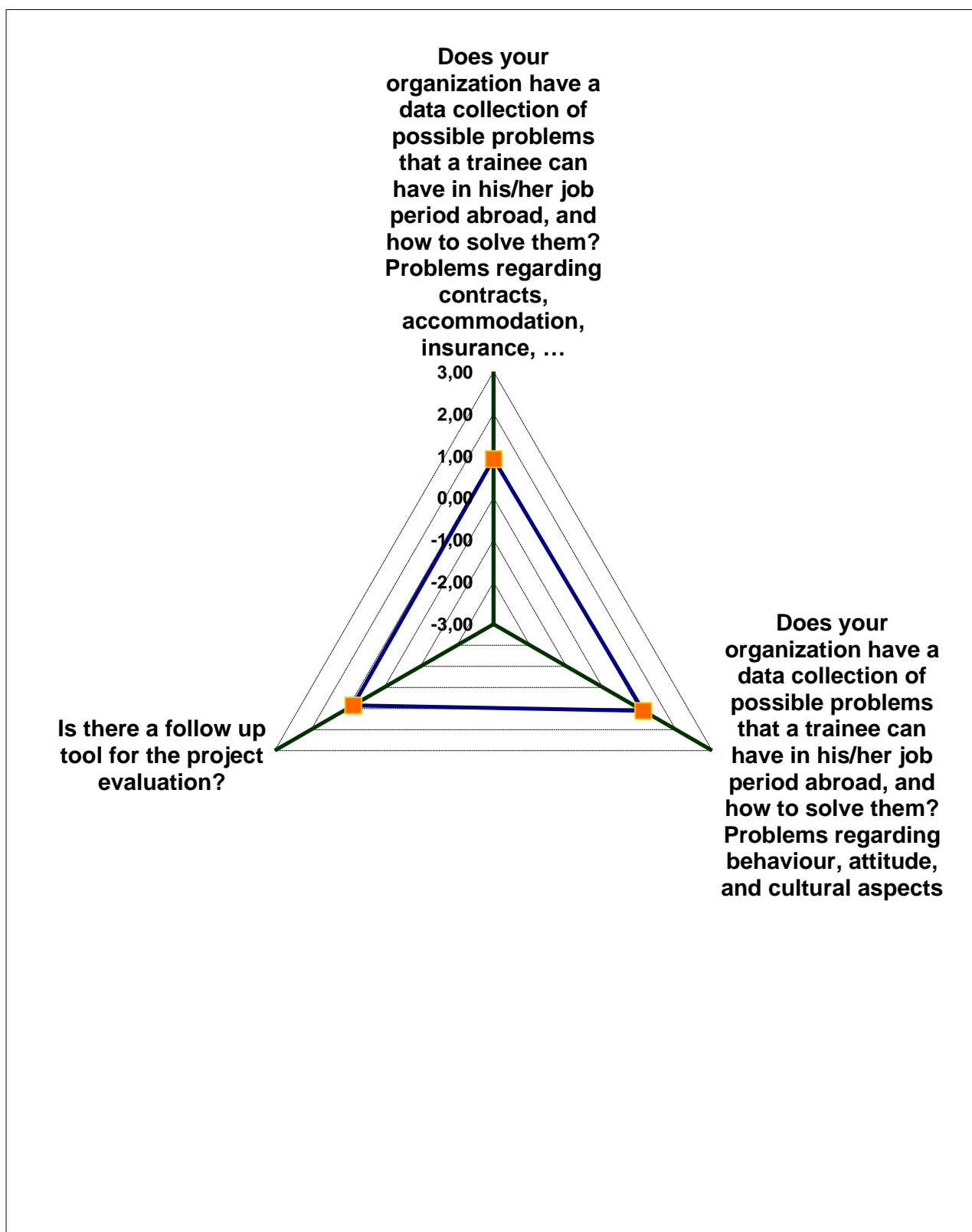
V CATEGORY: COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS



The total average of answers given to questions on this category is 1.05. The results are not high. The highest average is in question 14. Some students agree the organizations have a clear idea of the job market profile in the job placement country but the percentage of negative answers

was quite high - 28%. Talking about methods to canalize and develop ideas the students disagree the organisations methods ensure, in an easy way, the procedure and quality of the job placement. The highest percentage of negative answers are in questions 15 and 17 (38% and 35% of negative answers). The students do not think the organisations have an internal evaluation criteria to evaluate the job placement procedure and guidance. Moreover, they consider the time dedicated to idea collection, evaluation and selection is not enough.

VI CATEGORY: INITIATIVES and PROJECT MANAGEMENT – JOB TRAINING ABROAD PROJECT

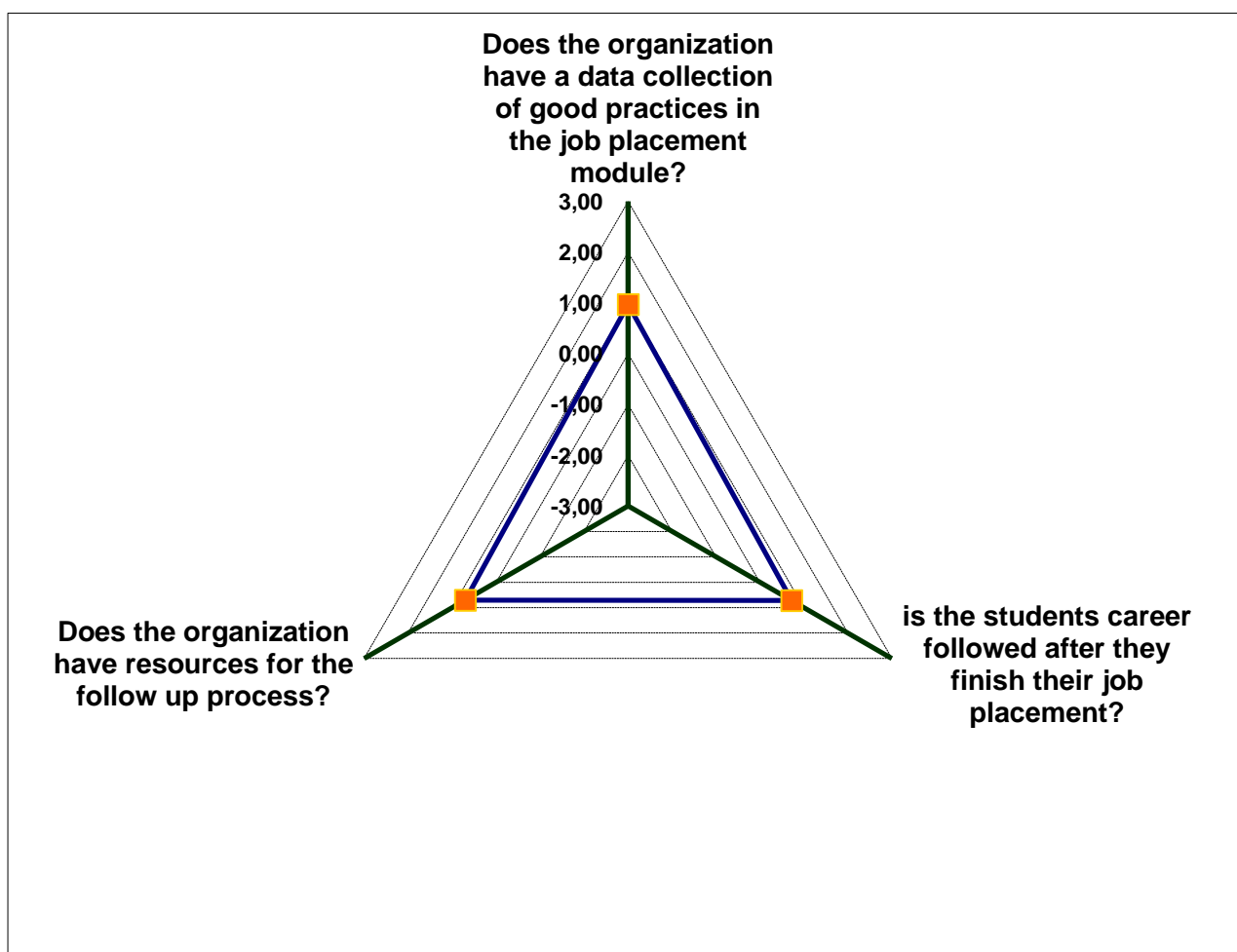


The total average of answers given to questions on this category is less than 1, only 0.96. Some students think organizations do not have a data collection of possible problems (related to

behaviour, attitude, and cultural aspects) that a trainee can have in his/her job period abroad, and how to solve them. They also disagree the organizations have a data collection of possible problems (related to contracts, accommodation, insurance) that a trainee can have in his/her job period abroad, and how to solve them.

The highest percentage of negative answers is in question 20 (40%). The students do not think there is a follow up tool for the project evaluation.

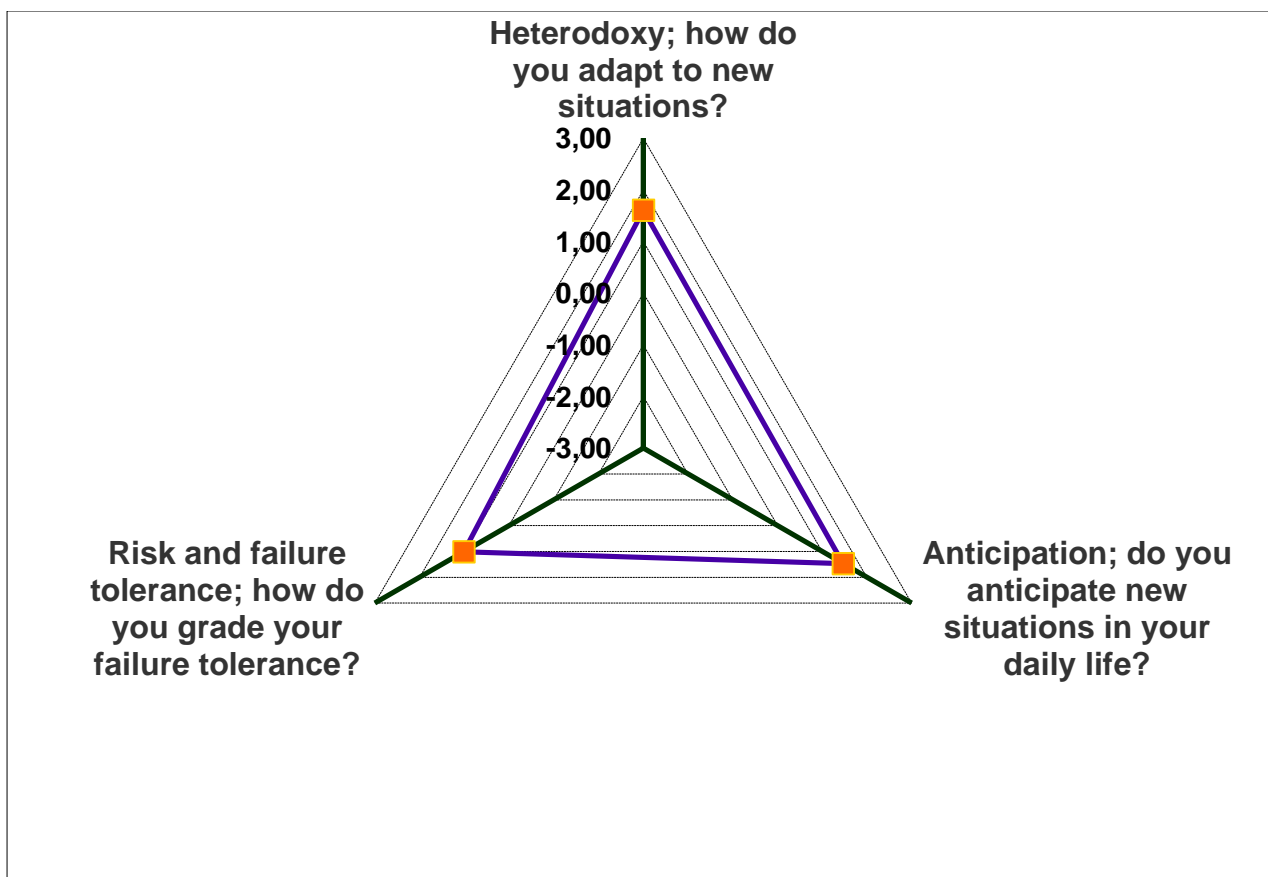
VII CATEGORY: TRANSFER and COMMUNICATION



The total average of answers given to questions on this category is less than 1, only 0.80. This is the lowest category average of this questionnaire. Some students disagree the organisation shave a data collection of good practices in the job placement module (negative answers – 35%); the students' career is followed after they finish their job placement (negative answers – 40%).The

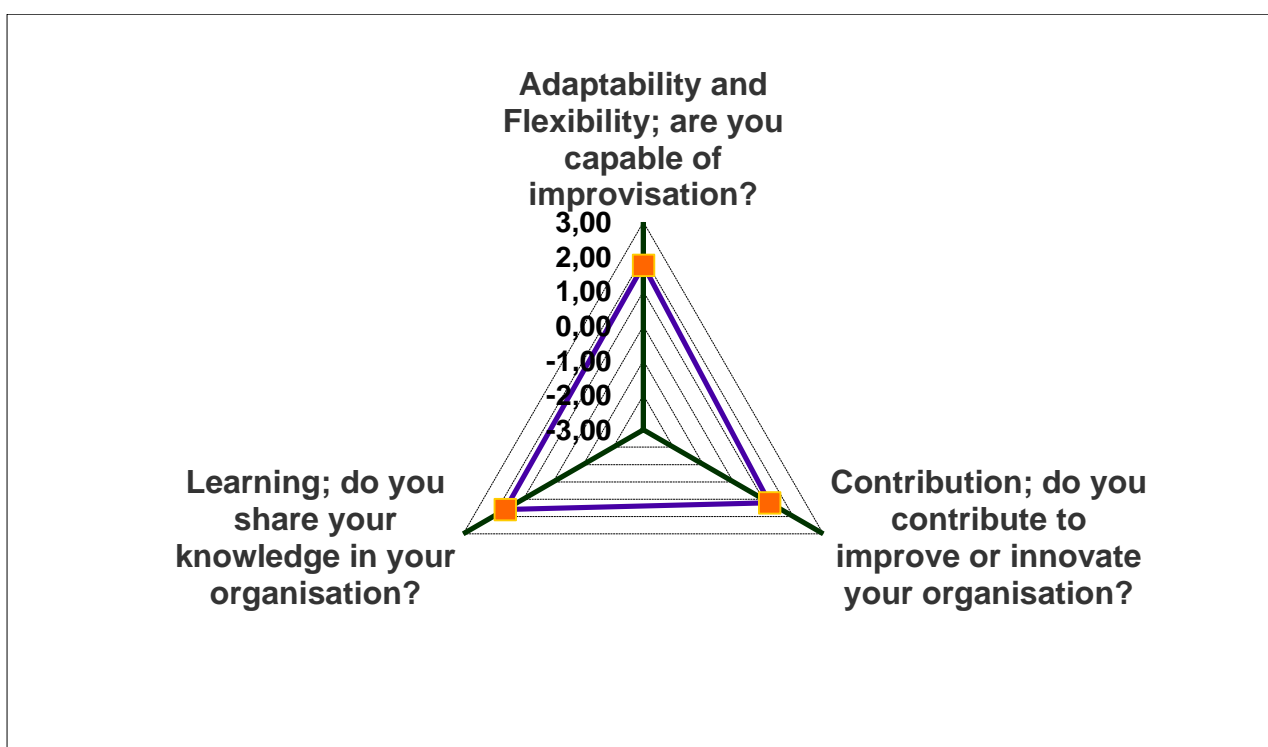
highest percentage of negative answers is in question 23 – 42%. The students think the organisations do not have resources for the follow up process.

VIII CATEGORY: ATTITUDE Factors (Students/Job Seekers)



The total average of answers given to questions on this category is 1.36. Most of the students think they adapt to new situations; anticipate new situations in their daily life. But there is 36% of negative answers and it means the students are not risk takers and have low tolerance to failure.

IX CATEGORY: BEHAVIOUR Factors (Students/Job Seekers)



The total average of answers given to questions on this category is 1.52. This is the top rated category between students and teachers. According to students, they are capable of improvisation; share their knowledge in their organisations. But there is 28% of negative answers in question 28 and it means the students do not contribute to improve or innovate their organisations.

2.3. Recommendations

Taking into account the results of the detailed analysis the report will follow the recommendations of the diagnostic tool for those questions where the sum of Null and negative answers is greater than 50% of the total answers.

As mentioned in the previous point there is not percentage greater than 50% of the total answers but the negative answers were analysed specifically.

As a conclusion of the survey the answers were summarized in the following SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

INTERNATIONAL SWOT

Teachers

<p>STRENGTHS</p> <p>I CATEGORY: LEADERSHIP – TEACHER AND TRAINERS</p> <p>II CATEGORY: INNOVATORS – STUDENTS</p> <p>IX CATEGORY: BEHAVIOUR Factors (Students/Job Seekers)</p>	<p>WEAKNESSES</p> <p>IV CATEGORY: AWARENESS – T</p> <p>VIII CATEGORY: ATTITUDE Factors (Students/Job Seekers)</p>
<p>OPPORTUNITIES</p> <p>III CATEGORY: STRATEGIES – JOB PLACEMENT SYLLABUS</p> <p>VII CATEGORY: TRANSFER and COMMUNICATION</p>	<p>THREATS</p> <p>V CATEGORY: COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS</p> <p>VI CATEGORY: INITIATIVES and PROJECT MANAGEMENT – JOB TRAINING ABROAD PROJECT</p>

Based on the strengths and opportunities we have in:

I CATEGORY: LEADERSHIP – TEACHER AND TRAINERS

II CATEGORY: INNOVATORS – STUDENTS

IX CATEGORY: BEHAVIOUR Factors (Students/Job Seekers)

III CATEGORY: STRATEGIES – JOB PLACEMENT SYLLABUS

VII CATEGORY: TRANSFER and COMMUNICATION

VIII CATEGORY: ATTITUDE Factors (Students/Job Seekers)

It is necessary to work on and reinforce the weaknesses and threats, the categories:

IV CATEGORY: AWARENESS – T

V CATEGORY: COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS

VI CATEGORY: INITIATIVES and PROJECT MANAGEMENT – JOB TRAINING ABROAD PROJECT

Students

<p>STRENGTHS</p> <p>IX CATEGORY: BEHAVIOUR Factors (Students/Job Seekers)</p>	<p>WEAKNESSES</p> <p>V CATEGORY: COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS</p>
<p>OPPORTUNITIES</p> <p>VIII CATEGORY: ATTITUDE Factors (Students/Job Seekers)</p>	<p>THREATS</p> <p>III CATEGORY: STRATEGIES – JOB PLACEMENT SYLLABUS</p> <p>VI CATEGORY: INITIATIVES and PROJECT MANAGEMENT – JOB TRAINING ABROAD PROJECT</p> <p>VII CATEGORY: TRANSFER and COMMUNICATION</p>

Based on the strengths and opportunities we have in:

IX CATEGORY: BEHAVIOUR Factors (Students/Job Seekers)

VIII CATEGORY: ATTITUDE Factors (Students/Job Seekers)

It is necessary to work on and reinforce the weaknesses and threats, the categories:

I CATEGORY: LEADERSHIP – TEACHER AND TRAINERS

II CATEGORY: INNOVATORS – STUDENTS

IV CATEGORY: AWARENESS – T

V CATEGORY: COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS

III CATEGORY: STRATEGIES – JOB PLACEMENT SYLLABUS

VI CATEGORY: INITIATIVES and PROJECT MANAGEMENT – JOB TRAINING ABROAD PROJECT

VII CATEGORY: TRANSFER and COMMUNICATION

3. Annexes

3.1. The Bridge Questionnaire

The Bridge Questionnaire

LEADERSHIP – TEACHERS AND TRAINERS

1. Does your organisation promote innovation and entrepreneurial culture?
2. Are the organizations involved in establishing and implementing ways of working to support innovation?
3. Do teachers / Trainers engage with stakeholders to identify opportunities to innovate?
4. Does your organisation ensure that the responsibilities and authorities are established?

INNOVATORS - STUDENTS

5. Can students / job seekers lead and contribute to their job placement
6. Students / job seekers are educated and developed to lead and contribute to their job placement
7. The organization offers an innovation friendly environment for students to lead their job placements?

STRATEGIES – JOB PLACEMENT SYLLABUS

8. Does the job placement syllabus offer the possibility to scan new ideas and opportunities?
9. If it is flexible are there compulsory competences and priorities each student has to achieve?
10. Is it possible to design innovative activities into the syllabus overall activities

AWARENESS - T

11. External environment - The students scan and analyse the external environment (market, technical, political, economic and social aspects) to identify present and future job opportunities
12. Internal environment – are the students aware of the procedure to follow for a successful job placement abroad? -management, documentary, cultural, operational and performance aspects.

13. Students have to guide their job placements, teachers having a facilitator role, to fulfil the needs and expectations of interested parties

COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS

14. Scope of idea generation; does the organization have a clear idea of the job market profile in the job placement country?
15. Frequency of the idea collection, evaluation and selection; Is the time dedicated to these activities considered enough?
16. Methods to canalize and develop ideas; do the organisation methods ensure, in an easy way, the procedure and quality of the job placement
17. Evaluation of job placement; does the organisation have an internal evaluation criteria to evaluate the job placement procedure and guidance (different from Erasmus+ evaluation criteria). Is the criteria applied and known by the staff?

INITIATIVES and PROJECTS MANAGEMENT – JOB TRAINING ABROAD PROJECT (How to apply, all the documentation)

18. Does your organization have a data collection of possible problems that a trainee can have in his/her job period abroad, and how to solve them? (problems regarding contracts, accommodation, insurance, ...)
19. Does your organization have a data collection of possible problems that a trainee can have in his/her job period abroad, and how to solve them? Problems regarding behaviour, attitude, and cultural aspects.
20. Is there a follow up tool for the project evaluation?

TRANSFER and COMMUNICATION

21. Does the organization have a data collection of good practices in the job placement module?
22. Are the students career followed after they finish their job placement?
23. Does the organization have resources for the follow up process?

ATTITUDE Factors (Students / Job seekers)

24. Heterodoxy; How do you adapt to new situations?

- 25. Anticipation; do you anticipate new situations in your daily life?
- 26. Risk and failure tolerance; how do you grade your failure tolerance? from -3 "risk-averse" to +3 "risk-taker"

BEHAVIOUR Factors (Students / Job seekers)

- 27. Adaptability and Flexibility; are you capable of improvisation?
- 28. Contribution; do you contribute to improve or innovate your organisation?
- 29. Learning; do you share your knowledge in your organisation?

SUGGESTIONS FOR IMPROVEMENT (For the factors you are involved in)

3.2. Jopapp diagnostic tool

See excel file "The International JOPAPP Report".



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3.3. Details Results tables

THE BRIDGE QUESTIONNAIRE INTERNATIONAL		Teachers / Trainers Answers		127 answers	Students / Job seekers Answers		151 answers
CATEGORY		AVERAGE	TOTAL (0 to -3)	% of (0 to -3) over total responses	AVERAGE	TOTAL (0 to -3)	% of (0 to -3) over total responses
1	LEADERSHIP – TEACHERS AND TRAINERS						
	Question 1	1,97	11	9%	1,30	35	23%
	Question 2	1,98	14	11%	1,27	37	25%
	Question 3	1,63	21	17%	1,36	38	25%
	Question 4	1,82	14	11%	1,43	34	23%
	The category	1,85	60	X	1,34	144	X
2	INNOVATORS - STUDENTS						
	Question 5	1,77	19	15%	1,34	33	22%
	Question 6	1,91	15	12%	1,47	32	21%
	Question 7	1,94	15	12%	1,33	38	25%
	The category	1,88	49	X	1,38	103	X
3	STRATEGIES – JOB PLACEMENT SYLLABUS						
	Question 8	1,76	20	16%	1,09	52	34%
	Question 9	1,65	24	19%	1,22	40	26%
	Question 10	1,88	16	13%	1,12	41	27%

	The category	1,76	60	X	1,14	133	X
4	AWARENESS - T						
	Question 11	1,35	25	20%	1,17	44	29%
	Question 12	1,48	23	18%	1,12	40	26%
	Question 13	1,61	27	21%	1,29	44	29%
	The category	1,48	75	X	1,20	128	X
5	COLLECTION, ANALYSIS, SELECTION and DEVELOPMENT of IDEAS						
	Question 14	1,67	24	19%	1,23	42	28%
	Question 15	1,16	38	30%	0,83	58	38%
	Question 16	1,66	21	17%	1,11	45	30%
	Question 17	1,70	25	20%	1,01	53	35%
	The category	1,55	108	X	1,04	198	X
6	INITIATIVES and PROJECTS MANAGEMENT – JOB TRAINING ABROAD PROJECT (How to apply, all the documentation)						
	Question 18	1,53	33	26%	0,93	56	37%
	Question 19	1,43	33	26%	1,11	51	34%
	Question 20	1,54	31	24%	0,85	61	40%
	The category	1,50	97	X	0,96	168	X
7	TRANSFER and COMMUNICATION						
	Question 21	1,85	22	17%	0,97	53	35%
	Question 22	1,59	27	21%	0,72	60	40%
	Question 23	1,39	32	25%	0,70	64	42%
	The category	1,61	81	X	0,80	177	X

8	ATTITUDE Factors (Students / Job seekers)						
	Question 24	1,87	12	9%	1,61	28	19%
	Question 25	1,80	13	10%	1,47	27	18%
	Question 26	1,52	22	17%	1,01	55	36%
	The category	1,73	47	X	1,36	110	X
9	BEHAVIOUR Factors (Students / Job seekers)						
	Question 27	2,12	12	9%	1,75	19	13%
	Question 28	2,09	8	6%	1,21	43	28%
	Question 29	2,25	10	8%	1,60	26	17%
	The category	2,15	30	X	1,52	88	X



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3.4. Suggestions

TEACHERS' SUGGESTIONS FOR IMPROVEMENT (For the factors you are involved in)

- Manager allocates funds practice site visits, closer contacts with employers
- Teachers and students have to be more involved in practice.
- Unifying system for practices, one data base of practise organizations
- To take more interesting practice places
- More attention and time direct for communication with a student.
- Cumulate, introduced and shared best practices experience
- It is difficult to share with colleagues
- Give students as many possibilities as possible for placements abroad.
- It is important to have the opportunity to visit the student a few times in his practice place.
- VET studies should have a stronger focus on values, attitudes and professional competences. And as teachers play a relevant role on transferring these values and competences to the new generation, policy makers and academic authorities should strengthen the teacher's initial training and show a deeper concern on their permanent development. Along with these improvements on the education and training areas, better Professional Counselling and Guidance schemes should be promoted along VET providers' organizations too.
- I will appreciate to have more information about projects
- Personally, I think that teacher should have more time to study how to fill the workers that factories will need in the nearly future and try to educated our students in that way. We have too much work with our daily classes and I think this aspect had to be improved
- It would be helpful to have international lists of companies abroad organized by areas to ease the process to contact with them while seeking for job placements.
- I don't know what is this survey about and why are you asking me, as I am not involved in job training.
- Expand internationalisation culture among earlier studies. Encourage students to be conscious about the importance of foreign languages to be prepared to compete in a professionally more exigent labour market.
- In my opinion, students have to take more part in the process of the job placement. For example, think about what kind of work or tasks they want to perform, conduct research about companies in their area, and try to find their own job placement according to their goals. If they are interested in a business idea, they should get some practice in accordance with their idea that complements their studies and serve as a basis for developing it. And the

Organization should provide human and material resources for the successful development of this process.

- An upgrading of the school simulators would be very advantageous for students and helpful for teachers.
- I think some questions are very complicate to understand for students
- More financial help from the institutions and more formation courses for teachers and trainers
- Methods to canalize and develop ideas AND Innovation
- News teaching models are necessary in our society.
- to be more people in my organization to control these kind of activities
- It would be interesting to create a new role in order to track the alumni
- I need more time to have meeting with teachers
- I think I am not in position to answer this questionnaire judiciously. I do not have enough information to do it. I'm sorry. Anyway, I can give some suggestions:
 1. Establish programs or agreements between schools and companies that have regular staffing needs. In these cases provide customized training or targeting specific sectors.
 2. Change the methodology of our FP. Focus teaching on the "know-how" in digital literacy and student assessment.
 3. Require updating for teachers and regular training in professional family companies. Something like a FCT for teachers.
 4. Promote and encourage teachers to innovate, creating, collaborate and share their material with the rest of the educational community.
- If this is the "suggestions" gap why is it compulsory?
- More time on business practices.
- Continue learning and innovating always
- "Train the Trainers Courses" in order to improve the trainers' skills
- Teachers should facilitate innovation and support innovative students even after their studies.
- Change totally all the framework the department of job placement in my University works
- More communication between University and Companies
- Share your knowledge, have the capability analyse to measure and analyse all the aspects of your idea/work.
- As teachers should encourage students to innovation. We should support them and stimulate their spirit of cooperation. To teach them how to handle the difficulties of external and internal environment.
- Establishing new courses of Health Management, and Health Administration
- More innovations with the contribution of the state
- Better connections between stakeholders and research institutions for students.
- I would suggest to have workshops with good practices from the real market
- Being cooperative and patient with the students.
- Immediate information

- -Better Networking with European Partners
- -Knowledge and Good Practices
- Collaborate with entrepreneurs and managers
- Specialization of the object!
- More engagement of teachers/trainers and more active role of students in the job placement procedure.
- Better guidance regarding student placement, more resources in order to become more innovative.
- Better use of all the "tools" students may have in their disposal in order to analyse better and more particularly the external environment. The organization could deal more specifically with the data collection of possible problems that a trainee can have in his/her job period abroad.
- Horas de formação modulares deveriam incluir não apenas as horas de formação, mas horas de apoio ou dinamização de projetos/iniciativas.
- Sendo uma escola de pequena dimensão com todos os benefícios que daí advêm e particularmente na facilidade de comunicação, conhecimento e interacção entre os pares, torna-se complicado, devido à estrutura reduzida, abraçar todas as iniciativas propostas e solicitações do meio.
- Algumas questões eram pouco claras, nomeadamente a quem se dirigia a pergunta. (Some questions are not clear, particularly regarding to whom was meant the question).
- 78 teachers and trainers do not have any suggestions.



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STUDENTS' SUGGESTIONS FOR IMPROVEMENT (For the factors you are involved in)

- Always need more information
- Suggest more places to do practice.
- I think, that the practice of Lithuania fully developed and directly related to the study subject matter.
- I would suggest to prolong the duration of traineeship;
- To allow the employee to take the risk;
- I want to suggest that the organization unnecessarily unwritten good grades for practice, if it does nothing do at practise time.
- Students create ability remembered more responsibility in practices place.
- More flexibility
- Evaluate more the team work.
- I personally feel that more focus should be put on the apprenticeship because three months is not enough to acquire experience in those fields in which we are going to work in the near future.
- Include more languages and divide those cases in different levels, English also
- Make the learning process entertaining so besides developing their skills in a friendly environment, the students can also learn to do things right and don't be afraid of failing.
- Some teachers are very involved in helping students to go abroad, but the organization is not as flexible as it should be. In some subjects we have to update a lot too.
- Giving more information about de job placement.
- Change the educative system into a more practical syllabus instead of learning loads of thing by heart.
- More time of work
- Involve more in the practice exercise
- I think one of the things they could improve is that the students should have more information about the documents they need before go abroad.
- Need a better organization, monitoring, communication between countries and more involvement from the teachers from the transmitter country.
- More insistence in the possibility of searching our own practices, more control and relationship between the student and the job placement controlling teacher (FCT responsible), some module hours focus on helping to the job placement and some other activities to motivate the students for being innovative and taking initiative in the live.
- Get more information about the work place before we get here
- Stay more in touch with the students
- I would say that students abroad should have more support from their organizations, as sometimes you feel lost and you don't know where find the

help. Maybe some testimonials from the people that have already done this Erasmus+ scholarship will help, moreover if they have been in the same country.

- Shorts questions
- Have more information before going
- Clases de idiomas mejorados
- No puedo opinar sobre este asunto
- The transport (bus, train) free would be great.
- I'm working with prints.
- More implication of the tutors
- Las casas deberían ser compartidas con gente del país no con gente que habla castellano
- Place our homes near to the job placements
- Organisation should always have really clear what each student specializes in during their studies, in order to achieve a more compatible job/traineeship placement.
- Deberían ponernos mas clases de Italiano para adaptarnos mejor, pero clases durante los 3 meses para preguntar las dudas del día a día
- Everything is fine
- I think It would be opportunities for all the students, not only for the best students or the students that have best qualifications.
- Change the educational system in order to respond in the reality.
- Extroversion
- Better understanding of the organizations goals and strategic plans
- Definitely more communication between both parties.
- Education
- Better cooperation between the organization and the business environment.
- The organisation should adopt a labour data collection tool after the students' job placement.
- Restructuring of the education system.
- I think it is necessary to evaluate the universities and the labour market.
- The education should be modern and offer more opportunities.
- Better connection between studies and the labour market.
- The students must be better informed about the economic reality and not be concentrated only on theoretical parts of education.
- The education system must be improved.
- The Greek universities should promote the innovation and the entrepreneurship and provide the qualitative studies in every level with a concurrent connection with the market.
- I am pleased in some level but in my opinion the labour market is the main problem of the young people.
- The education system should offer more opportunities and modernize
- As the innovation is an important clue to our academic and work reality there should be an improvement in many ways and level by putting the innovation issues in priority.

- Best analysis of the current situation (External and Internal environment), recognize our skills and capabilities and take the necessary risk.
- Ter um maior rigor na seleção de alunos nas entrevistas.
- nenhuma
- Pausas mais bem organizadas. local onde existiria uma associação de estudantes onde poderia se organizar eventos, melhoria na biblioteca de informática, e um espaço de distração ou reflexão
- A escola devia organizar mais atividades
- Communication, learning, researching, helping each other, asking professionals
- 88 students do not have any suggestions