



Intelligent printing, flexible and organic electronics Excellence

D2.3

Identification of skill gaps and future skills

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Author	Organic Electronics Saxony
Contributors	All partners
Reviewer	V1 Jitka Barm / Marja Nissen / Christopher Peschel V2 All partners



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1. INTRODUCTION

1.1 Purpose

This report presents the findings from the analysis of data collected during the INFINITE project's previous tasks. The objective of this task was to identify existing and future skill gaps within European companies, recognize emerging skill requirements, and offer actionable recommendations for the development of vocational education and training (VET) programs.

The data was gathered through different surveys, interviews, and stakeholder workshops across the participating countries. Our analysis reveals key technological, digital, and sustainability-related skill gaps, as well as soft skills needed for successful international-regional cooperation.

The report will also identify regional challenges and the emerging skills that will be required in the future and suggest ways in which VET programs can be adapted to meet these emerging skill requirements. We will further determine which soft skills are needed on both sides, international professionals and regional companies to foster successful joint work.

1.2 Study Objective

The **primary** objective of this study is to assess the current state of the Printed, Flexible, and Organic Electronics (PFOE) sector, identifying skill gaps and future skills requirements.

The objective of this study is to collect and analyze data from previous tasks in order to identify current and future skill gaps within European companies. The analysis will highlight both emerging technical and soft skills needed to strengthen collaboration between international professionals and regional companies.

Based on these findings, the study aims to provide actionable recommendations for the development and adaptation of VET programs—including curriculum frameworks, micro-credentials, learning materials, modules, and methodologies—that address identified skill gaps and regional challenges. Furthermore, the study seeks to align training needs and offers across training centres, VET providers, graduate schools, and universities in France, Greece, Estonia, and Portugal, ensuring long-term relevance through continuous updates up to Month 36.

1.3 RELEVANCE OF THE PROJECT WITHIN PFOE AND TO THE PROJECT

The INFINITE Project makes a significant contribution to progress in the field of PFOE by pushing forward new approaches in printing technologies and functional materials. Its focus lies on enabling the production of printed circuits, sensors, and flexible electronic components that can be incorporated into a wide variety of applications.

At the same time, PFOE offers a more environmentally responsible alternative to traditional electronics manufacturing. By relying on organic substances and energy-saving printing techniques, it helps lower ecological impact and supports both global sustainability initiatives and circular economy strategies.

The adoption of printing processes in electronics manufacturing also holds strong economic potential. Especially for high-volume component production, PFOE presents a path toward more efficient and affordable solutions, even though certain barriers to large-scale implementation still exist.

Another key advantage of PFOE is its ability to enable flexible, adaptable devices. This opens entirely new possibilities in product development—particularly in sectors like automotive engineering and healthcare, where tailored and versatile solutions are becoming increasingly important.

This document is related to WP 5, T5.6 Raising VET attractiveness to conduct an analysis of the current situation to identify the factors that impact the attractiveness of VET programs.

2. METHODOLOGY

To better understand the factors influencing students' choice of vocational education over university studies, a targeted survey was developed under the guiding research question:

“Why did you choose vocational education instead of university?”

1. **Stakeholders Involved:** The survey was conducted in collaboration with vocational education and training (VET) providers, who played a central role in distributing the questionnaire and encouraging participation among students.
2. **Geographical Focus:** Data collection focused on four European countries—Latvia, Finland, Spain, and Germany—chosen for their diverse education systems and labour market contexts.
3. **Responses Collected:** VET providers were able to adapt the survey questions to their specific contexts and supplement them for their own purposes, resulting in a rich dataset suitable for analysis and cross-country comparison.

The survey aimed not only to capture individual motivations but also to reveal broader patterns in how students perceive vocational education as an alternative to academic pathways. Special attention was given to five sections:

- Part 1: Personal Motivation
- Part 2: Perception of VET vs. University
- Part 3: Regional Ties & Improvement
- Part 4: Employer Experience
- Part 5: Reflective Self-Assessment

The VET providers were able to adapt their questions to their specific needs and supplement them for their own purposes.

Survey: Why Did You Choose Vocational Education and Not University?

Part 1: Personal Motivation

1. What was the main reason you chose vocational education (VET)?
 - Hands-on/practical training
 - Faster financial independence
 - Good job prospects
 - No interest in academic studies
 - Difficulty accessing university
 - Encouragement from family or friends
 - Other: _____
2. Did you originally consider going to university?
 - Yes
 - No
3. If yes, why did you decide against it?
 - Too theoretical
 - Too expensive
 - Takes too long
 - No suitable courses
 - Other: _____

Part 2: Perception of VET vs. University

4. How do you perceive the social status of vocational education compared to university education?
 - Higher
 - Equal
 - Lower
 - No opinion
5. What advantages do you see in vocational training compared to university studies? (Select all that apply)
 - Earlier entry into the job market
 - More practical relevance
 - More financial security after training
 - Closer mentoring/support from trainers
 - Clear career path
6. What disadvantages do you see in vocational training compared to university studies? (Select all that apply)
 - Fewer career advancement opportunities



Fig 1: First part of survey

Fig 2: QR linked to the survey

The questionnaire was translated into Latvian, Finnish, German, and Spanish, and distributed by the various VET providers via QR Code.

The answers were collected by the VET providers in their respective national languages and translated into English. The WP leader conducted the entire evaluation, which facilitated aggregation and analysis.

	G	H	I	J	K	L	M
	Indikumi „Izglaukuma” ir profesionālajai izgl.	Kā jūs novērtējat	5. Līdzdu, lai pasākīnāriet savu iepriekšējo vērtē	6. Cik apmierināts/a Jūs esat ar savu prakses	10. Ko uzņēmums/prakses devēja vairāku dar	11. Lai nodrošinātu	Moderna darba vide
1	Indikumi „Izglaukuma” ir profesionālajai izgl.						
2	ienākumi ilgtermiņā	4	Nav skaidras atziņas kād jēlabo ir	Nav vedokļa	Nezinu	3	5
3	socialālais novērtējums	4	Mācos ļoti bet dažas kļūdas pieļauju	Apmierināts/a	Es domāju ka vis jau ir ļabi	2	3
4	kumu	3	Tas ir mazliet grūti	Nav vedokļa	Es nezinu	2	2
5	iespēju karjeras izaugsmei	3		Nav vedokļa	Hj	3	3
6	socialālais novērtējums	4	Mācīšanās ātrums	Loti apmierināts/a	Vairāk naudu dot	5	4
7	kumu	4	Mazāk brīvdienu	Nav vedokļa	Nezinu	4	4
8	kumu	4	Es domāju viss ir ļabi pagaidām	Apmierināts/a	Komunicēt	3	4
9	kumu	4	Nekas īpaši	Nav vedokļa	Būt patiesam bāz melošanas	3	3
10	kumu	5 (izcili)	Skolotājs , kursabiedri	Nav vedokļa	Nav prakse	4	5
11	ienākumi ilgtermiņā	5 (izcili)	Viss ideāli	Nav vedokļa	Nav bijusi prakse	4	5
12	ienākumi ilgtermiņā	4	Tāmas varēja būt sakārtoti cita kāntā	Nav vedokļa	Tešēt jaunielus	5	3
13	kumu	4	Praktiski darbi	Apmierināts/a	Mums nav prakses devējs	3	3
14	kumu	4	Iepriekšējais vērtējums bija 7, man grūtibas nes	Apmierināts/a	Palīdzēt ja kautko nesaprot vai pamācīt kļūdas	4	4
15	kumu	5 (izcili)	Viss ideāli	Nav vedokļa	Nav bijusi prakse	4	4
16	socialālais novērtējums	4	Skolotāju attieksme	Apmierināts/a	Palīdzēt ar jautājumiem	4	4
17	kumu	5 (izcili)	Skolotāju attieksme	Loti apmierināts/a	Nav ideju	5	5
18	kumu	4	Skolotāju izturība pret skolēniem	Loti apmierināts/a	Viss ir jau ļabi	3	3
19	socialālais novērtējums	5 (izcili)	Skolotāja Inga.	Apmierināts/a	Druscin vairāk piesaistīties skolēniem, kuri maz	2	2
20	kumu	4	Praktiskie darbi, projekta darbi	Nav vedokļa	Mums nav prakses devēja	1	3
21	socialālais novērtējums	5 (izcili)	Skolotājiem ir daudz pieredzes, un spēj novadīt	Nav vedokļa	Man nav bijusi darba prakse.	4	3
22	iespēju karjeras izaugsmei	4	Ir diezgan ļabi, taču varētu būt ļabi ja būtu vairāk	Nav vedokļa	Mums vēl nav bijusi prakse	3	4
23	kumu	5 (izcili)	Ir ļabi skolotāji	Loti apmierināts/a	Viss jau tā ir ļabi	5	5
24	kumu	3	M	Loti apmierināts/a	M	3	3
25	iespēju karjeras izaugsmei, Zemāks soc	3	Loti daudz ir ievērtēja teorija kurai nav jēgas	Loti apmierināts/a		5	5
26	kumu	5 (izcili)	Nemācīšu pateikt	Nav vedokļa	Nav bijusi prakse vēl	3	4
27	socialālais novērtējums	5 (izcili)	Prakses un darbs vasarā	Apmierināts/a	Viss apmierina	5	5
28	kumu	4		Nav vedokļa	nenoslogot ar daudz darbiem reizē	4	4
29	socialālais novērtējums	4	Darbu daudzums un to sarežģītība	Nav vedokļa	vēl neesmu bijusi prakse	1	1
30	kumu	4	Paša nemācīšanas	Loti apmierināts/a	Sobnō viss ir kartiba	5	5
31	kumu	3	Vidusskolas priekšmeti	Loti apmierināts/a	Viss tik ļabi darbs	4	4
32	socialālais novērtējums, Zemāki ienākumi	4	Sīkākums	Apmierināts/a	Nēko, Viss ir ļaistāli!	5	2
33	socialālais novērtējums	4	Var tik kādā no labākajām viesnīcām Latvijā	Loti apmierināts/a	Tasāt vairāk apmācības in saules priekš darb.	4	4
34	kumu	5 (izcili)	Mācības nav vienvērdīgas. Daudz praktiskā stun	Nav vedokļa		5	5
35	kumu	4	Mācību viela	Loti apmierināts/a	Iepazīstināt ar visu	5	5
36	socialālais novērtējums	4	Skolas vadība ir haotiska	Loti apmierināts/a		5	5
37	ienākumi ilgtermiņā	3	Manu pieredzi visvairāk ietekmēja tie cilvēki kas	Apmierināts/a	Ar dažiem uzņēmumiem ir problēmas kā viņi ne	4	3
38	ienākumi ilgtermiņā	4	Dažiem skolotājiem ir problēmas ar skadrošāni	Nav vedokļa		5	4
39	kumu	4	Skolotāju trūkums	Loti apmierināts/a	Viss ir ļabi	5	5
40	kumu	4	Nav komentāru	Apmierināts/a	Pajautāt kā praktikants gītas, vai neģitas atstun	5	3
41	kumu	4	Nav vārdu	Loti apmierināts/a	Viss apmierina	5	5

Fig 3: Sample of data collection

In addition to the surveys, two key reports were consulted to complement the analysis. The first, the *Future of Jobs Report 2025*, was published by the World Economic Forum (ISBN 978-2-940631-90-2)

and provides a comprehensive outlook on the skills and occupations expected to shape the future labour market [<https://www.weforum.org/reports/the-future-of-jobs-report-2025/>]

The second, *The Future Skills Report Chemistry 2.0*, is a trend analysis produced by the Federal Employers' Association of the Chemical Industry, the umbrella organization representing chemical employers in Germany. It examines 450,000 job postings across the chemical and pharmaceutical sectors, offering insights into the skills that will be increasingly in demand within the industry [<https://future-skills-chemie.de/de/>]



Fig 4: Future of Jobs Report 2025



Fig 5: Future Skills Report

3. RESULTS

3.1 Surveys

765 survey responses were achieved in total, 232 of them from Latvia, 117 from Finland, 175 from Spain, and 241 Germany. Based on the results obtained, we have summarized the responses received by participating countries:

Part 1: Personal Motivation

Students' decisions to pursue vocational education and training (VET) are influenced by a range of factors. Common motivations include the appeal of hands-on, practical training, the prospect of achieving financial independence more quickly, and good job opportunities. Other reasons, such as a lack of interest in academic studies, difficulties accessing university, or encouragement from family and friends, also play a role. Understanding these motivations helps to explain why students choose vocational pathways over academic routes.

The analysis of student motivations for choosing vocational education reveals significant cross-national differences. In Germany, the primary reason cited was a lack of interest in academic studies, although practical training opportunities and the prospect of faster financial independence were also influential. In Spain, the most frequently reported motivation was the opportunity for hands-on education, followed closely by favourable employment prospects. Finnish respondents often highlighted a lack of interest in continuing general upper-secondary studies, while good job opportunities likewise played an important role in their decisions. In Latvia, career prospects were the most mentioned factor, but additional influences included the opinions of peers, the geographical proximity of institutions, and the option of pursuing a double degree.

When asked whether they had originally considered attending university, substantial variation was observed across the four countries. In Germany, responses were evenly split, with half of the students indicating that they had considered higher education and half reporting that they had not. In Spain, a majority had initially planned to pursue university studies, whereas in Finland, most respondents had not. In Latvia, by contrast, more than 60 % reported that they had considered a university pathway but ultimately opted for vocational education. Across all contexts, students frequently expressed the perception that university programs were overly theoretical and insufficiently connected to professional practice, which contributed to their decision to pursue vocational training instead.

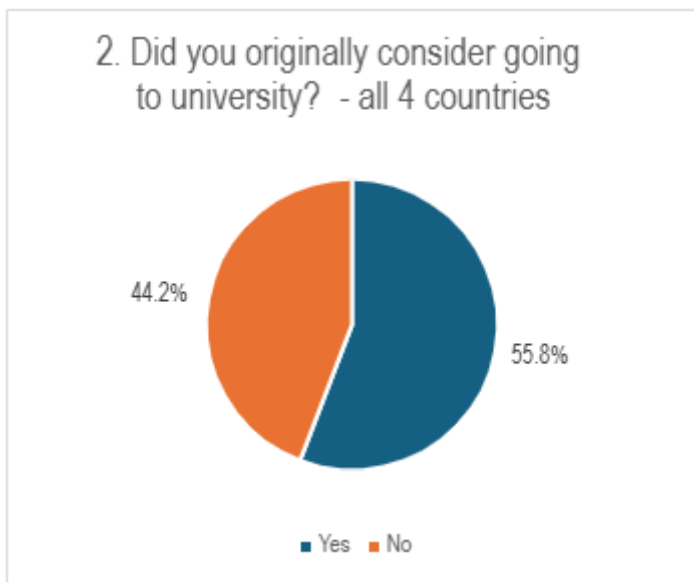


Fig 6: Chart – Survey answer from the 4 countries

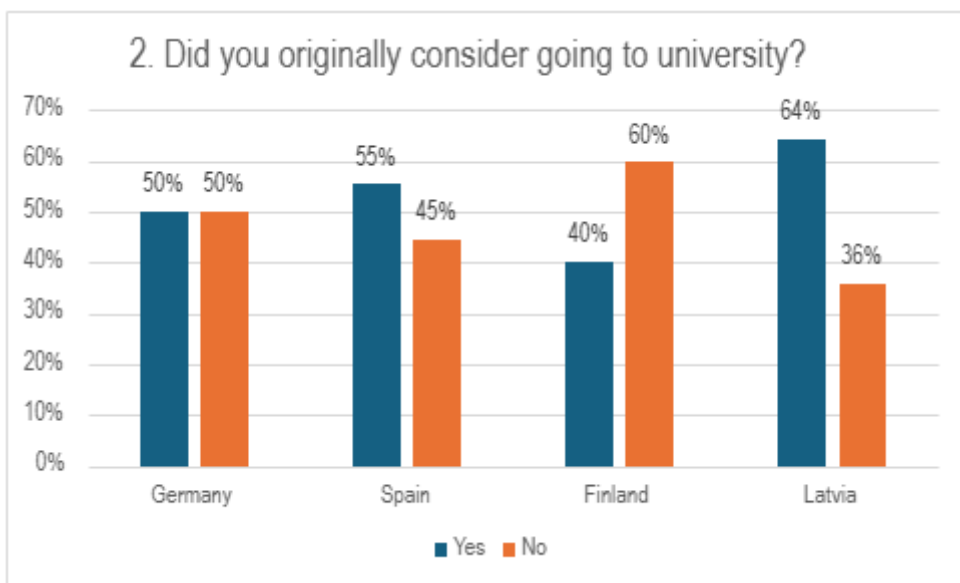


Fig 7: Survey chart – 2. Did you originally consider going to university? - 4 countries

Part 2: Perception of VET vs. University

The comparison between vocational education and university studies provides valuable insights into how students perceive the advantages of different educational pathways. Vocational education and

training (VET) is often viewed as more practice-oriented, while universities are associated with broader theoretical knowledge. Understanding these perceptions is crucial for evaluating the attractiveness and effectiveness of VET systems in various countries. One of the central aspects is whether VET offers earlier entry into the labour market compared to university studies. Another important factor concerns the perceived practical relevance of VET programs and their connection to professional skills. In addition, financial security after training and the clarity of career paths can influence students' preferences. Closer mentoring and stronger support structures are also seen as potential advantages of vocational education. By examining how students in different national contexts evaluate these aspects, it becomes possible to better understand the role of VET in shaping educational choices.

In Germany, 25 % of respondents highlighted earlier entry into the job market as a key advantage of vocational education. The same percentage also valued financial security after training, while 29 % emphasized greater practical relevance. A smaller share, 17 %, recognized a clear career path as an advantage, and only 4 % mentioned closer mentoring or support. In Spain, the most frequently cited benefit was earlier job market entry, with 36 % agreeing. Practical relevance followed closely with 32 % of Spanish respondents. However, financial security after training was rarely mentioned in Spain, with only 6 % considering it an advantage. Around 13 % saw a clear career path as a strength of VET, while 12 % appreciated closer mentoring. In Finland, practical relevance stood out as the most important factor, cited by 40 % of students. Early job market entry was also significant, with 31 % highlighting this benefit. Additionally, 29 % valued the clarity of the career path offered by VET. In Latvia, the responses show a slightly different focus, as nearly 21 % considered a clear career path and 25% the opportunity to earn money while studying to be the main advantage. More practical relevance was also noted by 20 % of Latvian respondents. The highest share of practical relevance was again observed in Finland, indicating strong perceptions of VET as hands-on training. Taken together, these results demonstrate that while practical relevance and early career entry are broadly valued across countries, there are notable regional differences in how financial security and career clarity are perceived.

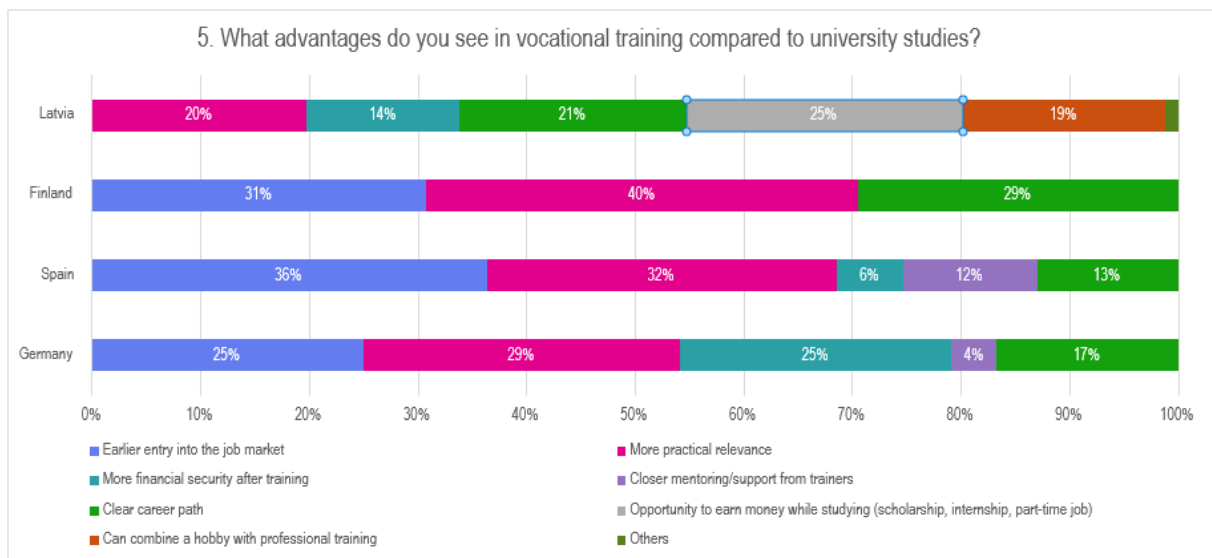


Fig 8: Survey chart – 5. What advantages do you see in vocational training compared to university studies?

Part 3: Regional Ties & Improvement

Whether students would choose vocational education again is a key measure of satisfaction with their educational pathway. This question highlights how confident learners feel about their decision and how well vocational training meets their expectations. Comparing responses across countries provides valuable insights into regional differences in the perception of VET.

The findings indicate that the majority of students across all four countries would choose vocational education again if given the chance, though the extent of certainty varies. In Germany, 70 % of respondents expressed that they would repeat their choice, while none stated they would reject it; however, 30 % reported uncertainty. In Spain, the results were particularly clear, with 90.3 % affirming their decision, only 1.7 % expressing regret, and 8 % remaining unsure. In Finland, 69.2 % indicated they would choose vocational training again, while 7.7 % would not and 23.1 % remained undecided. Similarly, in Latvia, 72 % confirmed their satisfaction with their choice, whereas 8.6 % reported dissatisfaction and 19.4 % expressed uncertainty. Taken together, these findings suggest a generally high level of approval of vocational pathways, especially in Spain, where the strongest consensus was observed. By contrast, Finland recorded the highest level of uncertainty, indicating more mixed attitudes toward the vocational track in that context.



Fig 9: Survey chart – 5. What advantages do you see in vocational training compared to university studies?

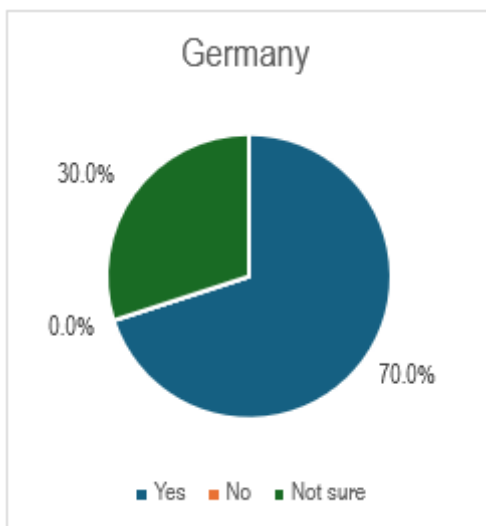


Fig 10: What advantages do you see in vocational training compared to university studies? – Answers from Germany

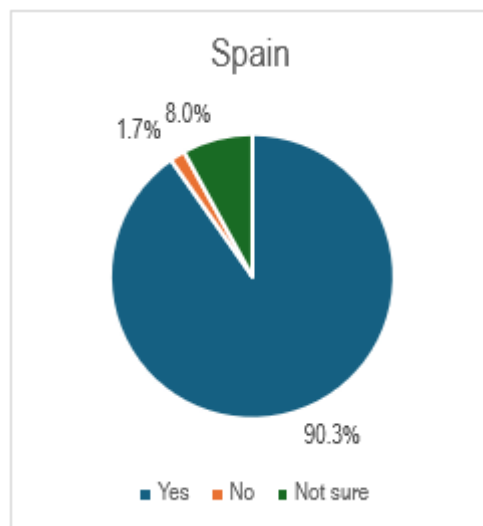


Fig 11: What advantages do you see in vocational training compared to university studies? – Answers from Spain

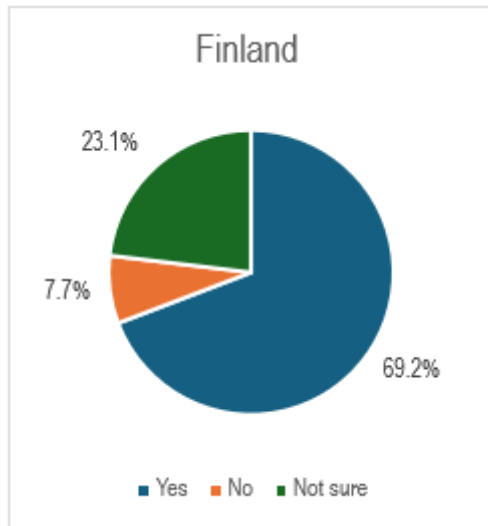


Fig 12: What advantages do you see in vocational training compared to university studies? – Answers from Finland

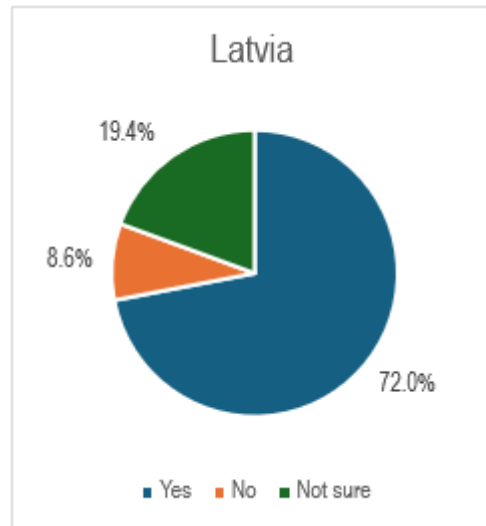


Fig 13: What advantages do you see in vocational training compared to university studies? – Answers from Latvia

The choice of a training company is shaped by multiple considerations that reflect students’ priorities and expectations of the labour market. Key factors include geographical proximity, job security, salary prospects, and opportunities for further education and professional advancement.

In Germany, secure employment and good salaries were rated as the most important factors, while opportunities for further training were considered less essential. Spanish respondents placed the highest value on secure jobs, with over half rating this as very important. Good salaries also ranked highly in Spain, alongside notable importance given to training and development opportunities. In Finland, career security and salary were also prioritized, with more than 90 % rating them as rather or very important. However, Finnish students placed particular emphasis on career advancement opportunities, while “traveling work” was generally seen as unimportant. Overall, across all three countries, stability and financial security clearly outweighed geographical proximity or mobility in company choice.

These results suggest that when choosing a company, young people in vocational training primarily value stability and long-term career prospects, reflecting broader expectations of security in the labour market.

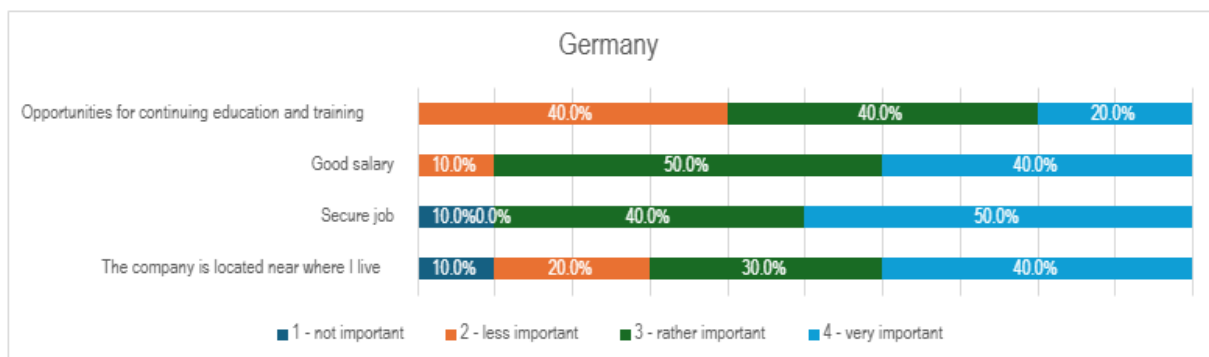


Fig 14: How important are the following aspects when choosing a company? – Answers from Germany

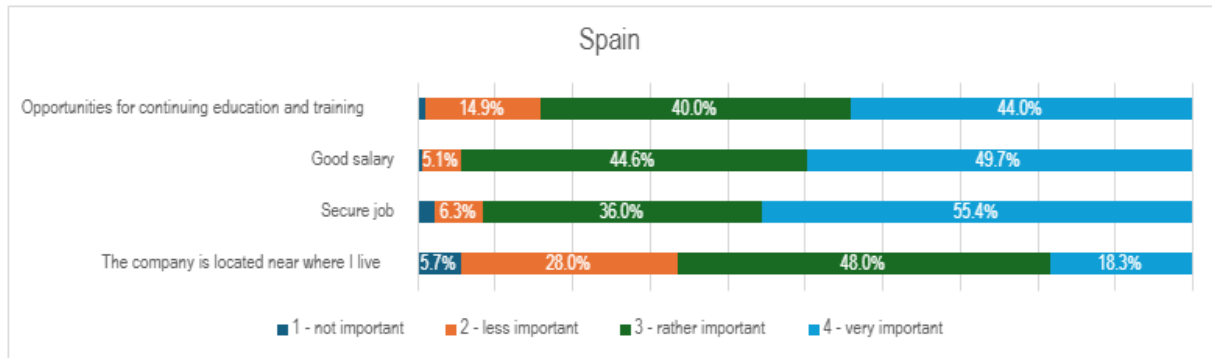


Fig 15: How important are the following aspects when choosing a company? – Answers from Spain

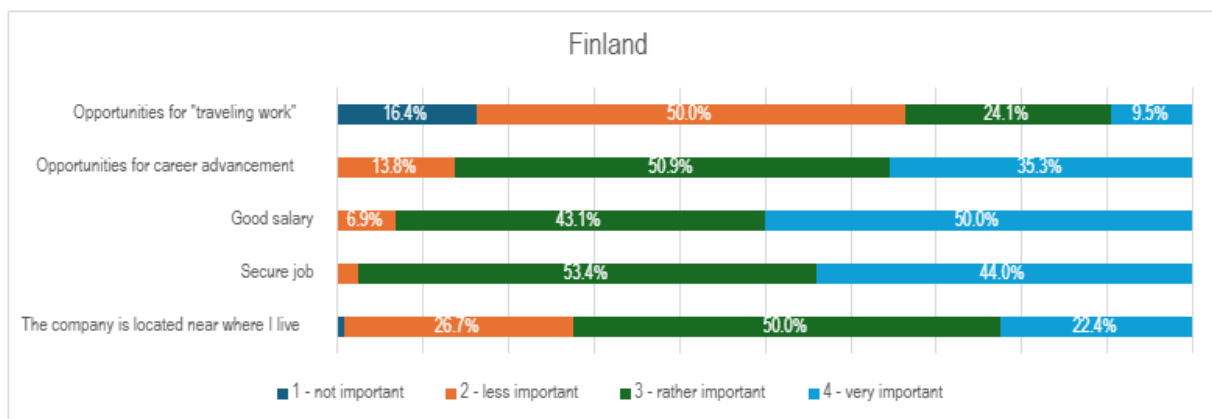


Fig 16: How important are the following aspects when choosing a company? – Answers from Finland

Part 4: Training Experience

A positive training experience can strengthen students' motivation, skill development, and long-term commitment to their chosen profession. Conversely, dissatisfaction may reflect structural weaknesses in the training system or mismatches between expectations and reality. By comparing levels of satisfaction across Germany, Spain, Finland, and Latvia, it is possible to identify national differences in how students evaluate their training companies.

In Germany, the majority of respondents (70%) reported being satisfied, while only 10% were very satisfied. Another 10% expressed neutrality, and the same share reported dissatisfaction, suggesting moderate but not overwhelming enthusiasm. In Spain, 43.5% of students indicated that they were very satisfied, with another 36.3% satisfied, showing the highest overall approval among the four countries. Only small shares of Spanish respondents reported dissatisfaction (4.8%) or strong dissatisfaction (2.4%). In Finland, satisfaction was more divided, with 38.1% very satisfied and an equal 38.1% satisfied, but a notable 23.8% dissatisfied, indicating stronger criticism compared to Spain and Germany. Latvia displayed a relatively balanced pattern: 37.9% were very satisfied and 32.8% satisfied, while 25% remained neutral.

The results indicate overall positive experiences with training companies in all countries. Some countries highlight particular strengths, while others offer valuable opportunities for continuous improvement of training quality.



Fig 17: How satisfied are you with your training company/employer? – Answers from 4 Partner countries

The effectiveness of practical training programs depends on several key factors, including guidance, team integration, exposure to various work areas, and a pleasant working environment.

Across all four countries, students emphasized the importance of these elements, although the relative priority varied. In Germany, a pleasant working environment and integration into a team were rated very important by 60% and 40% of respondents, respectively, while support and guidance from dedicated contacts also received high ratings. Spanish students similarly prioritized a positive work environment and team integration, with 55% and 54% rating these as very important, alongside strong emphasis on guidance and familiarization with multiple work areas. In Finland, a pleasant working environment was again rated highest (57%), followed by team integration (43%) and support from mentors (38%). Latvian students placed the greatest importance on support and guidance (54%) and team integration (52%), highlighting the value of close mentoring and social inclusion.

Overall, these results suggest that a successful practical training program combines structured guidance, social integration, and opportunities for students to gain comprehensive insights into the company.

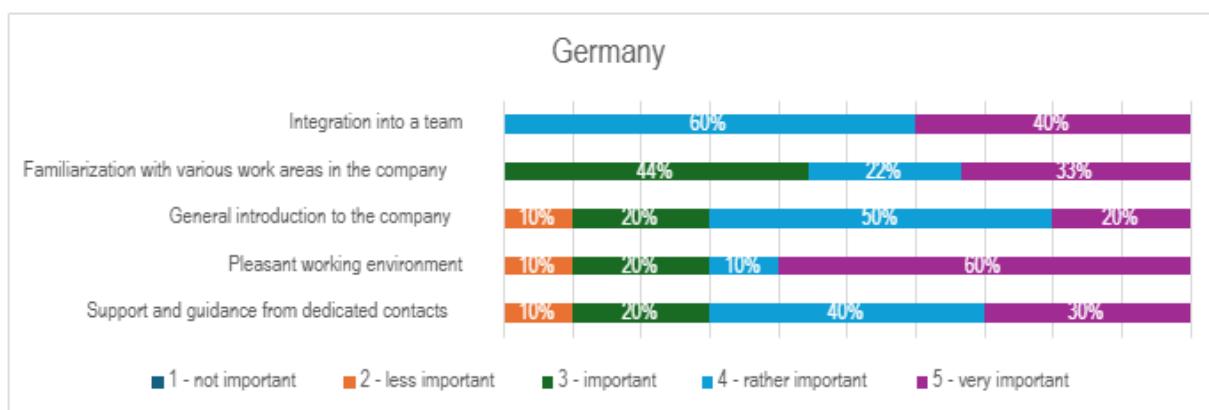


Fig 18: What should a practical training program offer to be successful? – Answers from Germany

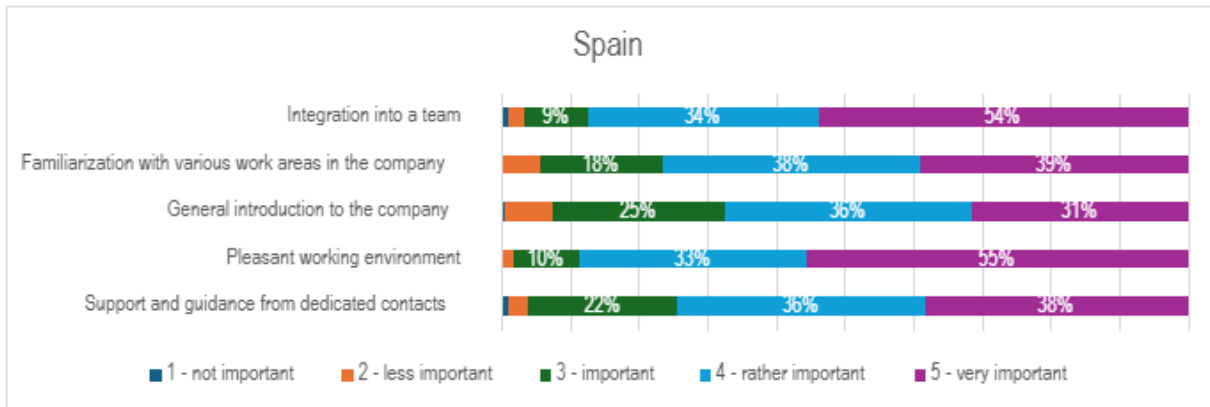


Fig 19: What should a practical training program offer to be successful? – Answers from Spain



Fig 20: What should a practical training program offer to be successful? – Answers from Finland

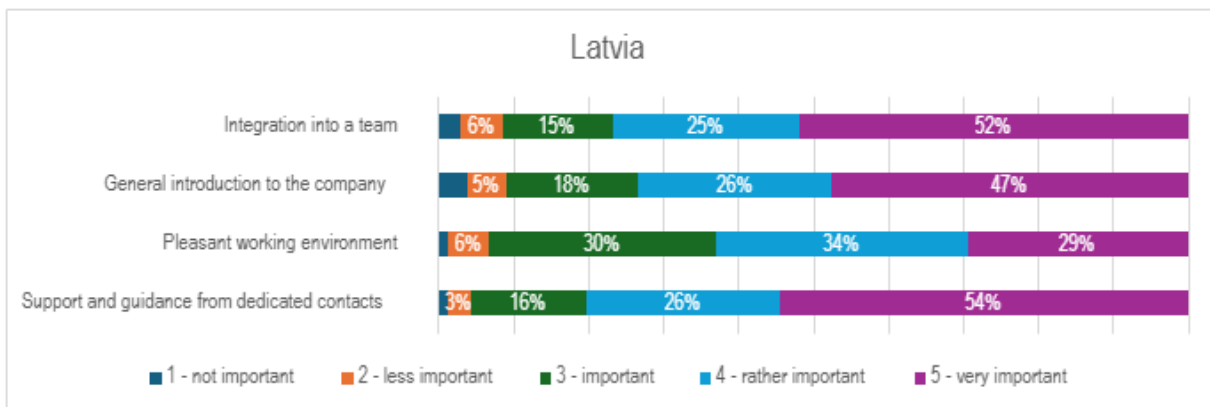


Fig 21: What should a practical training program offer to be successful? – Answers from Latvia

Part 5: Reflective Self-Assessment

The overall quality of vocational training, as perceived by students, provides a key measure of the effectiveness of VET programs across different countries. Ratings on a scale from 1 (poor) to 5 (excellent) reveal both satisfaction levels and areas for potential improvement. In Germany, half of the respondents rated their experience as 3 stars, while 40% rated it 4 or 5 stars, indicating generally positive evaluations with some room for enhancement. Spanish students showed particularly high satisfaction, with 60% giving 4 stars and 23.4% giving 5 stars, while only a small minority rated their training poorly. In Finland, the majority of students rated their experience 4 or 5 stars (52.1% and 35.1%, respectively), with very few giving low scores, reflecting strong overall approval. Latvian

students were more evenly distributed, with 34.1% rating 3 stars, 50% rating 4 stars, and 12.1% rating 5 stars, suggesting moderate to high satisfaction overall.

Across all countries, these results demonstrate that students generally perceive their vocational training positively, highlighting both the strengths of VET programs and the need for ongoing quality improvement initiatives.

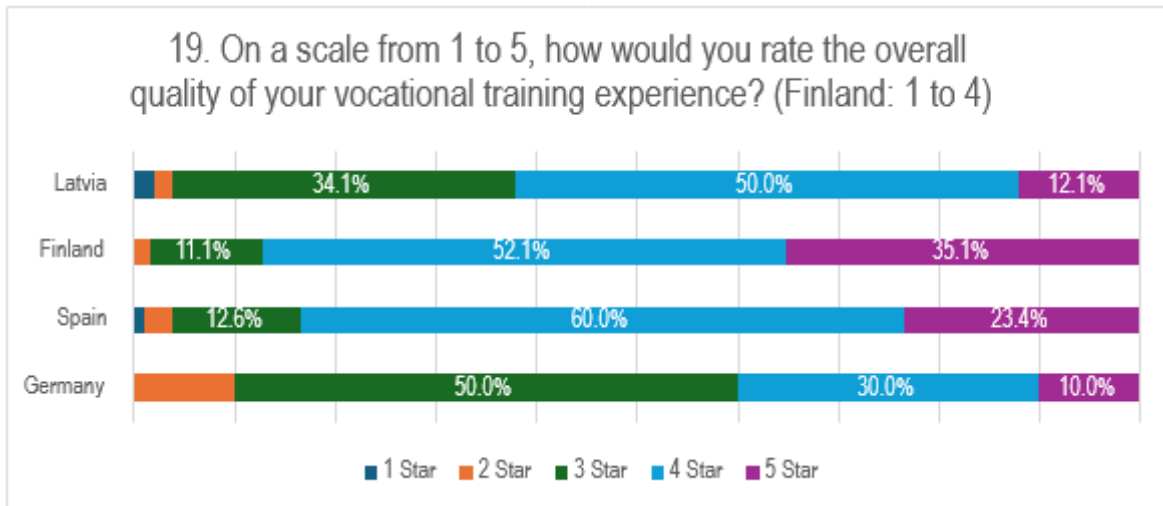


Fig 22: How would you rate the overall quality of your vocational training experience? – Answers from 4 partner

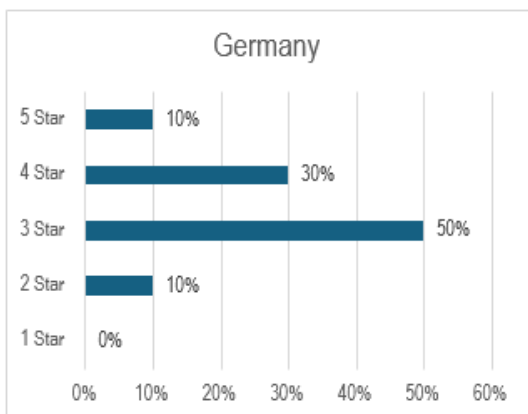


Fig 23: How would you rate the overall quality of your vocational training experience? – Answers from Germany

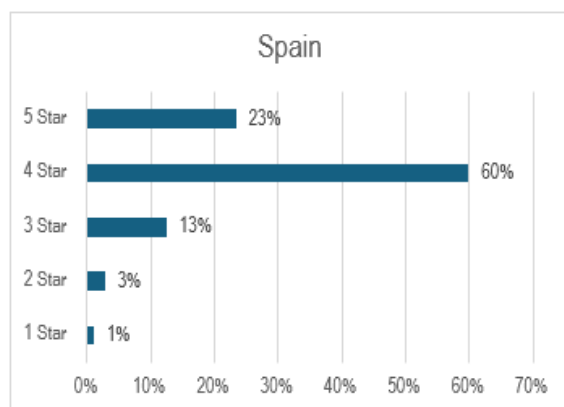


Fig 24: How would you rate the overall quality of your vocational training experience? – Answers from Spain

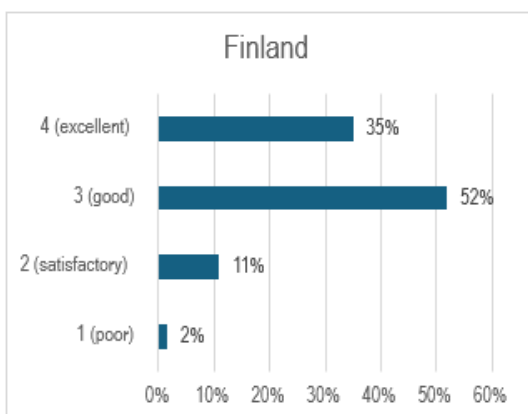


Fig 25: How would you rate the overall quality of your vocational training experience? – Answers from Finland

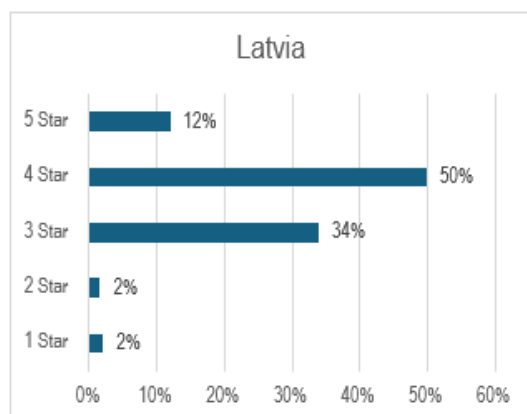


Fig 26: How would you rate the overall quality of your vocational training experience? – Answers from Latvia

Short summary

Across countries, students reported choosing VET primarily for practical training, faster financial independence, and good job prospects, while perceptions of university studies as overly theoretical influenced their decision. Students valued early entry into the labour market, practical relevance, and clear career paths, though regional differences were evident in the importance of financial security and mentoring. Satisfaction with training companies was generally high, with Spain and Latvia showing the most positive evaluations, and students highlighted the need for supportive guidance, team integration, and exposure to multiple work areas for successful practical training. Overall, reflective self-assessments indicated moderate to high satisfaction with VET, demonstrating its perceived effectiveness while highlighting opportunities for continuous improvement across different national contexts.

3.2 Global Trends and Skill Disruption According to WEF Future of Jobs 2025

The World Economic Forum's Future of Jobs Report 2025 highlights the accelerating disruption of labour markets. A key finding: approximately 39% of core job skills are expected to change by 2030, slightly down from 44% in 2023. This underscores that nearly two in five foundational skill sets will become obsolete within five years, emphasizing the urgency of continuous learning, reskilling, and upskilling.

Other significant macro-trends—technological innovation, the green transition, demographic shifts, geopolitical fragmentation, and economic uncertainty—are expected to collectively drive a net creation of 78 million new jobs globally by 2030.

Skill gaps remain the top barrier to workforce transformation: 63% of employers cite them as a critical challenge. In response, 85% of employers plan to prioritize reskilling and upskilling.

3.2.1 Most In-Demand Skills (2025–2030)

The report identifies the fastest-growing and most in-demand skills by 2030:

- **Technical / Digital Skills:**
 - *AI and Big Data literacy*
 - *Networks & Cybersecurity*
 - *General Technological Literacy*
- **Cognitive and Strategic Skills:**
 - *Analytical Thinking & Problem-Solving*
 - *Creative Thinking, Innovation*
- **Adaptive Capabilities:**
 - *Resilience, Flexibility, Agility*

- **Leadership & Social Influence:**
 - *Leadership, Talent Management, Social Influence*
- **Environmental and Human-Centered Skills:**
 - *Environmental Stewardship, ESG Awareness*
 - *Empathy, Lifelong Learning, Curiosity*

Additionally, **over 50% of workers are reskilling or upskilling as part of long-term strategies**, up from 41% in 2023.

3.2.2 Implications for PFOE Training and Skill Strategy

Technical and Digital Capabilities

Our PFOE domain—encompassing printed electronics, conductive materials, flexible devices, and sustainable printing—aligns closely with **AI, Big Data, and Cybersecurity** demands. These emerging digital competencies reinforce the importance of technological literacy in PFOE training.

Analytical, Creative, and Adaptive Skills

WEF's emphasis on analytical thinking, creativity, resilience, and agility underscores that PFOE curricula must go beyond technical instruction. Students must be prepared to adapt quickly to evolving technologies and industries, just as job markets evolve rapidly.

Leadership, Collaboration & Sustainability

PFOE training should incorporate leadership components and foster social influence, especially as it brings together multiple disciplines. Environmental stewardship and ESG-awareness (Environmental, Social, and Governance) dovetail with PFOE's emphasis on sustainable materials and processes.

Lifelong Learning as Core Competency

With nearly 40% of skills becoming outdated and continuous learning at the heart of adaptation, PFOE programs must embed lifelong learning—via micro-credentials, workshops, online modules—mirroring WEF's call for reskilling culture.

Reskilling Infrastructure

Given that 85% of employers plan to invest in reskilling, PFOE centres should position themselves as hubs for workforce transformation, offering upskilling paths that align with sector needs and technological trends.

3.2.3 Strategic Steps Forward

To leverage these insights effectively within the PFOE context:

1. Curriculum Enhancement

Infuse AI, data analytics, cybersecurity, and green manufacturing modules into PFOE training. A forward-looking curriculum is the foundation for equipping learners with the **skills required in an era of accelerating technological change**. Traditional vocational training in electronics, printing, or mechatronics often focuses on established methods and standards. However, the **integration of Artificial Intelligence (AI), data analytics, cybersecurity, and green**

manufacturing into PFOE education is critical should relevance and competitiveness in the next decade.

- **Artificial Intelligence (AI):**
AI is no longer a specialized niche but a transversal enabler across industries. Within PFOE, AI can optimize **printing processes, predictive maintenance, material design, and quality control**. Training programs should therefore expose students not only to basic AI principles but also to practical applications, such as **machine learning for defect detection in printed circuits** or **process optimization in large-scale hybrid printing systems**.
- **Data Analytics:**
PFOE technologies generate significant amounts of process and performance data. Embedding data analytics modules will allow learners to handle **big data from sensors, real-time process monitoring, and lifecycle assessments**. This competency enables graduates to transform raw data into actionable insights, fostering efficiency and innovation. For industry, this translates to **shorter development cycles, improved reliability, and sustainable production**.
- **Cybersecurity:**
As PFOE applications increasingly connect to **IoT platforms, smart wearables, and medical devices**, the **security of data and networks** becomes paramount. Training programs should therefore introduce cybersecurity fundamentals, including **encryption, secure communication protocols, and compliance with international standards**. Equipping learners with this knowledge not only ensures product safety but also enhances trust in PFOE-enabled solutions in critical fields such as healthcare or automotive.
- **Green Manufacturing and Sustainability:**
PFOE is closely tied to the sustainability agenda, as it relies on **lightweight, energy-efficient, and potentially recyclable components**. Curricula should therefore integrate **eco-design principles, circular economy models, and life-cycle analysis**. Learners must develop the ability to evaluate the environmental impact of materials and processes, and to design products that align with the **UN Sustainable Development Goals (SDGs)**. By embedding green manufacturing knowledge, PFOE training programs contribute to **responsible innovation** and position graduates as leaders in sustainable technology.
- By **infusing these four cross-cutting domains into PFOE curricula**, training institutions can ensure that their programs are **future-proof, globally aligned, and industry-driven**. Such integration not only raises the employability of graduates but also reinforces the role of vocational and higher education providers as **pioneers in technological transformation**.

2. Hybrid Learning Models

Offer lifelong learning tracks—such as online micro-certifications or short courses—to sustain continuous skill development.

The rapid pace of change in the PFOE sector means that skills learned today may be partially outdated within just a few years. Traditional linear education pathways are therefore no longer

sufficient. To address this, **hybrid learning models** should become the backbone of vocational training and professional development.

- **Blended formats:**
A combination of classroom instruction, online learning, and workplace-based training enables learners to continuously upgrade their skills without pausing their careers.
- **Micro-certifications:**
Short, stackable learning units in areas like conductive inks, flexible substrates, or printed biosensors allow learners to gain specialized knowledge that can later accumulate into full qualifications.
- **Flexibility for all ages:**
Hybrid learning makes training accessible not only to students but also to mid-career professionals seeking to transition into PFOE-related roles.
- **Digital platforms:**
Leveraging e-learning systems with virtual labs, simulations of printing processes, and augmented-reality training can give learners access to **practical experimentation** even when physical equipment is limited.

By offering lifelong learning tracks, hybrid models ensure that education becomes a **continuous journey rather than a one-time event**—a necessity in the face of accelerating innovation

3. Foster Reskilling Partnerships

Collaborate with industry to create reskilling programs aligned with emerging roles in printed electronics and IoT applications. The WEF 2025 report highlights that nearly 50% of workers will need reskilling within five years due to technological change. For the PFOE ecosystem, this creates both a challenge and an opportunity. **Reskilling partnerships** between educational institutions, companies, and government agencies can address this by systematically preparing the existing workforce for new roles.

- **Industry-aligned programs:** Companies in functional printing, IoT, and electronics manufacturing should co-design reskilling courses with VET centres, ensuring content matches actual workplace needs.
- **Cross-sector reskilling:** Workers from adjacent industries (e.g., graphic design, chemical processing, traditional electronics) can be retrained for PFOE roles, leveraging their transferable skills.
- **Public-private funding models:** To reduce the financial burden, governments could co-finance reskilling initiatives, while companies provide facilities and mentorship.
- **Fast-track bootcamps:** Intensive training formats—such as 6- to 12-week bootcamps—can quickly prepare technicians for urgent roles like operating screen-printing lines for flexible sensors. This approach is particularly relevant for employment agencies tasked with retraining individuals who are unemployed or at risk of unemployment. By aligning training measures with labour market demands, such agencies can strengthen employability and support sustainable workforce integration.

These partnerships not only help companies access qualified talent but also enhance **regional employability and resilience** in a rapidly changing labour market.

4. Transversal Skill Building

Combine technical training with creativity, leadership, agility, and sustainability awareness to produce adaptable innovators. While technical expertise is essential, the PFOE sector increasingly requires **adaptable, cross-functional innovators** who can thrive in interdisciplinary environments. Developing transversal skills ideally ensures that graduates are not just skilled workers but also **creative problem-solvers and leaders**.

- **Creativity and innovation:** Students should engage in design challenges, prototyping new PFOE products (e.g., smart packaging, medical wearables), and pitching solutions to real industry problems.
- **Leadership and collaboration:** Team-based projects can simulate workplace settings, requiring students to manage roles, coordinate timelines, and resolve conflicts.
- **Agility and adaptability:** Exposure to multiple disciplines (materials science, electronics, sustainability) builds mental flexibility and reduces resistance to change.
- **Sustainability awareness:** Embedding social responsibility ensures graduates understand the broader impacts of technology adoption.

Such transversal skill-building responds directly to WEF's ranking of *analytical thinking, resilience, creativity, and collaboration* as the most in-demand future skills.

5. Embed Sustainability Competencies

Integrate ESG knowledge and circular economy principles into functional printing education. Sustainability is no longer optional—it is a defining driver of competitiveness in global industries. For PFOE, which inherently offers greener alternatives to traditional electronics, embedding sustainability into every stage of education is vital.

- **ESG integration:** Training modules should cover Environmental, Social, and Governance (ESG) standards, preparing graduates to contribute to companies' sustainability strategies.
- **Circular economy principles:** Students should learn how to design PFOE devices with recyclability, material efficiency, and low energy consumption in mind.
- **Green material science:** Practical instruction on biodegradable polymers, organic semiconductors, and eco-friendly conductive inks will raise awareness in learners and provide them with a competitive advantage.
- **Life-cycle assessment skills:** Teaching students to assess the environmental footprint of printed electronics ensures they can identify areas for improvement in production.
- **Global relevance:** Aligning curricula with the EU Green Deal, UN Sustainable Development Goals, and industry standards should strengthen the **employability of graduates in international markets**.

By embedding sustainability competencies, PFOE education does not only prepare learners for jobs—it also equips them to become **agents of transformation** in building a low-carbon, circular economy.

6. Embedding Emerging Technologies and Transversal Skills into Education

PFOE should not be treated as an isolated niche, but rather as a transversal enabler that intersects with sustainability, digitalization, and advanced manufacturing. Ideally, the curricula should integrate PFOE both as a specialized field and as a cross-cutting theme.

Integration with sustainability: Modules should highlight the environmental advantages of PFOE (e.g., reduced waste, biodegradable materials). This resonates with students' growing eco-consciousness and prepares them for green job markets.

Digital and data skills: Since many PFOE devices interface with IoT systems, curricula should cover data analysis, cybersecurity, and AI applications alongside functional printing.

Soft skills development: The WEF stresses the importance of critical thinking, creativity, and collaboration. PFOE training should therefore adopt project-based learning approaches, where students work in interdisciplinary teams to solve authentic challenges (e.g., designing a flexible sensor for healthcare use).

Continuous skill mapping: Institutions should establish feedback loops with industry to constantly monitor which skills are rising in demand (e.g., conductive material development, hybrid printing). Training programs must be updated dynamically rather than on multi-year cycles.

4. STRATEGIC RECOMMENDATIONS

The transformation of vocational education and training (VET) towards integrating Printed, Functional, and Organic Electronics (PFOE) requires a multi-layered strategy. Based on the findings of this report and insights from the Future Skills Chemie initiative, as well as the WEF Future of Jobs Report 2025, the following strategic recommendations are proposed to close skill gaps, accelerate curriculum innovation, and align education with market demand.

4.1 Empowering Institutional Autonomy and Curricular Flexibility

A critical step for PFOE integration is granting educational institutions greater autonomy in curriculum design. Currently, VET centres in European countries operate within highly regulated frameworks that slow down adaptation to new technologies. To ensure PFOE skills are embedded effectively:

- **Policy reform:** Ministries of Education and regional authorities should allow VET centres to introduce experimental pilot modules on emerging technologies without waiting for lengthy legislative updates. This could mirror practices in dual training systems, where industry partners directly influence program content.
- **Institutional innovation labs:** Schools and training centres should be encouraged to establish internal “curriculum labs,” where teachers, industry experts, and researchers co-create new modules and continuously update them according to technological advances.

- **Example from PFOE:** A VET school specializing in graphic arts could, within such a flexible framework, pilot a short-term module on conductive inks and flexible substrates. If successful, the module could later evolve into a formal specialization recognized across the national system.
- **Global alignment:** Curricula should reference international frameworks such as the European Qualifications Framework (EQF) or the WEF's identified *Top 10 Skills for 2025* (e.g., analytical thinking, resilience, technology use), ensuring graduates remain competitive beyond their national labor market.

This recommendation emphasizes agility. Education must move at the same pace as technological change, rather than trailing behind industry cycles.

4.2 Securing Sustainable Investment and Financial Resources

Integration of PFOE technologies into training programs requires considerable upfront investments – for laboratory equipment, specialized printing machines, consumables such as conductive inks, and digital infrastructure for IoT-enabled devices. Without targeted funding, many VET centres will struggle to move beyond theoretical instruction.

- **Public funding mechanisms:** Governments should establish innovation funds dedicated to emerging technologies in VET, with PFOE as a flagship area. Similar to EU Horizon programs, funds could support pilot projects, equipment acquisition, and mobility programs for teachers.
- **Private co-investment:** Partnerships with companies and industry clusters (e.g., functional printing hubs in Navarra) could leverage co-financing schemes, where industry donates outdated but functional machines to training centres in exchange for visibility and early access to trained graduates.
- **International perspective:** Countries that successfully established such funding pipelines (e.g., Germany with its “Zukunftszentren”) show that long-term investments in teacher training and digital equipment directly translate into improved employability outcomes.

By ensuring financial stability, institutions can confidently experiment with new technologies instead of relying on ad-hoc projects that vanish once initial project funding expires.

4.3 Strengthening Public-Private Partnerships (PPPs) and Cross-Sector Collaboration

The complexity of PFOE demands interdisciplinary cooperation between education, industry, and research. No single actor can carry the burden of innovation alone. Establishing structured partnerships is therefore essential.

- **Dual FP as a catalyst:** Expanding the dual vocational training system can bring students directly into PFOE companies, where they gain hands-on experience with real production processes. This not only bridges the theory-practice gap but also helps companies scout and retain talent early.

- **Cluster collaboration:** Regional innovation clusters (e.g., Navarra’s functional printing cluster) could become *knowledge brokers*, aligning the needs of multiple SMEs with the capacities of VET institutions.
- **International networks:** Cross-border partnerships (e.g., Erasmus+ exchanges focused on PFOE) can expose students and teachers to cutting-edge practices outside their own ecosystem.
- **Benefit to companies:** For industry, such partnerships mean reduced onboarding costs, as graduates already possess relevant skills. For education, it ensures curricula reflect actual technological requirements rather than abstract concepts.

The WEF Future of Jobs Report emphasizes that companies increasingly value interdisciplinary collaboration skills and “active learning” abilities. Embedding PPPs into VET directly nurtures these competencies.

4.4 Investing in Teacher Training and Continuous Professional Development

Teachers are the linchpin of educational innovation. Without adequate preparation, even the most advanced equipment remains underused. Currently, many VET teachers lack exposure to emerging fields such as functional printing, flexible electronics, or IoT applications.

- **Specialized training programs:** Dedicated upskilling courses for teachers should cover both technical knowledge (e.g., handling nanoimprinting devices, working with bio-sensors) and pedagogical innovation (e.g., problem-based learning, digital teaching tools).
- **Industry immersion:** Teachers should regularly spend short placements in companies to keep pace with technological developments. This model is already practiced in some dual systems but needs scaling across Europe.
- **International exchanges:** Teacher mobility programs, sponsored by EU or bilateral initiatives, can expose educators to global best practices in PFOE.
- **Multiplier effect:** Well-trained teachers act as multipliers, bringing innovations back to their institutions and inspiring students to explore cutting-edge topics.

The WEF 2025 report identifies lifelong learning as one of the most critical challenges for future labour markets. Teachers themselves must embody this principle, continuously learning and adapting, thereby modelling the very skill set expected from students.

4.5 Embedding Emerging Technologies and Transversal Skills into Education

PFOE should not be treated as an isolated niche, but rather as a transversal enabler that intersects with sustainability, digitalization, advanced manufacturing, and interculturality. Curricula must therefore integrate PFOE both as a technical specialty and as a cross-cutting theme.

- **Integration with sustainability:** Modules should emphasize the environmental benefits of PFOE (e.g., waste reduction, biodegradable materials). This addresses students' growing environmental awareness and prepares them for green job markets.
- **Digital and data skills:** Since many PFOE devices are connected to IoT systems, curricula must cover data analytics, cybersecurity, and AI applications in addition to functional printing.
- **Development of soft skills:** The WEF emphasizes the importance of critical thinking, international skills, and collaboration. PFOE education should therefore pursue project-based learning approaches in which students work in interdisciplinary teams to solve realistic challenges.
- **Continuous skills assessment:** Institutions should establish feedback loops with industry to continuously monitor which skills are increasingly in demand (e.g., development of conductive materials, hybrid printing). Training programs must be updated dynamically, not in multi-year cycles.

Embedding PFOE within this broader skills ecosystem ensures that graduates are not only technically competent but also adaptable, resilient, and future-proof.

4.6 Summary of Strategic Recommendations

Together, these five pillars—autonomy, investment, partnerships, teacher training, and transversal integration—form a roadmap for aligning VET with the fast-evolving demands of the PFOE sector. Their combined implementation would not only close existing skill gaps but also anticipate future labour market shifts, positioning educational institutions as key drivers of industrial innovation.

5. RECOMMENDATIONS FOR VET PROGRAM DEVELOPMENT AND NEXT STEPS

Based on our analysis, we propose the following recommendations to guide curriculum design and delivery:

5.1 Curriculum Frameworks (T3.1)

- Introduce modular curricula aligned with industry needs
- Emphasize lifelong learning pathways and upskilling strategies

5.2 Micro-Credentials (T3.2)

- Offer stackable micro-credentials in emerging technologies (e.g., PFOE, AI, green tech)
- Include soft skill certifications for intercultural teamwork and adaptability

5.3 Learning Materials, Modules, and Methodologies (T3.3)

- Use blended and hybrid learning models
- Apply scenario-based learning and real-life case studies

- Develop materials in multiple languages to support mobility

Next Steps

The INFINITE project has already achieved substantial progress in mapping the evolving skill demands within the European PFOE ecosystem. This foundational work provides a robust basis for guiding both policy makers and training providers in shaping vocational education and training (VET) pathways. Yet, the process of aligning competencies with industry needs is inherently dynamic. Technological change, sustainability imperatives, and new business models will continue to reshape the skill landscape over the coming years. For this reason, the task will remain active until Month 36, ensuring ample opportunity to refine analyses, validate assumptions, and integrate new insights from stakeholders.

Future updates will focus on:

- Monitoring the implementation of recommendations
- Evaluating the impact of VET program changes
- Integrating feedback loops for continuous improvement

6. ANNEXES

- Survey data summary from the four partner countries – Germany, Finland, Latvia, and Spain.

As noted in *Deliverable 2.3 Identifying Skills Gaps and Future Skills*, vocational training providers were permitted to adapt the survey questions to their specific contexts and to supplement them as required. Consequently, certain questions were reformulated, some omitted, and in a few cases, additional response options were provided.

As a result, complete comparability across all questions cannot be assumed. Nevertheless, the questions are documented both in the Deliverable and in this appendix to facilitate the highest possible degree of comparability.

Survey: Why Did You Choose Vocational Education and Not University?

	Germany	Spain	Finland	Latvia	
Part 1: Personal Motivation					
1. What was the main reason you chose vocational education (VET)?	1	1	1	1	x
2. Did you originally consider going to university?	2	2	2	2	x
3. If yes, why did you decide against it?	3	3	2	3	x
Part 2: Perception of VET vs. University					
4. How do you perceive the social status of vocational education compared to university education?	4	4	-	5	
5. What advantages do you see in vocational training compared to university studies? (Select all that apply)	5	5	3	4	x
6. What disadvantages do you see in vocational training compared to university studies? (Select all that apply)	6	6	-	6	
Part 3: Regional Ties & Improvement					
7. Would you choose vocational training again if you had the chance?	7	7	6	16	x
8. Which factors are most important for you to stay and work in our region after your training? (Select all that apply)	8	8	7	17	
9. How important are the following aspects when choosing a company? 1 Not important, 4 Very important [The company is nearby]	9	9	8	-	x
9. How important are the following aspects when choosing a company? 1 Not important, 4 Very important [Secure employment]	9	9	8	-	x
9. How important are the following aspects when choosing a company? 1 Not important, 4 Very important [Good salary]	9	9	8	-	x
9. How important are the following aspects when choosing a company? 1 Not important, 4 Very important [Opportunities for further training]	9	9	8	-	x
Part 4: Employer Experience					
10. How satisfied are you with your training company/employer?	10	10	9	9	x
11. What can the company do to help you feel well-trained and supported?	11	11	-	10	
12. What should a practical training program offer to be successful? 1 Not important, 5 Very important [Support and guidance from dedicated contact persons]	12	12	10	11	x
12. What should a practical training program offer to be successful? 1 Not important, 5 Very important [Pleasant work environment]	12	12	10	11	x
12. What should a successful practical training program offer? 1 Not important, 5 Very important [General company introduction]	12	12	10	11	x
12. What should a practical training program offer to be successful? 1 Not important, 5 Very important [Familiarization with different areas of work within the company]	12	12	10	-	x
12. What should a practical training program offer to be successful? 1 Not important, 5 Very important [Team integration]	12	12	10	11	x
13. What kind of recognition for good performance would you like to receive from your future employer?	13	13	12	14	
14. At what point would you like to have a discussion with your trainer about your future career?	14	14	-	15	
15. Who would you talk to if you weren't hired?	15	15	-	-	
16. If your training company doesn't hire you, where would you apply?	16	16	-	-	
17. Did you receive regular feedback from your employer during your training?	17	17	11	12	x
18. How would you rate the coordination between your vocational school and your training company?	18	18	13	13	x
Part 5: Reflective Self-Assessment					
19. On a scale from 1 to 5, how would you rate the overall quality of your vocational training experience?	19	19	4 / 4 Stars	7	x
20. Please briefly explain your rating above. What factors influenced your experience the most?	20	20	5	8	
21. In your opinion, what role should vocational education play in the future workforce (compared to university education)?	21	21	-	-	

Part 1: Personal Motivation

1. What was the main reason you chose vocational education (VET)?

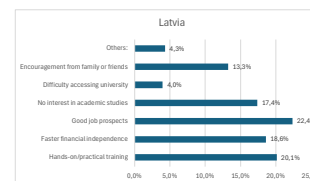
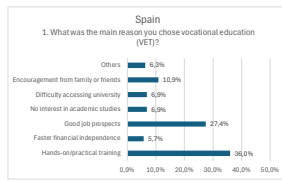
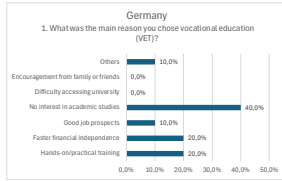
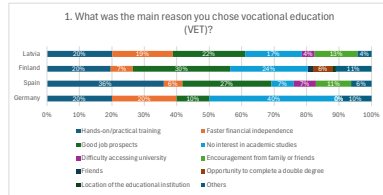
	Germany	Spain	Finland	Latvia
Hands-on/practical training	20%	36%	20%	20%
Faster financial independence	20%	6%	7%	19%
Good job prospects	10%	27%	30%	22%
No interest in academic studies	40%	7%	24%	17%
Difficulty accessing university	0%	7%		4%
Encouragement from family or friends	0%	11%		13%
Friends			2%	
Opportunity to complete a double degree			6%	
Location of the educational institution			1%	
Others	10%	6%	11%	4%

Germany	Number	Percentage
Hands-on/practical training	2	20,0%
Faster financial independence	2	20,0%
Good job prospects	1	10,0%
No interest in academic studies	4	40,0%
Difficulty accessing university	0	0,0%
Encouragement from family or friends	0	0,0%
Others	10	10,0%

Spain	Number	Percentage
Hands-on/practical training	63	36,0%
Faster financial independence	10	5,7%
Good job prospects	48	27,4%
No interest in academic studies	12	6,9%
Difficulty accessing university	12	6,9%
Encouragement from family or friends	0	0,0%
Others	11	6,3%
	175	

Finland	Number	Percentage
No interest in academic studies	28	23,9%
Good job prospects	35	29,9%
Friends	2	1,7%
Hands-on/practical training	23	19,7%
Opportunity to complete a double degree	7	6,0%
Faster financial independence	8	6,8%
Location of the educational institution	1	0,9%
Others	13	11,1%
	117	

Latvia	Number	Percentage
Hands-on/practical training	117	20,1%
Faster financial independence	103	18,6%
Good job prospects	130	22,4%
No interest in academic studies	101	17,4%
Difficulty accessing university	23	4,0%
Encouragement from family or friends	77	13,3%
Others:	25	4,3%
	581	



2. Did you originally consider going to university?

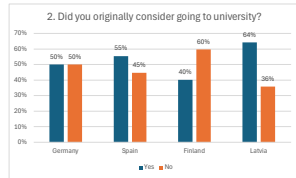
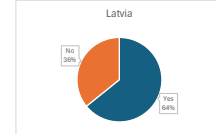
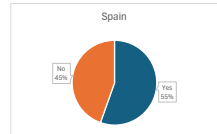
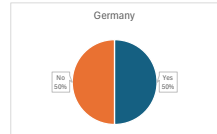
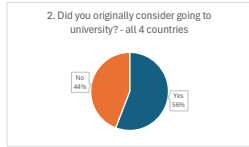
	Yes	No
Yes	298	55,8%
No	236	44,2%
	534	

Germany	Number	Percentage
Yes	5	50,0%
No	5	50,0%
	10	

Spain	Number	Percentage
Yes	97	55,4%
No	78	44,6%
	175	

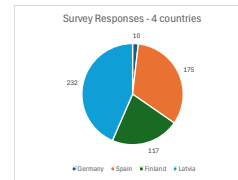
Finland	Number	Percentage
Yes	47	40,2%
No	70	59,8%
	117	

Latvia	Number	Percentage
Yes	143	64,2%
No	83	35,8%
	232	



Survey Responses:

Country	Number	Percentage
Germany	10	1,9%
Spain	175	32,8%
Finland	117	21,9%
Latvia	232	43,4%



3. If yes, why did you decide against it?

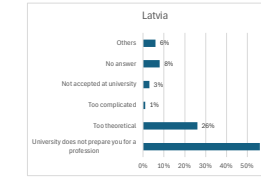
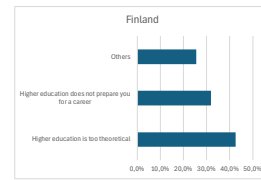
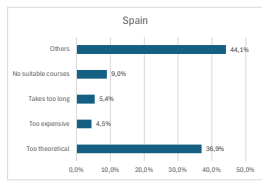
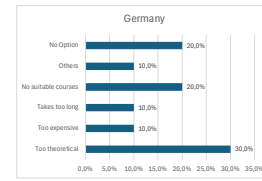
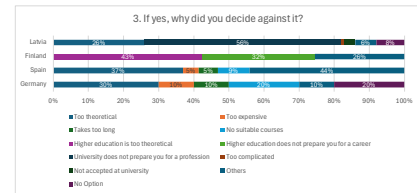
	Germany	Spain	Finland	Latvia
Too theoretical	30%	37%		26%
Too expensive	10%	5%		
Takes too long	10%	5%		
No suitable courses	20%	9%		
Higher education is too theoretical				43%
Higher education does not prepare you for a career				32%
University does not prepare you for a profession				56%
Too complicated				1%
Not accepted at university				3%
Others	10%	44%	28%	6%
No Option	20%			8%

Germany	Number	Percentage
Too theoretical	3	30,0%
Too expensive	1	10,0%
Takes too long	1	10,0%
No suitable courses	2	20,0%
Others	1	10,0%
No Option	2	20,0%
	10	

Spain	Number	Percentage
Too theoretical	41	36,9%
Too expensive	5	4,5%
Takes too long	6	5,4%
No suitable courses	10	9,0%
Others	49	44,1%
	111	

Finland	Number	Percentage
Higher education is too theoretical	20	42,6%
Higher education does not prepare you for a career	15	31,9%
Others	12	25,5%
	47	

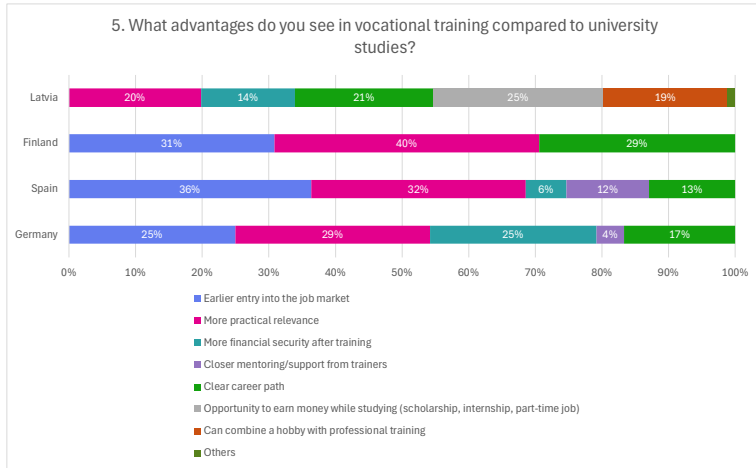
Latvia	Number	Percentage
University does not prepare you for a profession	130	56%
Too theoretical	60	26%
Too complicated	2	1%
Not accepted at university	7	3%
No answer	19	8%
Others	14	6%
	232	



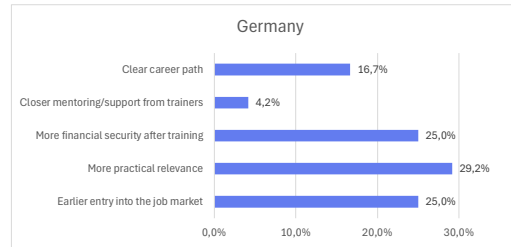
Part 2: Perception of VET vs. University

5. What advantages do you see in vocational training compared to university studies? (Select all that apply)

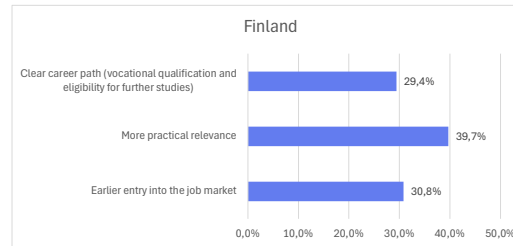
	Germany	Spain	Finland	Latvia
Earlier entry into the job market	25%	36%	31%	20%
More practical relevance	29%	32%	40%	20%
More financial security after training	25%	6%	14%	
Closer mentoring/support from trainers	4%	12%		
Clear career path	17%	13%	29%	21%
Opportunity to earn money while studying (scholarship, internship, part-time job)				25%
Can combine a hobby with professional training				19%
Others				1%



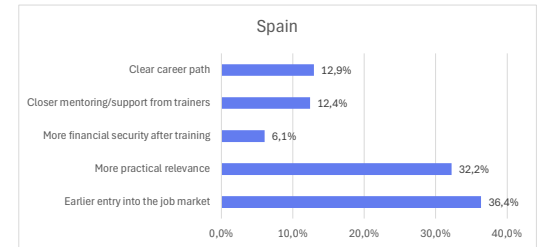
Germany	Number	Percentage
Earlier entry into the job market	6	25,0%
More practical relevance	7	29,2%
More financial security after training	6	25,0%
Closer mentoring/support from trainers	1	4,2%
Clear career path	4	16,7%
Total	24	



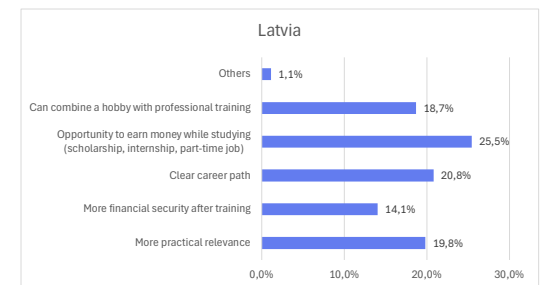
Finland	Number	Percentage
Earlier entry into the job market	66	30,8%
More practical relevance	85	39,7%
Clear career path (vocational qualification and eligibility for further studies)	63	29,4%
Total	214	



Spain	Number	Percentage
Earlier entry into the job market	132	36,4%
More practical relevance	117	32,2%
More financial security after training	22	6,1%
Closer mentoring/support from trainers	45	12,4%
Clear career path	47	12,9%
Total	363	



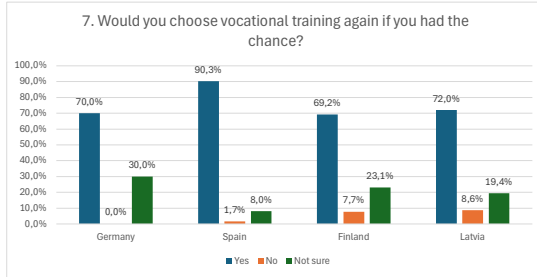
Latvia	Number	Percentage
More practical relevance	141	19,8%
More financial security after training	100	14,1%
Clear career path	148	20,8%
Opportunity to earn money while studying (scholarship, internship, part-time job)	181	25,5%
Can combine a hobby with professional training	133	18,7%
Others	8	1,1%
Total	711	



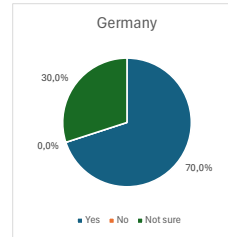
Part 3: Regional Ties & Improvement

7. Would you choose vocational training again if you had the chance?

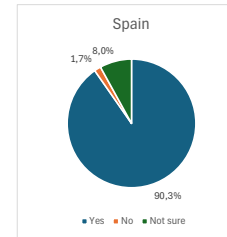
	Germany	Spain	Finland	Latvia
Yes	70,0%	90,3%	69,2%	72,0%
No	0,0%	1,7%	7,7%	8,6%
Not sure	30,0%	8,0%	23,1%	19,4%



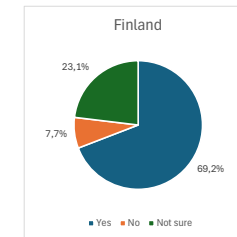
Germany	Number	Percentage
Yes	7	70,0%
No	0	0,0%
Not sure	3	30,0%
	10	



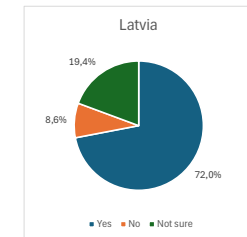
Spain	Number	Percentage
Yes	158	90,3%
No	3	1,7%
Not sure	14	8,0%
	175	



Finland	Number	Percentage
Yes	81	69,2%
No	9	7,7%
Not sure	27	23,1%
	117	

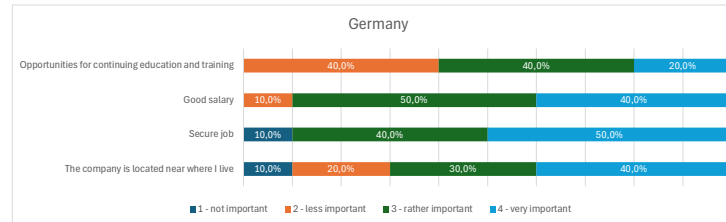


Latvia	Number	Percentage
Yes	167	72,0%
No	20	8,6%
Not sure	45	19,4%
	232	

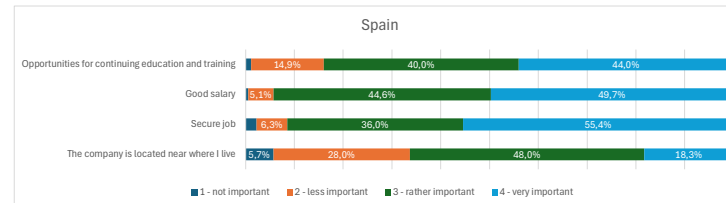


9. How important are the following aspects when choosing a company?
without answers from Latvia

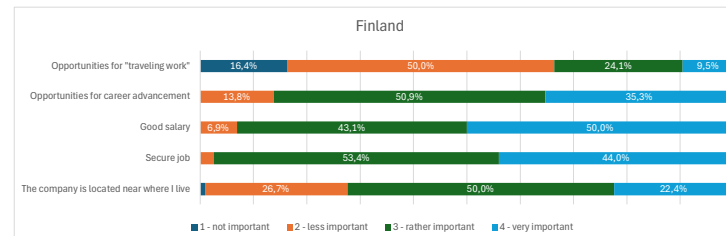
Germany	1 - not important	2 - less important	3 - rather important	4 - very important
The company is located near where I live	10,0%	20,0%	30,0%	40,0%
Secure job	10,0%	0,0%	40,0%	50,0%
Good salary	0,0%	10,0%	50,0%	40,0%
Opportunities for continuing education and training	0,0%	40,0%	40,0%	20,0%



Spain	1 - not important	2 - less important	3 - rather important	4 - very important
The company is located near where I live	5,7%	28,0%	48,0%	18,3%
Secure job	2,3%	6,3%	36,0%	55,4%
Good salary	0,6%	5,1%	44,6%	49,7%
Opportunities for continuing education and training	1,1%	14,9%	40,0%	44,0%



Finland	1 - not important	2 - less important	3 - rather important	4 - very important
The company is located near where I live	0,9%	26,7%	50,0%	22,4%
Secure job	0,0%	2,6%	53,4%	44,0%
Good salary	0,0%	6,9%	43,1%	50,0%
Opportunities for career advancement	0,0%	13,8%	50,9%	35,3%
Opportunities for "traveling work"	16,4%	50,0%	24,1%	9,5%



Part 4: Employer Experience

10. How satisfied are you with your training company/employer?

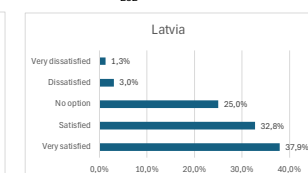
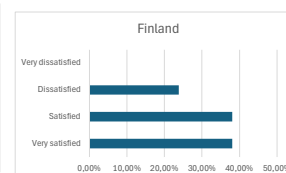
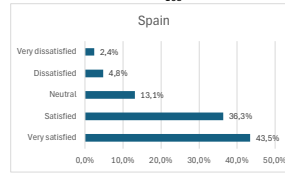
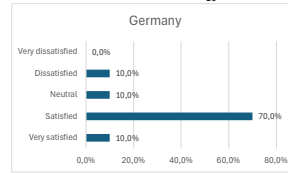
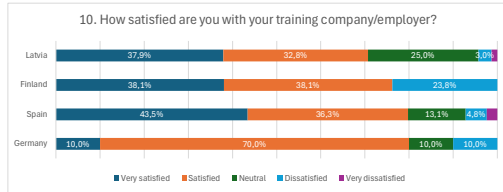
	Germany	Spain	Finland	Latvia
Very satisfied	10.0%	43.5%	38.1%	37.9%
Satisfied	70.0%	36.3%	38.1%	32.8%
Neutral	10.0%	13.1%		25.0%
Dissatisfied	10.0%	4.8%	23.8%	3.0%
Very dissatisfied	0.0%	2.4%	0.0%	1.3%

Germany	Number	Percentage
Very satisfied	1	10.0%
Satisfied	7	70.0%
Neutral	1	10.0%
Dissatisfied	1	10.0%
Very dissatisfied	0	0.0%
Total	10	

Spain	Number	Percentage
Very satisfied	73	43.5%
Satisfied	61	36.3%
Neutral	22	13.1%
Dissatisfied	8	4.8%
Very dissatisfied	4	2.4%
Total	168	

Finland	Number	Percentage
Very satisfied	8	38.10%
Satisfied	8	38.10%
Dissatisfied	5	22.80%
Very dissatisfied	0	0.00%
Total	21	

Latvia	Number	Percentage
Very satisfied	88	37.9%
Satisfied	76	32.8%
No option	58	25.0%
Dissatisfied	7	3.0%
Very dissatisfied	3	1.3%
Total	232	



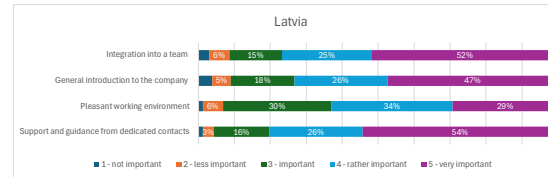
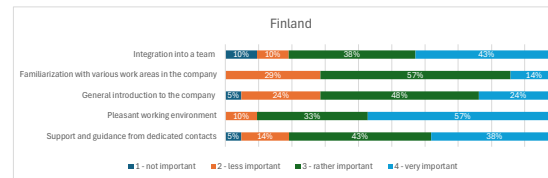
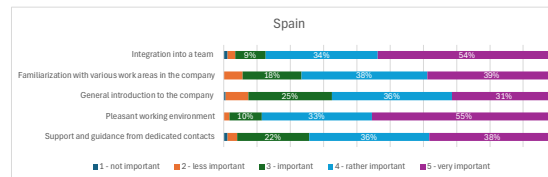
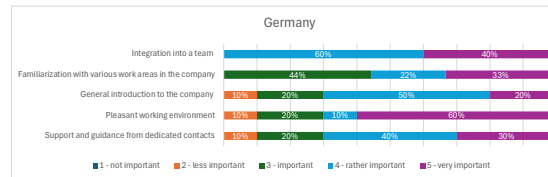
12. What should a practical training program offer to be successful? 1 Not important, 5 Very important

Germany	1 - not important	2 - less important	3 - important	4 - rather important	5 - very important
Support and guidance from dedicated contacts	0%	10%	20%	40%	30%
Pleasant working environment	0%	10%	20%	10%	60%
General introduction to the company	0%	10%	20%	50%	20%
Familiarization with various work areas in the company	0%	0%	44%	22%	33%
Integration into a team	0%	0%	0%	60%	40%

Spain	1 - not important	2 - less important	3 - important	4 - rather important	5 - very important
Support and guidance from dedicated contacts	1%	3%	22%	36%	38%
Pleasant working environment	0%	2%	10%	33%	55%
General introduction to the company	1%	7%	25%	36%	31%
Familiarization with various work areas in the company	0%	6%	18%	38%	39%
Integration into a team	1%	2%	9%	34%	54%

Finland	1 - not important	2 - less important	3 - important	4 - rather important
Support and guidance from dedicated contacts	5%	14%	43%	38%
Pleasant working environment	0%	10%	33%	57%
General introduction to the company	5%	24%	48%	24%
Familiarization with various work areas in the company	0%	29%	57%	14%
Integration into a team	10%	10%	38%	43%

Latvia	1 - not important	2 - less important	3 - important	4 - rather important	5 - very important
Support and guidance from dedicated contacts	1%	3%	16%	26%	54%
Pleasant working environment	1%	6%	30%	34%	29%
General introduction to the company	4%	5%	18%	26%	47%
Integration into a team	3%	6%	15%	25%	52%
Familiarization with various work areas in the company	-	-	-	-	-



Part 4: Employer Experience

17. Did you receive regular feedback from your employer during your training?

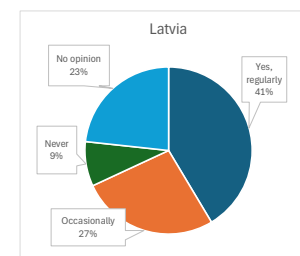
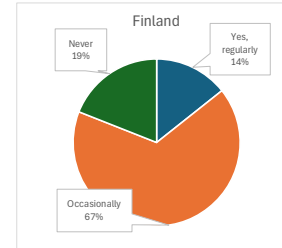
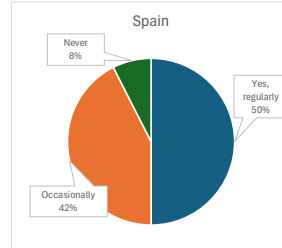
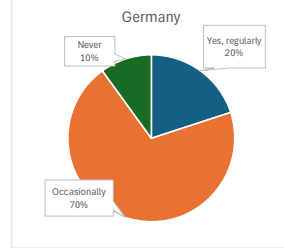
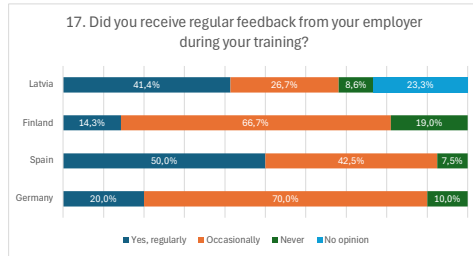
	Germany	Spain	Finland	Latvia
Yes, regularly	20,0%	50,0%	14,3%	41,4%
Occasionally	70,0%	42,5%	66,7%	26,7%
Never	10,0%	7,5%	19,0%	8,6%
No opinion				23,3%

Germany	Number	Percentage
Yes, regularly	2	20,0%
Occasionally	7	70,0%
Never	1	10,0%
	10	

Spain	Number	Percentage
Yes, regularly	80	50,0%
Occasionally	68	42,5%
Never	12	7,5%
	160	

Finland	Number	Percentage
Yes, regularly	3	14,3%
Occasionally	14	66,7%
Never	4	19,0%
	21	

Latvia	Number	Percentage
Yes, regularly	96	41,4%
Occasionally	62	26,7%
Never	20	8,6%
No opinion	54	23,3%
	232	



18. How would you rate the coordination between your vocational school and your training company?

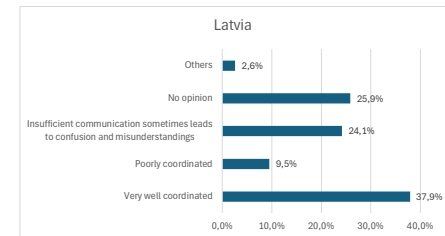
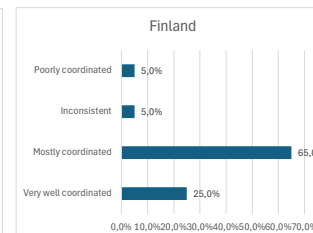
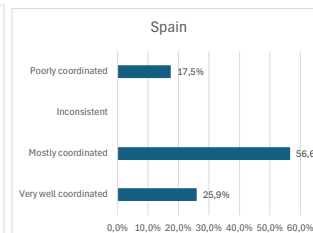
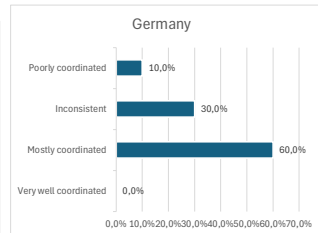
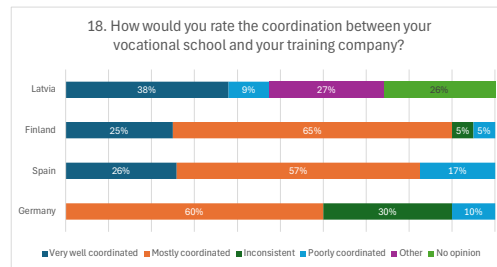
	Germany	Spain	Finland	Latvia
Very well coordinated	0%	26%	25%	38%
Mostly coordinated	60%	57%	65%	
Inconsistent	30%		5%	
Poorly coordinated	10%	17%	5%	9%

Germany	Number	Percentage
Very well coordinated	0	0,0%
Mostly coordinated	6	60,0%
Inconsistent	3	30,0%
Poorly coordinated	1	10,0%
	10	

Spain	Number	Percentage
Very well coordinated	43	25,9%
Mostly coordinated	94	56,6%
Inconsistent		
Poorly coordinated	29	17,5%
	166	

Finland	Number	Percentage
Very well coordinated	5	25,0%
Mostly coordinated	13	65,0%
Inconsistent	1	5,0%
Poorly coordinated	1	5,0%
	20	

Latvia	Number	Percentage
Very well coordinated	88	37,9%
Mostly coordinated		
Inconsistent		
Poorly coordinated	22	9,5%
Insufficient communication sometimes leads to confusion and misunderstandings		
	56	24,1%
No opinion	60	25,9%
Others	6	2,6%
	232	



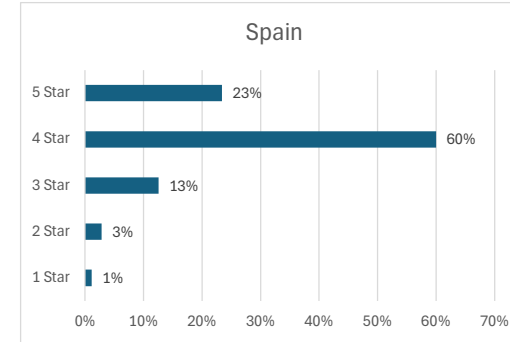
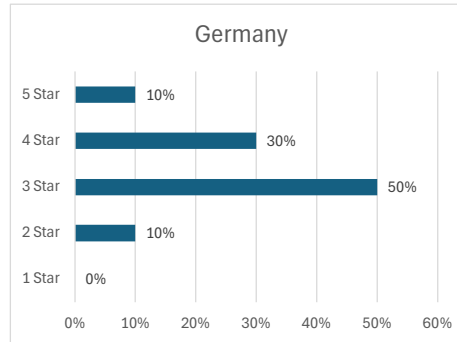
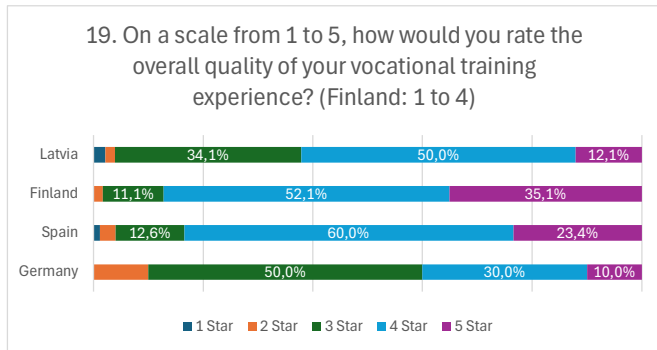
Part 5: Reflective Self-Assessment

19. On a scale from 1 to 5, how would you rate the overall quality of your vocational training experience?

	Germany	Spain	Finland	Latvia
1 Star	0,0%	1,1%	2,2%	2,2%
2 Star	10,0%	2,9%	1,7%	1,7%
3 Star	50,0%	12,6%	11,1%	34,1%
4 Star	30,0%	60,0%	52,1%	50,0%
5 Star	10,0%	23,4%	35,1%	12,1%

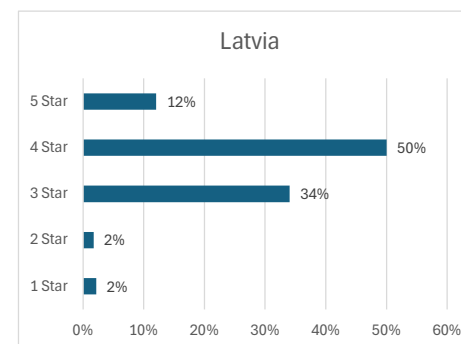
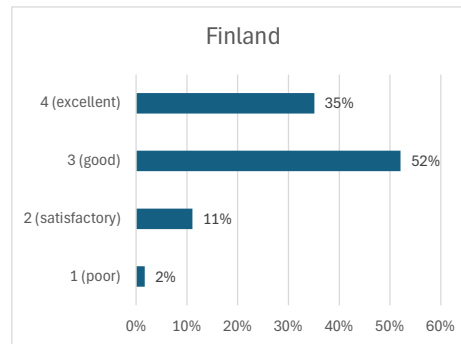
Germany	Number	Percentage
1 Star	0	0%
2 Star	1	10%
3 Star	5	50%
4 Star	3	30%
5 Star	1	10%
	10	

Spain	Number	Percentage
1 Star	2	1%
2 Star	5	3%
3 Star	22	13%
4 Star	105	60%
5 Star	41	23%
	175	



Finland	Number	Percentage
1 (poor)	2	2%
2 (satisfactory)	13	11%
3 (good)	61	52%
4 (excellent)	41	35%
	117	

Latvia	Number	Percentage
1 Star	5	2%
2 Star	4	2%
3 Star	79	34%
4 Star	116	50%
5 Star	28	12%
	232	

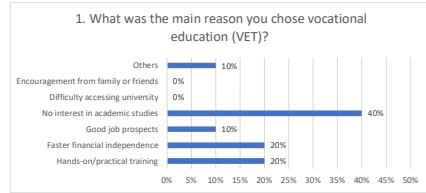


Survey answers from Germany

1. What was the main reason you chose vocational education (VET)?

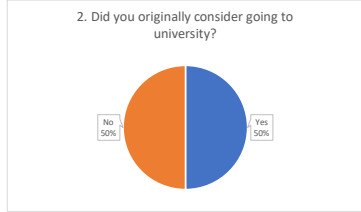
	Number	Percentage
Hands-on/practical training	2	20%
Faster financial independence	2	20%
Good job prospects	1	10%
No interest in academic studies	4	40%
Difficulty accessing university	0	0%
Encouragement from family or friends	0	0%
Others	1	10%

Others:
In the footsteps of the prophets



2. Did you originally consider going to university?

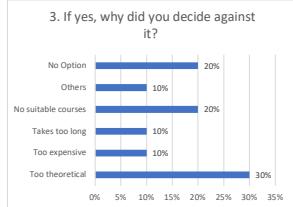
	Number	Percentage
Yes	5	50%
No	5	50%



3. If yes, why did you decide against it?

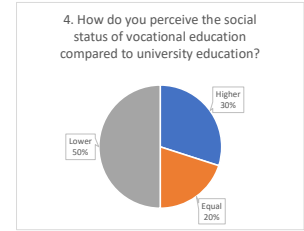
	Number	Percentage
Too theoretical	3	30%
Too expensive	1	10%
Takes too long	1	10%
No suitable courses	2	20%
Others	1	10%
No Option	2	20%

Others:
No "Abitur"



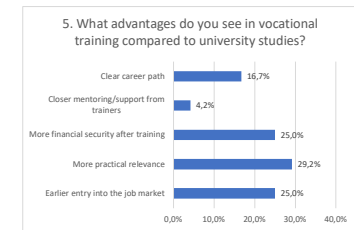
4. How do you perceive the social status of vocational education compared to university education?

	Number	Percentage
Higher	3	30%
Equal	2	20%
Lower	5	50%



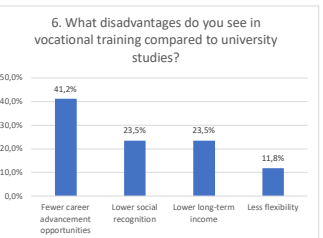
5. What advantages do you see in vocational training compared to university studies? (Select all that apply)

	Number	Percentage
Earlier entry into the job market	6	25,0%
More practical relevance	7	29,2%
More financial security after training	6	25,0%
Closer mentoring/support from trainers	1	4,2%
Clear career path	4	16,7%



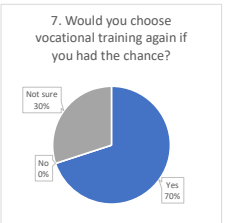
6. What disadvantages do you see in vocational training compared to university studies? (Select all that apply)

	Number	Percentage
Fewer career advancement opportunities	7	41,2%
Lower social recognition	4	23,5%
Lower long-term income	4	23,5%
Less flexibility	2	11,8%



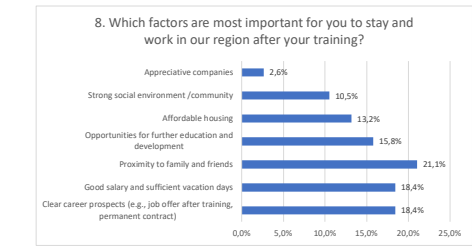
7. Would you choose vocational training again if you had the chance?

	Number	Percentage
Yes	7	70%
No	0	0%
Not sure	3	30%



8. Which factors are most important for you to stay and work in our region after your training? (Select all that apply)

	Number	Percentage
Clear career prospects (e.g., job offer after training, permanent contract)	7	18,4%
Good salary and sufficient vacation days	7	18,4%
Proximity to family and friends	8	21,1%
Opportunities for further education and development	6	15,8%
Affordable housing	5	13,2%
Strong social environment /community	4	10,5%
Appreciative companies	1	2,6%



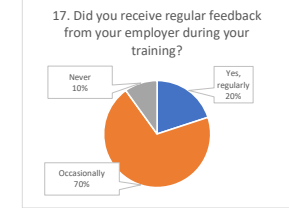
10. How satisfied are you with your training company/employer?

	Number	Percentage
Very satisfied	1	10%
Satisfied	7	70%
Neutral	1	10%
Dissatisfied	1	10%
Very dissatisfied	0	0%



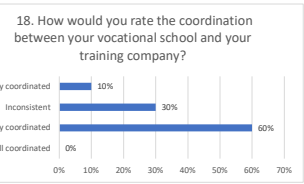
17. Did you receive regular feedback from your employer during your training?

	Number	Percentage
Yes, regularly	2	20%
Occasionally	7	70%
Never	1	10%



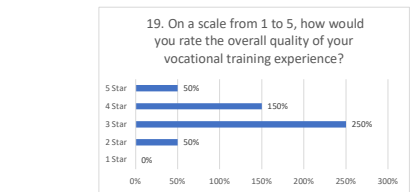
18. How would you rate the coordination between your vocational school and your training company?

	Number	Percentage
Very well coordinate	0	0%
Mostly coordinated	6	60%
Inconsistent	3	30%
Poorly coordinated	1	10%



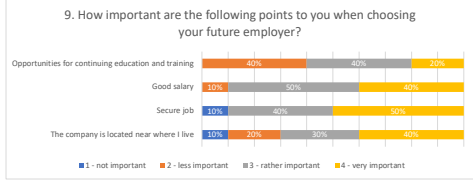
19. On a scale from 1 to 5, how would you rate the overall quality of your vocational training experience?

Star Rating	Number	Percentage
1 Star	0	0%
2 Star	1	50%
3 Star	5	250%
4 Star	3	150%
5 Star	1	50%



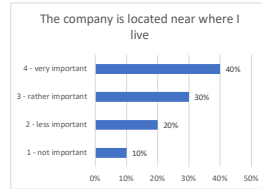
9. How important are the following points to you when choosing your future employer? (1 = not important, 4 = very important)

	1 - not important	2 - less important	3 - rather important	4 - very important
The company is located near where I live	10%	20%	30%	40%
Secure job	10%	0%	40%	50%
Good salary	0%	10%	50%	40%
Opportunities for continuing education and training	0%	40%	40%	20%



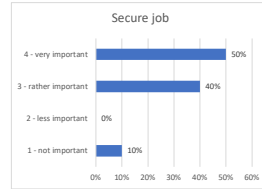
The company is located near where I live

	Number	Percentage
1 - not important	1	10%
2 - less important	2	20%
3 - rather important	3	30%
4 - very important	4	40%
Total	10	100%



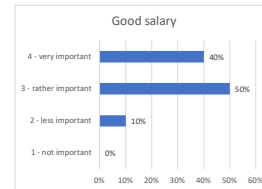
Secure job

	Number	Percentage
1 - not important	1	10%
2 - less important	0	0%
3 - rather important	4	40%
4 - very important	5	50%
Total	10	100%



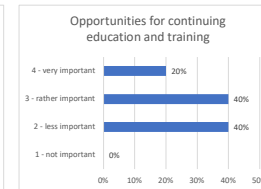
Good salary

	Number	Percentage
1 - not important	0	0%
2 - less important	1	10%
3 - rather important	5	50%
4 - very important	4	40%
Total	10	100%



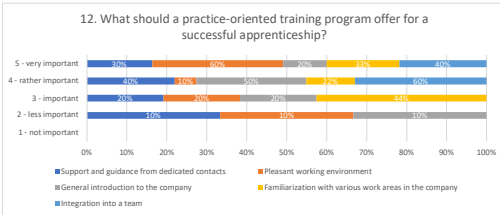
Opportunities for continuing education and training

	Number	Percentage
1 - not important	0	0%
2 - less important	4	40%
3 - rather important	4	40%
4 - very important	2	20%
Total	10	100%



12. What should a practice-oriented training program offer for a successful apprenticeship? (Rate 1 = not important to 5 = very important)

	1 - not important	2 - less important	3 - important	4 - rather important	5 - very important
Support and guidance from dedicated contacts	0%	10%	20%	40%	30%
Pleasant working environment	0%	10%	20%	10%	60%
General introduction to the company	0%	10%	20%	50%	20%
Familiarization with various work areas in the company	0%	0%	44%	22%	33%
Integration into a team	0%	0%	0%	60%	40%



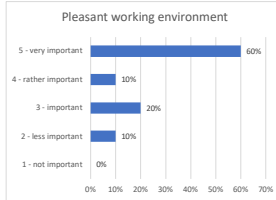
Support and guidance from dedicated contacts

	Number	Percentage
1 - not important	0	0%
2 - less important	1	10%
3 - important	2	20%
4 - rather important	4	40%
5 - very important	3	30%
Total	10	100%



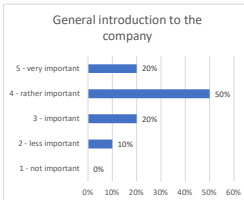
Pleasant working environment

	Number	Percentage
1 - not important	0	0%
2 - less important	1	10%
3 - important	2	20%
4 - rather important	1	10%
5 - very important	6	60%
Total	10	100%



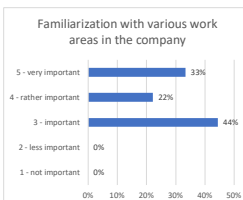
General introduction to the company

	Number	Percentage
1 - not important	0	0%
2 - less important	1	10%
3 - important	2	20%
4 - rather important	5	50%
5 - very important	2	20%
Total	10	100%



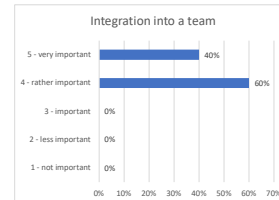
Familiarization with various work areas in the company

	Number	Percentage
1 - not important	0	0%
2 - less important	0	0%
3 - important	4	44%
4 - rather important	2	22%
5 - very important	3	33%
Total	9	100%



Integration into a team

	Number	Percentage
1 - not important	0	0%
2 - less important	0	0%
3 - important	0	0%
4 - rather important	6	60%
5 - very important	4	40%
Total	10	100%



11. What can the company do to help you feel well-trained and supported?

Do not view trainees as cheap labour. Homework from vocational school should be able to be completed at work. Allow time off for holiday/exam preparation. Comply with the BBIG (it is unfortunate that not every company does this). Training remuneration above the minimum subsistence level.

Have someone to talk to when difficulties arise

More further training opportunities.

Offer tutoring

Practical support

Provide training and induction, but I'm in the public sector and there's no money for anything.

Regular communication, goal setting and constructive criticism exercises.

14. At what point would you like to have a discussion with your trainer about your future career?

After six months

Approximately three quarters of a year before completion

At least once per training year

From the beginning

From the middle of the second year of training

Interim examinations and before the final examinations

No earlier than six months before completion

Now

16. If your training company doesn't hire you, where would you apply?

Another company in the field.

At other institutions of this kind

Companies nearby

In the region

There are many companies in software development. But I have heard good things about T-Systems MMS.

With a friend who has the same job

With a medium-sized company in the region that has a legal department or where a dual degree in business administration would be possible.

21. In your opinion, what role should vocational education play in the future workforce (compared to university education)?

Clearer statements about promotion; when you're young, you still have dreams.

Equal opportunities, qualifications must be checked for each candidate anyway.

Everything needs to be changed.

It should be available but also adapted appropriately where necessary.

Money

13. What kind of recognition for good performance would you like to receive from your future employer?

A smile

Bonuses in the form of higher pay and/or additional holiday entitlement

Cash bonuses

Financial recognition or utilising existing potential for the benefit of colleagues who could benefit from it. Instead, you are demoted to a worse department. Enable the path to promotion (study).

Holiday entitlement

Holidays and flexitime

Independence and higher salary

Praise

Praise and appreciation

Verbal praise

15. Who would you talk to if you weren't hired?

Care services

Family & friends

I want to go abroad anyway

My family

No idea, I've never really had to deal with that. It would be cool if something like that were also taught at vocational school

Parents

Staff council, solicitor But that depends on the situation and your supervisor

Works council

Would be good to know

20. Please briefly explain your rating above. What factors influenced your experience the most?

3 stars, because the practical tasks made up 10% of the theory and all the knowledge from the course was taught and tested, which was fun but ultimately pointless. In practice, the assessment system was questionable.

Good trainer, but the employees are too old-fashioned.

I was given a lot of freedom to choose which topics I wanted to focus on next. My trainer made sure that all relevant topics were covered. Unfortunately, the training plan for the next trainees was completely changed. I would only give the new plan 2 stars.

I work for a small company that did not have much experience with trainees like me. So it's normal that some things don't work so well yet.

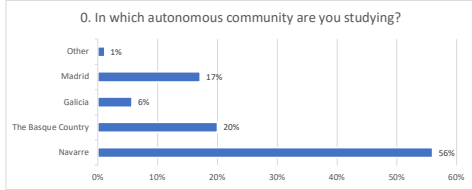
Internships with good people

Well, I never saw anyone from the personnel department.

Survey answers from Spain

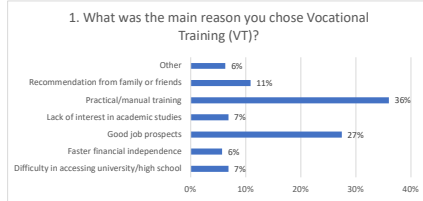
0. In which autonomous community are you studying?

	Number	Percentage
Navarre	98	56%
The Basque Country	35	20%
Galicia	10	6%
Madrid	30	17%
Other	2	1%
Total	175	



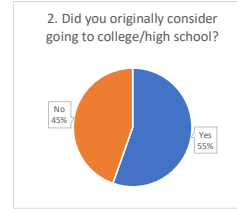
1. What was the main reason you chose Vocational Training (VT)?

	Number	Percentage
Difficulty in accessing university/high school	12	7%
Faster financial independence	10	6%
Good job prospects	48	27%
Lack of interest in academic studies	12	7%
Practical/manual training	63	36%
Recommendation from family or friends	19	11%
Other	11	6%
Total	175	



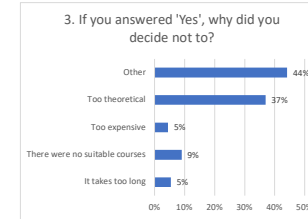
2. Did you originally consider going to college/high school?

	Number	Percentage
Yes	97	55%
No	78	45%
Total	175	



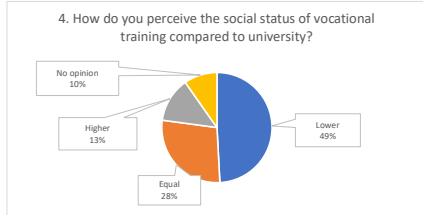
3. If you answered 'Yes', why did you decide not to?

	Number	Percentage
It takes too long	6	5%
There were no suitable courses	10	9%
Too expensive	5	5%
Too theoretical	41	37%
Other	49	44%
Total	111	



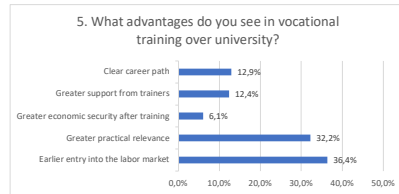
4. How do you perceive the social status of vocational training compared to university?

	Number	Percentage
Lower	86	49%
Equal	49	28%
Higher	23	13%
No opinion	17	10%
Total	175	



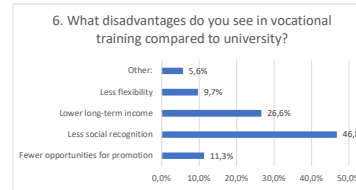
5. What advantages do you see in vocational training over university?

	Number	Percentage
Earlier entry into the labor market	132	36,4%
Greater practical relevance	117	32,2%
Greater economic security after training	22	6,1%
Greater support from trainers	45	12,4%
Clear career path	47	12,9%
Total	363	



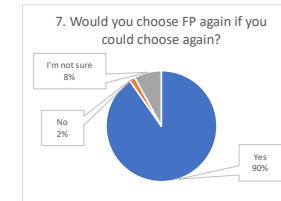
6. What disadvantages do you see in vocational training compared to university?

	Number	Percentage
Fewer opportunities for promotion	28	11,3%
Less social recognition	116	46,8%
Lower long-term income	66	26,6%
Less flexibility	24	9,7%
Other:	14	5,6%
Total	248	



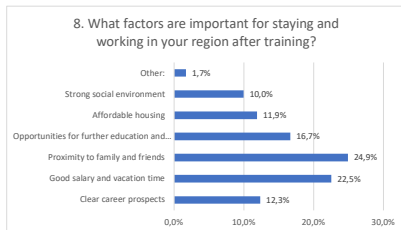
7. Would you choose FP again if you could choose again?

	Number	Percentage
Yes	158	90%
No	3	2%
I'm not sure	14	8%
Total	175	



8. What factors are important for staying and working in your region after training?

	Number	Percentage
Clear career prospects	57	12,3%
Good salary and vacation time	104	22,5%
Proximity to family and friends	115	24,9%
Opportunities for further education and development	77	16,7%
Affordable housing	55	11,9%
Strong social environment	46	10,0%
Other:	8	1,7%
Total	462	



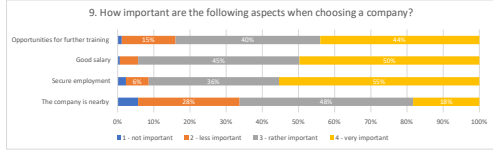
10. How satisfied are you with your training company (if you have already completed an internship)?

	Number	Percentage
Very dissatisfied	4	2,4%
Dissatisfied	8	4,8%
Neutral	22	13,1%
Satisfied	61	36,3%
Very satisfied	73	43,5%
Total	168	

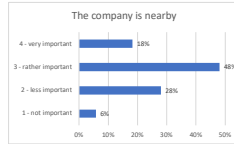


9. How important are the following aspects when choosing a company? 1 Not important, 4 Very important

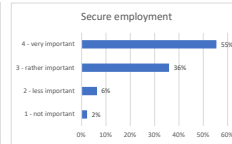
	1 - not important	2 - less important	3 - rather important	4 - very important
The company is nearby	6%	28%	48%	18%
Secure employment	2%	6%	36%	55%
Good salary	1%	5%	45%	50%
Opportunities for further training	1%	15%	40%	44%



The company is nearby	
Number	Percentage
1 - not important	10
2 - less important	49
3 - rather important	84
4 - very important	32
Total	175



Secure employment	
Number	Percentage
1 - not important	4
2 - less important	11
3 - rather important	63
4 - very important	97
Total	175



Good salary	
Number	Percentage
1 - not important	1
2 - less important	9
3 - rather important	78
4 - very important	87
Total	175

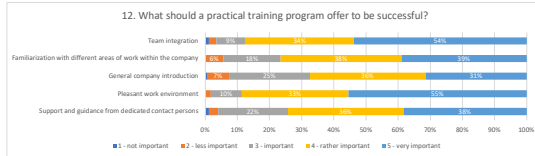


Opportunities for further training	
Number	Percentage
1 - not important	2
2 - less important	26
3 - rather important	70
4 - very important	77
Total	175



12. What should a practical training program offer to be successful? 1 Not important, 5 Very important

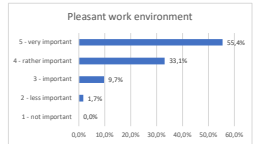
	1 - not important	2 - less important	3 - important	4 - rather important	5 - very important
Support and guidance from dedicated contact persons	1%	3%	22%	36%	38%
Pleasant work environment	0%	2%	10%	33%	55%
General company introduction	1%	7%	23%	36%	33%
Familiarization with different areas of work within the company	0%	6%	18%	38%	39%
Team integration	1%	2%	9%	34%	54%



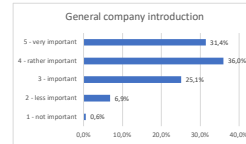
Support and guidance from dedicated contact persons	
Number	Percentage
1 - not important	2
2 - less important	5
3 - important	38
4 - rather important	63
5 - very important	67
Total	175



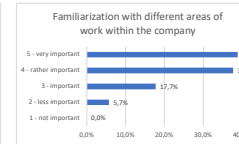
Pleasant work environment	
Number	Percentage
1 - not important	0
2 - less important	3
3 - important	17
4 - rather important	58
5 - very important	97
Total	175



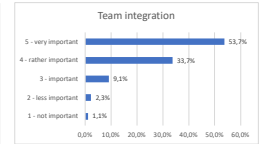
General company introduction	
Number	Percentage
1 - not important	1
2 - less important	12
3 - important	44
4 - rather important	63
5 - very important	55
Total	175



Familiarization with different areas of work within the company	
Number	Percentage
1 - not important	0
2 - less important	10
3 - important	31
4 - rather important	66
5 - very important	68
Total	175



Team integration	
Number	Percentage
1 - not important	2
2 - less important	4
3 - important	16
4 - rather important	59
5 - very important	94
Total	175



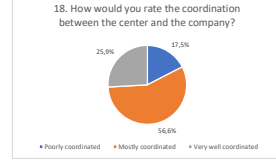
17. Did you receive feedback during your training?

	Number	Percentage
Yes, regularly	80	50.0%
Sometimes	68	42.5%
Never	12	7.5%
Total	160	



18. How would you rate the coordination between the center and the company?

	Number	Percentage
Poorly coordinated	29	17.5%
Mostly coordinated	94	56.6%
Very well coordinated	43	25.9%
Total	166	



19. How would you rate the overall quality of your training?

	Number	Percentage
1 Star	2	1.1%
2 Star	5	2.9%
3 Star	22	12.6%
4 Star	105	60.0%
5 Star	41	23.4%
Total	175	



11. What do you think the company can do to make you feel well trained and supported?

A little more involvement with me
A temporary contract
Amplifying the student during the training process by explaining to the student the reasons for things and teaching them how what the student has studied works in reality
After completing my training, I hope for a decent contract, with a salary slightly above the minimum, and with the opportunity to apply for better positions over time.
Allow for a certain amount of independence as far as possible and try to train the position so that you can do it independently, even if you are always supported.
Allow me to perform tasks that I am not allowed to do, such as entering robot cages to perform maintenance.
Apply the knowledge I have and acquire something very directly related to what I have studied.
Answer my questions
As in my internship company, there are more things to do, not just doing one thing but teaching other types of production machines, etc.
Be patient with me
Being there for you when you're doing things, and once they're done, let you know how to do them, letting you be a competent and supported student in the company environment.
Build confidence and make the student feel like a member of the team
Come about me as someone who is willing to learn on my own.
Choose professional roles and the best for the field
Clear expectations and understanding
Clear tasks with working methods and progress opportunities/challenges.
Consistently having more work and not being idle sometimes
Continue to be and get from strength to strength.
Create a good environment, help you when you need it.

Create a good environment for me

Create a welcoming environment where you don't feel isolated, so you can ask questions and develop professionally.

Curiosity - Nothing I've decided to finish which felt so real after what and that's it.

Don't do just first-year work

Don't do the same old all the time

Don't let them have you above the first few days, let them explain things to you and let you when you don't know what to do.

Establish a permit to guide and accompany me during a large part of my workdays.

Everything is correct

Explain to me

Explain once or up to 10 times if necessary

Explain the different breakdowns that

Explain things to me more clearly, since I'm still in the first year.

Explain to me how the work and the equipment would have been completed in my internship.

Facilitate remedial practices, we are working only, so to speak, we are just another one here inside, and they don't even think of us that.

First, they explain and don't have to be better than you.
From the beginning, they teach you everything very well, and they don't depend on you if necessary.

Give me advice on what to do and what not to do at the beginning and help me in the first few days avoid mistakes or learn from them.

Give me more work and more responsibilities in the company. Let me take risks and correct the mistakes I make on my own.

Give me the feedback from the first few days.

Give me the feedback from the first few days.

Give me the feedback from the first few days.

Give me the feedback from the first few days.

Give me the feedback from the first few days.

Give me the feedback from the first few days.

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12. What kind of recognition would you like to receive for good performance?

A bonus or salary
A contract to continue in the absence, financial compensation
A four-day recognition to make a bonus for you to look for a job in the future.
A few kind words and I would appreciate being considered for other, more important projects, or for future recommendations.
A financial compensation
A good relationship with the company over time
A higher internal salary and a immediate assessment of the company's realistic prospects for continuing after the internship.
A job offer
A relationship of mutual respect and a good salary
A salary commensurate with the work
Being able to work on an CV that I have been doing an internship at a previous company.
Being able to return to work at the same company
Both verbal recognition that is valued, as well as opportunities to continue developing in the company
Daily recognition for a job well done, something that isn't just mentioned at the end of the internship, in addition to regarding my performance to my internship advisor. If I were offered financial compensation for performing well at the company, I would welcome it.
Either a small salary increase, better conditions or a permanent contract.
Emotional support at least.
Financial or food reward such as a bit of chocolate
For good performance we would expect job offers or even some financial recognition.
For my knowledge acquired in the company, adaptability and flexibility.

Freedom of decision-making

Get some evaluation of work, before that we've done a good job.

Get a good evaluation of my work to be the center

Good financial compensation

Good general conditions

Good treatment at the company, where you're valued, and where they offer good working and financial conditions so you can stay and continue performing.

Good treatment from other workers

Harshening, down what a chance to work in the company

Higher salary

Help me or at least give me a chance to work in the company

Helping I would like to receive the economic, along with the bonus

I am a good worker, I am happy

I don't expect praise, but if they have some positive reinforcement and constructive criticism to help me improve.

I like to know both the good and the bad that I have done.

I think the recognition we would expect is some of the teaching staff's work.

I would like the effort to not be in vain, but I would appreciate a commitment from the boss or being seen more responsibilities.

I would like to be recognized, but I don't need awards, I just need to be seen and to be made aware of them so that I can feel better and more motivated.

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15. Who would you talk to if you weren't hired?

Close friends, family, etc. If not, I would look for them on my own.

Different options or offers that I have available

Family and acquaintances.

First with my internship tutor, and if appropriate with the boss.

I don't plan on getting hired, mainly because I'm doing an internship abroad and I also plan to continue studying. I don't want to be hired either, so I don't care.

I would call the school where I am or was and ask them if they can help me, and if not, I will find my way on my own.

I would continue studying. Anyway.

I would first contact my tutors to learn about the overall situation of the options available to me and to see the job market for the vocational training program I've applied for, all without taking into account that I aspire to continue studying. I would also talk to some of my classmates to learn about potential sectors.

I would talk to my school tutor.

I would try to talk to other companies to find something

I would work in the family business

I wouldn't talk to anyone about the company, because I wouldn't feel I had the right to ask them for anything, but I would talk to the teachers if I wanted them to hire me.

If I'm not hired, I would speak to my mentor or internship manager to receive feedback on my performance and advice on how to improve or seek new opportunities.

I'll try to search through LANBIDE or the school's job board.

Salesian orientation and employment exchange

Teacher/Tutor

Teachers from my FP, family, friends

The school's AAGG department and Sopye

They don't have to hire me. There are smaller companies that don't have to hire me. Ultimately, I'm training and learning. It serves as work experience to put on my CV in the future.

With a company manager

With a family member or teacher

With another company

With faculty or humanities department.

With family and teachers

With my class tutor

With my close environment

With my department head

With my EIE teacher

With my family and friends

With my FP tutor

with my friends

With my high school tutor and the company tutor.

With my in-studio (classroom tutor)

With my internship advisor, to find out if it's my problem or if the company can't afford to hire someone. If they don't hire me, I'd use the experience I've gained for my resume and look for work elsewhere.

with my internship tutor

With my internship tutor, to find out why.

With my parents and my guardian

With my parents or my internship tutor at the center

With my parents or with school

with my parents what could I do

With my school tutor

With my supervisor to know what to improve

With my teachers in case they know of any companies that need someone to work.

With my teachers to find a company.

With my tutor from the company or school to see their opinion, although they are not obligated to hire me.

With my tutor or a special teacher

With my one or with the administration of my school

With no one, it's a company decision.

With other companies and with Salesians

With Salesian colleagues or teachers

With the class tutor or the Salesian job board manager

With the class tutor to access the center's job bank

with the counselor

With the head of department or tutor.

With the internship company, professors, industry acquaintances...

With the job board at my center or go to companies close to my home

With the one from the unemployment office

with the Salesians, both teachers and the employment exchange

With the school secretary since she knows these issues quite well.

With the school to see if they can find another company to work for.

With the school, maybe they could help me with their job application.

With the school's employment exchange.

With the school's job board

With the teachers at my school

With the training center, more specifically the tutor.

16. Where would you look for work if your training company didn't hire you?

Acquaintances, previous jobs, places I've been recommended or even some family businesses

Adecco, InfoJobs, Jobtoday etc.

At my school and on job search sites

At the training center.

At this level, I wouldn't look for a job if I didn't want to continue studying, but in the future, I would look through my school's website, social media, or through my acquaintances.

By connection of people or relatives

Considering that I will continue studying, I would look for something for the summer.

First in companies in my town and if in the end I don't look for anything I would go to nearby towns

I plan to continue studying

I would ask my PF teacher/tutor for help looking into options, and also for help with job search apps like InfoJobs and similar.

I would ask my teachers if they know of any companies that hire.

I would ask the company advisor if they know of any places looking for staff, but again, I don't plan on staying to work, since I'm abroad.

I would ask the Salesian school to find me a company that needs people with my training.

I would be sending my resume to companies where I would like to work.

I would go to job boards and look for offers online.

I would have to ask the school or a family member.

I would look for a higher FP

I would look for companies in the same sector that allow me to continue learning and growing professionally.

I would look for work on specialized portals such as InfoJobs, LinkedIn or Indeed, in addition to consulting the job board at my training center.

I would look in my area as close as possible to my home.

I would send my resume to other workshops that I know do similar work, and I would also send it to the school's job board.

I would try to submit my CV to any company related to my studies.

I'd like to pursue something similar to what I've been specializing in these past few months—in my case, newspapers. Since that's a lofty goal, I'd also be interested in other fields, such as publishing, mail, and prepress companies willing to hire me.

And if that's not the case, I'd work in my family business outside of my studies.

If you're looking for summer work or something similar, I'd talk to your school or employment agencies.

in a multinational company

in an ett indicating my training

In another company related to what I studied, possibly close to where I live.

In any other company in the sector

In any place, you have to know how to cope with everything

In any that offers me conditions similar to the previous ones

In companies I've heard about in the sector

In companies looking for people without experience but eager to learn.

In companies similar to those of my internship

In different applications or websites to find work

In forums or applications specifically for this purpose

In Gran Canaria, since I have family there and I will go to live there.

In InfoJobs and with the school, as far as I remember, there is a job board

In large companies near or abroad

In Lodosa, at another graphics company closer to my town.

In my environment

In my province

In my school's job board

In nearby companies that are similar to this one

In other companies in the sector, using the experience acquired in the resume.

In other companies, sporadic events and through contacts.

In Pamplona. The city where I live.

In some company of what I am studying

In some ETT

In some other company in the sector in areas close to my home

In temporary employment agencies (ETAs), or in other companies in the same sector that may be affordable to me.

In temporary job search companies, but especially in the Salesian employment exchange

In the center's job board, or dedicated pages

In the family business

In the graphic sector since I have clear alternatives near my home

In the industrial sector, through recommendations or people I know.

In the Salesian job board or online

In the Salesian job exchange

It really depends on each person's situation. In my situation, I want to work while I study, but I would need a job just for the morning so I could continue studying while I study, and it's becoming very complicated for me.

Job boards, in addition to continuing my training

LANbide or job bank.

On job sites or by submitting your CV to companies

On some websites like info jobs

On the Internet

On the school's job board, in temporary employment agencies, and on websites

On typical job pages, on LinkedIn, etc.

on various websites and on the Salesian job board

On websites like InfoJobs, maybe in person, and I would go to the school to inquire about the job market.

Online or by asking people in the sector who know

other companies

Probably a printing company close to my home that my family knows, in any case it is an option

recommendation from acquaintances

Sending resumes to other companies in my professional training

SEPE or I would ask my teachers

Since I already have another job and my goal is to continue studying, I wouldn't look anywhere else. But if not, I'd probably go to my school's job board.

Since I don't have the necessary qualifications to find a job in the same sector, I would apply to other sectors, such as hospitality or retail.

Something related to the course according to my tastes

Something within my field of knowledge and related to where I'm doing my FCT.

Through connections or on job search apps

Through ETTs or through the employment exchange that I believe the Salesians have.

Through job applications like LinkedIn

Through my educational center, and if not through work pages

Well, in something similar like bmotion...

Well, on the internet or in companies related to what I'm studying.

With some company related to my cycle

would look on job portals, ask acquaintances, or go to other companies in the same sector.

would submit my resume to the secretary's office and would be open to any proposals, as long as they are related to the same or a similar sector.

1. What was the main reason you chose vocational education?

Reason	Number	Percentage
No interest in high school studies	25	23.9%
Good job opportunities	35	29.9%
Finland	2	1.7%
Practical education	23	19.7%
Opportunity to complete a double degree	7	6.0%
Faster financial independence	8	6.8%
Location of the educational institution	1	0.9%
Other	13	11.1%

Other answers:
 Closer to my dream hobby (becoming a game programmer)
 Studying for a new profession and better employment opportunities
 I like the field
 Interest in professional subjects
 Interest in the field
 I didn't know what I wanted, so I gave my dad permission to apply on my behalf
 Profession and highway studies
 I couldn't find a job
 Obtaining a vocational qualification
 After high school, I went to university in 2020. It didn't work out there, so I switched to vocational studies.
 Electrical engineering is a broad field and useful in the music industry, where I intend to work
 Hobby

2. Did you originally consider studying at university?

Response	Number	Percentage
Yes	47	40.2%
No	70	59.8%

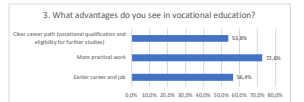
If you answered yes, what changed your mind?

Reason	Number	Percentage
University is too theoretical	20	42.6%
University does not prepare you for a career	15	31.9%
Other	12	25.5%

Other answers:
 I have already attended university
 I have previously attended university
 I have already attended university
 Both
 I have attended university
 My grades were too poor
 My father wanted me to go there
 I am attending university
 I am attending both
 I couldn't keep up with my studies
 Hobby

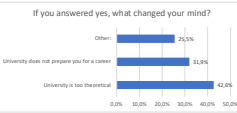
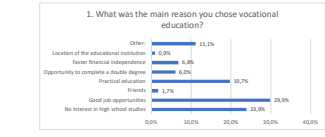
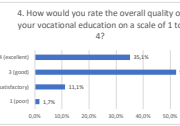
3. What advantages do you see in vocational education?

Advantage	Number	Percentage
Earlier career and job	86	56.4%
More practical work	85	72.0%
Clear career path (vocational qualification and eligibility for further studies)	63	53.6%



4. How would you rate the overall quality of your vocational education on a scale of 1 to 4?

Rating	Number	Percentage
1 (poor)	2	1.7%
2 (satisfactory)	13	11.1%
3 (good)	61	52.1%
4 (excellent)	41	35.1%



5. Would you choose vocational training in the same field again?

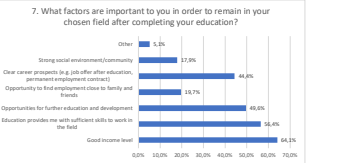
Response	Number	Percentage
Yes	41	49.2%
No	9	7.7%
I'm not sure	27	23.1%



7. What factors are important to you in order to remain in your chosen field after completing your education?

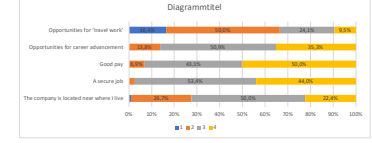
Factor	Number	Percentage
Good income level	75	64.1%
Education provides me with sufficient skills to work in the field	66	56.4%
Opportunities for further education and development	58	49.6%
Opportunity to find employment close to family and friends	23	19.7%
Clear career prospects (e.g. job offer after education, permanent employment contract)	52	44.4%
Strong social environment/community	21	17.9%
Other	6	5.1%

Other answers:
 I don't intend to stay in my chosen field, and I know that even when I applied to school.
 The fact that I find the field interesting
 Opportunities in the music industry
 Jobs in the field can be found in Kuusamo



8. How important are the following factors to you when choosing a future employer?

Factor	1	2	3	4	Average
The company is located near where I live	0.0%	26.7%	50.0%	23.4%	3.04
A secure job	0.0%	2.6%	53.4%	44.0%	3.41
Good pay	0.0%	6.0%	43.1%	50.9%	3.43
Opportunities for career advancement	0.0%	13.8%	50.9%	35.3%	3.22
Opportunities for travel work	16.4%	50.0%	24.1%	9.5%	2.27
Total					3.05



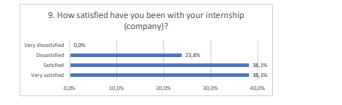
I have been in training organized by my workplace (TIK = training place)

Response	Number	Percentage
Yes	20	17.2%
No	96	82.8%



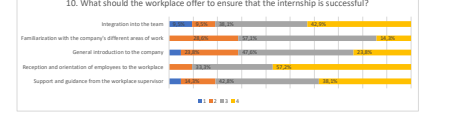
9. How satisfied have you been with your internship (company)?

Satisfaction Level	Number	Percentage
Very satisfied	8	38.1%
Satisfied	8	38.1%
Dissatisfied	5	23.8%
Very dissatisfied	0	0.0%



10. What should the workplace offer to ensure that the internship is successful?

Offer	1	2	3	4	Average	Median
Support and guidance from the workplace supervisor	4.8%	14.3%	42.8%	38.1%	3.14	3.0
Reception and orientation of employees to the workplace	0.0%	9.0%	33.3%	57.2%	3.48	4.0
General introduction to the company	4.8%	23.8%	47.0%	23.8%	2.90	3.0
Familiarization with the company's different areas of work	0.0%	28.6%	57.1%	14.3%	2.86	3.0
Integration into the team	9.5%	9.0%	38.1%	42.9%	3.14	3.0



11. Did you receive regular feedback from your employer during your work placement?

Response	Number	Percentage
Yes, regularly	3	14.3%
Occasionally	14	65.7%
Never	4	19.0%



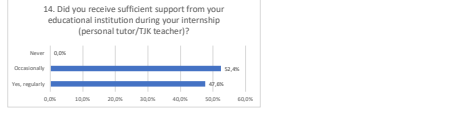
13. How would you rate the cooperation between the educational institution and the company?

Cooperation Level	Number	Percentage
Very well organized	5	25.0%
Well organized	13	65.0%
Inconsistent	1	5.0%
Poorly organized	1	5.0%



14. Did you receive sufficient support from your educational institution during your internship (personal tutor/TIK teacher)?

Response	Number	Percentage
Yes, regularly	10	47.6%
Occasionally	11	52.4%
Never	1	0.0%



5. Briefly explain your assessment above (question 4). What factors most influenced your rating?

A different emphasis might be better for adult students.
a good teacher and we looked at old training courses that had good grades, a good class, and a good atmosphere, and you can do hands-on work at your own pace
Advantages, ease of understanding things, you get to do a lot, and there are not as many restrictions as in elementary school.
Because you get to do things on your own initiative
Broad education and orientation
Discipline is too lax and there is too much freedom of movement. Teaches personal responsibility, though.
Everything has gone well and the teachers know a lot about their subjects
Everything is good, but the teachers don't offer enough help when needed.
Food, teachers, and teaching style
Free food and free education.
Friendly staff, well-planned assignments, and pleasant workdays.
Going to school has been enjoyable and there have been no major shortcomings.
Good and nice teachers, they know what they are teaching and explain it clearly.
Good attitude and theory
Good in all respects.
Good learning facilities and good activities for free time, as well as good career guidance
Good learning opportunities, pleasant atmosphere.
Good teaching materials and facilities. Good teachers.
Good teaching, you get a lot of help
Good teaching, you get to do a lot of things
Good, comprehensive training with plenty of practical teaching and a solid theoretical foundation. The teaching methods are broad and varied, and the teachers are helpful, knowledgeable, and extensively involved in the teaching.
I feel that I have learned more about the profession and know more about what I am doing
I have already graduated from high school and obtained a bachelor's and master's degree from university.
I have been able to progress quickly in my studies
In my opinion, the studies were a bit confusing at times and not enough information was provided about possible specializations/electives.
Just socializing School is starting to piss me off
Learning is smooth and not too difficult.
Materials and teachers
Most teachers are approachable, which makes learning easier.
Nice teachers and a nice learning environment.
Quality of education
Resources used in education, teachers
Sometimes it gets confusing what to do and how much is left to do
Sometimes the teachers do not explain the work steps in sufficient detail. For example, at the work site, the teacher assumes that you already know how to do the task in question, with at least 50 years of experience.

Sometimes you may notice that some teachers think that another teacher has already taught something, even though this is not the case, and then that topic is skipped.
Study materials
Teachers and their style of teaching students. Work assignments as well.
Teachers are mostly professional, and the materials, workspaces, and other aspects are good.
Teachers could teach more
Teachers teach very clearly and the pace of study is good.
Teaching, facilities, teaching methods
The amount and level of teaching has decreased.
The education is high-quality and instructive.
The people are nice and the teachers are helpful
The planning is a little confusing for double degree students.
The quality of teaching is good, and you can always get help when you ask for it.
The school is in a good location, with its own work equipment, new and good study materials, good teaching, and fun activities
The studies seem broad and cover a lot of topics, but it would be easier to evaluate after completing the program.
The study facilities are good. It might be a little difficult to get started if you don't have any previous experience.
The study materials are good.
The teachers are good at teaching.
The teachers are professional, but the only thing that brings down the rating is that they don't always have time to help.
The teachers are very competent and encouraging.
The teachers could teach a little more.
The teachers' teaching and teaching materials
The teachers' teaching skills are often quite poor.
The teaching doesn't feel rushed
The teaching is partly poor and there is too little to do. The teachers are mean. This leads to a fear of making mistakes, even though making mistakes is a basic part of learning.
Some teachers don't help, but instead give you a hard time if you don't know something.
There is no teaching; you have to study everything yourself and realize that teaching could be taught
There is variation in the level of the teachers. Teaching skills are generally quite poor.
There is work to be done, and the teachers are helpful.
There should be more practical exercises. Tools, etc. should be similar to those used in the workplace, not old models.
Very good educational institution and atmosphere.
We learn the most important things easily. We get simple instructions and a time limit for the task. The only downside, in my opinion, is that we are no longer really helped, but are left to do everything ourselves. It's too big a step up from middle school, where we still got more help.
Well-functioning teaching, practical work, good food, good teaching facilities
You can apply for training here and get it if you want
You can proceed entirely at your own pace.

12. What kind of feedback would you like to receive from your future employer or TJK (internship) for good performance?

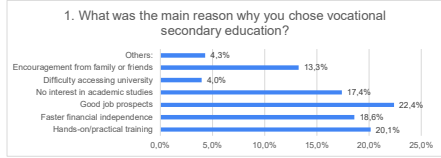
Constructive and positive
effort pays off.
Good
Good feedback
Good, the kind that would be nice to talk about to others
Honesty, army style. Negative to be developed good or how did it go
I would like to hear whether I have done my work correctly and what the quality is like.

Survey answers from Latvia

1. What was the main reason you chose vocational education (VET)?

	Number	Percentage
Hands-on/practical training	117	20.1%
Faster financial independence	108	18.6%
Good job prospects	130	22.4%
No interest in academic studies	101	17.4%
Difficulty accessing university	23	4.0%
Encouragement from family or friends	77	13.3%
Others:	25	4.3%
	581	

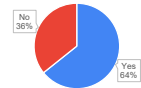
Others:
 Personal reasons
 Greater interest in learning
 University is too difficult
 The technical school offers what I want.
 There were new work-specific subjects in addition to the usual ones.
 To have a profession alongside secondary education.
 Scholarships are not usually available in secondary schools
 In addition to acquiring knowledge
 Job opportunities immediately after graduation
 Life in a dormitory, a sense of responsibility, and new contacts in another city



2. Did you originally consider going to university?

	Number	Percentage
Yes	149	64.22%
No	83	35.78%
	232	

2. Did you originally consider going to university?

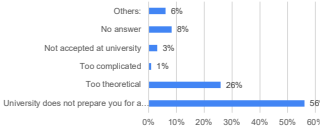


3. If yes, why did you decide against it?

	Number	Percentage
University does not prepare you for a profession	130	56%
I wanted a profession from the beginning	60	26%
Too theoretical	2	1%
Too complicated	7	3%
Not accepted at university	19	8%
Others:	14	6%
	232	

Others:
 My profession is taught after basic education.
 I wanted a profession from the beginning
 University teaches too much unnecessary stuff
 Technical school is more advantageous
 My career plans changed, university was no longer relevant.

3. If the answer was 'Yes', why did you decide not to choose general secondary education?

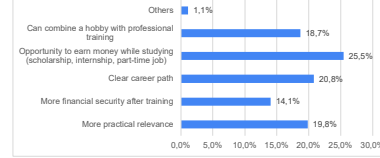


4. What advantages do you see in vocational training compared to university studies? (Select all that apply)

	Number	Percentage
More practical relevance	141	19.8%
More financial security after training	100	14.1%
Clear career path	148	20.8%
Opportunity to earn money while studying (scholarship, internship, part-time job)	181	25.5%
Can combine a hobby with professional training	133	18.7%
Others	8	1.1%
	711	

Others:
 There were no other options
 Good insight into the field, making it easier to start university.
 Gaining some knowledge
 Become more independent and learn
 None
 Scholarship

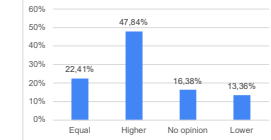
4. What advantages do you see in vocational training compared to university studies?



5. How do you perceive the social status of vocational education compared to university education?

	Number	Percentage
Equal	52	22.41%
Higher	111	47.84%
No opinion	38	16.38%
Lower	31	13.36%
	232	

5. How do you perceive the social status of vocational education compared to university education?



6. What disadvantages do you see in vocational training compared to university studies? (Select all that apply)

	Number	Percentage
Fewer career advancement opportunities	28	10.4%
Lower social recognition	92	34.3%
Lower long-term income	21	7.8%
No disadvantages	105	39.2%
Others	22	8.2%
	268	

Others - some examples:
 Stereotypes from ancient times
 No accountability to teachers
 Less educated people
 No opportunity to prepare for OL during school because of other subjects, practical training, etc.
 Less access to secondary school subjects
 The school year is too long, no breaks
 Cannot pass some exams required for university.
 Generally applies to core subjects (math, history)

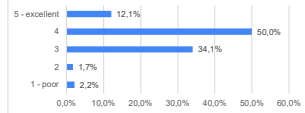
6. What disadvantages do you see in vocational training compared to university studies?



7. How would you rate the quality of your professional training on a scale of 1 to 5?

	Number	Percentage
1 - poor	5	2.2%
2	4	1.7%
3	79	34.1%
4	116	50.0%
5 - excellent	28	12.1%
	232	

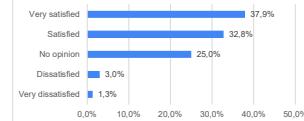
7. How would you rate the quality of your professional training on a scale of 1 to 5?



9. How satisfied are you with your internship provider?

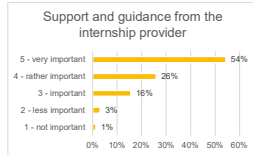
	Number	Percentage
Very dissatisfied	3	1.3%
Dissatisfied	7	3.0%
No opinion	58	25.0%
Satisfied	76	32.8%
Very satisfied	88	37.9%
	232	

9. How satisfied are you with your internship provider?

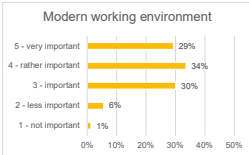


11. To ensure successful training, please rate the importance/significance of the factors listed below. (Rate each aspect on a scale of 1 to 5, where 1 = not important, 5 = very important)

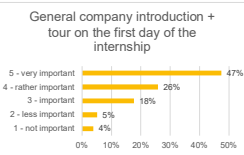
Support and guidance from the internship provider	Number	Percentage
1 - not important	3	1%
2 - less important	7	3%
3 - important	36	16%
4 - rather important	60	26%
5 - very important	126	54%
	232	



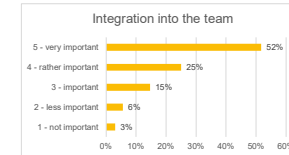
Modern working environment	Number	Percentage
1 - not important	3	1%
2 - less important	13	6%
3 - important	70	30%
4 - rather important	78	34%
5 - very important	68	29%
	232	



General company introduction + tour on the first day of the internship	Number	Percentage
1 - not important	9	4%
2 - less important	12	5%
3 - important	41	18%
4 - rather important	60	26%
5 - very important	110	47%
	232	



Integration into the team	Number	Percentage
1 - not important	7	3%
2 - less important	13	6%
3 - important	34	15%
4 - rather important	58	25%
5 - very important	120	52%
	232	



8. Please briefly explain your previous assessment. What factors most influenced your experience?

Although there was a strong emphasis on practical training (which is a bit odd), in my opinion, unnecessary theory was also taught.
Class or school management
Classmates were definitely fun
Classes who have come from the countryside still and think they can say bad things about the locals....
Competent teachers
Difficult assignments, opportunity to do practical training during studies
Everything is almost perfect, but some teachers could teach better, and students could focus more on their studies. The management could also be calmer and more professional.
Everything is fine, but sometimes the general timetable seems ill-conceived.
Everything is fine. Just a few more lessons
Everything is fine, the teachers, the subjects, when the general subjects are good, except that I don't like how the students always divide themselves into groups and don't let others in, and some teachers don't want to understand the reasons why, for example, some work has not been done on time
everything I like my profession
Essence-based elements
Few professional lessons per academic year
Fewer holidays
For older teachers, teaching methods are outdated.
Great teachers, interesting subject matter.
Greater emphasis on vocational subjects in technical colleges
I am not familiar with subjects, but some are quite well. Maybe I am not so good at the theoretical part, but I am good at the practical part.

I am satisfied with everything
I believe that a rating of 3 out of 5 is objective. We spent a lot of time learning very basic things, such as installing an operating system or assembling and disassembling a computer. Personally, I also dislike the fact that the programme includes subjects that are not related to the professional field, such as natural sciences. Similarly, the level of mathematics and physics is too low (optimal), which may have a negative impact on further studies at university. In my opinion, it would be necessary to increase the number of mathematics and physics teachers and completely review the technical education programme, up to and including significant reforms in the education system.
I can work in companies. I like working in what I am studying, great opportunities in the future
I have been working in the countryside since I was a child
I like studying, but it is difficult to keep up if I have missed something
I study at Opat Technical College, and there are very good teachers there. From my own experience, I know that secondary schools don't have the best teachers.
The technical school is strict, and I myself understand better what is so important in class because I have chosen a career path that I pursue in my free time.
I think that overall the technical college is very good, but some teachers teach in a peculiar way and practical training is often more similar to theory.
I understand everything and am interested
In my field, the knowledge I acquired before starting technical school is higher than the first-year level.
Incompetent teachers
Interesting and summer jobs
It's quite good, but could be improved
It's quite good, but I could be better if there were more practical work
I've been able to attend more forestry classes and learn a lot about forests, but I'd like to have math more often.
Lack of consistency among teachers
Lack of free time
Lack of books and materials
Lack of professional subject teachers, for example, we didn't learn much in local networks (we had lessons with Berovskis) and in the fourth year, part of the lessons were devoted to practical training.
Lack of teachers
Learning process
Learning speed
Learning the profession I have chosen is a little more complicated than I thought.
Low-level interest and involvement in the technical field even before finishing primary school
Moderately, because I don't know how to split it
More opportunities than with general education, the rest is more or less the same, except for the fact that there is a greater gender gap in vocational education institutions (more men/working depending on the institution).
More up-to-date technology is needed.
Most things are good, such as modern technology.
Mostly a great place to do an internship
Mostly everything was fine, one or two teachers were bad.
My experience was most influenced by the people around me
My previous grade was 7, I didn't have any difficulties, but of course I could have done better

No opportunity to work with the latest technologies (teaching with old technologies)
Not enough teaching of professional subjects
Opportunity to gain experience in a real environment
Outdated education system compared to the speed of development of the labor market
Practical training
Practical work at school is far from the reality of work.
Practical work, strict work
Practice and theory
Professional subjects, teachers
Professional teachers greatly influenced my experience, as well as the lesson process and environment.
Responsive teachers and interesting lessons and assessments
School management is chaotic
Secondary school subjects
Small classrooms
Some teachers are not qualified enough to teach others, or some have serious memory problems, but apart from these few teachers, I would say that everything is fine.
Some teachers are not sufficiently educated to teach the subject.

Some teachers shouldn't be teachers because they don't have the right documents. Even though it's nothing, at the same time it is. Galina Asmitse isn't the best.
Subjects not related to the profession
Teacher support and easy subject topics
Teachers and students cannot cooperate. It is easier to learn when there is someone to help you & you can understand the subject better.
Teachers are good, but sometimes it seems that they just use us as assessments and that's it
Teacher attitude and responsiveness
Teachers' attitude and teachers' content
Teachers' attitude during lessons, lesson plans, how lessons are organized (theory, tests)
Teachers' attitude towards students
Teachers' competence, school management, and learning opportunities.
Teachers should be asked to explain more, be more accountable, not just at students, or emotionally hurt students in any way.
Teachers' skills and patience, college equipment, program
Teachers who are supposed to explain things to you well at all
Teachers who can teach, but the lessons are boring and the teachers are annoyed, so I lose interest in learning about the profession
Teachers with real experience in the field
Teachers, some subjects that do not seem necessary
Teachers, the lessons themselves, assessments comfortable to learn compared to elementary school
Teachers, the technical school itself, opportunities.
Teachers well, but there are some shortcomings
Teachers' subjects and how much new knowledge I gain
The amount and consistency of work
The assignment saves one thing, but then the teacher finds many things wrong and adds their own assignment.

The attitude of different teachers
The conditions of real work in the labor market are not reflected
The fact that you have to learn things that won't be useful in life.
The greatest influence on my experience came from the teachers who taught us professional subjects
The idea is good, but the technical college does not have the financial capacity to develop its ideas and provide what is necessary for the learning process.
The lessons are not motivating. Lots of theoretical work.
The lessons are understandable and useful, the teachers are responsive. Sometimes there is a lack of useful examples.
The quality of teaching is not bad overall, but it varies greatly between subjects and teachers.
The quality of teaching was good, but because teachers changed so often, it was more difficult to understand the content of the module.
The school does not meet the requirements of the labor market
The teachers are really responsive, but sometimes the content of certain topics is not fully explained and it is so to you to learn it yourself.
The teachers' attitude towards learning
The teachers' experience varied: some were young, some had been working since the dinosaurs named the earth. There was quite a lot of work, but somehow I got through it. The students were mostly engaged in their studies.
The teachers have a lot of experience and are able to deliver lectures very clearly.
The teaching would be excellent if we knew clearly what would be tested in the exams relating to professional subjects. Otherwise, everything is fine.
The topics could have been arranged in a different order
There are also unpleasant and unhelpful teachers, but the education is good. If the scholars were better, that would be perfect.
There are no clear marks when connections are needed
There is a lack of professional training, but there are some things already listed here
There could be several hours devoted to each subject
There is a lack of professional training, but overall it is very good.
There is a lot of theory that makes no sense
There is no stability at the college
There should be more and more in-depth training
They teach in a random way, they have no theoretical knowledge, and they want us to work with expensive equipment that we don't know how to use, because we have never worked with such equipment in our lives and don't know the theory, and the teachers yell at us because we don't know how, and they don't want to teach us so that we don't make mistakes. For this reason, companies and firms do not want to take us as interns, because we need to be trained and we cause losses to the company. I would add that this is due to the incompetence of the institution and disorganized training.
Time and learning materials
Too much outdated information
Too much theoretical teaching, as representatives of the profession, they should act on practical training as soon as possible
Unpleasant teachers, constantly changing topics for exams or other important work
What is taught may only be used once, and when it finally has to be done, you no longer remember what to do.
When you have to learn the stuff you have chosen.
While studying for my profession, I am more interested in learning
With practical training classes
You can combine your hobby with professional training, you can understand whether you really want to work in this field, experience it, derive your internship
You can gain new knowledge and experience
You can learn some things, but there is still a lot of unnecessary teaching.

10. What could the company/internship provider do to make you feel well trained and supported?

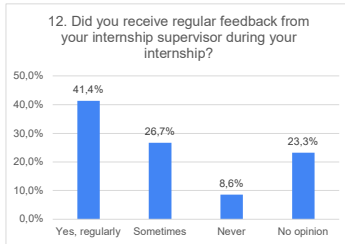
Actively involve them in calls
Answer questions clearly and openly
Ask more questions and give answers
Ask the intern how they feel, whether they feel relaxed, satisfied, etc.
At first, view the job more as an opportunity to learn something
Be friendly and nice
Be honest, don't lie
Be more communicative and talk to the intern more instead of working on other things.
Be more understanding of vocational school students, because they have no previous experience and sometimes you expect them to know things that they couldn't possibly know
Change working hours, go in the evening, etc.
Communicate about any issues
Communicate more with us, make sure we learn what is important in this profession.
Create more and give practical tasks
Delete into what should be learned during the internship
Difficult to find an internship
Do different things instead of going the same thing over and over again
Does he respond to me in a timely manner
Don't criticize my work, but my internship supervisor was perfect and didn't complain, so I have no complaints.
Don't think that as a third-year student, I will be able to perform tasks in practice that are intended for students who have already completed the profession.
Enter the company's career plan, or they are at least doing something to help you learn, but all companies have difficulties accepting interns, so let them at least start accepting them, (and learn to work with electronic documents)
Encouragement and criticism
Encourage more work to improve knowledge
Everything is fine
Explain everything that happens there, don't criticize mistakes, but learn from them
Explain how I work with the trimmer
Explain more clearly what the job is and be more supportive of my abilities
Explain concerns and understand that interns don't know the details of this job and don't rely on them 100% of the learning.
Explain tasks more clearly, give practical examples, and provide regular feedback
Explain the task and provide the necessary
Follow the internship program
Get more involved and don't look at previous students' mistakes and think that new students are the same
Get students interested in something interesting instead of typical tasks
Give a lot of work to do, consult if something is not understood, communicate comfortably, make you feel like one of the employees rather than a student who has to learn
Give tasks related to the profession as well as provide the necessary support for more difficult issues
Give them work that is related to the profession and provide them with the opportunity to learn, not just do "theoretical" work.
Give us more independent practical work and train in our abilities
Great responsiveness, good contact, able to clearly explain work tasks.
Helps a little to write articles
Helps during work by explaining tasks
Help if they don't understand something or teach them from their mistakes instead of reprimanding
Helps interns with questions and give advice on how to do their work better
Help them understand what the internship program is, take an interest in what they need to know/what they want to learn.
Communicate well and create opportunities for the intern
Help to learn new professional technologies
Help when needed and answer all questions, explaining thoroughly.
Help with each task and give good advice on how to make the task easier or more interesting
Help with everything they can
Help with questions
Help with the internship presentation
Higher salary
I did not like my internship experience at RTU because there are many ill-considered aspects at this university that need improvement. For example, excessive bureaucracy, an environment that is not particularly suitable for other studying or working in the technical department. From a training perspective, it was almost impossible to learn anything meaningful during the internship.
In order for me to feel well trained and supported, the company should develop a structured internship program with clear goals and tasks, as well as provide practical, realistic work situations and support from experienced professionals.
If a task is assigned, they cannot send it to me. First, confirm interest.
Immediately tell the intern that it is normal to ask questions about work and any problems that arise
Introduce everything
Make lessons more interesting, not just lectures
More communication
More motivation
My only internship was in Spain, so I can only answer about that, but I felt good that I could contact him at any time and arrange meetings outside of work to discuss work matters.
My profession only offered work in school workshops, but I would like to go to companies
Nothing needs to be done, everything has been done for
Offer job opportunities
Offer verified and qualified internships
On-the-job training and explanation
Opportunities
Organize more training sessions and meetings for the work team
Pay a little more attention to students who understand less.
Pay for the internship
Pay for the time we saved working
Pay more attention to the individual needs of each intern, as well as work on their weaknesses and reinforce their strengths
Plan the internship with a rough schedule so you don't have to mention what to do and when.
Provide information in a timely manner, even the location of the site.
Provide insight into your field, understand that we do not know everything yet.
Provide more insight into real work experience
Provide more work related to the profession
Provide transportation
Read the internship program more carefully and stick to it.
Receive feedback and support, rather than saying that there is no attitude towards work.
Respect them and give them the opportunity to work with equipment that is not used in normal jobs.
Respectful behavior
She had already done everything to make us feel comfortable and know everything we needed to do and how to do it.
Show an example of how to do the work
Show examples, don't just say so do it
Be more train according to your company's needs
Some companies have problems because they never teach and immediately want everything done right away.
Some kind of remuneration and training when starting the internship.
Teach a little more than is required by the internship goal
Teach what is not taught at school
Tell them if the work is done well, show them how to do it
The only downside is that they could have announced the 4th year internship earlier than the last week before it started, but otherwise everything is fine and satisfactory.
That's really nothing more that could be done
to listen and teach if I don't understand something, the employer doesn't annoy, but explains
Train them and maybe give them some kind of award if it's a 6-month internship because, theoretically, you're not learning there, you're working.

Explain everything that happens there, don't criticize mistakes, but learn from them
Explain how I work with the trimmer
Explain more clearly what the job is and be more supportive of my abilities
Explain concerns and understand that interns don't know the details of this job and don't rely on them 100% of the learning.
Explain tasks more clearly, give practical examples, and provide regular feedback
Explain the task and provide the necessary
Follow the internship program
Get more involved and don't look at previous students' mistakes and think that new students are the same
Get students interested in something interesting instead of typical tasks
Give a lot of work to do, consult if something is not understood, communicate comfortably, make you feel like one of the employees rather than a student who has to learn
Give tasks related to the profession as well as provide the necessary support for more difficult issues
Give them work that is related to the profession and provide them with the opportunity to learn, not just do "theoretical" work.
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That interns as interns, not as full-fledged employees, and encourage employees to think better of interns.
Trust more and spend more time with interns.
Try to find tasks that are not too boring or difficult for me, so that I can understand how the company actually works
Understand better how to talk to the internship diary.
Understand that we are only learning and can make mistakes, from which we learn. Get support and be understanding
Understand what knowledge students need to acquire by the end of college and provide it
Visually demonstrate the task to be performed. Be more understanding towards interns
We don't have a creation overview
Work together with the student during the internship.

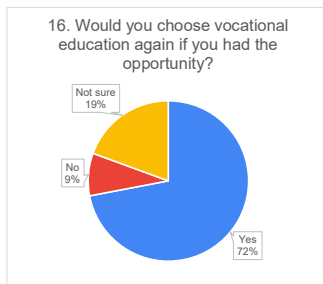
12. Did you receive regular feedback from your internship supervisor during your internship?

	Number	Percentage
Yes, regularly	96	41.4%
Sometimes	62	26.7%
Never	20	8.6%
No opinion	54	23.3%
	232	



16. Would you choose vocational education again if you had the opportunity?

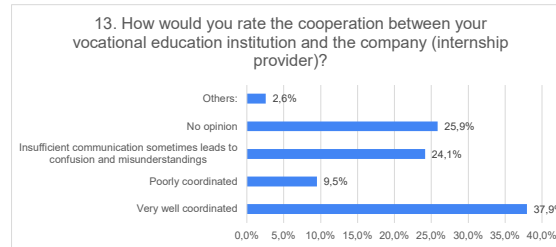
	Number	Percentage
Yes	167	72.0%
No	20	8.6%
Not sure	45	19.4%
	232	



13. How would you rate the cooperation between your vocational education institution and the company (internship provider)?

	Number	Percentage
Very well coordinated	88	37.9%
Poorly coordinated	22	9.5%
Insufficient communication sometimes leads to confusion and misunderstandings	56	24.1%
No opinion	60	25.9%
Others:	6	2.6%
	232	

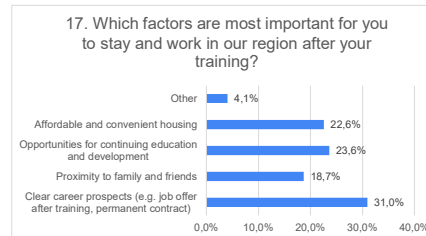
Others:
 Normal 1
 I don't know if the school has coordinated cooperation with the internship 1
 There was poor communication with the internship supervisor from the school, very delayed responses 1
 As long as a competent teacher has connections, it is possible. 1
 In my opinion, it is unnecessary to write a daily report; while I was writing the report, I could have been working or doing something else more productive 1
 There was No opportunity to work at the company 1



17. Which factors are most important to you in order to stay and work near your place of residence after completing your studies? (Select all that apply)

	Number	Percentage
Clear career prospects (e.g. job offer after training, permanent contract)	152	31.0%
Proximity to family and friends	92	18.7%
Opportunities for continuing education and development	116	23.6%
Affordable and convenient housing	111	22.6%
Other	20	4.1%
	491	

Others:
 No answer / I don't know 6
 I don't want to stay near my place of residence 4
 A sufficiently good salary, I am not motivated by LinkedIn ads asking programmers to work for free. 1
 Adequate salary to motivate me to work in Latvia 1
 All of the above 1
 All of the above, and even with that, a large part of the population, including me, will choose to live abroad/in neighbouring countries 1
 Closer to home 1
 Depends on demand and remuneration. 1
 Everywhere is good, but it's better abroad 1
 Good salary 1
 Staying in Latvia is not an option for me for personal reasons 1
 Sufficiency of jobs 1



14. What kind of recognition for good work performance would you like to receive from your future employer?

A bonus on top of my salary
A comment is enough
A diploma for good work
A handshake and gratitude are enough. Thank you!
A higher salary
A higher salary and a letter of appreciation
A job well done, references
A nice paycheck
A paper medal for mastering this equipment
A promotion at work
A salary increase in line with the annual tax increase.
A salary supplement
A small reward or, after finishing work, thanking everyone for their work
An appropriate amount of money and possible future job opportunities.
An internship program
An official document with evaluations of the tasks performed during the internship.
Appreciate the time and effort that was invested.
Appropriate to the work I have done.
Attitude and money
Build recognition among employers as a hard-working and reliable employee.
Career growth opportunities, bonuses, and equipment upgrades or modernization.
Cash rewards or simply a thank you with a small gift.
Compassion and understanding
Diligently strives to fulfill their duties
Employment contract or references;
Everything is fine
Excellent intern
For kindness
Good feedback, good communication
Good guidelines

Good pay
Good recommendations
Good work
Gratitude
Hard to say without long-term experience
High-quality and good work
Honest words about my work
Honesty
How to work in a team and help others.
I have a diploma for completing additional career training, so I would also like high and appropriate recognition.
I try to do everything I can to make the manager understand that you can learn everything.
I would like to receive recognition for being diligent and meticulous.
I would like to receive recognition for working very hard and for quickly adapting and learning how to do the tasks assigned to me in the work environment.
In the future, I would like to receive recognition for good work results not only in the form of verbal thanks, but also as an opportunity for professional growth — for example, participating in serious projects, taking on greater responsibility, obtaining training or certification at the company's expense. I am also motivated when management notices initiative and offers career advancement opportunities.
It is important to me that I am entrusted with more responsible tasks for good work results.
Logically, I would like money for good work, but that's another issue. I don't think they need to provide anything, because the internship experience is its own reward

My skills and work are appreciated.
No internship.
Payment or even a good recommendation to other companies
Performs their duties well.
Praise, a promotion, a salary supplement, etc.
Promotion and salary increase
Promotion in the same job or a good reference that future employers will see
Recommendations
Remuneration, gratitude, experience .
Reserved job/internship in the future.
Respect and a salary increase
Salary increase
Seeing and appreciating my work
Simple and straightforward
Some kind of bonus.
Thank you, this was good.
That everything goes well, and money would be very welcome
That I am a good employee
That I am reliable, responsible and that there is respect
That I really have potential
That people can see that I have experience
The only effective thing is future job opportunities or money
The opportunity to participate in large competitions or banquets.
To be valued on the same level as other employees, not as someone who cannot be trusted.
Understands how much time is spent on completion
Verbal recognition for good work.
Well-paid work. Paid holidays.
What exactly made it good and what could be improved
Whether I perform the assigned task technically correctly
Words of gratitude, opportunities for development, or small rewards for work done.
Words of praise, greater responsibilities.

15. When would you like to discuss your future career options with a career advisor?

2nd year
2nd-3rd year
3rd or 4th year
3rd year
4th year
8th or 9th grade
A year before graduating from school.
After 15 years
After college
After completing the internship
After exams
After the 4th year or during the 4th year
As soon as possible
At the beginning of the semester
At the beginning or middle of the course
Before completing technical school
Before the internship
Closer to the end of my studies
Definitely before the end of the 4th year
Definitely sometime during my studies, I would like individual consultation.
End of the month
From next year.
I already have a good understanding of my career
I already talked about it.
I don't know, time will tell
I think I will be able to figure it out on my own, or with the help of relatives or friends
It doesn't seem necessary at the moment.
It would be good if I did it as soon as possible so that I understand where I want to work
Logically, 5 years ago, realistically, never, practically, as soon as possible
Never, because I know my future path
Personally, I don't have any questions for a career advisor at the moment, because I already know what I want to achieve, as well as when and how I plan to achieve it.
Probably never
Regularly
Right now, I don't feel like discussing future career opportunities with a career counselor.
Sometime in the future
Sometime soon
Soon
Throughout my studies
When I am confused about what I want to become in the future
When I finish my studies
When I have doubts and uncertainties
When I know what I want from the future.

When it's time to start working and choose a profession

When necessary
When nothing is going right

When the end of my studies or internship is approaching, to better understand the next steps.
Wouldn't want to, because you won't learn anything from them. I'd rather study for all 4 years and think about what I could do with my life during that time.