

**FINAL KEY-COACH REPORT OF THE COMPILATION OF
KNOWLEDGE, ANALYSIS OF NEED AND IDENTIFICATION OF
INNOVATIONS
WORK PACKAGE II**



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KEY-COACH PROJECT

KEYCOACH – Coaching skills for VET teachers for developing soft skills, key horizontal competences and entrepreneurship skills in VET students. The project **aims** at improving the quality and innovation of the VET system by training VET tutors and mentors in coaching techniques. The KEYCOACH project directly addresses this issue as its overall aim is to provide VET tutors and mentors with the required abilities and knowledge so as to coach their students in acquiring, developing, maintaining and growing the soft skills related to transversal key competences. The KEYCOACH project **objectives** will be reached through the collaborative work of a partnership composed by seven partners from seven different MS: Spain, Belgium, Portugal, Lithuania, Romania, Poland and Austria. Partners include experts in coaching, VET providers, an e-learning services developer and provider and a communication expert.

Project Partners

1. Asociación de la Industria Navarra – SPAIN
2. DiocesanePedagogischeBegeleidingsdienstBisdomBrugge – BELGIUM
3. Centro de FormaçãodeEscolas do ConcelhodeAlmada – PORTUGAL
4. VšĮSocialiniųinovacijųcentras – LITHUANIA
5. Fundatia Professional /Professional Foundation – ROMANIA
6. Danmar Computers – POLAND
7. European network for transfer and exploitation of EU project results – AUSTRIA

The Results on a KEY-COACH Survey Applied in Spain, Belgium, Portugal, Lithuania and Romania

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 TecnicoProfesional de Navarra – ESTNA; Centro PublicoIntegrado de FormacionProfesionalVirgen del Camino; Departamento de Educacion del Gobierno de Navarra; **21 respondent from BE-Flanders**: VTI Brugge, Zandstraat; VTI Brugge, Boeveriestraat; HaverlooAssebroek; 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; ColegiulUnirea; LiceulSportiv; Colegiul Vocational Pedagogic; LiceulSanitar; ScoalaTehnicaGurghiu; ColegiulAgricol “TraianSavulescu”, Colegiul “Al.PapiuIlarian”; GrupScolar “Emil Dandea” TgMures; GrupScolar “PetruMaior” 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%

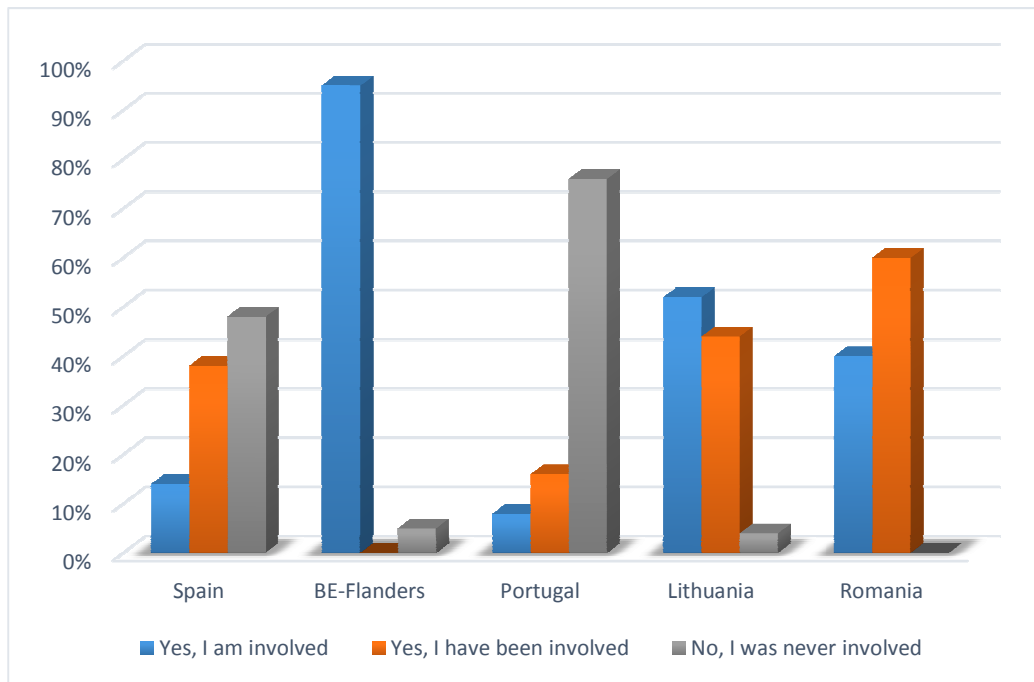
Do you have experience in coaching, applied in the educational field?

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%

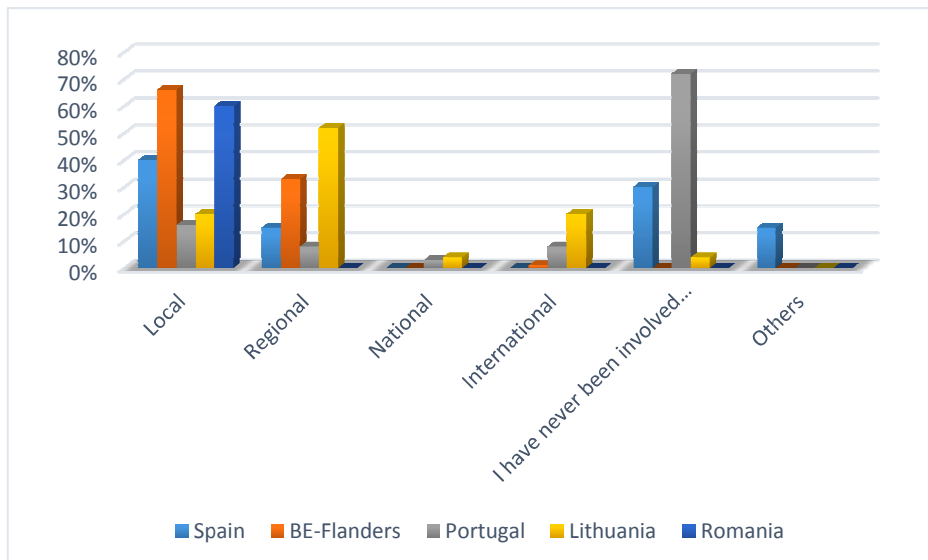
Are you familiar with the term coaching?

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.



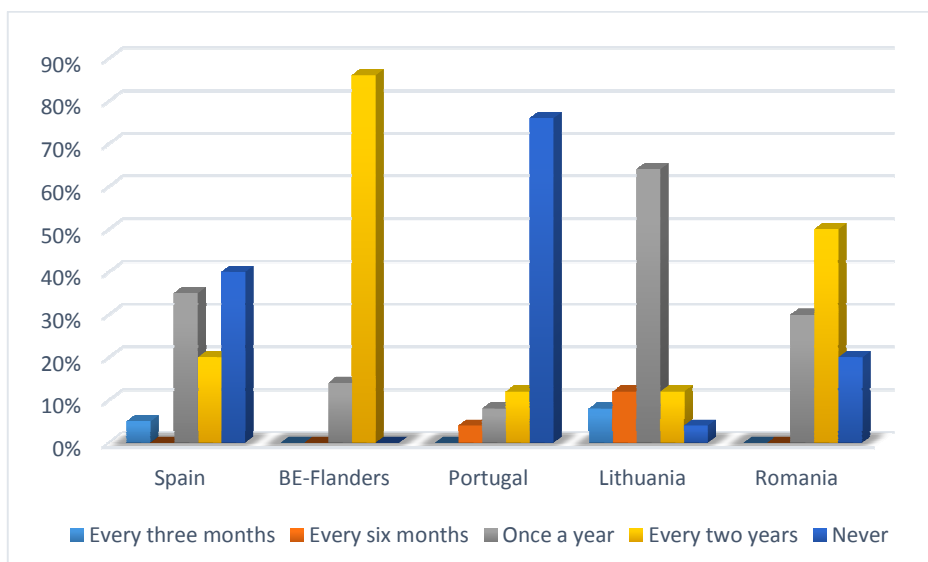
Are you involved, or have been involved in training courses for VET teachers/tutors?

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.



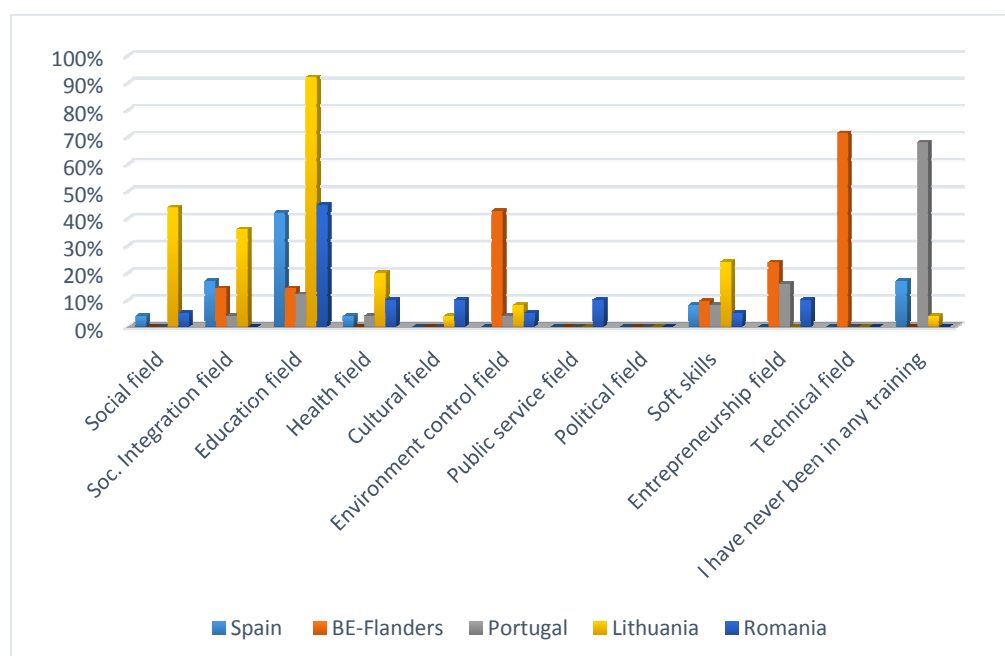
What is/was the scope of training course(s) you took as VET teachers/tutors?

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?

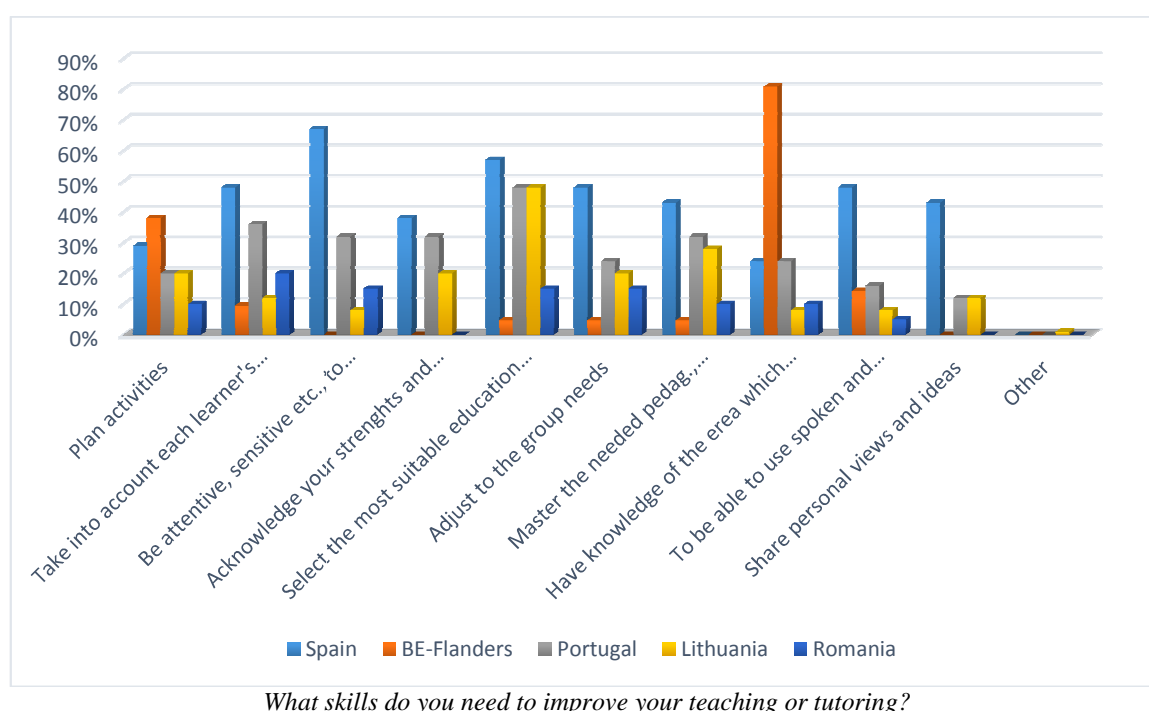
The most significant aspects for VET teachers/tutors work are the subjects and fields included in training programme. The work direction allows to investigate the needs of the respondents. The results showed that VET teachers/tutors from all countries and regions include in their training educational 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 partner 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.



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

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 partner countries the main skills which need 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 **practical seminars**, as a very useful activity. The second most useful activity is theoretical-practical seminars. In Portugal respondents 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.

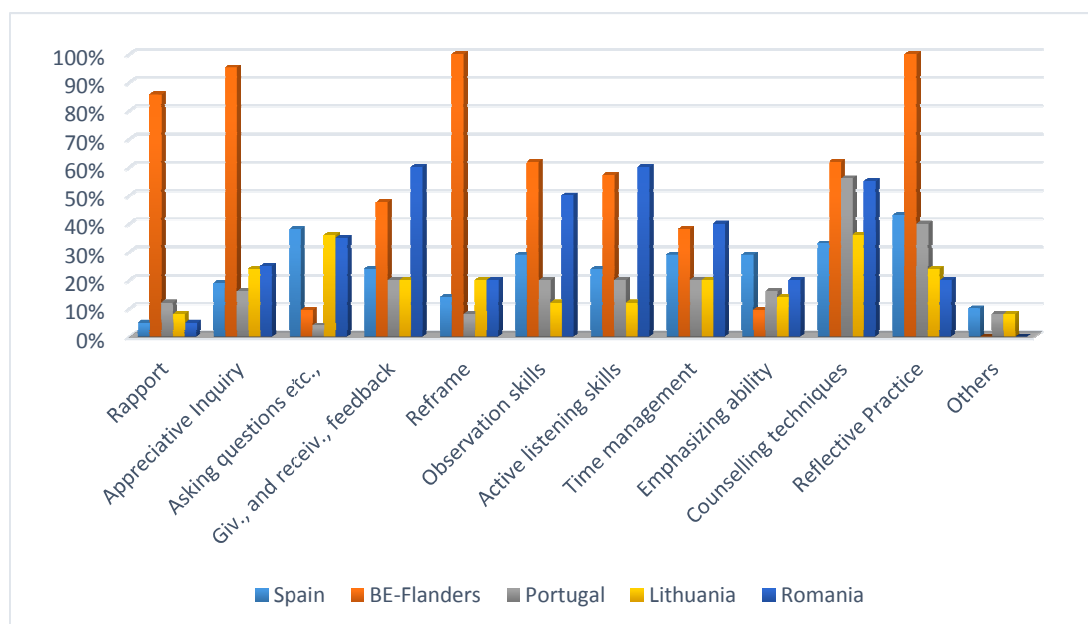
Option/Country	Spain			BE-Flanders			Portugal			Lithuania			Romania		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Theoretical-practical sem.,	6	4	3	8	1 2	1	9	1 6	0	1 3	1 1	1	1 5	5	0
Practical seminars	10	3	1	18	3	0	1	8	0	1	6	2	1	3	1

							7			6			6		
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 partners 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	<ul style="list-style-type: none"> • Involvement and knowledge of students; • Empathy; 	<ul style="list-style-type: none"> • Good knowledge of technical background of my topic (electricity, 	<ul style="list-style-type: none"> • Easy and affordable communication with students; 	<ul style="list-style-type: none"> • Planning, monitoring, organizing, evaluation and analysis; 	<ul style="list-style-type: none"> • Empathy; • Honesty; • Reliability;

	<ul style="list-style-type: none"> • Constantly and goodwill; • Accessibility; • Being a good planner; • Being a good communicator. 	mechanics, food, care, etc.,); <ul style="list-style-type: none"> • Patience when teaching; • A good heart for my students 	<ul style="list-style-type: none"> • Social skills; • Ability to observe; • Creativity; • Knowledge of the needs of labour market; • Curricular flexibility. 	<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"> • Observation skills; • Good communicator; • Planning the lessons carefully; • Instilling confidence in students' abilities.
Weaknesses	-	-	-	-	-

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 seek 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 into 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
<ul style="list-style-type: none"> • Improving the use of ICTs; • Improving the use of new tools (tablets, ipads, etc.); • Visits to companies; • Workshops with entrepreneurs; • Training in coaching skills. 	<ul style="list-style-type: none"> • Keep it practical and applicable; • 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"> • Empowerment Practical coaching activities; • Relationship between trainer and trainee. 	<ul style="list-style-type: none"> • Coaching skills; • Reframe; • Appreciative inquiry; • Cards with goals; • Life wheel; • Grow method. 	<ul style="list-style-type: none"> • We first of all have to see the training programme; • Reflecting; • Empowerment.

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"> Comenius; Leonardo da Vinci; Grundtvig. 	<ul style="list-style-type: none"> Leonardo da Vinci; Grundtvig; 	<ul style="list-style-type: none"> Comeniu; 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"> 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"> 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; 	<ul style="list-style-type: none"> Evaluation and assessment; Share innovative tools used by

<ul style="list-style-type: none"> • Personalized monitoring; • Transfer of knowledge; • Training; • Labour orientation; • Motivation techniques. 			<ul style="list-style-type: none"> • Tools for specific situation's solving; • International cooperation; • Formation of working skills; • IT techniques. 	<p>other VET schools;</p> <ul style="list-style-type: none"> • To address all types of intelligences; • Personalized learning; • Error correction.
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The Results on a Desk Research on the Training Needs Assessment in Spain, Belgium, Portugal, Lithuania and Romania

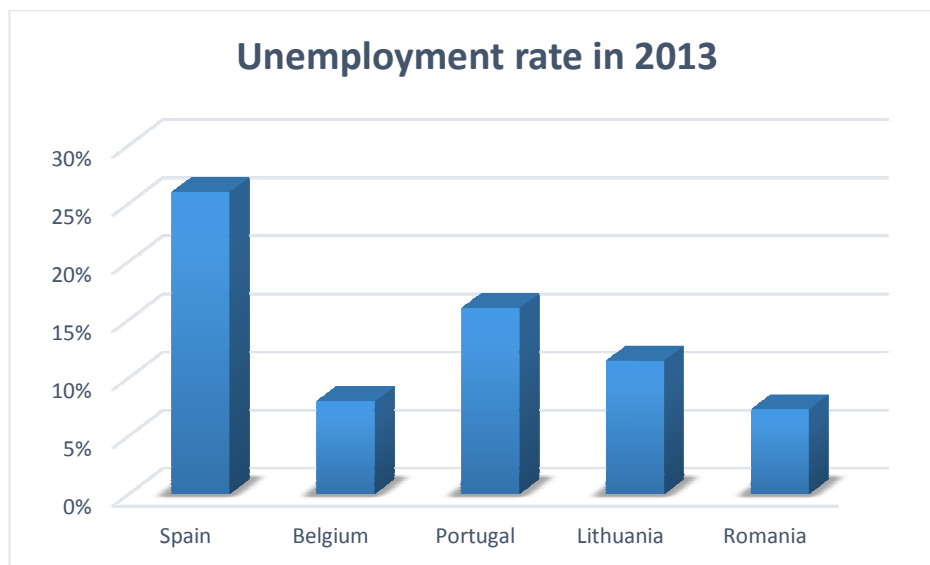
The desk research combines information gathered from project partners i.e. 5 reports. The report on the training needs assessment was designed in order to find out what education systems are in each country, what role between those systems has vocational education and training (VET), what factors influence VET, how each country promotes the participation in VET, what is the working process of VET teachers/tutors and so on.

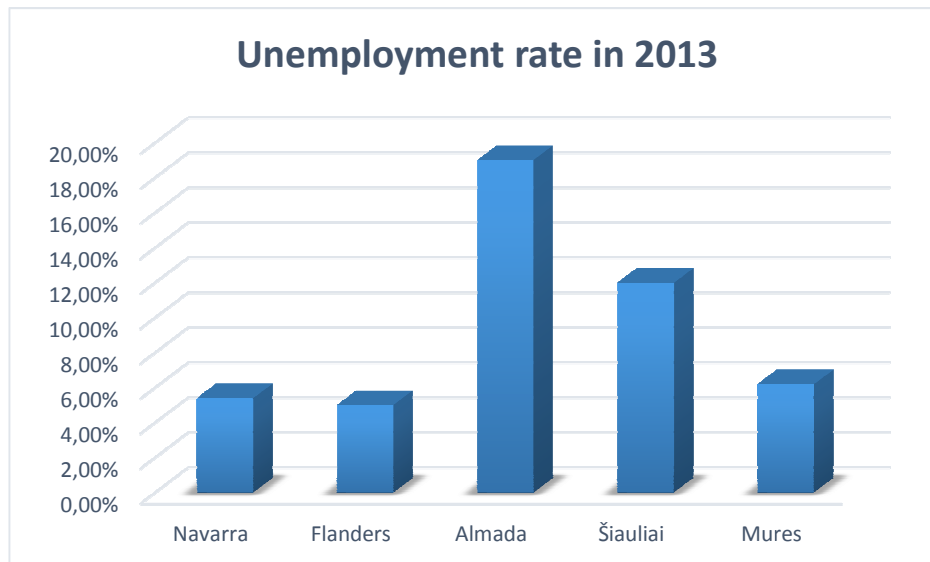
The results of the report allow KEY-COACH project partners obtain the knowledge about educational system in each country, i.e. Spain, Belgium, Portugal, Lithuania and Romania. It provides the opportunity to analyze VET system's situation among other training programmes. And finally, the results enable to prepare Training Programme Including Innovations.

I. External factors influencing VET

In each country there are external factors which influence VET system, Spain, Belgium, Portugal, Lithuania and Romania are not the exceptions. Therefore, in order to analyze what is the situation of VET system it is significant to inventor external factors.

The VET in Spain, Belgium, Portugal, Lithuania and Romania is influenced by such factors like crisis, migration, ageing society and others. According to the collected results all countries experience unemployment among young people. The unemployment rate in Spain is 26% (11/2013) and Navarra is not the exception, there the rate is 5.4% (11/2013) though the situation is better than in the rest of Spain. Meanwhile, in Belgium unemployment rate is 8% (2012), specifically in Flanders the youth unemployment rate is 5% (2012). In Portugal the share of young people declined from 16% (2001), whereas the elderly increased from 15% (2001) to 19% (2011). Lithuania during the period of crisis experienced a big loss of young people and at present still feels its impact, since the unemployment rate in Lithuania 11.3% (11/2013), in Šiauliai region 12%. In Romania unemployment rate is 7.3% (11/2013) while in Mures 6,2%.





According to the results it can be stated that the highest unemployment rate among partners' countries is in Spain, however the percentage shows that the biggest youth unemployment by cities are in Almada and Šiauliai.

Moreover, analyzing the rate of population it is visible that each country experienced and is still experiencing the so called "population movement", which is the major factor affecting educational system. The results show that in Spain (The Comunidad Foral de Navarra) the population in 01/2013 was 643.864 inhabitants, a 0.1% lower than in the same time in 2012 and a 1.3% of the global Spanish population. Meanwhile in Belgium the global population in 2010 was around 10,839,905 and in late 2012 and early 2013 11,095,000 inhabitants, it has shown a steady population increase per year. Provincially, the majority of the population is located in Flanders with around 57.3% people living there. In Belgium the resident population in 2012 was 10,487,289 people, which represents a decrease of 55,109 people compared to 2011. In Almada there are 89,533 inhabitants. Talking about Lithuania, since it was effected by the crisis Lithuania experienced (according to the statistics of 2011) major outflow which reached 12.6 per 1000 inhabitants, which is the highest net migration rate in 2011. According to the statistics at the beginning of 2012 there were 3.003.641 inhabitants and at the same time in 2013 the rate fell to 2.971.905 inhabitants. Specifically in Šiauliai region the rate ranged from 43.374 to 42.748 inhabitants. According to Romanian demographic rate the population has been constantly decreasing since 2000. The results showed that in 2013 there were 21.790.479 inhabitants.

The analysis of the demographic rate of Spain, Belgium, Portugal, Lithuania and Romania showed that each country more or less experienced the loss of population. It could be pointed out that the vast majority of inhabitants are young people. And within this population loss VET system have huge influence.

As there was mention earlier the “population movement” has a big influence to the VET system. Due to the demographic decline, schools (especially primary and secondary schools) face a problem of low number of young people. The collected data showed that percentage distribution by level of education in Navarra, Spain in 2010 among young adult population (25 – 34 years old) was 77.2% more than 10 points above the national average and is along with Madrid and the Basque Countries (75%). In BE-Flanders the situation is quite different since in the period of 2011 – 2012 the total number of students in secondary vocational and part time system was 292.232 (total 2nd and 3rd stage). In Portugal according to the results of 2011, 22% of 18-24 years old have left school at lower secondary level (9 years of schooling). However, according to other resources the education and training has been significantly improving since 50% of the population aged 15 years old or over attained the level of lower secondary (9 years of schooling). In Lithuania the education level is rather high. Based on the labour force survey data on the educational attainment of the population, in 2011, 93% of the population aged 25 – 64 had attained at least upper secondary education and 34% the tertiary education attainment level. Meanwhile in Romania the situation is rather concerning, since the proportion of the population aged 18 – 24 with primary or at most lower secondary education who graduate from vocational schools represents 12.8% of the total number of students enrolled in education programme. Also, in recent years there was a decrease in the share of students enrolled in vocational education of the total school population. In Romania, the early school leaving rate has a decreasing trend, as in the rest of the EU. It is concerning, because only 33% of people consider the education provided in the schools as useful for their social and professional life.

The analysis of the education rate revealed the results which should be taken in to account, since despite the fact that in the majority (Spain, BE-Flanders, Portugal and Lithuania) the percentage of people entering the education system is positive, but the results of Romania showed that “population movement” has a big influence to the society and people better choose to leave education and enter the labour market.

II. Providing VET in a lifelong learning perspective

Each country has its own education and training system which is applied working with a students. This part of the report is focused on presenting key characteristics of education and training system in Spain, Belgium, Portugal, Lithuania and Romania, also to present the formal VET providers, what are the regulations for VET provision, how those systems are funded and so on.

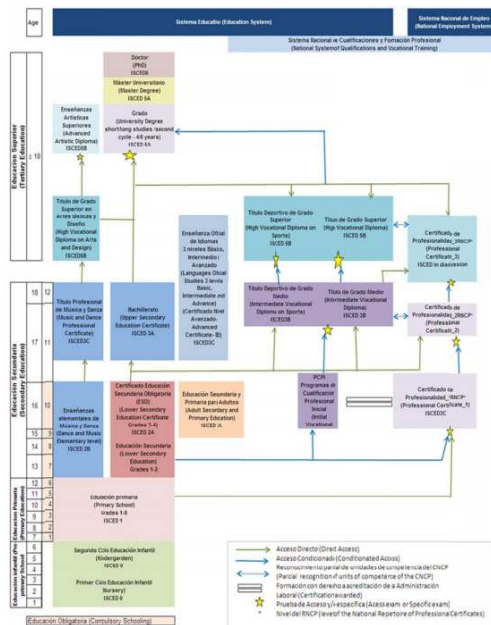
In Spain the National Qualification and Vocational Training system established in 2002 offer two approaches providing VET in Spain: one from the Education System and the other from National

Employment System. In Flanders, Belgium education and training system is defined by Flemish Ministry of Education, which sets out the working programmes. In Portugal, the structure of Portuguese Education and Training system is the present organization for the provision of education and training from pre-school to higher education. Meanwhile, in Lithuania all educational issues are conducted by the Ministry of Education and Science which foresees all regulations needed in education and training system. In Romania VET system is managed by the Ministry of Education, Research, Youth and Sport.

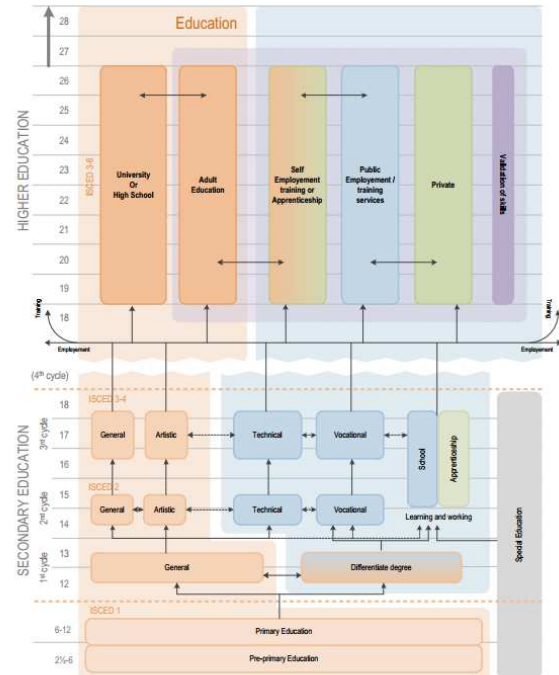
Talking specifically about the training programmes (see the table below) each country has its own regulations and system how to manage the work and to provide the most needed qualifications. Vocational education and training in Navarra is organized into Intermediate and Advanced Level Training programmes for a total of 26 professional families and 162 different groups. Each training programme qualifies the student for a specific job. In BE-Flanders, Government-regulated VET system includes: the secondary compulsory education with the technical and vocational programmes (full-time and part-time); adult education; higher education with vocational bachelor programmes; apprenticeship and entrepreneurial training; and vocational training for adults, jobseekers, worker and students, organized by the public employment offices. In BE-Flanders, education is compulsory from 6 to 18 year-olds: full-time up to the completion of the second stage of secondary school and part-time as from the third stage, 15-16 years. The Flemish VET system actually starts at the age of 14, if the pupil follows normal progression. Until the age of 15, only one provider is in charge of VET in compulsory education: the schools, under the responsibility of the Ministry of Education, in each Community. The Portuguese vocational education and training system is based on a set of principles defined under the Basic Law of the Education System (Lei de Bases do Sistema Educativo – LBSE), whose aim is to guarantee the right to education and training and to ensure equal access and achievement opportunities. The system comprises pre-primary, basic, upper secondary, post-secondary non-tertiary and tertiary education. The Lithuanian education system consists of traditional general education (pre-school, pre-primary, primary, lower and upper secondary education), initial vocational education and training (lower, upper secondary and post-secondary education), continuing VET and higher education (college and university studies). The education is compulsory for persons under the age of 16. And in Romania, like the Lithuanian education and training system consists of traditional general education, VET and higher education.

2.1. Diagram of the Belgian education and training system¹²

2.1. Diagram of the national education and training system⁶



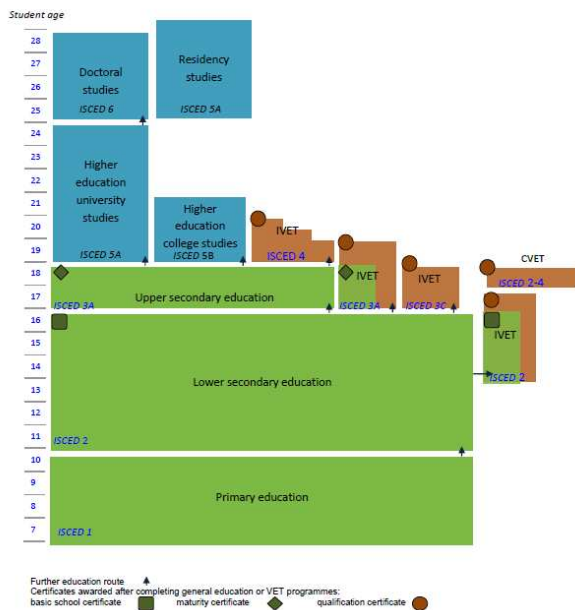
Spanish education and training system



NB: Isced levels are not appropriated for VET and the qualification system.

Flemish education and training system

Picture 1. Lithuanian education and training system



Lithuanian education and training system

Age	Type of education	Grade	ISCED	Educational level	Qualification level
>19	Post-compulsory	6	6	Post-university education	5
				Doctorate (PhD)	
				Master	
				Bachelor	
18-19	Compulsory	XIII	3	High school – upper cycle	3
				High school – upper cycle	
				Completion year	
				School of Arts and Trades	
				High school – lower cycle	
				Lower secondary school (Gymnasium)	
				Lower secondary school (Gymnasium)	
				Lower secondary school (Gymnasium)	
				Lower secondary school (Gymnasium)	
				Lower secondary school (Gymnasium)	
6-17	Compulsory	I	1	Primary school	1
				Primary school	
				Primary school	
				Primary school	
				Primary school	
				Primary school	
				Primary school	
				Primary school	
				Primary school	
				Primary school	
4-5	Pre-school	0	0	Pre-school education (Kindergarten)	0
				Pre-school education (Kindergarten)	

Romanian education and training system

[illegible]

Portuguese education and training system

The significant interest is in VET system's management and funding. These aspects have a major impact to the quality and quantity of the VET courses. In Spain the big impact to the VET has decentralization that shares the competences between the State General Authority (Ministry of Education, Culture and Sport) and the Autonomous Communities (Regional Departments of Education). The Central Education Administration, through the Sectorial Education Conference (Conferencia Sectorial de Educación) and using the Territorial Cooperation Programmes (Programas de Cooperación Territorial) as tools, develops a cooperation system as regards to Education Policies in the Autonomous Communities. In this sense, Public

Teaching Centers from each Autonomous Communities have the autonomy to develop and complete the curriculum for the different stages, so that at the beginning of each school year they must draw up an annual programme that includes all aspects that have to do with organizing and operating the centre. In BE-Flanders, the management of the education system is organised by a Steering Committee that includes all relevant stakeholders. It is mandated to coordinate and to monitor the system consistency and to support the implementation of the proposed reforms. The funding formula is the same both in technical and vocational as in general education. The French Community supports the overall costs for the schools. It pays the salaries of teachers and provides operating grants to the subsidized institutions. Under the Basic Law of the Education System (LBSE), basic education in Portugal is free. All costs associated with registration, attendance and certification are covered, and some students may be eligible for free use of school books and materials as well as for free meals and accommodation, depending on the socioeconomic situation of their families. The initial vocational education and training delivered within the education system is essentially funded by the ME's budget, although the POPH contributes significantly to the funding of training pathways. Lithuanian VET system is managed and funded by the Ministry of Education and Science (MES). The main MES functions include approval of general VET plans and procedures for formal VET, approval of students' enrolment to state-funded VET programmes, issuing of licenses for provision of formal VET, approval of procedure for the development and licensing of formal VET programmes, and the accreditation of competences assessment institutions. Funding for formal VET is allocated from the State budget in accordance with the methodology of calculating training costs per student as approved by the Government (2008).

Talking about the quality assurance mechanisms in Spain are managed by Quality assurance mainly involved the Training Centers linked to the National Qualifications and Vocational Training System. Its management has been assigned to external Public Agencies such as the National Agency for Quality Assessment and Accreditation (ANECA), which has its similar to the regions, and is the meeting point with all the Autonomous Communities Agencies. At present in BE-Flanders the quality assurance is managed by Flemish Agency of Quality Assurance in Education and Training (AKOV). The agency is responsible for quality assurance for all pathways leading to recognized qualifications in education and vocational training. In Lithuania the provision of VET quality assurance is set in the Concept of Vocational Education and Training Quality Assurance System (2008). The concept takes into consideration the analysis of experience of Lithuania and other European countries and the Common Quality Assurance Framework (CQAF) for VET in Europe. VET providers are encouraged to introduce internal quality assurance systems. In Romania the quality assurance system is managed by the Ministry of Education, The National Centre for Technical and Vocational Education and Training Development (NCTVETD) which plays a major role in

QA and developed the National Quality Assurance Framework (NQAF) for TVET in Romania, based on the Common Quality Assurance Framework (CQAF), ARACIS, The National Adult Training Board (NATB), The National Group for Quality Assurance (GNAC).

VET system also covers the qualification of VET teachers/tutors which has a major significance to the report. According the researches, vocational education and training teachers in Navarra are professionals that hold a Bachelor Degree or a Medium Level Degree and most of them have done a Master training course for VET Teachers which main objectives are to be provided and acquire a specialized skill training for the practice of teaching in Secondary Education, Vocational Training and Official Language Schools in accordance with the guidelines and requirements of the Spanish legislation. In BE-Flemish teaching in the upper secondary level (15 to 18 years of age) requires four to five years of university education. In Lithuania there are two types of teachers in Lithuanian in VET institutions: general education subject teachers and vocational teachers. VET teachers working in VET programmes must have a vocational qualification and a pedagogical qualification or must have participated in a course on the principles of pedagogy and psychology. VET teacher training is organised on a consecutive model where a vocational qualification is studied first, followed by education studies. Teachers who are without a pedagogical qualification, irrespectively of their educational attainment level, are offered a course on the principles of pedagogy and psychology of 120 hour duration. These courses can be organized by different institutions and companies which are entitled to provide them. Additionally, universities provide programmes for pedagogical vocational teachers' education. In Romania, like in Spain and Lithuania you must have the certain qualification.

III. Shaping VET qualifications

Within this section the main attention is paid to the standards of VET qualification, formation of VET curricula and others. Despite the fact that in previous parts it was visible that all countries have own educational system, its management and regulations, the goal of the VET institutions are the same to improve students skills and to do what is possible that young people would be able to gain the qualification and enter the labour market.

In order to increase VET attractiveness among society, especially students and enterprises Spanish authorities in the last four years fully revised all VET Diplomas and Professional Certificates for curricula adaptation to labour market needs. The needed competences are formed by codified units of competence (UC) which set up the expected behavior of one person in terms of outcomes or results of the activities performed. Every unit of competence is linked to a learning module and learning outcomes necessary to

acquire that competence and skills. This structure facilitates the assessment and accreditation acquired both through work experience and non-formal or informal learning. In BE-Flanders professional qualifications' are based indirectly on the occupational profiles in Competent. The data of Competent are used to constitute "qualification dossiers". The existing and new professions have to be screened by a Screening Committee under the aegis of the Department of Education which outlines a list of professions and their standards. In Belgium, the qualification is certified by the Act of the Flemish Qualifications Structure (FQS). It consists of eight levels, described with elements knowledge, skills, contextual elements, autonomy and responsibility. Within this framework, there are two kinds of qualifications: the "professional qualification⁸⁴" and the "educational qualification⁸⁴", both are outlined with the same elements. In Portugal there is a National Strategic Reference Framework, which constitutes the framing for the application of the Community's policy for economic and social cohesion, it is responsible for identifying the qualification of the Portuguese people. Also there is a Training Reform Agreement, signed by the government and major social partners. This agreement creates the necessary background to the strategy of qualification in terms of the implementation of the double certification principal for young people and working age employed adults. In general, the VET providers include public, technological and professional schools; universities and other tertiary institutions. Meantime in Lithuania at present 77 standards are legitimated for the VET sector. VET standards were prepared in a centralised manner with the process coordinated by the Qualifications and VET Development Centre (QVETDC). To assure social dialogue in designing VET standards, 14 Industrial Lead Bodies were formed, which equally represented employers, trade unions and VET institutions. The standards that have to be drafted were specified by the Industrial Lead Bodies. Skills, needs research are taken into account when making decisions regarding new qualifications and standards (e.g. sectoral research, labour market forecasts, Employment opportunities barometer of LLE). A standard are drafted by a working group consisting of vocational teachers and professionals of a relevant field. Since 2000 VET programmes are developed by VET providers, in cooperation with representatives of employers. When developing programmes, providers follow VET standards and general requirements approved by the Minister for education and science. A programme may include additional competences to satisfy local needs. The development of VET programmes includes research of the skilled labour force needs on the local level. A newly drafted VET programme is subject to approval by a competent employer organisation (e.g. the Chamber of Commerce, Industry and Crafts). And in Romania, individuals wishing to be evaluated for the recognition of professional skills acquired in other learning contexts than the formal must address an accredited assessment center for the specific occupation or qualification. Depending on the assessment conducted, these centers can give the following types of certificates of national recognition: certificate of qualification and certificate of competence. Romania has

during the last decade developed a system for the validation of non-formally or informally acquired skills and competences.

IV. Promoting participation in VET

Since all partners' countries experienced the impact of external factors such as crisis, ageing society, migration and other it became difficult to implement students' enrolment in VET system. Therefore, the report includes the part which analyze the situation of each country and possibilities to promote the participation in VET.

In Spain the participation in education is promoted through an extensive system of scholarships, established in annual calls published by the Ministry of Education, Culture and Sports and the Autonomous Communities. It is necessary to comply with a certain academic and general requirements. Companies carrying out training for its workers can receive discounts on their contributions to Social Security. The percentage to be deducted will be greater the smaller the size of the company. Referring to some specific training programmes, companies that accept students for the development of work practices in their facilities receive financial compensation. In BE-Flanders, the government pay "work placement bonuses" to the employer who trains a young person on a alternating work and learning programme in the framework of a training or employment contract. This bonus, granted for 3 years of training. Also, any employer who assigns a Company tutor to an employee for monitoring training within the company, and for a maximum of five young people or trainers during 400 hours shall benefit from a reduction in employer contributions, and so on. The strategic aim to qualify the Portuguese population in the period 2007-13, as stated in the QREN, is being developed through the Programa Operacional Potencial Humano (the operational agenda for human potential, POPH), financially supported by the Structural Funds and the Cohesion Fund and Portugal. There are 10 priority areas of intervention in this programme, among which two priority areas directly related with E&T: priority area no 1 (initial qualifications) and priority area no 2 (adaptability and lifelong learning). Priority area no 1 - focuses on initial VET and its goal is to lift young people's qualifications by promoting their employability and adjusting their qualifications to the demands of the labour market. Priority area no 2 - covers adaptability and lifelong learning and the goal is to reinforce the qualifications of the active adult population (both employed and unemployed). In order to promote VET in Lithuania, the Practical VET Recourses Development Programme was designed. The implementation of the programme should contribute to increasing participation in VET. The programme outlines activities for VET development until 2014. When implementing the programme, national qualifications are being developed; a modular VET model is being developed and implemented and modular VET programmes in 25 educational fields are being created; the infrastructure of 42 sectoral practical training centers is being

created; the technological competences of VET teachers are being updated; an adult education system is being developed; internal VET quality assurance systems are being introduced in all IVET providers and in a part of CVET providers and external assessment of VET quality is started. And in Romania, there is a promotion of jobseekers to improve their employability. Romanian society implements the big number of projects which promotes participation in VET.

V. VET tutors work process

The last part of the report includes VET tutors work process, which covers the working methodology, how many hours does VET teachers/tutors work with a students (per week) and how does the work is organised: individually or in groups.

In Navarra, Spain VET tutors working day consist of a minimum of 20 hours per week only for training (classes). The additional hours per week are intended for extra-curricular activities like: three hours per week to tutorial work with students and/or families; substitutions hours; hours for coordination meetings. In Flanders, VET tutors/teachers who have bachelor or master degrees work 20-22 hours per week, i.e. in technological field. And teachers with lower degree work 27-29 hours per week, i.e. in practice. In Portugal the working day of the public VET teachers/tutors is not very much different from other working day of any other teacher from public secondary school. And the reason for this is that almost every public secondary school has VET courses. His/hers working day consists of a number of hours for training classes around 22 hours (it can go down, depending on his/hers teaching career). Then, they have additional hours per week for pedagogical extra support to their students, substitutions hours, tutorial work with some students, or pedagogical coordination of their department. In Šiauliai region, Lithuania VET teachers/tutors working hours depend on the number of classes. The class work is divided in groups. Each class has about 30 learners. Teaching methodology comprises from theory and practice. After formal classes teachers/tutors have out-of-class activities which include: meetings with partners, individual consultation and so on. In Mures, Romania VET teacher's/tutor's work is done both individually and in groups, it belongs to the activity called counseling. The teacher/tutor is responsible for a class and students and he/she is in charge of the education and counseling.



Training Programme Including Innovations (See annex No. 2 “*Training Programme Including Innovations*”)

According to the results of the Report on a KEY-COACH Survey Applied by Spain, Belgium, Lithuania and Romania it could be seen that all respondent organizations have Moodle platform and use on-line training system (question No. 14). The technologies are itself innovative and it is feasible to use for example Moodle platform for VET teachers/tutors training.

Talking about the most significant topics, as it was mentioned above the training programme is aimed to render them in innovative ways, the survey included questions concerning the innovations i.e. questions

No. 7, 8, 9, 11, 14 and 15. The results of these questions will help to understand what VET teachers/tutors seek and needs to improve.

According to the results, the **highest rates** are at (question No.7):

- Be attentive, sensitive, to learner's needs, achievements, difficulties and problems (Spain 67%);
- Select the most suitable education methods and use them in creative ways (Lithuania 47% and Spain 57%);
- Have knowledge of the area which you teach (Belgium 80%);

The **largest interest** was expressed to the following skills:

- Plan activities (all countries);
- Take into account each learner's needs (all countries);
- Select the most suitable education methods and use them in creative ways (all countries);
- Adjust to the group needs (all countries)
- To be able use spoken and written teaching language properly in real and/or virtual environment (all countries).

According to the results of the **open question** (question No.8), which let VET teachers/tutors specify what skills they need to improve the results showed:

- 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;

The results also showed that it is significant for VET teachers/tutors to improve their **teaching/tutoring skills** (question No.9). 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.

Moreover, 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?** (question No.11) The **highest rates** are:

- Rapport (Belgium, 85%);
- Appreciative Inquiry (Belgium 95%);
- Reframe (Belgium 100%);
- Reflective Practice (Belgium 100%);

The **largest interest** was expressed to the following skills:

- Counseling technique (all countries);
- Reflective Practice (all countries);
- Time management (all countries);
- Giving and receiving feedback (all countries).

According to the results, it can be seen 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 prepare Training Programme Including Innovations it would be useful to use such tools as Brain storming, Role play, Painting and others.



The Results of a Group Discussion applied in Spain, Belgium, Portugal, Lithuania and Romania

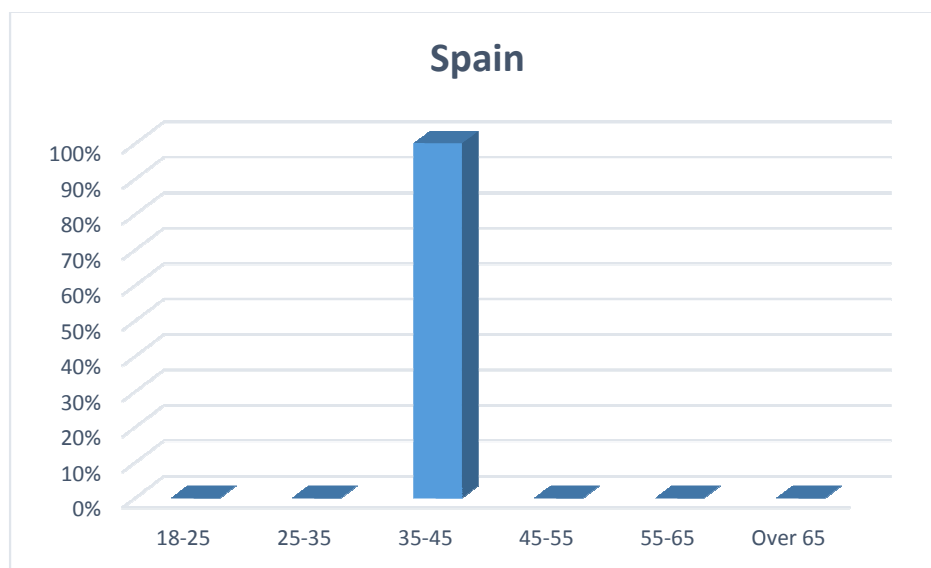
All information compiled in the report on the group discussion has been prepared by Leonardo da Vinci Transfer of Innovation KEY-COACH project partners from Spain, Belgium, Portugal, Lithuania and Romania. The report on the group discussion combined information from 5 project partner countries, i.e. 5

reports. The report on the group discussion was designed in order to find out the possibility to adapt the KEY-COACH training programme in Spain, Belgium, Portugal, Lithuania and Romania.

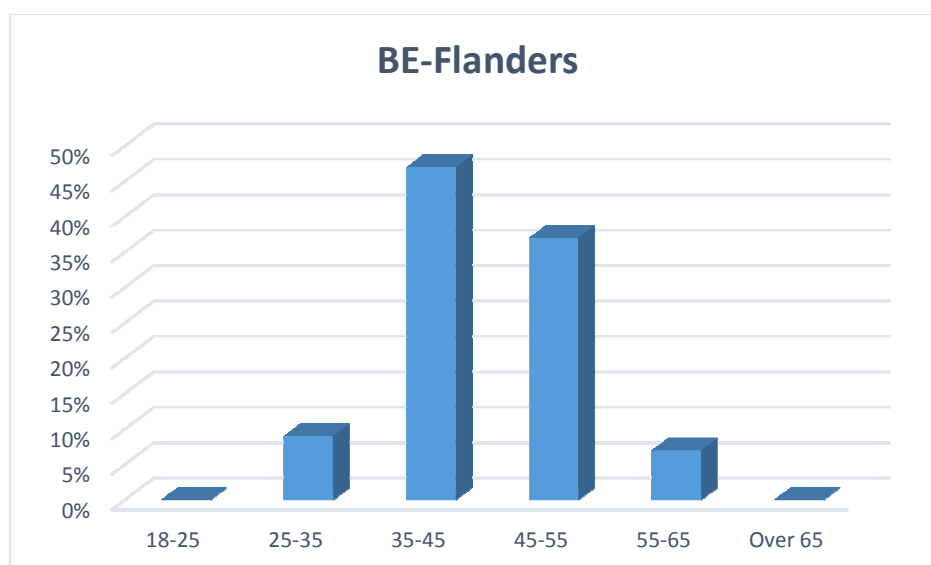
The group discussions took place in the period of **06.04.2014 – 22.04.2014**.

In the group discussion in Spain, Portugal attended **5** VET teachers, in BE-Flanders **21** VET teacher, in Lithuania **15** VET teachers and in Romania **12** VET teachers. The total number of people participated in the group discussion in 5 countries is **58** VET teachers.

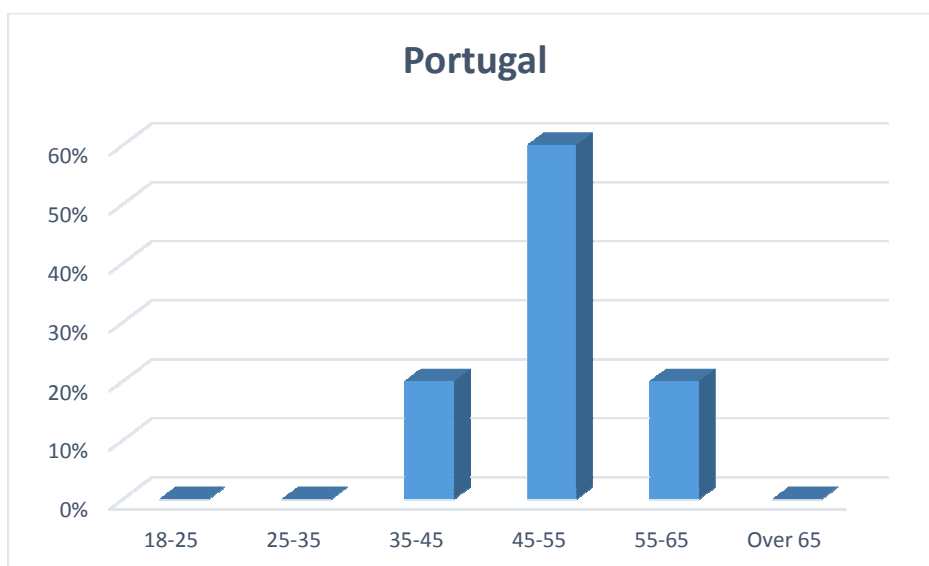
To the question what is **your age**, VET teachers from Spain, Belgium, Portugal, Lithuania and Romania provided the following:



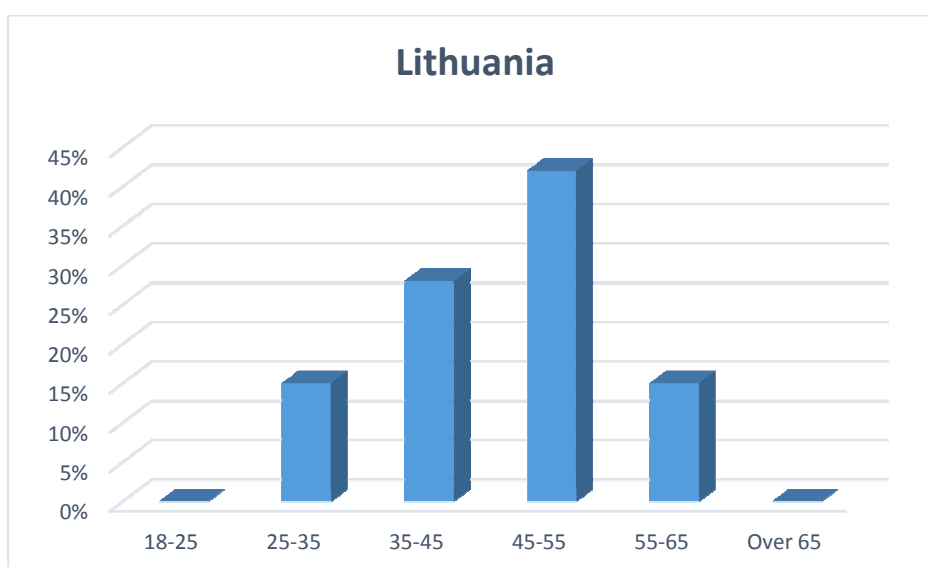
5 VET teachers participated in Group Discussion



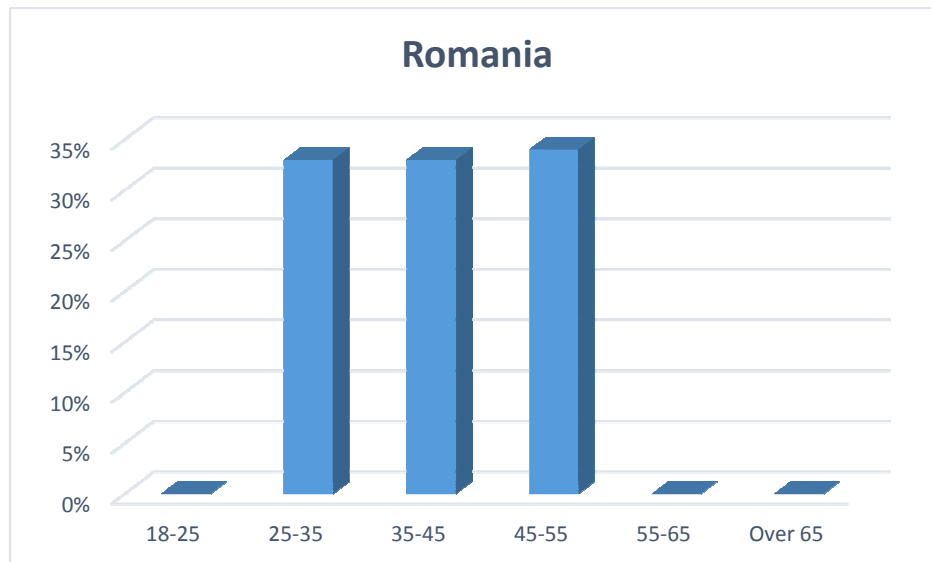
21 VET teacher participated in Group Discussion



5 VET teachers participated in Group Discussion



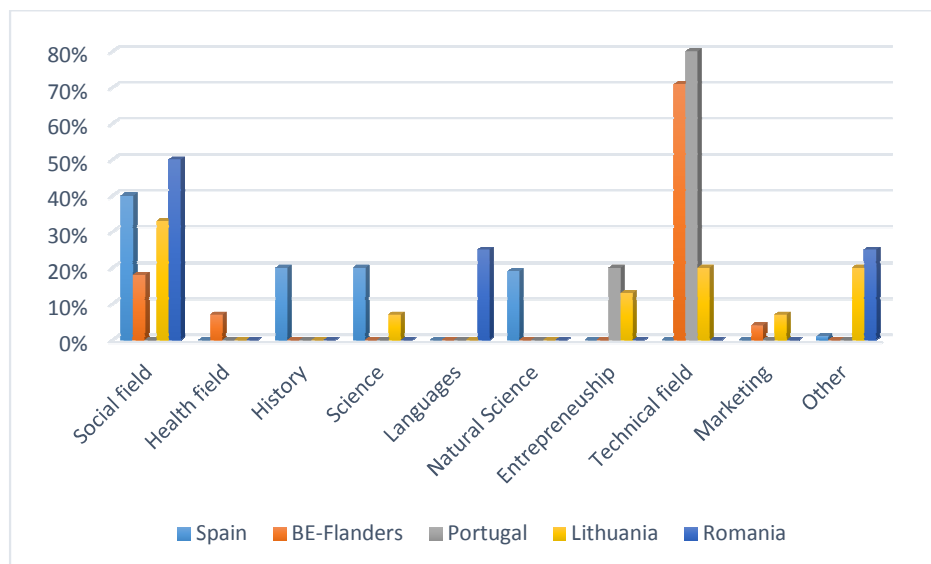
15 VET teachers participated in Group Discussion



12 VET teachers participated in Group Discussion

The average age of the VET teachers participated in the group discussion in 5 partner countries: **45 – 55** years old, what shows that specialists are their experts of their study field.

To the question **what is your training field** the biggest percentage showed that VET teachers from Spain (39%), Lithuania (35%) and Romania (50%) are from Social field, BE-Flanders (70%) and Portugal (79%) are experts of Technical field.



However there were other fields:

- Guidance, Address Management, Counselling (Spain);
- Vocational training: technique+practical training, Ethics, art, aesthetics, Vocational training: sewing, knitting (Lithuania)

- Literature (Romania)

To the question **what do you think about KEY-COACH Training programme** the results are:

VET teachers from Spain:

- I find it extremely useful for classroom management (tutorial of different techniques to work with the student and so he realizes his situation and how to solve it);
- I think there may be practical and effective. Practical because people choose when they can and want to do the training. It fits his needs; effective, because I consider it gives an overview and knowledge about what COACHING is, the tools. Then it is complemented with Individual sessions, which makes it perfect;
- It is very interesting to develop skills in VET students and it is innovative because it's online;
- It is a very useful, practical and detailed training. It helps to train people, increasing their potential and opportunities for the personal, social and academic development and professional projection;
- I consider this programme offers useful tools to work with children. It helps a lot in our daily work. And it also helps to increase his/her personal knowledge.

VET teachers from BE-Flanders:

- 76% of VET teachers think that it should keep it practical and applicable;
- 71% of VET teachers think that it should be not too long time teaching, give exercises;
- 48% of VET teachers think that it should connect the training programme to real school life;
- 24% of VET teachers think that it should consist of not too much talking, show real examples that work in reality.

VET teachers from Portugal:

- It's a great way to motivate students. And a highly relevant program in the current context of change. The expectation to achieve "extraordinary results in your life (...)" is too ambitious and therefore unrealistic. It allows sharing of tools, methods and attitudes among peers, regarding the transmission of knowledge, motivation of students of professional or vocational courses, in order to overcome the theory that are less qualified students;

- It is necessary that the teacher model is adapted to current reality, and he/she can develop methods increasingly facing the practice, and are available to change/adapt the syllabus, the interests of the respective courses;
- The objectives of the program are well formalized and respond to pressing needs of teachers, particularly those who teach courses trade professionals. Undoubtedly, the project is a real asset for schools.

VET teachers from Lithuania:

- Good educational programme;
- Positive;
- Project is good, but it needs to find the relation teacher-student: student → teacher → head of the group → social educator → special educator → parents;
- It worth trying;
- Training Programme is innovative and helps to communicate teacher to a learner. Mastering the coaching helps to improve teachers work and it would help to improve a mutual understanding.
- If the training programme foresees to help to reveal student's inner experiences, issues, if it helps to communicate, solve certain questions, helps to engage in wide world, then I think the programme is appropriate;
- Coaching Training Programme helps working with low-motivated students;
- It would be interesting;
- The Training Programme is good, however at the moment it is difficult to apply it in VET centres. I think it is very good that the aim of the project – good relationship between teacher and student;
- I think the programme would be useful, if during the training there would be a discussion about different training situations and the ways of its application;
- The programme is acceptable, but I personally need deeper acknowledge.
- I liked the idea of the programme;
- The opinion is positive, but it needs deeper acknowledge;
- -;
- I think that the programme pays the biggest attention to the artistic expression. I heard about it. I wished new methods.

VET teachers from Romania:

- The Training programme is well structured and its aims and objectives are realistic and approachable. It is based on a variety of tools that could help in the development of the coach- coachee relationship and can bring the coachee's change regarding his/her skills, attitudes, empowerment, and success.
- KEY-COACH Training programme adds a new dimension to teaching. A good teacher always tries to present his/her students the content to be taught in a personalized manner. The programme above mentioned makes things even easier.
- I like coaching as it is more oriented towards results, towards the present situation. And provides you and your coachees with support to find their own answers, make choices on their own and accompany you in the process of achieving objectives. It is a co-creative, equal partnership.
- I think coaching is highly emotional and appeals to more than simply knowledge.
- Coaching is a skill. Although being a good teacher is a condition for becoming a good coach, we cannot assume that a good teacher will automatically be a good coach. Coaching skills need to be explored, discussed and most of all practised and reflected on.

It could be concluded that VET teachers from all 5 countries think that the KEY-COACH Training Programme should contain of:

- The practical examples;
- The sessions should contain of the real life examples and issues;
- The Training Programme needs to find the relation teacher-student;
- The programme is innovative and new dimension to teachers.

To the question **what do you think about KEY-COACH Training Programme Including Innovations** VET teachers identified the following:

VET teachers from Spain:

- It sounds good, especially the guidance. In the course we didn't treat it, but in sessions individuals they guided me and it has been very useful;
- I consider the innovations are possible. They improve the process, especially the "visual" ones. In the world we live in, the video, films, drawing helps us to have a "flash". As it's said "a picture is better than a thousand words";
- Personally in my coaching process, the drawing let me see in a "CLEAR" way where I was and how I felt. From there I could start the session with a clearer knowledge;

- I think you can get closer to all sorts of students, of all ages.
- These innovations are easy to apply and they can extend and enrich the work. Very suitable.
- According to the explanation, I think these innovations could provide an important improve in the Programme. In my opinion these are basic.

VET teachers from BE-Flanders:

- Now it's better, not so extensive anymore;
- Better division between theory and practice;
- Don't make it too complicated! We as VET teachers are not oriented towards much literature and texts, we prefer to do and make things happen ☺;
- We don't have not much possibility to have too long training sessions;
- Content is OK, better now.

VET teachers from Portugal:

- I am unaware of the Mandala method. Reading the text and a quick web search did not solve my essential question: what are the benefits of its application in improving the learning processes and the construction of an individual/personal project;
- The use of videos seems appropriate and of great potential. It is a way that may have its advantages. This training program, in the context of the XXI century, is an enhancer advanced training program since it encourages the use of new tools and analysis of case studies;
- It's too ambitious for the conditions and means currently existing, though I think it is quite an innovative and attractive way.

VET teachers from Lithuania:

- Average;
- The programme is presented in informative way;
- Good;
- Good;
- I think that I could apply it widely in the training;
- The programme is wide, it is of course useful, however I would like that it would be more concrete.
- It would be interesting to get acquainted with the programme in more detail, participating personally in training;

- I think the Training Programme is useful;
- At the moment I have no opinion;
- As I understood the programme claims that it will improve counselling skills between two people and more, it will improve the adaptation to the teachers, it will be applied in 7 countries, by the help of it, countries will exchange with each other with different methods, by which will be discussed what should be added in the programme, what should be improved, that it would be more appropriate;
- The programme is well prepared and well thought out. The goals are explicit and be the help of them they will help to improve teachers and students communication;
- It looks positive!
- Programme should be more concrete (that there would not be only the theory which does not reflect the real possibilities for implementation. The programme is good, it is more suitable for young teachers;
- Need a greater knowledge (theory) and practical application.

VET teachers from Romania:

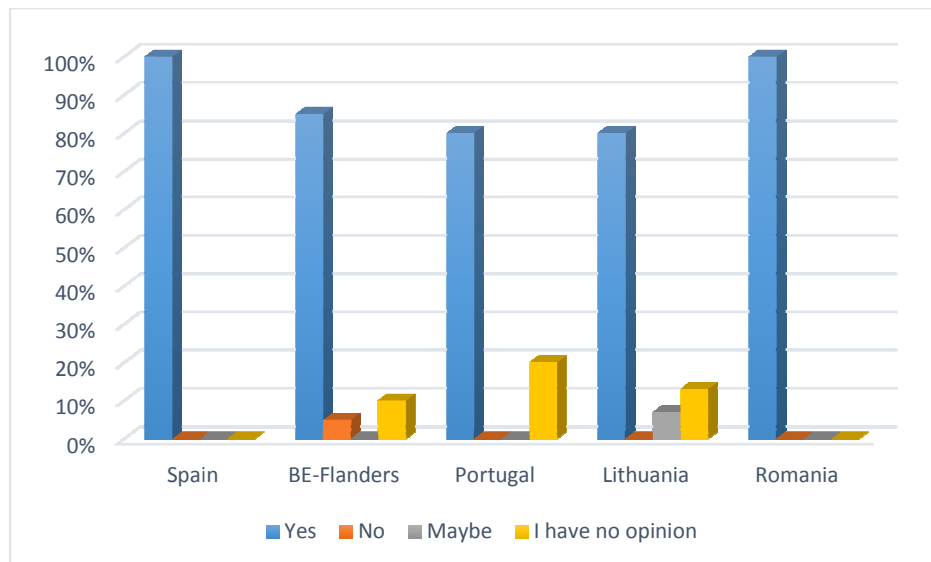
- Innovation and creativity can accelerate the progress in learning new skills and changing behaviours. They can also bring an improved relationship both at personal and professional level and build the capacity for leadership. The creativity and innovation tools can bring increased earnings, creative resilience, as well as increased productivity and efficiency in teams;
- I think that we have to mention the role of the Coach and Coaching in educating a young person. What I mean is that the state driven education system has to adopt this way of approaching students and make it official. We are doing this „coaching’ as something which is either implied in our teaching job or something which we consider necessary. There isn’t any official name for it. (students go to the school psychologist sometimes);
- I presume that all „the innovations” are not very new things but the innovative way might be related to the way the course is going to make use of them;
- I think that assessing individual coachee's needs in order to select appropriate intervention style and activity, or provide concrete practical help is a very important stage in coaching.

According to the VET teachers from Spain, BE-Flanders, Portugal, Lithuania and Romania it could be concluded that the KEY-COACH Training Programme is:

- The Training Programme Including Innovations is innovative and interesting;
- “Do not make it too complicated”;

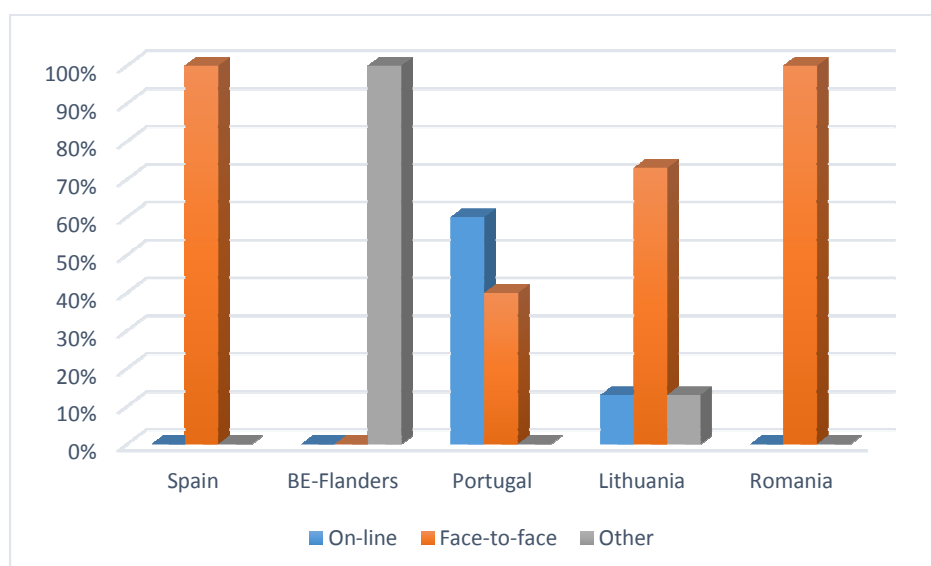
- Should be not too long;
- Too ambitious for the conditions and means currently existing;
- The Training Programme Including Innovations should be more concrete and detail.
- The Programme is more suitable for young teachers;

To the question **do you think it is possible to adapt above mentioned *Training Programme Including Innovations*** the VET teachers identified the following:



The majority VET teachers from Spain, BE-Flanders, Portugal, Lithuania and Romania think that it is **possible** to adapt the Training Programme Including Innovations.

To the question **which way of the following training you prefer** the VET teachers identified the following:



VET teachers from Spain (99%), Lithuania (71%), and Romania (99%) think that **face-to-face** method is the most suitable. Meanwhile VET teachers from BE-Flanders think that **equilibrated combination** is the most appropriate. However, some (66%) of Portugal VET teachers singled out that it would be more suitable on-line training, in order to save the time.

To the question **what do you think about the possibility to provide Training Programme in both on-line and face-to-face way** the VET teachers identified the following:

VET teachers from Spain:

- The on-line course let you do it when you prefer, it allows you to arrange your free time;
- The first opinion seems “contemporary”, however, I consider the personal contact as one of the most positive points of this process; the working group enriches and helps you to have more perspectives;
- The best option would be to do both of them. One to be able to organize oneself and do it at your own pace and the other to speak, discuss, etc., through the contact;
- It’s richer the face-to-face way because it allows you to interact and learn more on the how, not just what. It may be practical to combine it with on-line way;
- I think both of them, on-line and face-to-face way, are useful.

VET teachers from BE-Flanders:

- The combination of both is best, a part face-to-face and a part on-line;
- Only on-line will not work and only face-to-face is too time consuming.

VET teachers from Portugal:

- It would be ideal, but always with classroom training;
- It might result;
- Sounds good to me;
- Positive;
- I think it is more appropriate a scheme of b-learning training

VET teachers from Lithuania:

- It is very good, it required special conditions;
- Meeting with the trainer;
- Partly I agree, however I think the practical training is more useful;

- Positive;
- The preferred option;
- Positive;
- I think that blended training is more effective. The information during the practical are more memorisable.
- The blended would be more effective;
- Theory – Moodle; Practice – in classroom;
- It is better in the classroom;
- Good;
- I agree it is great form of training. I will wait for more innovation and training;
- I think it would be more acceptable theory and practice in classroom meeting with the trainer;
- Yes, positive.

VET teachers from Romania:

- Both ways are useful and it is easier to provide the theoretical part of the Training Programme on an on-line platform. On the other hand the practice meetings with trainers are also important because in this way we can exchange ideas, share best practices and experience new ways of teaching/coaching, as well as developing our skills and attitude.
- B-learning is very much in fashion. I have never experienced it. I would like to try but I think is very time consuming and it saves only the time of going to the premises where the course will take place. On the other hand it can also give the opportunity to work at your own pace.
- Finding the material on my computer will be a good thing but we will lose all the fun of being a group. We might use a Forum to talk maybe. I like learning things together with others.
- All the described procedures ask for experiencing them first, see how they work and then reflect on them and try to get the essence which will help us in our future “coaching” career.

According to the results it could be singled out that the biggest interest is in:

- Providing the Training Programme both: on-line and face-to-face;
- Theory in Moodle and Practice in classroom.



THE SUMMARY OF THE FINAL REPORT

The analysis of Compilation of Knowledge, Analysis of Needs and Identification of Innovation (WP2) lasted from October, 2013 until April, 2014. WP2 aim was to: assess current education and training needs; to prepare training programme including innovations; to apply survey in 5 partners countries; to have discussion group. All these tasks were gathered by Spain, Belgium, Portugal, Lithuania and Romania. The

results from all 5 countries shown what VET teachers need, VET teachers relation to coaching, what they expect, what VET situation is in each country and what do they think about the project itself.

Each country was/is affected by external factors like crisis, migration, ageing society and others. According to the collected results all countries experience unemployment among young people. The highest unemployment rate among partners' countries is in Spain, however the percentage shows that the biggest youth unemployment by cities is in Flanders, Almada and Šiauliai region. Moreover, it could be pointed out that the vast majority of inhabitants are young people. Due to the demographic decline schools (especially primary and secondary schools) face a problem of low number of young people.

According to all report it could be concluded that VET teachers from Spain, Belgium, Portugal, Lithuania and Romania more or less have experience in coaching and/or have heard about the coaching term. More over all respondents raise their qualification and participate in training once, twice a year. Talking about the skills which needs to be improved, respondents separated the following:

- Skills related with sensual interaction with students and their needs;
- The ability to select the most suitable methodologies and use them;
- To improve professional knowledge, which would let VET teachers/tutors be the experts of their training field;
- To select the most suitable methods and use them in creative ways.

According to the results it could be pointed out that the majority of all respondents singled out the importance of practical seminars. The second most important activity is theoretical – practical seminars. VET teachers expect to improve the following skills:

- Reflective practice (in the sense of being able to help students to reflect on the problems and needs);
- To improve their asking questions skills (in order to be more sensitive to the students and their needs);
- To improve counseling techniques;
- Reframe;
- Reflective Practice;
- Appreciative inquiries skills;
- Rapporting skills;
- Active listening skills and giving and receiving feedback;
- Observation skills.

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;
- New tutorials;
- Applied new teaching methods.

VET teachers/tutors also expressed a wish to improve the usage of innovation tools, as it would help them improve their working skills.

According to the group discussion results the majority of all participants are in the Social fields (Spain, Lithuania and Romania), while VET teachers from BE-Flanders and Portugal are experts of Technical field. Talking about suggestions what should be included/ what needs in Training Programme and Training Programme Including Innovations VET teachers singled out the following:

KEY-COACH Taining Programme	KEY-COACH Training Programme Including Innovations
<ul style="list-style-type: none"> • The practical examples; • The sessions should contain of the real life examples and issues; • The Training Programme needs to find the relation teacher-student; • The programme is innovative and new dimension to teachers. 	<ul style="list-style-type: none"> • The Training Programme Including Innovations is innovative and interesting; • “Do not make it too complicated”; • Should be not too long; • Too ambitious for the conditions and means currently existing; • The Training Programme Including Innovations should be more concrete and detail. • The Programme is more suitable for young teachers.

The majority of all participants think that it is possible to adapt the Training Programme Including Innovations. Moreover, VET teachers (Spain, Lithuania, and Romania) prefer face-to-face trainings, since it is more suitable method. Meanwhile VET teachers from BE-Flanders think that equilibrated combination is the most appropriate. However, minority of Portugal VET teachers singled out that it would be more suitable on-line training, in order to save the time.

Summarizing all results it could be concluded that VET teachers from Spain, Belgium, Portugal, Lithuania and Romania are keen in working in this project and according to the respondents the project is beneficial both for teachers and their students, since if teachers will be able to improve their coaching skills they will be able to work with their students more effectively. However, respondents expressed the need to face-to-face trainings as it is more effective and this kind of training provide the opportunity to interact with the trainer.

Annex Nr. 1

OVERVIEW OF OUR COACHING TRAINING PROGRAMME

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
- ✓ Rapport
- ✓ Appreciative inquiry
- ✓ Request
- ✓ Feedback
- ✓ Reframe
- ✓ Observe
- ✓ Listen

TOOLS FOR THE COACHING PROCESS

✓

Life Wheel¹

✓

Cards with goals

✓

System-role-person

✓

Swot analysis²

✓

Grow³

✓

Feed-forward

¹ **Life Wheel**

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

² **SWOT analysis**

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

³ **GROW** http://en.wikipedia.org/wiki/GROW_model

- ✓ Back castings Timeline
- ✓ Left column
- ✓ Vital roles
- ✓ Johari⁴
- ✓ Perceptual position
- ✓ Constellation

⁴ **Johari** http://en.wikipedia.org/wiki/Johari_window

TRAINING NEEDS INCLUDING INNOVATIONS

KEY-COACH Training Programme's basic aim is through innovative tools improve VET teachers/tutors coaching skills. In order to reach the goal KEY-COACH project partners from Spain (Navarra), Belgium (Flanders), Portugal (Almada), Lithuania (Šiauliai region) and Romania (Mures) prepared a questionnaire which showed that the respondents have major interest in coaching skills improvement.

According to the results of the Report on the KEY-COACH Survey applied by project partners it was singled out the following tools:

- I. **Counseling technique;**
- II. **Mandala;**
- III. **Videos and films;**
- IV. **Drawing**

I. In the XXI century researchers offer many practical working tools and techniques. However, at present there is a huge demand for innovative working tools and activities. Infusing creativity in the counseling process is accepted now more than ever. The **counseling technique** is used in many ways, i.e. poetry and writing, use of props and movements, use of humor and so on. According to Jacobs (1992), the use of creative counseling techniques fulfills counselor's need for a multi-faceted approach to helping clients. Creative counseling approaches and specifically the use of creative techniques allows the counselor to approach an issue from a multi-sensory vantage point, tapping into a client's visual, auditory and experiential learning style. As Nickerson and O'Laughlin (1982) pointed out, using one approach to counseling that primarily involves just talking limits what we can accomplish as helpers. Additionally, Beaulieu (2003) enforces the idea that trainer need to – get beyond words and enlist more of the client's senses. Counseling method will enable VET teachers/tutors to improve their relationship with the students, to adjust to the group needs; to help students acquire self-esteem and others. In order to improve above mentioned skills researchers propose using Mandala working method.

II. **The essence.** Mandala is a creative tool to help seeing reflections of our internal world. The Mandala is similar to the sand tray as it brings a part of the psyche from the unconscious mind to consciousness. This is one of the tools to develop counseling technique. Mandalas are derived from the circle. The Mandala can be used with children, adolescents, teens, and adults. Psychoanalyst Carl Jung

was the first therapist to actually used Mandala with patients. He called the Mandala “a representation of the unconscious self”. Mandala will lead VET teachers/tutors to improve their professional, personal and social skills. Within this tool VET teachers/tutors will be able to focus and concentrate on achieving students and personal goals. Mandala enables to reconnect with innermost self where it is possible to store inner strength, the most powerful energy source there is, and then to become your own source of healing. Person is the one who knows himself/herself best; all he/she has to do is learn to listen to his/her true nature in order to set and achieve the goal which will lead them to have a successful life. With this method VET teachers/tutors will help students to become their own best ally in the flight to overcome life’s setback and when trainer help to understand the student that he/she is no longer an obstacle, the students can obtain everything the person sets in his/her mind, and then VET teacher/tutor helps to set and reach goals.

Technique. While drawing Mandala is recommended to follow certain rules:

- Mandala needs to have a centre;
- There have to be a symmetry, the auxiliary axes;
- Use auxiliary circles (Figure 1);
- While drawing the repetition and sequence has a significance (i.e. one thing goes after another);
- Must be a detail continuity;
- Finally, it is necessary to draw a contour (Figure 2).

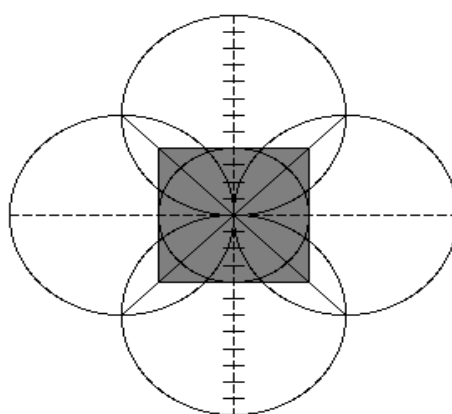


Figure 1. Mandala drawing scheme



Figure 2. Mandala

This method is applied both individually and in groups. The duration of group session is proximally 1 hour. The number of group sessions is unlimited. During the session the attention is not focused to the structure of drawing, i.e. lines, etc. The most important thing is the process, which leads to the development of coach and the student relationship.

Session structure:

- During the first sessions it is possible to use the examples of Mandala, i.e. pre-prepared drawing forms, because this method is more acceptable to some learners.
- During the session while drawing the Mandala it is very important to create a trustful atmosphere. The introduction to the drawing process can be used a “discussion about nothing”, i.e. your daily experience, habits and so on. During the session it is possible to listen classical or relaxing music.
- During the session there is no concrete theme since it is a spontaneous and individual drawing. It reflects person’s present state, mood and experiences. Such individual work enables learners to convey his/her personal problems, wishes.

The main task of this activity – the pursuit of growth, i.e. that learner would be able to develop their ability to recognize personal problems, stigmas, which disturb to reach the personal goal.

III. The **essence**. Videos and Films have been used for decades as a means to connect images with the concept being taught. Visual media in all forms (slides, filmstrips, or film) can be claimed as one of the most beneficial tool. Researches on brain functioning has documented that the left-brain specializes in digital, deductive tasks that characterize oral and written media. Meanwhile, the right-brain specializes in iconic, intuitive tasks that characterize visual media, especially the visual and sound characteristics of film (Cassidy & Knowlton, 1983; Springer & Deutsch, 1998). Some evidence suggests that people learn abstract, new, and novel concepts more easily when presented in both verbal

and visual form (Salmon, 1970, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984).

Technique. Film and video method can be used in many ways as a case, experiential exercise, metaphor, satire, symbolism, meaning, experience, time and so on.

- **Case analysis** is an obvious use of films and perhaps the first that one thinks of when considering film. Films with a solid plot and coherent story will work well as a case. Scenes from a well acted and well directed film present material more dramatically and engagingly than a print case. Well-chosen films as cases help develop the students' analytical skills. Meanwhile, other films allow a predictive case approach that can lead to rich discussion and reinforcement of concepts and theory. Within film and video method trainer enables students to recognize weaknesses and strengths, to improve communicative skills, etc.

- **Film as experiential** example lends students to inclusion in experiential exercises. Using films instead of print materials adds the advantages and unique qualities of film to the exercise. Students can analyze these scenes in small groups using some general knowledge of problem solving, individual decision making, and group decision making to recommend a decision approach.

There are several ways to use film scenes for coaching. Experimenting with each method will show you which ones are most effective for your teaching style and course content. It is possible to use film scenes before or after discussing training theme. It is also possible to repeat scenes for more emphasis. Students can work in groups or individually outside class or you can show the scenes in class. It is purposeful using films as a working method, since students are more interested in visual material. It also allows improve VET teacher's/tutor's IT skills, interaction with learners. This method allows students become more relaxed, open. This method can be also called ice breaker, since certain film episode (the film should be selected according to the session theme) touches each learner.

Session structure:

- As it was mentioned above, film method can be used both before or after theoretical part;
- The time of the film depends on a trainer and the theme of session theme. However it is recommended to use short films with concrete meaning, moral and solution (i.e. 10-20 min, since learners may become bored;
- Film should be led together with the discussion and students reflection.

Film and video method allows VET teacher/tutor to single out each learner's problems, to adjust to the group needs, to improve students analytical thinking and so on. During the session, teacher/tutor is able to see what issues and themes are the most significant to the learner. The discussion allows seeing student's verbal and non-verbal skills, weaknesses and strengths, skills which needs to be improved and needs additional work. Meanwhile, VET teacher/tutor is able to improve his/her skills related with attentiveness, sensibility, adjustment to the group and individual needs, to single out learner's difficulties and problems.

IV. The **essence**. The drawing is a coaching technique that helps to bring out unconscious material that can reflect student's motivations, conflicts, needs, interests and defense mechanisms. It is used as a way for the student to speak about himself. This technique can help the teacher especially in tutorials with introverted students, who have more difficulties expressing their ideas.

Technique.

1. How do you see yourself in the classroom, at home, etc. (don't say anything else);
2. How would you like to be (apply it once the student has made his first drawing).

We use it, not like an interpretation, but like a "manner of speaking". Basically it tries to talk about what he is doing to change.