

The questionnaire is prepared by Leonardo da Vinci Transfer of Innovation Key-Coach project. Your answers will help the partner's group to find out the current situation of VET teachers/tutors position throughout the European Union and the identification of training needs.

This questionnaire is completely confidential. The answers will be used only for the purposes of the project. Please select the most suitable answers. Thank you for your contribution to our research!

1. Do you have experience in coaching, applied in the educational field?

- ☐ Yes, I have
- ☐ No, I do not have

2. Are you familiar with the term coaching¹?

- ☐ Yes, I have
- ☐ No, I have not

3. Are you involved, or have you been involved in training courses for VET teachers/tutors?

Please select one answer

- ☐ Yes, I am involved
- ☐ Yes, I have been involved
- ☐ No, I was never involved

4. What is/was the scope of training course(s) you took as VET teachers/tutors?

Please select the most suitable answers.

- ☐ Local
- ☐ Regional
- ☐ National
- ☐ International
- ☐ I have never been in any training

¹ **Coaching** is about emotional competences, like communication skills, relationship skills and persons inner emotional work. While **tutoring** covers the intellectual skills and academic competencies by sitting down and helping students to do homework. In other words, tutor is generally associated with one who gives professional instructions.

If you have a different opinion, please write it in this open text field.

5. What fields and/or topics were/are included in your training for VET teachers/tutors?

Please select the most suitable answers.

- ☐ Social field
- ☐ Social integration field
- ☐ Education field
- ☐ Health field
- ☐ Cultural field
- ☐ Environment control field
- ☐ Public service field
- ☐ Political field
- ☐ Soft skills²
- ☐ Entrepreneurship skills
- ☐ I have never been in any training

If you have other examples, please write them in this open text field.

6. How often do you participate in such trainings for VET teachers/tutors?

Please select one answer.

- ☐ Every three months
- ☐ Every six months
- ☐ Once a year
- ☐ Every two years
- ☐ Never

7. What skills do you need to improve your teaching or tutoring?

Please select the most suitable skills.

² Soft skills is the term associated with a cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people.

- ☐ To plan activities;
- ☐ To take into account each learner's needs;
- ☐ To be attentive, sensitive to learners needs, achievements, difficulties and problems;
- ☐ To acknowledge your own strengths and weaknesses;
- ☐ To be able to select the most suitable education methods and use them in creative ways;
- ☐ To be able to adjust to the group needs;
- ☐ To master the needed pedagogical methodologies;
- ☐ To have knowledge of the area which you teach;
- ☐ To be able to use spoken and written teaching language properly in real and/or virtual environment;
- ☐ To be able to share during a discussion, your personal views and ideas with other people, in order to obtain harmony within the group.

If you have different opinion, please write it in the open text field.

8. What working skills you need to improve?

Please specify

9. What aspect(s) of your teaching/tutoring can be improved? Do you need to improve your tutoring?

Please specify

10. Please indicate which ways of training would be most useful for VET teachers/tutors?

Please evaluate above listed criteria from 1 to 3.

1 = very useful activity, 2 = normal, 3 = total irrelevant activity.

	1	2	3
Theoretical-practical seminars			
Practical seminars			
Specialized seminars			
On-line training			
Blended training³			

11. What skills do you need to improve your coaching or tutoring?

- ☐ Rapport
- ☐ Appreciative inquiry⁴
- ☐ Asking questions skills/sensitive language use in coaching⁵
- ☐ Giving and receiving feedback
- ☐ Reframe
- ☐ Observation skills
- ☐ Active listening skills
- ☐ Time management skills (learning the art of prioritizing)
- ☐ Empathizing ability
- ☐ Counseling techniques (e.g. body language, tone of voice, giving advices, active listening, etc.)
- ☐ Reflective Practice⁶
- ☐ Others

³ **Blended learning** is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace.

⁴ **Appreciative inquiry (AI)** is a positive way to embrace organizational change based on a simple assumption: Every organization has something that works right—things that give life when it most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change.

⁵ The way of eliciting from the trainee what you intend to point out in order to avoid the “Direct” words which might hurt and to help the process of reflection for alternatives.

⁶ A way of studying your own experiences to improve the way you work.

12. Is the lack of one of these skills, affecting your professional activity as a tutor?

Please specify

13. Which are your strengths as a tutor?

Please specify

14. Has your organization/institution included recently any innovations in carrying out the tutorials?

Please specify

15. What adjustments would you like to include in the next training programme?

(See the annex No. 1 "Coaching Training Programme")

Please specify

16. What innovative tools was/are used in your VET organization while working with the learners?

Please specify

17. What do you think about international cooperation? Is your organization involved in international collaboration? (eg. on-line platform to share experiences, joined international projects, participation to European Programme such as Comenius, Grundtvig, Leonard and others)

Please specify

18.What do you think about introducing coaching to improve the entrepreneurship skills of your students/trainees?

19.What good practices, in your opinion, are interesting to share?

Thank you for your time and collaboration!

CONCEPT OF COACHING

The international coach federation defines coaching as: “An on-going professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organisations”. According to Prof. A. Brown, L. Brown and others (2012) “Coaching in vocational education and training (VET) aims to help people to learn for themselves under the close guidance of an expert” (2012:51). Coaching is different from instructional, or teacher-directed, classroom approaches in that it involves students working in authentic dialogue and partnership with expert coaches in the vocational field involved (Jameson, 2002). Coaching encourages learners’ engagement in their own learning and performance improvement. In other words, coaching is a process including coachee and the learner equitably working together to help the learner to gain access to his/her personal skills. The coachee should be empowered to deal with problems, new situations or personal matters.

COACHING AIMS AT

- ✓ establishing a coach-client relationship;
- ✓ working in a one-on-one-situation on personal and professional topics;
- ✓ the coach works with a client on the current situation and helps him/her to carry out his/her intentions;
- ✓ the future well-being of individuals concerning f.e. individual development, improvement of skills/situations/ self-confidence;
- ✓ providing assistance in change processes regarding skills, attitudes, empowerment, success, overcoming limits, reflecting the coachee’s situation;
- ✓ providing the coachee with tools to handle his/her situation.

CONTENT OF OUR EXISTING TRAINING PROGRAMME TO BECOME A COACH**PREMISES OF EDUCATIONAL COACHING**

- | | |
|---|---------------------------------|
| ✓ The knowledge is in the coachee / The coachee has got the knowledge | ✓ Objectives – values – beliefs |
| | ✓ Empowerment |

SKILLS FOR THE COACHING PROCESS

- | | |
|--|------------|
| ✓ Provision of a confidentiality environment | ✓ Feedback |
| ✓ Rapport | ✓ Reframe |
| ✓ Appreciative inquiry | ✓ Observe |
| ✓ Request | ✓ Listen |

TOOLS FOR THE COACHING PROCESS

- | | |
|------------------------------|---------------------|
| ✓ Life Wheel ⁷ | ✓ Grow ⁹ |
| ✓ System-role-person | ✓ Feed-forward |
| ✓ Swot analysis ⁸ | |

⁷ Life Wheel

http://www.thecoachingtoolscompany.com/free_resources/wheel-of-life-coaching-tool

⁸ SWOT analysis

http://en.wikipedia.org/wiki/SWOT_analysis

⁹ GROW http://en.wikipedia.org/wiki/GROW_model

- ✓ Cards with goals
- ✓ Back castings Timeline
- ✓ Left column
- ✓ Vital roles
- ✓ Johari¹⁰
- ✓ Perceptual position
- ✓ Constellations

¹⁰ **Johari** http://en.wikipedia.org/wiki/Johari_window

Report on a KEY-COACH survey applied by Spain, Belgium, Portugal, Lithuania and Romania

The field study has been prepared by Leonardo da Vinci Transfer of Innovation KEY-COACH project partners from Spain, Belgium, Portugal, Lithuania and Romania. The questionnaire was designed in order to find out the current situation of VET teachers/tutors position throughout the Spain (Navarra), Belgium (BE-Flanders), Portugal (Almada) Lithuania (Šiauliai region) and Romania (Mures country) and to identify the training needs and its improvement.

The questionnaire was applied by emails and handed in to the VET teachers/tutors between **05.02.2014 – 16.02.2014**

The total number of respondents participated in the survey was **112** VET teachers/tutors from partners countries, i.e. **21 respondent from Spain**: CIP Donapea IIP; Instituto de Formacion Profesional Ibaialde de Burlada; Centro Integrado en Administracion, Comercio e Informatica Maria Ana Sanz; Escuela Sanitaria Tecnico Profesional de Navarra – ESTNA; Centro Publico Integrado de Formacion Profesional Virgen del Camino; Departamento de Educacion del Gobierno de Navarra; **21 respondent from BE-Flanders**: VTI Brugge, Zandstraat; VTI Brugge, Boeveriestraat; Haverloo Assebroek; CLW VTI Brugge, Sint-Andries; CLW VTI Oostende; **25 respondents from Portugal**: Almada Schools; **25 respondents from Lithuania**: Šiauliai Vocational Education and Training Centre: Trade and Business Department; Šiauliai Labour Market Training Centre; Radviliškis technology and business training centre; Šiauliai Vocational Education and Training Centre: Household Service Department; Šiauliai Vocational Education and Training Centre: IT Service Department; **20 respondents from Romania**: Colegiul Economic Transilvania; Colegiul Unirea; Liceul Sportiv; Colegiul Vocational Pedagogic; Liceul Sanitar; Scoala Tehnica Gurghiu; Colegiul Agricol “Traian Savulescu”, Colegiul “Al.Papiu Ilarian”; Grup Scolar “Emil Dandea” Tg Mures; Grup Scolar “Petru Maior” Reghin.

The results of the KEY-COACH survey are not only significant to the project itself, but also to the situation of training among VET teachers in partners countries. In order to find out present situation and the needs of VET teachers/tutors below you can find the results of the applied survey which are presented in charts and tables.

In order to find out VET teachers/tutors relation with the coaching and its terminology, the respondents were ask whether they have an experience in coaching and are they familiar with the term coaching. The results showed that VET teachers from BE-Flanders have/had some experience in coaching (100%), while respondents from Navarra, Spain (86%), Almada, Portugal (100%), Šiauliai region, Lithuania (76%), and Mures, Romania (60%) had/have no experience in coaching applied in the education field.

Option/Country	Spain	BE- Flanders	Portugal	Lithuania	Romania
Yes, I have	14%	100%	-	24%	40%
No, I have not	86%	-	100%	76%	60%

Do you have experience in coaching, applied in the educational field?

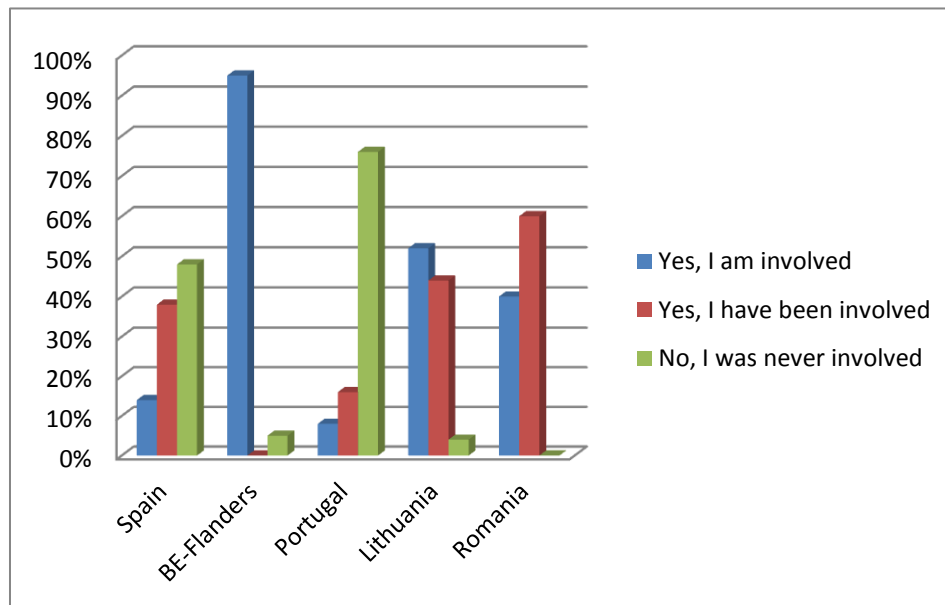
Though, respondents have no experience in coaching it could be seen that VET teachers/tutors more or less have knowledge about the coaching terminology (see the table below). However, some respondents when being asked to explain the terminology more detail there appeared some misunderstanding about its understanding. According to BE-Flanders results the majority of VET teachers/tutors were not able to explain what the coaching means.

Option/Country	Spain	BE-Flanders	Portugal	Lithuania	Romania
Yes, I have	57%	100%	40%	53%	40%
No, I have not	43%	-	60%	48%	60%

Are you familiar with the term coaching?

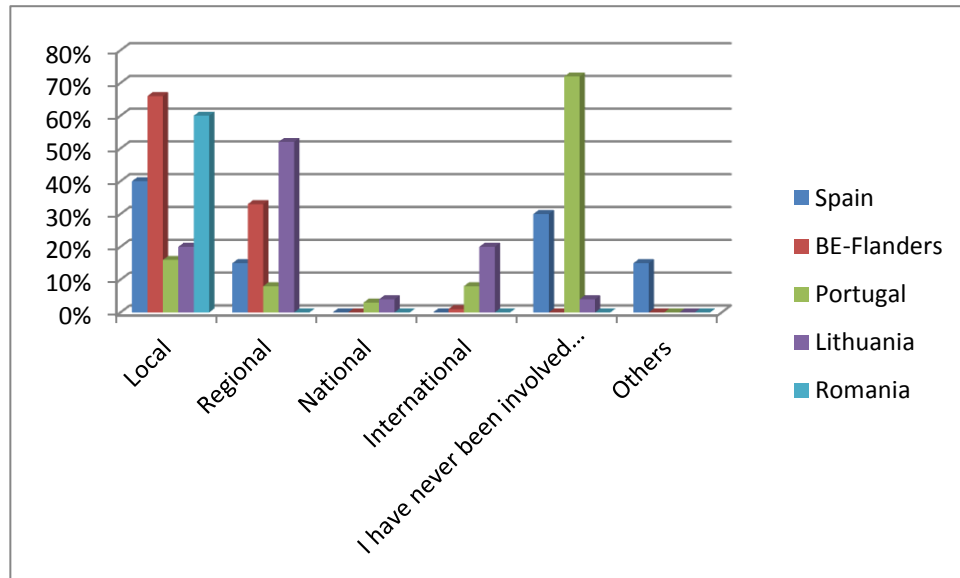
The survey also was interested in whether VET teachers/tutors are/were involved in training courses for VET experts. As the below presented chart shows the results in each country are quite diverse, though there are some similitude. We can see that VET teachers/tutors from all countries are more or less involved in training process, though it should be pointed that 95% of all BE-Flanders respondents are involved in trainings courses for VET teachers/tutors while 48% of Navarra, Spain and 76% of Almada, Portugal respondents have been never involved in such training courses. We can

see that Šiauliai region, Lithuania and Mures, Romania results are quite similar proximally half (50%) of respondents are or were involved in VET trainings.



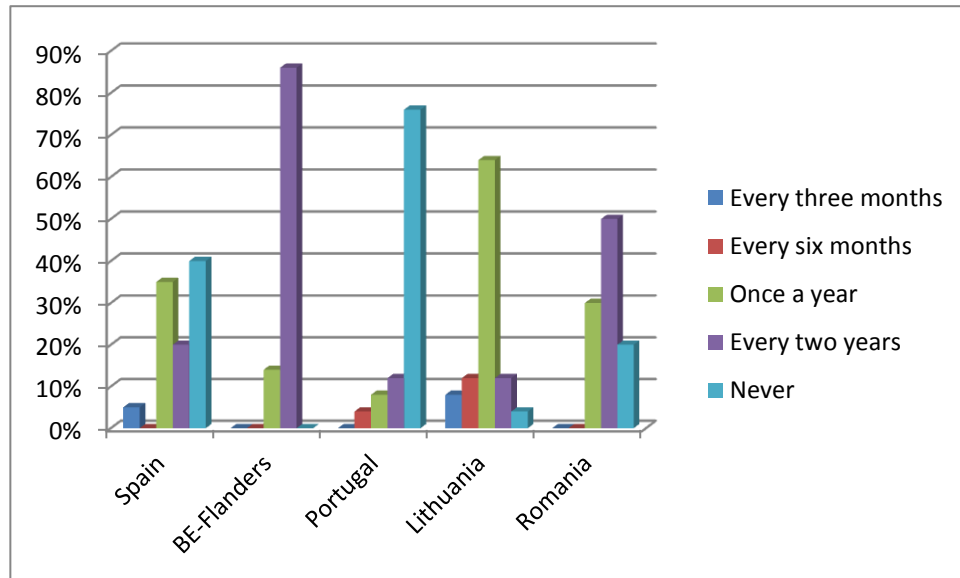
Are you involved, or have been involved in training courses for VET teachers/tutors?

Though the survey showed that VET teachers/tutors are or were involved in training, the questionnaire also included the question how often and in what training they take or took part, which is significant for further research about the VET teachers/tutors needs. The results showed that the majority of VET teachers/tutors participate in local training. None of the respondents from Spain, BE-Flanders and Romania took part in international training, except Lithuanian 20% and Portugal 8% of respondents have experience participating in international training. Moreover, it should be noted that 15% of Spanish VET teachers/tutors take part in on-line training, which shows that Navarra's society uses innovative training methods. It also should be taken in consideration that 72% of Almada, Portugal VET teachers/tutors have never been in any trainings, however according to the results 44% were trained.



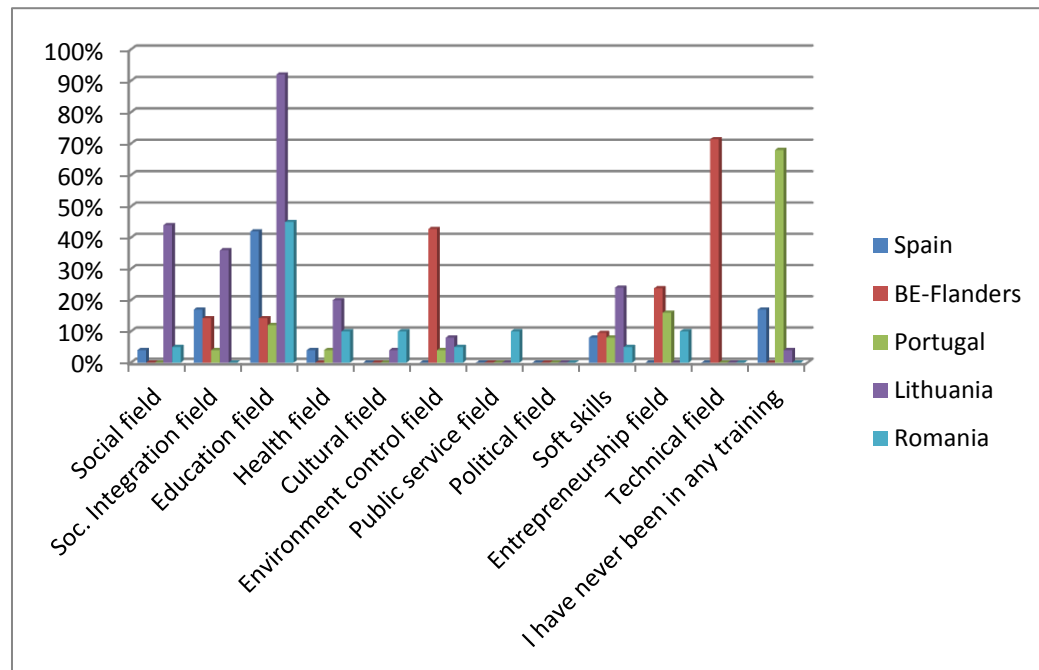
What is/was the scope of training course(s) you took as VET teachers/tutors?

In order to find out how often VET teachers/tutors raise their qualification and improve their skills in the survey was interested how often respondents participate in such training for VET teachers/tutors. From the chart below it could be seen that respondents take part in such training once a year or every two years. Also, we can see that there is a minority of respondent who improve their skills in training which repeats every three months or every six months. However, the results showed that proximaly 40% of Navarra's, Spain, 76% of Almada's Portugal and 20% of Mures's, Romania VET teachers/tutors do not participate in such training. The results also showed that only 4% of Almada's Portugal respondents raise their qualification every six months, 8% respondents participate in training once a year and only 12% of VET teachers/tutors from Almada raise their qualification every two years.



How often do you participate in such training for VET teachers/tutors?

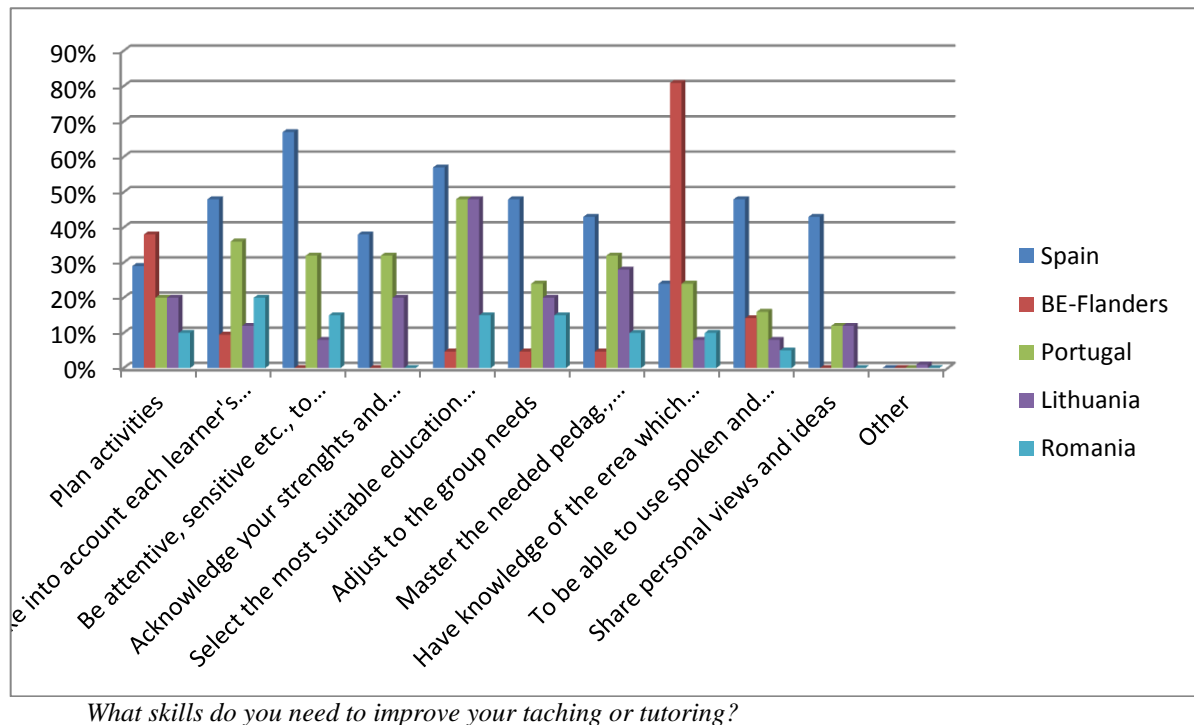
The most significant aspects for VET teachers/tutors work are the subjects and fields included in training programme. The work direction allows to investigate the needs of the respondents. The results showed that VET teachers/tutors from all countries and regions include in their training educational field the biggest percentage is in Lithuania (92%), Romania (45%), Spain (42%) and BE-Flanders (15%). The results also showed that the second most applicable field is Social integration field, in Lithuania the percentage is 33%, Spain 17%, BE-Flanders 15%. It should be noted that in BE-Flanders VET teachers/tutors work on technical field (70%) i.e. mechanics, electricity, food, etc. None of the respondents in their training include politics, a small percentage include public services and culture. Also, it should be taken in consideration Aldama's, Portugal situation, since according to the results the majority 68% of all respondents have never been in any training and the minority of VET teachers/tutors include in their training some field, for example 16% include Entrepreneurship field, 12% Education field and so on.



What fields and/or topics were/are included in your training for VET teachers/tutors?

Although, the results showed that respondents participate in training for VET teachers/tutors and every year raise their qualification it worth noting what skills are the most significant working in VET system and it needs to be improved as much as possible. In order to find out what skills VET teachers/tutors are lacking the survey was interested whether respondents need to improve their teaching or tutoring skills. And according to the chart the results are quite diverse, it could be seen that VET teachers/tutors from Navarra, Spain are lacking the skills related with sensual interaction with students and their needs (67%) and also lacking the ability to select the most suitable methodologies and use them (57%). On the other hand it can be noticed that respondents from BE-Flanders needs to improve their professional knowledge, which would let them be their expert of a training field (80%). VET teachers/tutors in Almada, Portugal need to improve the ability to select the most suitable education methods and use them in creative way (48%) and to take into account each learner's needs (36%). In Šiauliai region, Lithuania as in Navarra, Spain, and Almada, Portugal the respondents expressed need to improve skills related with the selection of the most suitable methods and its usage in creative ways (48%). And VET teachers/tutors from Mures, Romania needs to improve their ability to interact with learners and take into account each student's individual needs (19%). Though the results are quite diverse and the needs of VET teachers/tutors from each partners

countries are different but it could be noticed that their goal is the same to improve their skills and working methods which would help them work innovatively and creatively.



In order to improve respondents working skills the questionnaire included open question, which let VET teachers/tutors specifically identify the skills which should be improved. According to the respondents from partners countries the main skills which needs to be improved are:

- To select most suitable education methods and use them in creative ways;
- To master the needed pedagogical methods;
- To adjust to the group needs;
- To improve IT working skills;

Despite above mentioned skills the respondents singled out the skills related with the ability using properly spoken and written teaching language in real and/or virtual environment, however these skills were mentioned by the minority of all respondents. According to the VET teachers/tutors it is also very significant to have knowledge of the area which you teach. Also the respondent expressed their wish to improve their skills related with e-learning and its materials, to improve their time and activities planning skills. Also, to improve team and group working skills. VET teachers/tutors

expressed the need to improve their relationship within the school and with families; promote students motivation. Unfortunately, according to the results in Lithuania one-third (33%) and in Spain 25% of respondents have no opinion to this specific question and 88% of Almada's and 8% of Šiauliai region's VET teachers/tutors think that they have enough skills.

Despite the improved personal working skills it is significant to ascertain what aspects of teaching/tutoring can/should be improved according to the respondents. The aspects which were singled out by the majority of all respondents:

- To be able to anticipate and solve the problems/needs related with the students (e.g. group tutor sessions, training focused on student-centred teaching and learning methodologies);
- Working skills related with young people, since the target groups are dynamic and social integration conditions and needs are in a constant change;
- To improve counselling skills;
- To select the most suitable education methods and use them in creative ways;
- To adjust to the group needs.

Although, the results showed that the most relevant skills which according to the respondents needs to be improved and taken in to account. However, in Spain 33% and in Lithuania 24% of VET teachers/tutors have no opinion to this question. Moreover, 16% of Lithuanian respondents think that they have enough skills.

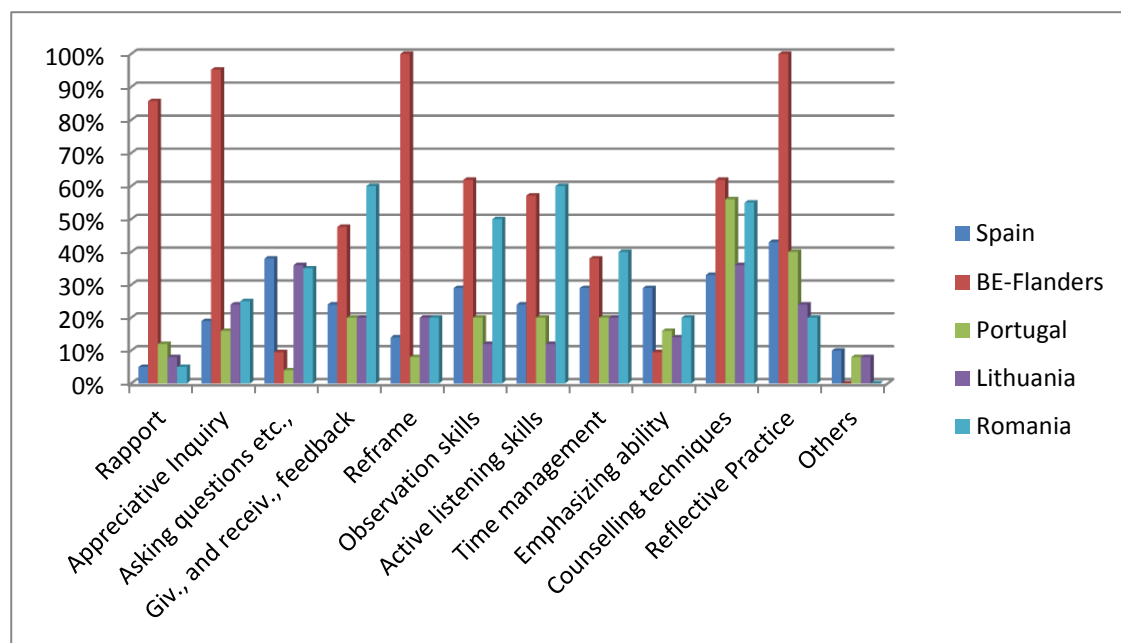
In order to ascertain what working methodologies are used by VET teachers/tutors in partners countries and which methods are the most preferable, the survey was interested which ways of training would be most useful for VET teachers/tutors. And according to the results it could be pointed out that the majority of all respondents singled out **practicle seminars**, as a very useful activity. The second most useful activity is theoretical-practical seminars. In Portugal respondets emphasized specialized seminars. Other methods like on-line training and blended training did not received much attention. However, respondents expressed the wish to include innovative working methods.

Option/Country	Spain			BE-Flanders			Portugal			Lithuania			Romania		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Theoretical-practical sem.,	6	4	3	8	12	1	9	16	0	13	11	1	15	5	0
Practical seminars	10	3	1	18	3	0	17	8	0	16	6	2	16	3	1
Specialized seminars	6	2	4	8	13	0	16	7	2	9	12	1	0	4	16
On-line training	6	5	2	0	3	18	8	12	5	6	10	8	13	7	0
Blended training	5	3	6	2	3	16	6	15	4	2	13	5	15	5	0

Please indicate which ways of training would be most useful for VET teachers/tutors?

1=very useful activity; 2=normal; 3=total irrelevant activity

Since the survey is related with coaching and seeks to find out how VET teachers are experienced in coaching the respondents were asked to specify what skills do they need to improve coaching or tutoring? And according to the results it could be seen that respondents from different countries require different skills. It could be noted that in Spain respondents singled out the need to improve reflective practice (in the sense of being able to help students to reflect on the problems and needs (43%), to improve their asking questions skills (in order to be more sensitive to the students and their needs (38%) and to improve counselling techniques (33%). Thus, in BE-Flanders the biggest concern is focused to the skills related with reframing (100%), to the reflective practice (100%), moreover respondents expressed the wish to improve their appreciative inquiry skills (95%) and rapporting skills (85%). In Portugal VET teachers/tutors singled out the importance of improvement of the counselling technique (56%) and reflective practice skills (40%). In Lithuania results quite differ from other countries as the main attention is focused to the skills related with the skills/sensitive language used in coaching (36%) and to the counselling techniques (36%). In Romania respondents singled out the need to improve their skills related with active listening and giving and receiving feedback (60%) also to the counselling techniques (55%) and to the observation (50%). In addition, the results show that VET teachers/tutors from partner countries have specific working methods and within this project they will be able to improve above mentioned skills.



What skills do you need to improve your coaching or tutoring?

The results showed that VET teachers/tutors needs for improvement and in above presented chart it is visible which skills need more attention. However, the question whether the lack of some skills affects their professional tutoring activity showed that there is no single decision whether the lack of skills affects their professional work or not. In Lithuania 60% and in Portugal 68% of respondents assured that the lack of skills has the impact to the professional activity, 24% of Lithuanian and 24% of Portugal VET teachers/tutors claimed that skills do not influence their teaching/tutoring activity and 16% in Lithuania have no opinion. In other countries like Spain respondents wish to have more training, since the training would improve their ability to identify problems and needs of a student. In Romania the answers are quite diverse like in Lithuania some of the respondents claim that it does not influence their professional activities and some of them would like to improve working skills like giving and receiving feedback. And in BE-Flanders, there is a great interest in improving their working skills in order to become the professionals of their teaching field. The biggest interest is in time management (57.14%) and emphasizing skills (47.61%).

When it was asked to single out strongest and weakest skills VET teachers/tutors indicate such personal skills:

Option/Country	Spain	BE-Flanders	Portugal	Lithuania	Romania
Strengths	• Involvement and	• Good	• Easy and	• Planning,	• Empathy;

	knowledge of students; <ul style="list-style-type: none"> • Empathy; • Constantly and goodwill; • Accessibility; • Being a good planner; • Being a good communicator. 	knowledge of technical background of my topic (electricity, mechanics, food, care, etc.); <ul style="list-style-type: none"> • Patience when teaching; • A good heart for my students 	affordable communication with students; <ul style="list-style-type: none"> • Social skills; • Ability to observe; • Creativity; • Knowledge of the needs of labour market; • Curricular flexibility. 	monitoring, organizing, evaluation and analysis; <ul style="list-style-type: none"> • Experience and expertise; • The ability to select the most suitable education methods and use them in training; • Attentiveness; • Communicative, collaborative and listening skills; • Innovativeness; • The ability to adjust to the group needs. 	<ul style="list-style-type: none"> • Honesty; • Reliability; • Observation skills; • Good communicator; • Planning the lessons carefully; • Instilling confidence in students' abilities.
Weakness	-	-	-	-	-

The results showed that none of the respondents singled out their weaknesses, however it can be seen that VET teachers/tutors have a number of strengths. Despite the fact that all respondents are diverse with their significant mentality and cultural differences, however all of them seeks for the same goal to look in students' problems and the needs, to analyse them and help finding the best solution.

Since innovations have significant part in the KEY-COACH project the survey was interested in its appliance in VET teachers/tutors organizations and their work. The results showed that respondents' organization included few innovations, like:

- E-learning material;
- Virtual learning environment;
- Moodle;
- Changes in the national curriculum;
- Changes in national minimum goals;
- New tutorials;

- Applied new teaching methods.

However, Romanian and Portuguese (88%) VET organization which participated in the survey recently did not include any innovations, which is quite serious aspect that should be taken in to account.

Also, it was mentioned VET teachers/tutors were asked to single out the innovative tools used during the work with the learners. The respondents defined such tools:

- Moodle;
- New teaching methods;
- IT technologies;
- Brainstorming;
- Role-play;
- Feedback (anonymous);
- Web 0.2 tools;
- Interactive whiteboard;
- Games;
- International work experience;
- Tools designed for solving conflicts;
- Distinct complex-situational tasks.

VET teachers/tutors also expressed a wish to improve skills related with the usage of innovation tools, as it would help them widen their working methodology. Moreover, the survey showed that respondents are interested in improvement of a good practice.

In order to analyze VET teachers/tutors needs the survey presented the *Coaching Training Programme*. KEY-COACH project partners were interested what suggestions, adjustments VET teachers/tutors would like to provide or include in it. Hence, the results showed that (see the following table):

Spain	BE-Flanders	Portugal	Lithuania	Romania
• Improving the use of	• Keep it practical	• Empowerment	• Coaching skills;	• We first of all have to see the training

ICTs; <ul style="list-style-type: none"> Improving the use of new tools (tablets, ipads, etc.); Visits to companies; Workshops with entrepreneurs; Training in coaching skills. 	and applicable; <ul style="list-style-type: none"> Not too long time teaching, give exercises; Connect the training programme to real school life; Not too much talking, show real examples that work in reality. 	<ul style="list-style-type: none"> Practical coaching activities; Relationship between trainer and trainee. 	<ul style="list-style-type: none"> Reframe; Appreciative inquiry; Cards with goals; Life wheel; Grow method. 	programme; <ul style="list-style-type: none"> Reflecting; Empowerment.
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Summarizing the result it can be said that VET teachers/tutors wish that a training programme would be more practical than theoretical, that it would include as many real examples as it can and that it would apply diverse working methods. This kind of training programme would enable improve their working skills.

In order to assess VET teachers/tutors international competences and skills the questionnaire was also interested in international cooperation. According to the results, all respondents are positive about international cooperation and they have experience in international cooperation projects.

Option/Country	Spain	BE-Flanders	Portugal	Lithuania	Romania
Projects proposed by the survey	<ul style="list-style-type: none"> Leonardo da Vinci. 	<ul style="list-style-type: none"> Leonardo da Vinci; Comenius; 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Leonardo da Vinci; Grundtvig; 	<ul style="list-style-type: none"> Comenius; LdV Partnership;
Other	<ul style="list-style-type: none"> E-twinning; FP Skill Olympics. 	<ul style="list-style-type: none"> E-twinning; Bilateral non funded cooperation. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Exchange programmes; Youth in Action; NordPlus programme. 	<ul style="list-style-type: none"> Bilateral projects with neighbouring countries (Hungary).

The survey was also interested in entrepreneurship skills. The respondents were asked whether coaching introduction to the students/trainees would improve entrepreneurship skills. The results showed that the coaching tool is very beneficial for entrepreneurship skills improvement. Although, some of the respondents doubts whether coaching would have any impact to it.

And the last aspect which is also very significant to the survey is the good practice. The respondents were asked what good practices are interesting to share. According to VET teachers/tutors the most significant practice which needs to be spread is:

Spain	BE-Flanders	Portugal	Lithuania	Romania
<ul style="list-style-type: none"> • Conflict resolution; • Improving the self-esteem and the attitude of students; <ul style="list-style-type: none"> • Personalized monitoring; • Transfer of knowledge; • Training; • Labour orientation; <ul style="list-style-type: none"> • Motivation techniques. 	<ul style="list-style-type: none"> • Use of ipad. 	<ul style="list-style-type: none"> • Practical activities; • Pedagogical differentiation. 	<ul style="list-style-type: none"> • Tools improving student's wealth, personal skills and self-confidence; • Tools for specific situation's solving; <ul style="list-style-type: none"> • International cooperation; • Formation of working skills; • IT techniques. 	<ul style="list-style-type: none"> • Evaluation and assessment; • Share innovative tools used by other VET schools; • To address all types of intelligences; <ul style="list-style-type: none"> • Personalized learning; • Error correction.

The Summary of the KEY-COACH survey applied Spain, Belgium, Portugal, Lithuania and Romania

The questionnaire was applied by emails and handed in to **112** VET teachers/tutors in Spain, BE-Flanders, Lithuania and Romania between **05.02.2014 – 16.02.2014**.

The results of the KEY-COACH survey are not only significant to the project itself but also to the situation of training among VET teachers in partner countries. In order to find out the present situation and the needs of VET teachers/tutors KEY-COACH partners from above mentioned countries carefully selected questions and fields which need close investigation for the research.

Regarding coaching terminology and its acquaintance the results showed that the majority of VET teachers from BE-Flanders (100%) have experience in coaching, while respondents from Navarra, Spain (86%), Almada, Portugal (100%), Šiauliai region, Lithuania (76%) and Mures, Romania (60%) have no experience in coaching applied in the education field. Despite the fact that respondents have little interaction with coaching term, nevertheless most of VET teachers/tutors are/were involved in local training (about 60% of all respondents). Moreover, it should be noted that 15% of Spanish VET teachers/tutors take part in on-line training, which shows that Navarra's society uses innovative training methods. The results also showed that in order to become the experts of their field respondents improve their skills once a year or twice a year. It also should be taken in consideration that 72% of Almada, Portugal VET teachers/tutors have never been in any trainings, however according to the results 44% were trained. It leads to the conclusions that VET teachers/tutors from partner countries pay attention to their qualification and seek for the improvement of the work methods.

In order to investigate VET teachers/tutors' needs survey included the question related with respondents' work specification. The results showed that VET teachers/tutors from all countries and regions include in their training education (Spain, Lithuania and Romania), social integration (Lithuania), technical (BE-Flanders), entrepreneurship (16%) fields. Also, as in previous section it should be taken in consideration Almada's, Portugal situation since, according to the results the majority 68% of all respondents have never been in any training.

The survey included separate part which investigated VET teachers/tutors skills, strenghts and other issues which need improvement. According to the results there can be seen the most significant skills which needs to be improved:

- Skills related with sensual interaction with students and their needs (67%) Navarra, Spain and Almada, Portugal (36%) ;
- The ability to select the most suitable methodologies and use them (57%) Navarra, Spain;
- To improve professional knowledge, which would let VET teachers/tutors be the expert of their training field (80%) BE-Flanders;
- To select the most suitable methods and use them in creative ways (48%) Šiauliai region, Lithuania and Almada, Portugal (48%);
- To improve their ability to interact with learners and take into account each student's individual needs (19%) Mures, Romania.

VET teachers/tutors specifically identified the skills which needs to be improved. According to respondents the main skills which needs to be improved are:

- To select most suitable education methods and use them in creative ways;
- To master the needed pedagogical methods;
- To adjust to the group needs;
- To improve IT working skills;

Moreover, VET teachers/tutors pointed out that it is very significant to have knowledge of the teaching field. Also, to improve skills related with e-learning and its material, to improve time and activities planing skills and improve team and group working skills.

The most relevant tutoring skills:

- To be able to anticipate and solve the problems/needs related with the students (e.g. group tutor sessions, training focused on student-centred teaching and learning methodologies);
- Working skills related with young people, since the target groups are dynamic and social integration conditions and needs are in a constanr change;
- To improve counselling skills;
- To select the most suitable education methods and use them in creative ways;

- To adjust to the group needs.

According to the results it could be pointed out that the majority of all respondents singled out practical seminars, as a very useful activity. The second most useful activity is theoretical-practical seminars. Also Portuguese VET teachers/tutors singled out specialized seminars.

VET teachers/tutors expressed the great interest in improving the following coaching skills:

- To improve reflective practice (in the sense of being able to help students to reflect on the problems and needs) (43%) Navarra, Spain and (40%) Almada, Portugal;
- To improve their asking questions skills (in order to be more sensitive to the students and their needs (38%) Navarra, Spain;
- To improve counselling techniques (33%) Navarra, Spain and (56%) Almada, Portugal;
- Reframe (100%) BE-Flanders;
- Reflective Practice (100%) BE-Flanders;
- Appreciative inquiries skills (95%) BE-Flanders;
- Rapporting skills (85%) BE-Flanders;
- Asking questions skills/sensitive language used in coaching (36%) Šiauliai region, Lithuania;
- Counselling techniques (36%) Šiauliai region, Lithuania, (55%) Mures, Romania;
- Active listening skills and giving and receiving feedback (60%) Mures, Romania;
- Observation skills (50%) Mures, Romania.

The survey showed that there is no single decision whether the lack of skills affect their professional work or not. However, VET teachers/tutors expressed their wish for more training.

Regarding to the strongest parts, respondents singled out the following:

- Involvement and knowledge of students;
- Good knowledge of technical background of my topic (electricity, mechanics, food, care, etc.);
- Planning, monitoring, organizing, evaluation and analysis;
- Social and communication skills;
- Observation skills and other.

The survey also included separate part investigating innovations and adjustments implemented in VET organizations and teachers/tutors working methods.

According to the results VET organizations recently included the following innovations:

- E-learning material;
- Virtual learning environment;
- Moodle;
- Changes in the national curriculum;
- Changes in national minimum goals;
- New tutorials;
- Applied new teaching methods.

However, VET organization in Romanian and 88% of Almada's organizations did not include any innovations, which is quite serious aspect that should be taken in to account.

Innovative tools used by VET teachers/tutors:

- Moodle;
- New teaching methods;
- IT technologies;
- Brainstorming;
- Role-play;
- Feedback (anonymous);
- Web 0.2 tools;
- Interactive whiteboard;
- Games;
- International work experience;
- Tools designed for solving conflicts;
- Distinct complex-situational tasks.

VET teachers/tutors also expressed a wish to improve the usage of innovation tools, as it would help them improve their working skills. However 84% of VET teacher/tutors in Almada do not use any innovative tools.

Adjustments suggested by VET teachers/tutors for the following training programme:

- Improving the use of ICTs;
- Keep it practical and applicable;
- Empowerment;
- Coaching skills;
- Empowerment and others.

The final part of the survey included the investigation of international cooperation, entrepreneurship and good practice.

According to the results, all respondents are positive about international cooperation and they have experience in international cooperation projects i.e. mainly Leonardo da Vinci projects.

Other international cooperation/programmes:

- E-twinning;
- FP Skills Olympics;
- Youth in Action;
- NordPlus programme;
- Bilateral cooperation.

The results showed that coaching tool is very beneficial for entrepreneurship skills improvement. Although, some of the respondents doubt whether coaching would have any impact to it.

The main aspects of the good practice singled out by VET teachers/tutors follow:

- Conflict resolution;
- Improving the self-esteem and the attitude of students;
- Use of ipad;
- Practical activities;
- Pedagogical differentiation;
- Tools improving student's wealth, personal skills and self-confidence;

- Tools for specific situation's solving;
- Evaluation and assessment;
- Share innovative tools used by other VET schools and others.

Summarizing the result it can be said that VET teachers/tutors wish that a training programme would be more practical than theoretical, that it would include as many real examples as it can and that it would apply diverse working methods. This kind of training programme would enable improve their working skills.