



Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

2021-1-LV01-KA220-VET-000029991 KA220-VET- Cooperation partnerships in vocational education and training

### **DESCRIPTIVE REPORT**

FOR RESULT # 1,

ERASMUS+ FUNDED

KNOWLO PROJECT

### **Summary**

Survey conducted on a sample of 265 respondents from the Czech Republic, Italy, Latvia, Slovakia, and Spain describe the views of managers, teachers, trainers, administrative and technical staff and students on four different fields of SMART learning organization aspects: (1) organizational self-awareness, strategy, and development; (2) learning, communication, and collaboration; (3) clients, sustainability, and product orientation; (4) digital transformation, global context, and value creation.

Results based on a snowball sampling of the involved and related organizations, collected from January to March 2022, demonstrate that trainers prefer an organisational environment in which there is a clear strategy, a culture of excellence, a preference for innovative teaching methods, strong external networking and clarity of rules and stability in the organisational. In addition, there was an emphasized need for teachers to receive constructive feedback to help them move forward.

Importantly, teachers put emphasis on the individual attention to the client/student, knowledge of their teaching style and their participation in the programme development process. They also consider lifelong learning and some clarity of rules and stability in the organizational environment to be important. Relationships within the organization are also essential, emphasizing the value of each member and collaboration. On the other hand, negative aspects of the work include stress, lack of funding, language barrier, directive management, inadequate technical equipment, and poor-quality standards for online teaching.





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Considering the comparison between countries, teachers from Slovakia were slightly less likely to agree that a culture of excellence should be expected in every organisation, that external networking has an impact on the organisation, that teamwork is preferred, that trainers are well equipped with language skills, that technical equipment is sufficient, and they also expressed the opinion that the organisation does not have enough money from the state budget.

Teachers from Italy were slightly less likely to agree that teachers are the initiators responsible for organisational development, that students know their learning style and that maximum use is made of modern technology in training. Teachers from the Czech Republic were slightly less likely to agree that proper assessment of students prior to training would help.

Sustainable goals and understandable vision of organization are important for managers. On the other hand, directive and traditional leadership holds importance for teachers. Furthermore, from the results of the survey, it seems that focus on the specific subject knowledge should be an essential part of the teachers' development. Teachers more often agree with statements such as: "technical equipment in the training organizations is sufficient". Managers, in contrast, more often agree with statements such as that "sustainability and environmental aspects are part of everyday life of training organizations".

The report is divided into three main parts. First part describes the general results. Second part brings a more detailed comparison of the samples of each country is presented. Third, there is a comparison between trainers and teacher as two main types of respondents presented. However, there are several limitations to the report worth noting: The samples are not equivalent across the countries, as they vary quite strongly both in number and other aspects. One of the other limitations is that the snowballing sampling method does not allow for making wider claims, as organizations and their partners reflect specific organizations and differ.





# Erasmus+

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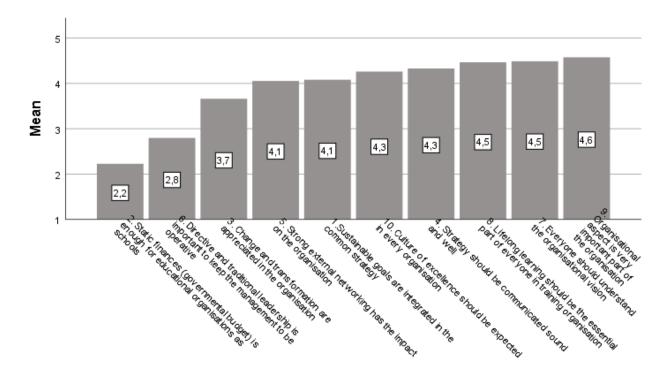
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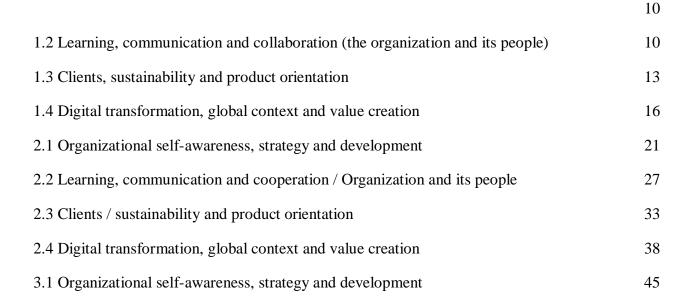
### KA220-VET- Cooperation partnerships in vocational education and training

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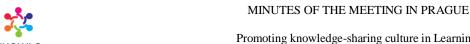




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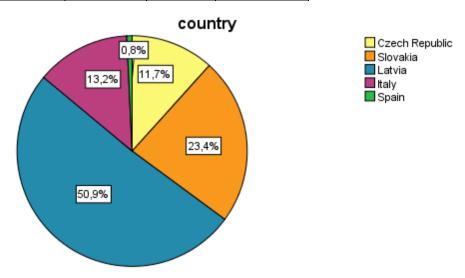
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### 1 Frequency analysis

The research sample consist of 265 respondents from all five partner countries. The following table and pie chart shows the overall number and percentage of the respondents for each country.

		Frequency	Percent	Valid
				Percent
Valid	Czech Republic	31	11,7	11,7
	Slovakia	62	23,3	23,4
	Latvia	135	50,8	50,9
	Italy	35	13,2	13,2
	Spain	2	,8	,8
	Total	265	99,6	100,0
Missing	System	1	,4	
Total		266	100,0	



The following table and pie chart shows the research set by job position. 2 respondents are missing as they did not provide any answer.

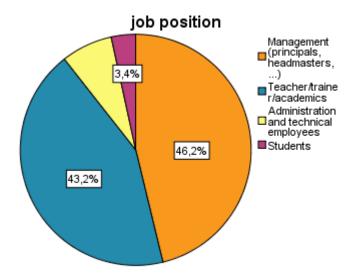
		Frequency	Percent	Valid Percent
Valid	Management (principals, headmasters,)	122	45,9	46,2
	Teacher/trainer/academics	114	42,9	43,2
	Administration and technical	19	7,1	7,2
	employees			
	Students	9	3,4	3,4
	Total	264	99,2	100,0
Missing	System	2	,8	
Total		266	100,0	





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The following table describes job positions in individual countries.

			job position			Total	
			Management (principals, headmasters, )	Teacher/traine r/academics	Administration and technical employees	Students	
country	Czech	Count	14	15	2	0	31
	Republic	%	11,5%	13,2%	10,5%	0,0%	11,7%
	Slovakia	Count	12	41	0	8	61
		%	9,8%	36,0%	0,0%	88,9%	23,1%
	Latvia	Count	92	26	16	1	135
		%	75,4%	22,8%	84,2%	11,1%	51,1%
	Italy	Count	4	30	1	0	35
		%	3,3%	26,3%	5,3%	0,0%	13,3%
	Spain	Count	0	2	0	0	2
		%	0,0%	1,8%	0,0%	0,0%	0,8%
Total	•	Count	122	114	19	9	264
		%	100,0%	100,0%	100,0%	100,0%	100,0%

The descriptive analysis covers four study areas: organizational self-awareness, strategy and development; learning, communication and collaboration (the organization and its people); clients, sustainability and product orientation; digital transformation, global context and value creation.







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### 1.1 Organizational self-awareness, strategy and development

The first area of the survey concerned organizational self-awareness, strategy and development - the relative and absolute frequencies are shown in Table 1 and the average responses are visualized in Chart 1.

Respondents mostly agreed that the organizational aspect is a very important part of the organization (almost 96% of respondents). Similarly, there was a high level of agreement that everyone should understand the vision of the organization and lifelong learning should be an essential part of everyone in the training organization (almost 92% of respondents).

Nearly 84% of respondents agree that strategy should be communicated well and clearly and that a culture of excellence should be expected in every organization.

77% of respondents agreed that sustainability goals are integrated into a common strategy and that strong external networking has an impact on the organization. 62% of respondents agreed that change and transformation are valued in the organization, 26% were neutral and 11% disagreed. Almost half of the respondents disagreed that directive and traditional leadership is important to make management work (28% of respondents agreed). The lowest agreement was expressed by respondents with the item that the organization needs money from the state budget, which only 14% agreed with, while 63% of respondents disagreed.

As mentioned above, the respondents consider organizational self-awareness of strategy and development to be crucial to effective organizational progress.

The most frequent responses are highlighted in vellow.

Table 1 Organizational self-awareness, strategy and development

				Count	Column %
1.Sustainable	goals	are	completely disagree	3	1,1%
integrated	in	the	disagree	9	3,4%
common strate		tiic	neither agree nor disagree	49	18,5%
Common struct	~ <i>5</i> )		agree	107	40,4%





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]	KA220-VET- Cooperation partnerships i	n vocational ec	lucation and trainin
	totally agree	97	36,6%
	Total	265	100,0%
2. Static finances	completely disagree	85	32,2%
	disagree	81	30,7%
is enough for	neither agree nor disagree	62	23,5%
is enough for educational	agree	25	9,5%
organisations as schools	totally agree	11	4,2%
organisations as schools	Total	264	100,0%
	completely disagree	5	1,9%
3. Change and	disagree	25	9,4%
transformation are	neither agree nor disagree	70	26,4%
appreciated in the	agree	120	45,3%
organisation	totally agree	45	17,0%
	Total	265	100,0%
	completely disagree	0	0,0%
4 Ctuata are abouted ha	disagree	6	2,3%
4. Strategy should be communicated sound	neither agree nor disagree	35	13,2%
and well	agree	90	<mark>34,0</mark> %
and wen	totally agree	134	50,6%
	Total	265	100,0%
	completely disagree	1	0,4%
5. Strong external	disagree	6	2,3%
networking has the	neither agree nor disagree	55	20,8%
impact on the	agree	119	44,9%
organisation	totally agree	84	31,7%
	Total	265	100,0%
6. Directive and	completely disagree	43	16,2%
traditional leadership is	disagree	77	29,1%





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	KA220-VET- Cooperation partnerships in		
important to keep the	neither agree nor disagree	70	26,4%
management to be	agree	41	15,5%
operative	totally agree	34	12,8%
	Total	265	100,0%
	completely disagree	3	1,1%
7. Everyone should	disagree	3	1,1%
understand the	neither agree nor disagree	16	6,0%
	agree	83	31,3%
organisational vision	totally agree	160	60,4%
	Total	265	100,0%
	completely disagree	1	0,4%
8. Lifelong learning	disagree	7	2,6%
should be the essential	neither agree nor disagree	16	6,0%
part of everyone in	agree	85	32,1%
training organisation	totally agree	156	58,9%
	Total	265	100,0%
	completely disagree	2	0,8%
O Oussaisstianslassest	disagree	2	0,8%
9. Organisational aspect	neither agree nor disagree	7	2,6%
is very important part of the organisation	agree	85	32,1%
the organisation	totally agree	169	63,8%
	Total	265	100,0%
	completely disagree	4	1,5%
10. Culture of	disagree	3	1,1%
excellence should be	neither agree nor disagree	36	13,6%
expected in every	agree	99	37,4%
organisation	totally agree	123	<mark>46,4%</mark>
	Total	265	100,0%





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#### 2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training Chart 1 ranks the responses to each item from lowest agreement to highest agreement.

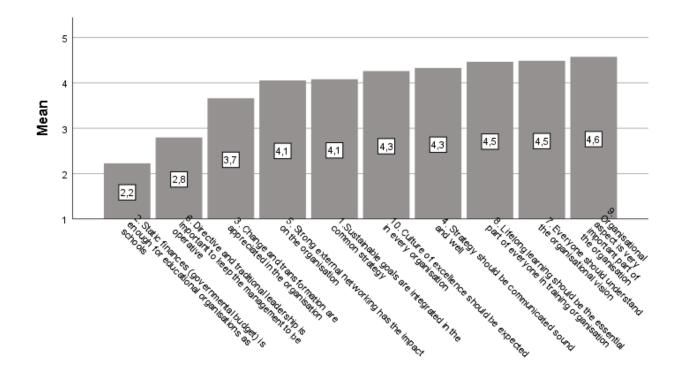


Chart 1 Organizational self-awareness, strategy and development

### 1.2 Learning, communication and collaboration (the organization and its people)

The second area concerned learning, communication and collaboration - the absolute and relative frequencies are shown in Table 2 and the mean values are visualized in Figure 2. Almost all respondents (95%) agreed that members of the organization should receive constructive feedback in order to improve. More than 90% of respondents agreed that every team member is valuable despite disagreements, that internal processes need to be clear and stable, and that sharing with colleagues and teamwork is preferred. Respondents also agree that new methods/forms of communication and learning are needed (86%). 77% of respondents agreed that inclusion and diversity have a place in our society (17% expressed a neutral view). 74% agreed that teachers are the initiators responsible for organizational development (20% expressed a rather neutral view).





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On the item that telecommuting style and new forms of working in general are beneficial for the organization and its people, 43% of respondents agreed, 41% had a rather neutral opinion (41%) and 17% disagreed. Almost half agreed that focusing on subject-specific knowledge should be a major part of teacher development; almost a third had a neutral view on this. The item that stress and well-being are not that important in the teaching profession was disagreed with by the vast majority - 70%, with 18% expressing a neutral view.

This shows that the respondents consider relationships with co-workers, feedback, communication, and collaboration to be very important. Table 2 Learning, communication and collaboration (the organization and its people).

		Count	Column N %
1. Every member of the	completely disagree	5	1,9%
team is valuable despite	disagree	9	3,4%
of the disagreements	neither agree nor disagree	18	6,8%
(Generation gaps)	agree	82	30,9%
(Communication gaps)	totally agree	151	57,0%
2. People should receive	completely disagree	1	0,4%
a structured and	disagree	3	1,1%
constructive feedback in	neither agree nor disagree	9	3,4%
order to improve	agree	73	27,5%
order to mapro to	totally agree	179	<mark>67,5%</mark>
	completely disagree	3	1,1%
3. New methods/forms	disagree	8	3,0%
of communication and	neither agree nor disagree	25	9,4%
learning are needed	agree	126	47,5%
	totally agree	103	38,9%
4. Remote working style	completely disagree	6	2,3%
and new forms of work	disagree	38	14,3%
in general are beneficial	neither agree nor disagree	108	40,8%





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agree	74	27,9%
totally agree	39	14,7%
completely disagree	4	1,5%
disagree	9	3,4%
neither agree nor disagree	46	17,4%
agree	118	<mark>44,5%</mark>
totally agree	88	33,2%
completely disagree	12	4,5%
disagree	36	13,6%
neither agree nor disagree	94	<mark>35,5%</mark>
agree	87	32,8%
totally agree	36	13,6%
completely disagree	2	0,8%
disagree	15	5,7%
neither agree nor disagree	52	19,6%
agree	121	45,7%
totally agree	75	28,3%
completely disagree	3	1,1%
disagree	12	4,5%
neither agree nor disagree	14	5,3%
agree	95	35,8%
totally agree	141	53,2%
completely disagree	119	44,9%
disagree	64	24,2%
neither agree nor disagree	47	17,7%
agree	21	7,9%
totally agree	14	5,3%
completely disagree	2	0,8%
	totally agree completely disagree disagree neither agree nor disagree agree totally agree completely disagree disagree neither agree nor disagree agree totally agree completely disagree agree totally agree completely disagree disagree neither agree nor disagree agree totally agree completely disagree disagree neither agree nor disagree agree totally agree completely disagree disagree neither agree nor disagree agree totally agree completely disagree neither agree nor disagree agree totally agree completely disagree agree totally agree completely disagree agree totally agree completely disagree	totally agree 39 completely disagree 9 neither agree nor disagree 46 agree 118 totally agree 88 completely disagree 12 disagree 36 neither agree nor disagree 94 agree 36 neither agree nor disagree 94 agree 36 completely disagree 36 completely disagree 36 completely disagree 2 disagree 36 completely disagree 36 completely disagree 36 disagree 15 neither agree nor disagree 52 agree 121 totally agree 75 completely disagree 36 disagree 12 neither agree nor disagree 14 agree 95 totally agree 141 completely disagree 149 disagree 149 disagree 141 completely disagree 149 disagree 141 completely disagree 149 disagree 211 totally agree 141 completely disagree 149 disagree 141 agree 211 totally agree 141





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	disagree	2	0,8%
10. Internal processes	neither agree nor disagree	14	5,3%
must be clear and stable	agree	110	41,5%
	totally agree	137	51,7%

Chart 2 ranks the responses to each item from lowest agreement to highest agreement.

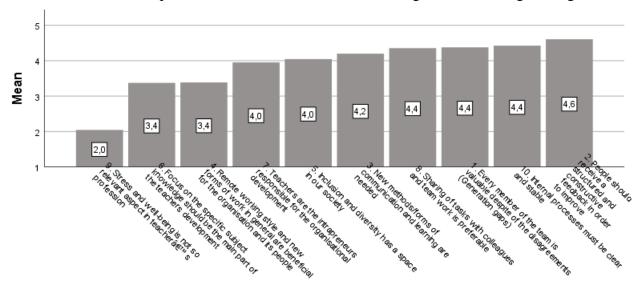


Chart 2 Learning, communication and collaboration (the organization and its people)

### 1.3 Clients, sustainability and product orientation

The third area focused on students, sustainability and product orientation - absolute and relative numbers are shown in Table 3, with average values shown in Chart 3. Almost all respondents (94%) agreed that an individual approach to learners is essential, that learners should be involved in the training process and active as members (86.5%) and that a focus on quality is the essence of a training organization (86%), that innovative methods in training are needed to achieve more (84%), trainers should clearly understand the learning styles of their learners (84%), and that learners should be involved in the creation of training products (79%).





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60% of teachers thought that project-based learning helps to achieve more (almost a third had a neutral opinion). 58% agreed that proper selection (assessment) of learners prior to training would help (27% had a neutral opinion and 15% disagreed).

On the item that students know their learning style and preferences, the majority of respondents were neutral (44.2%) and one-third agreed.

The majority disagreed that traditional precepts are sustainable without significant changes at 44%, almost one-third expressed a neutral opinion and one-fourth agreed.

From the above, it can be concluded that for teachers active involvement of students in the creation of training product is very important, they also emphasize the need for innovative methods in teaching and prohoping students' learning styles.

Table 3 Clients, sustainability and product orientation

		Count	Column N %
	completely disagree	2	0,8%
1. Individual approach	disagree	3	1,1%
to clients / Student is	neither agree nor disagree	12	4,5%
essential	agree	84	31,7%
	totally agree	164	61,9%
2. Clients / Student	completely disagree	2	0,8%
should be involved in	disagree	4	1,5%
the training products	neither agree nor disagree	50	18,9%
creation	agree	129	48,7%
Creation	totally agree	80	30,2%
3. Student/ clients	completely disagree	2	0,8%
should be engaged in	disagree	5	1,9%
training process as active members (flipped	neither agree nor disagree	29	10,9%
	agree	114	43,0%
classroom)	totally agree	115	43,4%
	completely disagree	2	0,8%





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4. Innovative methods	disagree	7	2,6%
in training are needed to	neither agree nor disagree	34	12,8%
deliver more	agree	108	40,8%
denver more	totally agree	114	43,0%
5. Proper selection	completely disagree	14	5,3%
(assessment) of clients/	disagree	26	9,8%
Student would be	neither agree nor disagree	72	27,2%
helpful before the	agree	95	35,8%
training	totally agree	58	21,9%
	completely disagree	5	1,9%
6. Project based learning	disagree	11	4,2%
is helping to deliver	neither agree nor disagree	90	34,0%
more	agree	103	38,9%
	totally agree	56	21,1%
	completely disagree	18	6,8%
7. Learners know their	disagree	41	15,5%
learning styles &	neither agree nor disagree	117	44,2%
preferences	agree	67	25,3%
	totally agree	22	8,3%
8. Trainers should	completely disagree	3	1,1%
understand clearly the	disagree	8	3,0%
learning styles of their	neither agree nor disagree	32	12,1%
clients	agree	117	44,2%
Chents	totally agree	105	39,6%
9. Focus on quality is	completely disagree	5	1,9%
the essence of training	disagree	7	2,6%
organisation	neither agree nor disagree	25	9,4%
or gambation	agree	105	39,6%
		1	





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	totally agree	123	<mark>46,4%</mark>					
	completely disagree	31	11,7%					
10. Traditional subjects	disagree	84	31,7%					
are sustainable without	neither agree nor disagree	85	32,1%					
strong changes	agree	48	18,1%					
	totally agree	17	6,4%					

Chart 3 ranks the responses to each item from lowest agreement to highest agreement.

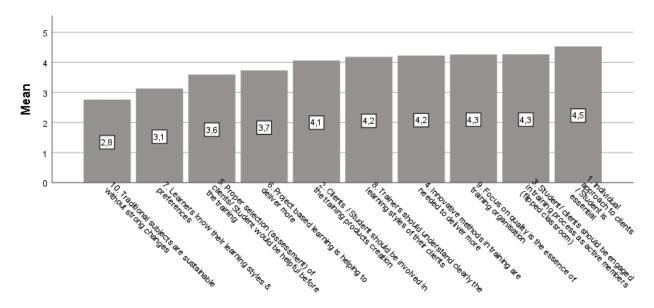


Chart 3 Clients, sustainability and product orientation

### 1.4 Digital transformation, global context and value creation

The fourth and final section covered digital transformation, global context and value creation - the relative and absolute frequencies are shown in Table 4 and the average values are visualised in Figure 4.

Almost 65% of respondents agreed that responsible consumption and spending in the organization is important and that the organization should be an innovator in the digital space. Almost 54% of





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the respondents agreed that sustainability and environmental aspects are part of the daily life of the organization, while 36% were neutral on this. 44% agreed that global awareness is part of the daily life of the organization. 44% of respondents agreed that teachers are digitally prepared after the pandemic, 39% had a neutral opinion and 18% disagreed. 37% of the respondents agreed that modern technology is used to the maximum in training, 38% were rather neutral and 25% disagreed. Respondents expressed a rather neutral opinion that digital courses are organized interactively for everyone (40%), 37% agreed. Similarly, they were mostly neutral about the fact that there are quality standards for online teaching (42%), a third agreed and a quarter disagreed. A third of respondents agreed that technical facilities are sufficient, 29% were neutral and almost 40% disagreed. 44% of respondents agreed that a foreign language is a barrier for trainers to go abroad for international training, 27% were neutral and 29% disagreed.

This shows that responsible consumption, environmental aspects and digital transformation are important for trainers. They see opportunities for improvement in improving the interactivity of the courses and see limits in the technical equipment and language readiness of the trainers.

Table 4 Digital transformation, global context and value creation

		Count	Column N %
1. Teachers are	completely disagree	10	3,8%
digitally ready after	disagree	38	14,3%
COVID-19	neither agree nor disagree	102	<mark>38,5%</mark>
pandemics	agree	101	<mark>38,1%</mark>
	totally agree	14	5,3%
2. Modern technology	completely disagree	13	4,9%
is used on its	disagree	52	19,6%
maximum during the	neither agree nor disagree	101	<mark>38,1%</mark>
training	agree	81	<mark>30,6%</mark>
	totally agree	18	6,8%
3. There are existing	completely disagree	28	10,6%
the quality standards	disagree	39	14,7%
of the online teaching	neither agree nor disagree	112	42,3%
	agree	72	27,2%
	totally agree	14	5,3%
4. Responsible	completely disagree	8	3,0%
consumption and	disagree	20	7,5%
spendings is normal in	neither agree nor disagree	65	24,5%
	agree	121	<mark>45,7%</mark>





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the training	totally agree	51	19,2%
organisation			
5. Foreign language	completely disagree	48	18,1%
isn't the barrier for	disagree	68	25,7%
our trainers to go for	neither agree nor disagree	72	<mark>27,2%</mark>
the international	agree	48	18,1%
trainings abroad	totally agree	29	10,9%
6. Technical	completely disagree	40	15,1%
equipment in the	disagree	63	23,8%
training organisations	neither agree nor disagree	76	<mark>28,7</mark> %
is sufficient	agree	64	24,2%
	totally agree	22	8,3%
7. Global awareness	completely disagree	7	2,6%
in included in	disagree	37	14,0%
everyday life of the	neither agree nor disagree	105	39,6%
training organisation	agree	88	33,2%
	totally agree	28	10,6%
8. Digital classes are	completely disagree	25	9,4%
organised and	disagree	38	14,3%
interactive for	neither agree nor disagree	105	<mark>39,6%</mark>
everyone	agree	74	<mark>27,9%</mark>
	totally agree	23	8,7%
9. Sustainability and	completely disagree	6	2,3%
environmental	disagree	22	8,3%
aspects are part of	neither agree nor disagree	94	<mark>35,5%</mark>
everyday life of	agree	104	39,2%
training organisation	totally agree	39	14,7%
10. Training	completely disagree	7	2,6%
organisation should	disagree	19	7,2%
be the innovator in the	neither agree nor disagree	80	30,2%
digital world	agree	108	<mark>40,8%</mark>
	totally agree	51	19,2%





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Chart 4 ranks the responses to each item from lowest agreement to highest agreement.

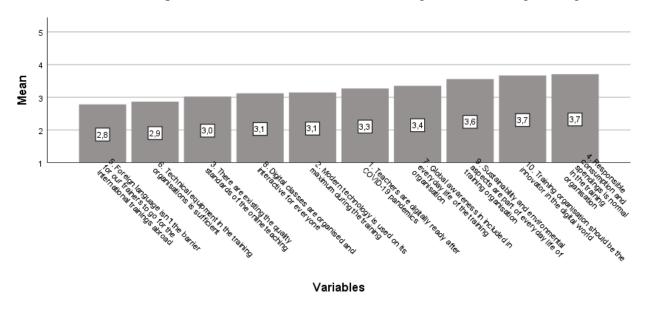


Chart 4 Digital transformation, global context and value creation

The following graph, No. 5, visualizes the average responses to all items of the questionnaire. They are ranked from the highest level of agreement to the lowest level of agreement.

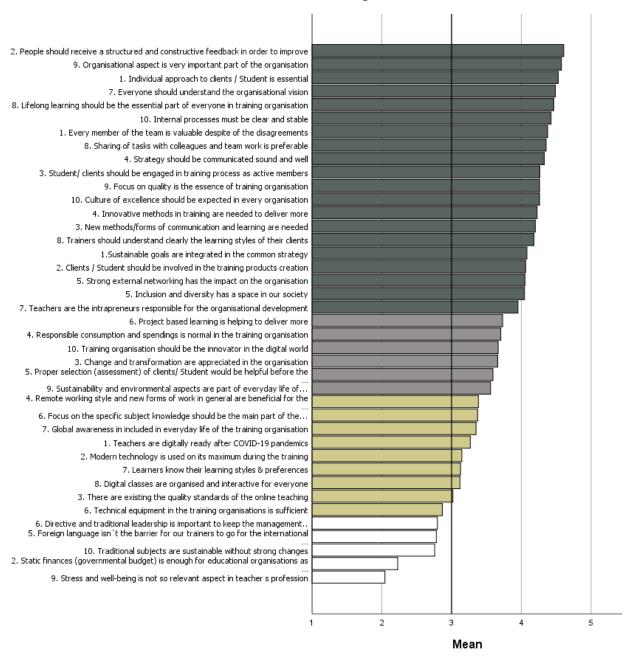




# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

# 2021-1-LV01-KA220-VET-000029991 KA220-VET- Cooperation partnerships in vocational education and training

#### All answers in ascending order







# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

2021-1-LV01-KA220-VET-000029991
KA220-VET- Cooperation partnerships in vocational education and training

### 2 COMPARATIVE ANALYSIS BY COUNTRY

In the table, we can see the research sample from of country view. The most frequent respondents were from Latvia, next was from Slovakia. There were slightly fewer respondents from Italy and the Czech republic. From Spain were only two respondents, so we don't integrate them into the next analysis.

Table 5 Research Set - Countries

	Frequency	Percent
Czech Republic	31	11,7
Slovakia	62	23,4
Latvia	135	50,9
Italy	35	13,2
Spain	2	,8
Total	265	100,0

### 2.1 Organizational self-awareness, strategy and development

As we can see in the table n. 6, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are: 2. Static finances (governmental budget) is enough for educational organizations as schools, 4. Strategy should be communicated sound and well, 5. Strong external networking has an impact on the organization, 6. Directive and traditional leadership is important to keep the management to be operative, 8. Lifelong learning should be the essential part of everyone in a training organization, 10. Culture of excellence should be expected in every organization.

With variable 2. Static finances (governmental budget) are enough for educational organizations as schools, the respondents expressed disagreement, alternatively neutral attitude. Neutral attitude was expressed by respondents from Italy and the Czech republic, and disagreement was expressed by respondents from Latvia and Slovakia.





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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With variable 4. The strategy should be communicated sound and well, respondents of all countries expressed agreement, especially respondents from Slovakia, and relative to the fewer agreement expressed by respondents from Latvia.

With item 5. Strong external networking has the impact on the organization, respondents from Italy agree the most, on the contrary (relatively) least respondents from Slovakia. Respondents from Italy agreed to a high degree with item 6. Directive and traditional leadership is important to keep the management to be operative, all others rather disagreed. All respondents agree to a high degree with item 7. Lifelong learning should be the essential part of everyone in training organization, but respondents from Italy and the Czech Republic mostly agree. Respondents from all countries agree to a high degree with item 10. Culture of excellence should be expected in every organization, except respondents from Slovakia, who agree with it to a lesser extent.

Table 6 Comparation - Organizational self-awareness, strategy and development

country		N	Mean Rank	Mean	KW	df	signifikance
country	Czach Danublia				K W	uı	(p)
1.Sustainable	Czech Republic	31	131,21	4,10			
goals are	Siovakia	62	116,14	3,87	6765	2	0.000
integrated in	Latvia	135	142,34	4,21	6,765	3	0,080
the common	Italy	35	120,90	3,94			
strategy	Total	263		4,08			
2. Static finances	Czech Republic	31	150,45	2,45			
(governmental	Slovakia	62	106,40	1,84			
budget) is	Latvia	134	123,57	2,07	22 226	2	0.000
enough for	Italy	35	189,54	3,20	33,336	3	0,000
educational organisations as schools	Total	262		2,21			
3. Change and transformation	Czech Republic	31	141,15	3,81			
are	Slovakia	62	128,56	3,56		_	
appreciated in	Latvia	135	128,16	3,64	2,169	3	0,538
the	Italy	35	144,81	3,83			
organisation	Total	263		3,67			
	Czech Republic	31	131,98	4,32	15,909	3	0,001





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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Strategy should be communicated sound and well   Latvia   135   120,41   4,26   114ly   35   123,67   4,26	4 ~	KA220-VET-		•		al education	and training	
Table   Tabl	23							
Sound and well   Total   263   4,33   5   5   5   5   5   5   5   5   5								
Verl   Storog external networking has the impact on the lativia   135   137,02   4,11   135   137,02   4,11   140   14		Italy	35	123,67	4,26			
External networking has the impact on the has the impact on the organisation   Total   135   137,02   4,11   114   114   115   114   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   114   115   115   116,65   4,33   115   116,65   4,33   115   116,65   4,33   115   116,65   4,33   115   116   115		Total	263		4,33			
Retworking has the impact on the organisation   Total   135   137,02   4,11   27,808   3   0,001		Czech Republic	31	106,69	3,81			
Latvia   135   137,02   4,11   27,808   3   0,001		Slovakia	62	107,05	3,76			
On the organisation   Czech Republic   31   121,47   2,61		Latvia	135	137,02	4,11	27,808	3	0,001
Czech Republic   31   121,47   2,61	-	Italy	35	179,26	4,57			
And traditional leadership is important to keep the management to be operative   Total   263   2,78   2,69   85,033   3   0,000	organisation	Total	263		4,05			
leadership is important to keep the management to be operative   Total   263   2,78   2,69   85,033   3   0,000		Czech Republic	31	121,47	2,61			
Important to keep the management to be operative   Total   263   230,81   4,60		Slovakia	62	88,18	2,05			
Reep	-	Latvia	135	128,93	2,69	85,033	3	0,000
Total   Czech Republic   Slovakia   Gz   117,81   4,29   4,57   1	•	Italy	35			,		ŕ
Czech Republic   Slovakia   62   117,81   4,29   4,52	_	Total	263		2,78			
Understand the organisational vision	•	Czech Republic	31	137,05	4,52			
Latvia   135   137,27   4,57   1445   3   0,267		Slovakia	62	117,81	4,29			
Vision   Total   263   4,49		Latvia	135	137,27		3,952	3	0,267
Total   263	_	Italy	35	132,33	4,54			
S. Lifelong learning should be the essential part of everyone in training organisation	VISION	Total	263	· · · · · · · · · · · · · · · · · · ·				
Should be the essential part   Caron Republic   Slovakia   Caron Republic   Caron Republi		Czech Republic	31	156,26				
Czech Republic   Slovakia   Slovakia   Czech Republic   Slovakia   Slovakia	_	Slovakia	62	136,02	4,44			
Italy   35   162,60   4,80			135			18,934	3	0,000
training organisation         Total         263         4,46           9.         Czech Republic         31 137,39         4,65           Organisational aspect is very important part of the organisation         Slovakia         62 112,73         4,39           Latvia         135 137,37         4,64         7,445         3           Italy         35 140,64         4,60           organisation         Total         263         4,57           10. Culture of excellence should be expected in every         Slovakia         62 108,95         3,98           Latvia         135 130,45         4,27           Italy         35 169,79         4,69			35			,		,
9.         Czech Republic         31 137,39         4,65           Organisational aspect is very important part of the organisation         Slovakia         62 112,73         4,39           Latvia         135 137,37         4,64         7,445         3           10. Culture of excellence should be expected in every         Czech Republic         31 142,18         4,35           Slovakia         62 108,95         3,98           Latvia         135 130,45         4,27           Italy         35 169,79         4,69		Total	263		4,46			
aspect is very important part of the organisation         Slovakia         62 112,73   4,39   137,37   4,64   7,445         7,445         3         0,059           10. Culture of excellence should be expected in every         Czech Republic   135 130,45   4,27   17,709   130,45   4,27   17,709         3         0,000	9.	Czech Republic	31	137,39	4,65			
Latvia   135   137,37   4,64   7,445   3   0,059	_	Slovakia	62	112,73	4,39			
of the organisation         Italy         35   140,64   4,60   4,57           10. Culture of excellence should be expected in every         Czech Republic   31   142,18   4,35   4,35   4,27   17,709   3           10. Culture of excellence should be expected in every         Slovakia   62   108,95   3,98   4,27   17,709   3           10. Culture of excellence should be expected in every         Slovakia   62   108,95   3,98   4,27   17,709   3		Latvia	135	137,37	4,64	7,445	3	0,059
10. Culture of excellence should be expected in every  Czech Republic  31 142,18 4,35  Slovakia  62 108,95 3,98  Latvia  135 130,45 4,27  Italy  35 169,79 4,69			35	140,64	4,60			
10. Culture of excellence should be expected in every  Czech Republic  31 142,18 4,35  Slovakia  62 108,95 3,98  Latvia  135 130,45 4,27  Italy  35 169,79 4,69	organisation	Total	263	· · · · · · · · · · · · · · · · · · ·	4,57			
should expected every     be leading in every     Slovakia     62   108,95   3,98   17,709   17,709     17,709   3       Italy     35   169,79   4,69   169,79   169,79   17,709   1	10. Culture of	Czech Republic	31	142,18				
expected in every   Latvia   135   130,45   4,27   17,709   3   0,000		Slovakia	62	108,95	3,98			
every Italy 35 169,79 4,69		<b>*</b>	135	130,45		17,709	3	0,000
	-		35		4,69			
	•	Total	263		4,27			



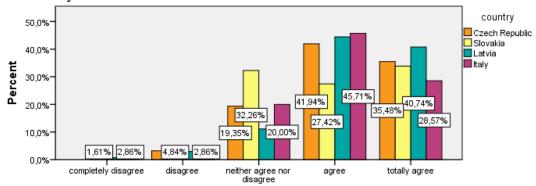


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

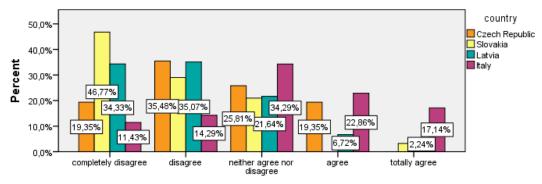
### 2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training

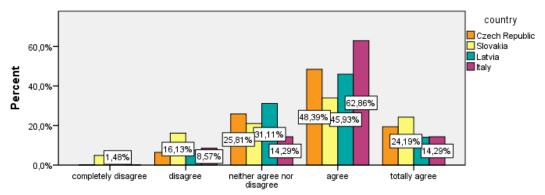
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



### 1.Sustainable goals are integrated in the common strategy



### 2. Static finances (governmental budget) is enough for educational organisations as schools



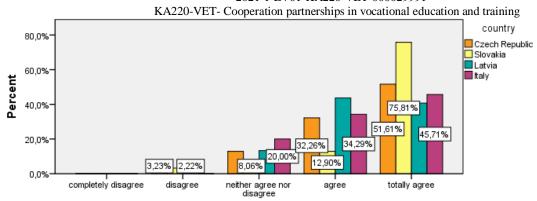
3. Change and transformation are appreciated in the organisation



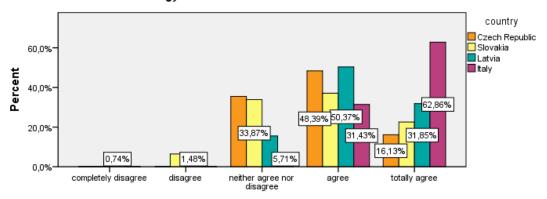


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

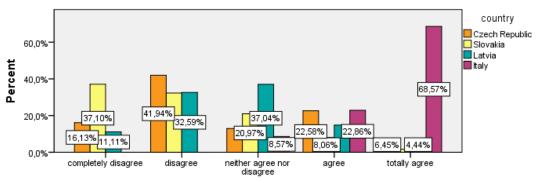
#### 2021-1-LV01-KA220-VET-000029991



### 4. Strategy should be communicated sound and well



### 5. Strong external networking has the impact on the organisation



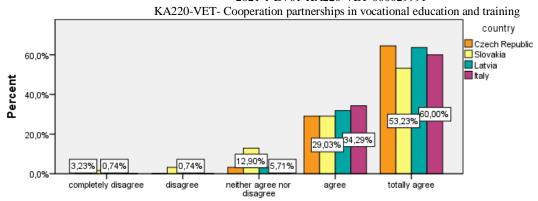
6. Directive and traditional leadership is important to keep the management to be operative



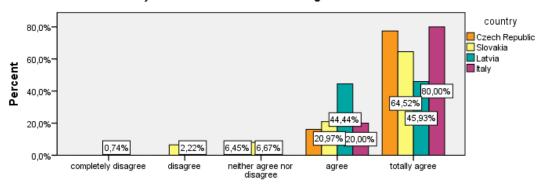


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

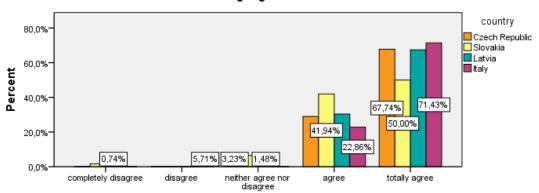
#### 2021-1-LV01-KA220-VET-000029991



### 7. Everyone should understand the organisational vision



### 8. Lifelong learning should be the essential part of everyone in training organisation

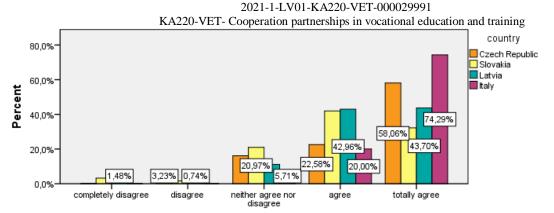


9. Organisational aspect is very important part of the organisation





## Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)



10. Culture of excellence should be expected in every organisation

### 2.2 Learning, communication and cooperation / Organization and its people

As we can see in the table n. 7, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are: 1. Every member of the team is valuable despite the disagreements (Generation gaps), 2. People should receive structured and constructive feedback in order to improve, 6. Focus on the specific subject knowledge should be the main part of the teachers development, 7. Teachers are the intrapreneurs responsible for organizational development, 8. Sharing of tasks with colleagues and team work is preferable, 9. Stress and well-being is not a relevant aspect in the teachers profession.

Respondents from all countries agree to a high degree with item 1. Every member of the team is valuable despite the disagreements (Generation gaps), but mostly from the Czech Republic and Latvia.

All respondents agree to a high degree with item 2. People should receive structured and constructive feedback in order to improve, but respondents from Italy and Latvia most agree.

Respondents from Italy and the Czech Republic agree the most with item 6. Focus on the specific subject knowledge should be the main part of the teachers' development, while respondents from Latvia agree the least.

Respondents from the Czech Republic and Latvia agree the most with item 7. Teachers are the intrapreneurs responsible for organizational development, respondents from Slovakia the least and respondents from Italy the least.





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

### 2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training Respondents from all countries agree with item 8. Sharing of tasks with colleagues and team work

is preferable, but somewhat less respondents from Slovakia.

All respondents disagree with the item Stress and well-being is not a relevant aspect in teachers profession, except for respondents from the Czech Republic, who express a rather neutral attitude.

Table 7 Comparison - Learning, communication and cooperation / Organization and its people

country		N	Mean Rank	Mean	KW	df	signifikance (p)	
1. Every	Czech Republic	31	148,84	4,58	IXVV	ui	(p)	
member of the team is	Slovakia	62	109,89	4,00				
valuable	Latvia	135	136,79	4,50	0.560	2	0.022	
despite of the	Italy	35	137,77	4,43	9,563	3	0,023	
disagreements (Generation gaps)	Total	263	·	4,38				
2. People should receive	Czech Republic	31	129,13	4,58				
a structured	Slovakia	62	114,35	4,40				
and	Latvia	135	135,47	4,65	9,172	3	0,027	
constructive	Italy	35	152,40	4,80	9,172	3	0,027	
feedback in order to improve	Total	263		4,60				
3. New methods/forms	Czech Republic	31	142,89	4,35				
of	Slovakia	62	136,35	4,21		_		
communication	Latvia	135	125,01	4,13	3,046	3	0,385	
and learning	Italy	35	141,60	4,34				
are needed	Total	263		4,21				
4. Remote working style	Czech Republic	31	139,42	3,48				
and new forms	Slovakia	62	147,95	3,60				
of work in	Latvia	135	123,23	3,27				
general are	Italy	35	131,01	3,37	5,33	3	0,149	
beneficial for the organisation and its people	Total	263		3,38				
	Czech Republic	31	104,21	3,71	6,694	3	0,082	





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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5. Inclusion	Slovakia	62	129,08	3,97			
and diversity	Latvia	135	136,05	4,11			
has a space in	Italy	35	146,17	4,20			
our society	Total	263		4,04			
6. Focus on the specific subject	Czech Republic	31	169,50	3,87			
knowledge	Slovakia	62	148,07	3,58			
should be the		135	105,06	3,02	41,508	3	0,000
main part of the	Italy	35	174,21	3,94			
teachers development	Total	263		3,38			
7. Teachers are the	Czecii Kepublic	31	154,16	4,23			
intrapreneurs	Slovakia	62	111,85	3,66			
responsible for	Latvia	135	151,14	4,20	40,843	3	0,000
the	Italy	35	74,21	3,23			
organisational development	Total	263		3,95			
8. Sharing of		31	120,77	4,29			
tasks with	Diovakia	62	89,30	3,74	20.262	2	0.000
colleagues and	Latvia	135	146,20	4,57	38,262	3	0,000
team work is preferable	Italy	35	162,83	4,69			
preferable	Total	263		4,36			
9. Stress and well-being is	Czech Republic	31	209,48	3,48			
not so relevant	Slovakia	62	127,17	1,94	41 545	2	0.000
aspect in	Latvia	135	119,09	1,82	41,545	3	0,000
teacher' s		35	121,74	1,83			
profession	Total	263		2,05			
10. Internal processes must	Czech Republic	31	125,60	4,39			
	Slovakia	62	126,57	4,34	1 1 4 1	2	0.767
be clear and	Latvia	135	135,96	4,48	1,141	3	0,767
stable	Italy	35	132,03	4,43			
	Total	263		4,43			
The next graphs	1 1 4	C	anandanta	4	•	actions (in	0/ ) C

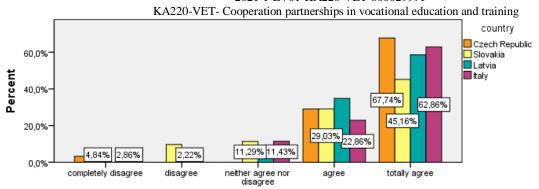
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



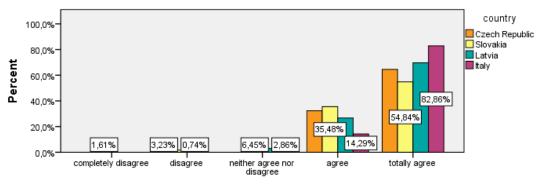


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

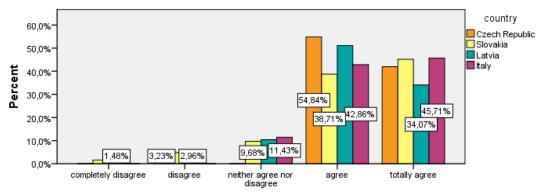
#### 2021-1-LV01-KA220-VET-000029991



# Every member of the team is valuable despite of the disagreements (Generation gaps)



### 2. People should receive a structured and constructive feedback in order to improve



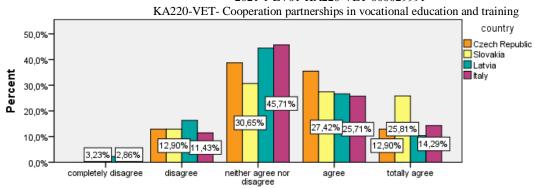
3. New methods/forms of communication and learning are needed



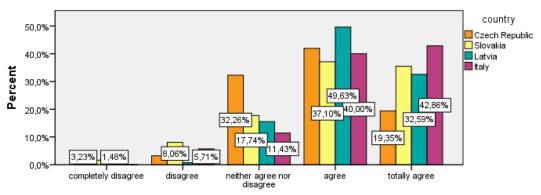


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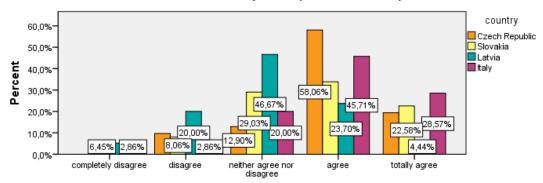
#### 2021-1-LV01-KA220-VET-000029991



# 4. Remote working style and new forms of work in general are beneficial for the organisation and its people



### 5. Inclusion and diversity has a space in our society



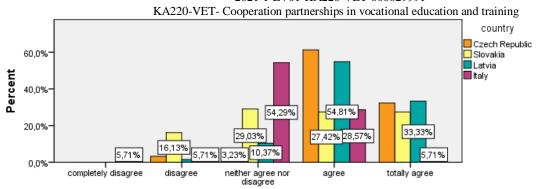
6. Focus on the specific subject knowledge should be the main part of the teachers development



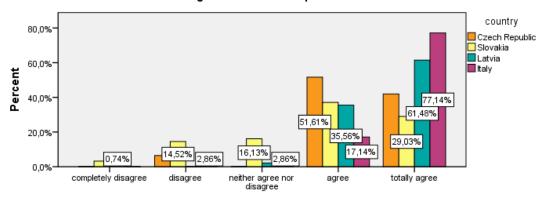


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

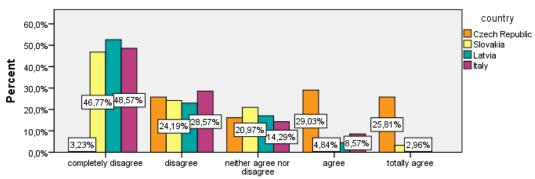
#### 2021-1-LV01-KA220-VET-000029991



#### 7. Teachers are the intrapreneurs responsible for the organisational development



### 8. Sharing of tasks with colleagues and team work is preferable

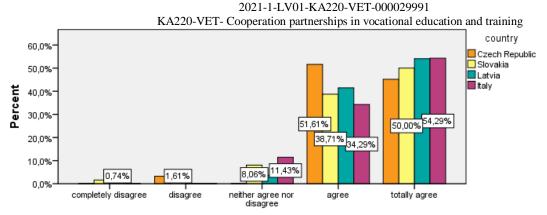


9. Stress and well-being is not so relevant aspect in teachers profession





## Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)



10. Internal processes must be clear and stable

### 2.3 Clients / sustainability and product orientation

As we can see in the table n. 8, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are 3. Students/ clients should be engaged in the training process as active members (flipped classroom), 4. Innovative methods in training are needed to deliver more, 5. Proper selection (assessment) of clients/ Students would be helpful before the training, 7. Learners know their learning styles & preferences, 10. Traditional subjects are sustainable without strong changes.

All respondents strongly agree with item 3. Students/clients should be engaged in the training process as active members (flipped classroom), but respondents from Latvia and the Czech Republic mostly.

All respondents agree to a high degree with item 4. Innovative methods in training are needed to deliver more, but most respondents from Slovakia and Italy.

Most respondents from Italy agree with item 5. Proper selection (assessment) of clients/ Students would be helpful before the training, least respondents from the Czech Republic.

Regarding item 7. Learners know their learning styles & preferences, the respondents expressed a rather neutral attitude.

Regarding item 10. Traditional subjects are sustainable without strong changes, the respondents disagreed rather neutrally. Respondents from Italy disagreed the most.





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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Table 8 Clients / sustainability and product orientation

country		N	Mean Rank	Mean	KW	df	signifikance (p)		
1. Individual	Czech Republic	31	127,11	4,48					
approach to	Slovakia	62	124,77	4,42			0.004		
clients /	Latvia	135	141,29	4,63	6,587	3	0,086		
Student is essential	Italy	35	113,31	4,37					
essential	Total	263		4,53					
2. Clients / Student	Czech Republic	31	109,26	3,81					
should be	Slovakia	62	134,15	4,06					
involved in	Latvia	135	140,53	4,16	7,255	3	0,064		
the training	Italy	35	115,41	3,91					
products creation	Total	263		4,06					
3. Student/clients should	Czech Republic	31	140,34	4,29					
be engaged in	Slovakia	62	110,76	4,03					
training	Latvia	135	142,60	4,39					
_	Italy	35	121,34	4,20		0,017			
active members (flipped classroom)	Total	263		4,27					
4. Innovative	Czech Republic	31	132,39	4,26					
methods in	Slovakia	62	146,71	4,39	1.4.055		0.002		
training are	Latvia	135	117,78	4,08	14,077	3	0,003		
needed to deliver more	Italy	35	160,44	4,54					
deliver more	Total	263		4,24					
5. Proper selection	Czech Republic	31	100,13	3,13					
(assessment)	Slovakia	62	139,81	3,73					
of clients/	Latvia	135	124,99	3,50	19,115	3	0,000		
Student would be helpful before the training	Italy	35	173,46	4,11	17,113	3	0,000		
	Total	263		3,59					
6. Project	Czech Republic	31	125,13	3,68			0.105		
based learning	Slovakia	62	149,31	3,94	6,184	3 0	0,103		
	Latvia	135	123,55	3,63					



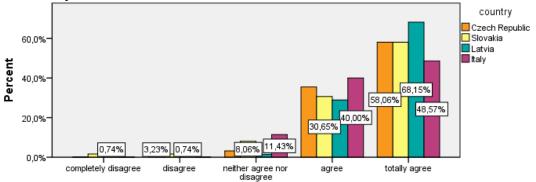


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is helping to	Italy	35	140,01	3,86	caacatron and	r truming	
deliver more	Total	263	110,01	3,74			
7	Czech Republic	31	126,68	3,00			
7. Learners know their	Slovakia	62	137,79	3,19			
learning styles	Latvia	135	141,46	3,27	14,874	3	0,002
& preferences	Italy	35	89,96	2,57			
	Total	263		3,13			
8. Trainers should	Czech Republic	31	139,90	4,26			
understand	Slovakia	62	138,80	4,18			
clearly the	Latvia	135	121,67	4,11	6,97	3	0,073
learning styles	Italy	35	152,79	4,40			
of their clients	Total	263		4,18			
9. Focus on	Czech Republic	31	137,23	4,32			
quality is the	Slovakia	62	125,00	4,15			0
essence of	Latvia	135	135,87	4,31	1,587	3	0,662
training	Italy	35	124,86	4,20			
organisation	Total	263		4,26			
10. Traditional	Czech Republic	31	141,34	2,90			
subjects are	Slovakia	62	111,35	2,48			
sustainable	Latvia	135	150,08	3,01	24,829	3	0,000
without strong	Italy	35	90,57	2,14			
changes	Total	263		2,76			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



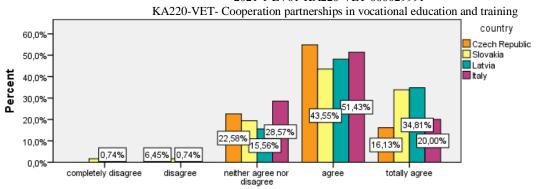
1. Individual approach to clients / Student is essential



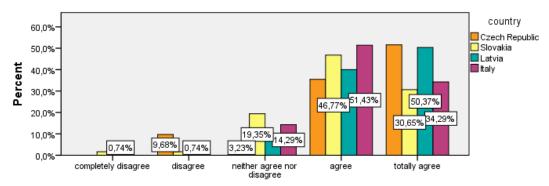


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

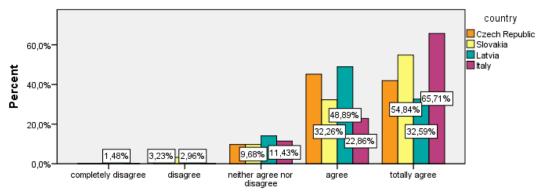
#### 2021-1-LV01-KA220-VET-000029991



### 2. Clients / Student should be involved in the training products creation



# 3. Student/ clients should be engaged in training process as active members (flipped classroom)



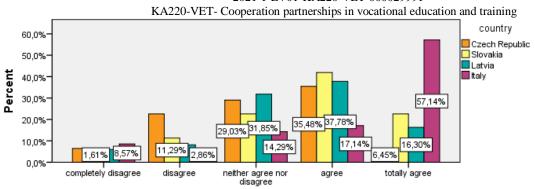
4. Innovative methods in training are needed to deliver more



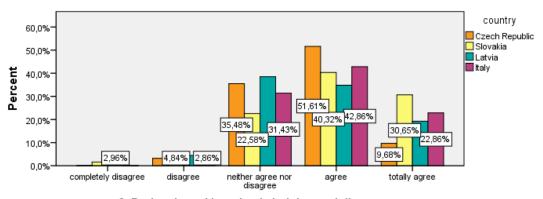


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

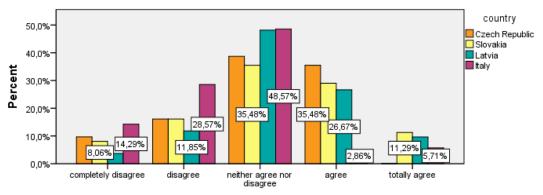
#### 2021-1-LV01-KA220-VET-000029991



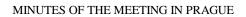
# 5. Proper selection (assessment) of clients/ Student would be helpful before the training



#### 6. Project based learning is helping to deliver more



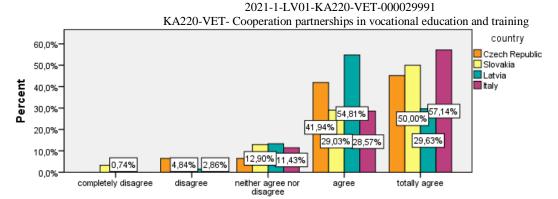
7. Learners know their learning styles & preferences



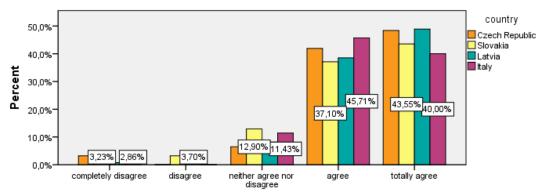




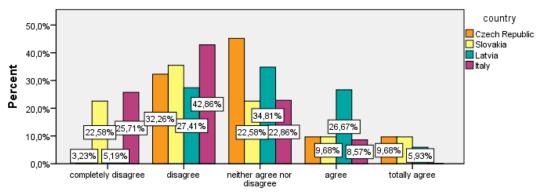
# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)



### 8. Trainers should understand clearly the learning styles of their clients



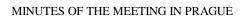
#### 9. Focus on quality is the essence of training organisation



10. Traditional subjects are sustainable without strong changes

### 2.4 Digital transformation, global context and value creation

As we can see in the table n. 9, there are significant differences in variables related to organizational self-awareness, strategy, and development. Specifically, the variables are: 2. Modern technology is used on its maximum during the training, 4. Responsible consumption and spendings is normal in the training organization, 5. Foreign language is not the barrier for our trainers to go for







# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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KA220-VET- Cooperation partnerships in vocational education and training international training abroad, 6. Technical equipment in the training organizations is sufficient, 7. Global awareness is included in everyday life of the training organization, 9. Sustainability and environmental aspects are part of everyday life of a training organization.

Regarding item 2. Modern technology is used at its maximum during the training, the respondents expressed a rather neutral attitude, respondents from the Czech Republic were more likely to agree, while respondents from Italy, on the contrary, disagreed.

Regarding item 4. Responsible consumption and spendings is normal in the training organization, respondents from Latvia expressed an agreeable opinion, while respondents from Slovakia and Italy expressed a rather neutral opinion.

Regarding item 5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad, the respondents expressed a rather neutral opinion (the attitude of respondents from the Czech Republic was closer to moderate disagreement, the attitude of respondents from Slovakia to moderate agreement).

Regarding item 7. Global awareness is included in everyday life of the training organization, respondents from the Czech Republic expressed the most agreeable opinion, other respondents also agreed, but to a somewhat lower degree.

Regarding item 9. Sustainability and environmental aspects are part of everyday life of training organizations, respondents from Latvia and the Czech Republic expressed the most agreeable opinion, respondents from Slovakia and Italy also agreed, but to a slightly lower extent.

Table 9 Comparison - Digital transformation, global context and value creation

							signifikance
country		N	Mean Rank	Mean	KW	df	(p)
1. Teachers are	Czech Republic	31	143,94	3,39			
digitally ready	Slovakia	62	116,81	3,03			
after COVID-	Latvia	135	136,69	3,34	4,255	3	0,235
19 pandemics	Italy	35	130,24	3,26	5		
	Total	263		3,26			
	Czech Republic	31	153,90	3,45	12,492	3	3 0,006
technology is	Slovakia	62	121,46	2,97	, -		



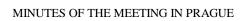


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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KA220-VET- Cooperation partnerships in vocational education and training

	KA220-VET- Cooper				on and trainin	g	
	Latvia	135	140,03	3,26			
maximum during the	Italy	35	100,30	2,71			
during the training	Total	263		3,14			
3. There are	Czech Republic	31	138,40	3,13			
existing the	Slovakia	62	115,88	2,77	4 2 4 4		0.005
quality	Latvia	135	137,92	3,11	4,244	3	0,236
standards of the online teaching	Italy	35	132,06	2,97			
offine teaching	Total	263		3,02			
4. Responsible consumption	Czech Republic	31	135,58	3,74			
and spendings	Slovakia	62	100,24	3,21	40.001		0.000
is normal in the	Latvia	135	156,60	4,06	40,391	3	0,000
training	Italy	35	90,20	3,26			
organisation	Total	263		3,71			
5. Foreign language isn't	Czech Republic	31	107,50	2,39			
the barrier for	Slovakia	62	152,83	3,15			
our trainers to	Latvia	135	128,31	2,72	0.62	2	0.025
go for the	Italy	35	131,03	2,77	8,62	3	0,035
international trainings abroad	Total	263		2,79			
6. Technical	Czech Republic	31	156,06	3,29			
equipment in	Slovakia	62	114,30	2,56			
the training	Latvia	135	128,80	2,81	10,293	3	0,016
organisations is sufficient	Italy	35	154,37	3,20			
sufficient	Total	263		2,86			
7. Global awareness in	Czech Republic	31	169,44	3,81			
included in	Slovakia	62	132,72	3,35			
everyday life of	Latvia	135	124,57	3,27	10,021	3	0,018
the training	Italy	35	126,24	3,29			
organisation	Total	263		3,35			
8. Digital	Czech Republic	31	146,77	3,32			
classes are	Slovakia	62	118,04	2,89			
organised and	Latvia	135	133,36	3,13	3,893	3	0,273
interactive for	Italy	35	138,39	3,26			
everyone	Total	263		3,11			







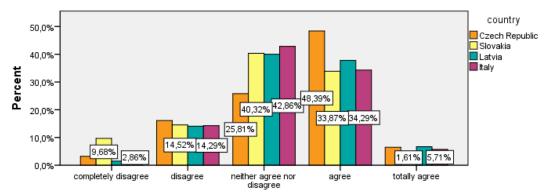
# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

2021-1-LV01-KA220-VET-000029991

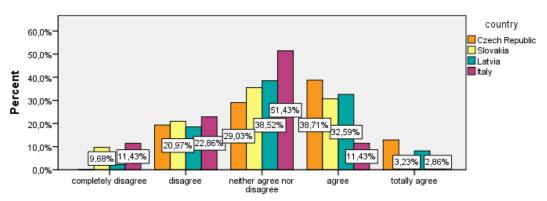
KA220-VET-	Cooperation	partnerships	s in vo	ocational	education	and training

9. Sustainability	Czech Republic	31	144,06	3,68			
and	Slovakia	62	113,36	3,32			
environmental	Latvia	135	145,43	3,73	15,687	3	0,001
aspects are part	Italy	35	102,53	3,26	13,087	3	0,001
of everyday life of training organisation	Total	263		3,57			
10. Training	Czech Republic	31	116,69	3,45			
organisation	Slovakia	62	138,01	3,71			
should be the	Latvia	135	129,82	3,64	2,812	3	0,422
innovator in the digital world	Italy	35	143,31	3,86			
uigitai worid	Total	263		3,67			

The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



1. Teachers are digitally ready after COVID-19 pandemics



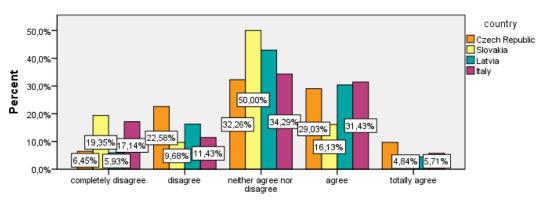
2. Modern technology is used on its maximum during the training



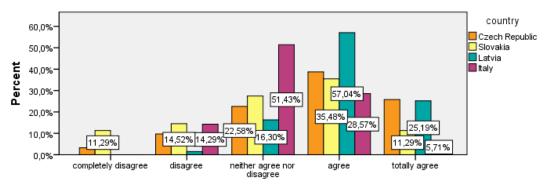


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

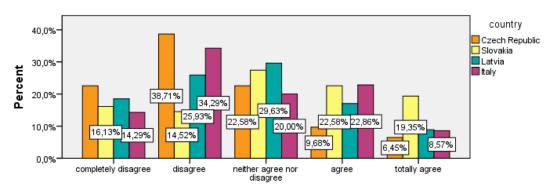
#### 2021-1-LV01-KA220-VET-000029991 KA220-VET- Cooperation partnerships in vocational education and training



#### 3. There are existing the quality standards of the online teaching



4. Responsible consumption and spendings is normal in the training organisation



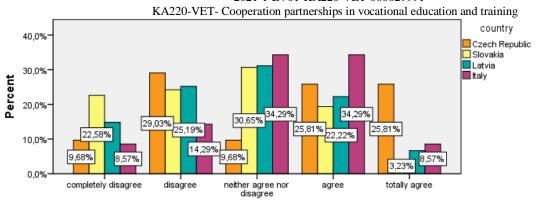
Foreign language isn't the barrier for our trainers to go for the international trainings abroad



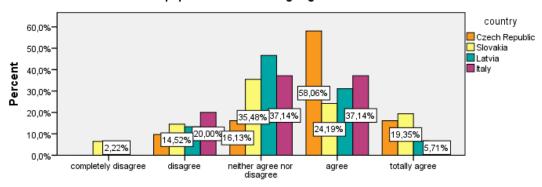


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

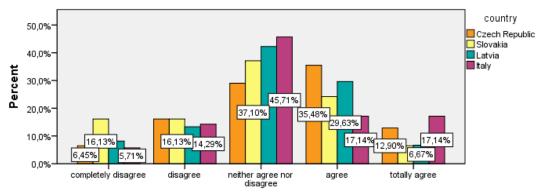
#### 2021-1-LV01-KA220-VET-000029991



#### 6. Technical equipment in the training organisations is sufficient



## 7. Global awareness in included in everyday life of the training organisation



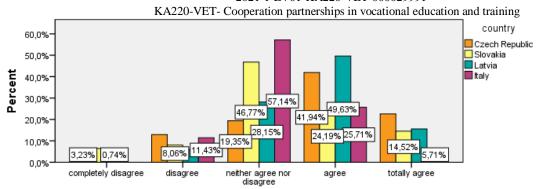
8. Digital classes are organised and interactive for everyone



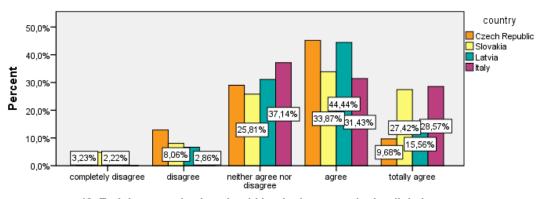


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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9. Sustainability and environmental aspects are part of everyday life of training organisation



10. Training organisation should be the innovator in the digital ...





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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#### 3 COMPARATIVE ANALYSIS BY JOB POSITION

In the table, we can see the research sample divided by reported job positions. The most frequent respondents were managers (46 %) and teachers (43 %). There were slightly fewer respondents of administration and technical employees and students.

Table 10 Research Set - Countries

		Frequency	Percent
Valid	Management (principals,	122	45,9
	headmasters,)		
	Teacher/trainer/academics	114	42,9
	Administration and technical	19	7,1
	employees		
	Students	9	3,4
	Total	264	99,2
Missing	System	2	,8
Total		266	100,0

#### 3.1 Organizational self-awareness, strategy and development

As we can see in table 11, statistically significant differences between teachers and managers are in variables 1 (Sustainable goals are integrated in the common strategy), 6 (Directive and traditional leadership is important to keep the management to be operative) and 7 (Everyone should understand the organisational vision).

For variable 1, respondents in a managerial position showed higher agreement; for variable 6 respondents as a teacher showed higher agreement and for variable 7 respondents in managerial position showed higher agreement.

Differences in other variables are shown in table 11, apart from those mentioned above, they are not statistically significant.





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

#### 2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training

Country	4	KA220-VE1				tional educatio		_::c:
1. Sustainable goals   are integrated in the common strategy   2. Static finances (governmental budget) is enough for educational organisations as schools   3. Change and transformation are appreciated in the organisation   4. Strategy should be communicated sound and well   Teachers   114   124,98   2,34	country		IN		Mean	U	Z	_
goals   are integrated in the common strategy								(p)
Integrated in the common strategy   Teachers   Teachers   114   109,4   3,92			122	127,0	4,20			
Common strategy   Cachers   Cacher		Managment				5917,0	-2,116	0,034
2. Static finances (governmental budget) is enough for educational organisations as schools   Teachers   Tea	_		114	109,4	3,92			
Governmental budget) is enough for educational organisations as schools   Teachers   T	common strategy	Teachers						
Governmental budget) is enough for educational organisations as schools   Teachers   T	2. Static finances		121	111,43	2,12			
Dudget) is enough for educational organisations as schools   Teachers   Tea	(governmental	Managment						
Teachers	budget) is enough		114	124.00	2.24	6101.5	-1,589	0,112
Teachers   Schools   Sch		m 1	114	124,98	2,34	Í	,	,
Schools   Change and transformation are appreciated in the organisation	organisations as	Teachers						
3. Change and transformation are appreciated in the organisation   4. Strategy should be communicated sound and well   Teachers   114   119,51   3,65   4,32   6627,5   -0,685   0,494	_							
transformation are appreciated in the organisation			122	117 56	3 62			
are appreciated in the organisation         Teachers         114         119,51         3,65         6627,5         -0,685         0,494           4. Strategy should be communicated sound and well         Managment         122         115,82         4,32         6627,5         -0,685         0,494           5. Strong external networking has the impact on the organisation         Managment         122         119,99         4,11         6772,5         -0,371         0,711           6. Directive and traditional leadership is important to keep the management to be operative         Managment         114         130,74         3,03         5559,0         -2,738         0,006           7. Everyone should understand the organisational vision         Managment         122         128,0         4,62         5794,5         -2,554         0,011           8. Lifelong learning should be the essential part of everyone in training organisation         Managment         122         113,85         4,45         4,55         6386,5         -1,254         0,210           9. Organisational aspect is very         Managment         122         123,48         4,64         6346,5         -1,369         0,171		Managment	122	117,50	3,02	6839.0	-0.234	0.815
Teachers   122   115,82   4,32   6627,5   -0,685   0,494		Widnagment	114	110.51	2.65	- 0037,0	0,234	0,013
A. Strategy should be communicated sound and well		Tr1	114	119,31	3,03			
Decommunicated sound and well		Teachers	100	115.00	4.20			
Sound and well		3.6	122	115,82	4,32	6607.5	0.505	0.404
Teachers		Managment	444	101.01	4.0.7	6627,5	-0,685	0,494
5. Strong external networking has the impact on the organisation         Managment         122         119,99         4,11         6772,5         -0,371         0,711           6. Directive and traditional leadership is important to keep the management to be operative         122         107,07         2,53         5559,0         -2,738         0,006           7. Everyone should understand the organisational vision         Managment         122         128,0         4,62         5794,5         -2,554         0,011           8. Lifelong learning should be the essential part of everyone in training organisation         Managment         122         113,85         4,45         6386,5         -1,254         0,210           9. Organisational aspect is very         Managment         122         123,48         4,64         6346,5         -1,369         0,171	sound and well		114	121,36	4,35			
networking has the impact on the organisation  6. Directive and traditional leadership is important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Managment  Managment  114 116,91 4,05  107,07 2,53  5559,0 -2,738  0,006  114 130,74 3,03  Teachers  114 130,74 3,03  122 128,0 4,62  5794,5 -2,554  0,011  0,711  0,711  0,711  0,711  14 130,74 3,03  15 559,0 -2,738  0,006  114 108,33 4,37  114 108,33 4,37  114 123,48 4,55  6386,5 -1,254  0,210		Teachers						
the impact on the organisation  Teachers  Teachers  114 116,91 4,05  Teachers  122 107,07 2,53  Teachers  Teachers  Teachers  Teachers  Teachers  Teachers  114 116,91 4,05  Teachers  Tea			122	119,99	4,11			
organisation  6. Directive and traditional leadership is important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Managment  Teachers  122 107,07 2,53  5559,0 -2,738  0,006  130,74 3,03  Teachers  114 130,74 3,03  Teachers  112 128,0 4,62  5794,5 -2,554  0,011  114 108,33 4,37  Teachers  6386,5 -1,254  0,210	networking has	Managment				6772,5	-0,371	0,711
6. Directive and traditional leadership is important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very Managment    122   107,07   2,53     5559,0   -2,738   0,006     114   130,74   3,03     3,03	the impact on the		114	116,91	4,05			
traditional leadership is important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Managment  Managment  114 130,74 3,03  122 128,0 4,62  5794,5 -2,554  0,011  130,74 3,03  122 128,0 4,62  5794,5 -2,554  0,011  14 123,48 4,55  6386,5 -1,254  0,210  6346,5 -1,369  0,171	organisation	Teachers						
traditional leadership is important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Managment  Managment  114 130,74 3,03  122 128,0 4,62  5794,5 -2,554  0,011  130,74 3,03  122 128,0 4,62  5794,5 -2,554  0,011  14 123,48 4,55  6386,5 -1,254  0,210  6346,5 -1,369  0,171	6. Directive and		122	107,07	2,53			
leadership is important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Teachers  114 130,74 3,03  122 128,0 4,62  5794,5 -2,554  0,011  134 108,33 4,37  Teachers  145 123,48 4,55  6386,5 -1,254  0,210	traditional	Managment				5559,0	-2,738	0,006
important to keep the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Teachers  Teachers  122 128,0 4,62 5794,5 -2,554 0,011  114 108,33 4,37  Teachers  122 113,85 4,45  Teachers  6386,5 -1,254 0,210  6386,5 -1,254 0,210	leadership is		114	130.74	3.03			
the management to be operative  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Management  122 128,0 4,62 5794,5 -2,554  114 108,33 4,37  Teachers  112 113,85 4,45  6386,5 -1,254  0,210  0,210	-	Teachers		100,7	,,,,			
to be operative 7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very Managment  Teachers  122 128,0 4,62 5794,5 -2,554  Managment  114 108,33 4,37  Teachers  122 113,85 4,45  6386,5 -1,254  0,210  0,210	_	100011015						
7.         Everyone should understand the organisational vision         Managment         122         128,0         4,62         5794,5         -2,554         0,011           8.         Lifelong learning should be the essential part of everyone in training organisation         Managment         122         113,85         4,45         6386,5         -1,254         0,210           9.         Organisational aspect is very         Managment         122         123,48         4,64         6346,5         -1,369         0,171								
should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Managment  114 108,33 4,37  Teachers  122 113,85 4,45  Managment  123,48 4,55  6386,5  -1,254  0,011  6386,5  -1,254  0,210  6346,5  -1,369  0,171			122	128.0	4.62			
the organisational vision  Teachers  114 108,33 4,37  Teachers  Lifelong learning should be the essential part of everyone in training organisation  Corporation aspect is very  Managment  114 108,33 4,37  Teachers  122 113,85 4,45  6386,5 -1,254  O,210	3	Managment	122	120,0	1,02	5794 5	-2.554	0.011
Vision  Teachers  8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Teachers  122 113,85 4,45 6386,5 -1,254 0,210		Triuliugiliciit	114	109 22	1 27		2,337	0,011
8. Lifelong learning should be the essential part of everyone in training organisation  9. Organisational aspect is very Managment  122 113,85 4,45 6386,5 -1,254 0,210		Taaahara	114	100,33	4,37			
learning should be the essential part of everyone in training organisation  9. Organisational aspect is very  Managment  114  123,48  4,55  6386,5  -1,254  0,210  0,210  6346,5  -1,369  0,171		reachers	122	112.05	1 15			
the essential part of everyone in training organisation  9. Organisational aspect is very Managment  114 123,48 4,55 6386,5 -1,254 0,210 0		14	122	113,83	4,45			
of everyone in training organisation  9. Organisational aspect is very Managment  114   123,48   4,55	_	Managment				6206.5	1.054	0.210
training organisation  9. Organisational aspect is very Managment  Teachers  122 123,48 4,64 6346,5 -1,369 0,171	-		114	123.48	4.55	6386,5	-1,254	0,210
organisation  9. Organisational aspect is very Managment  122 123,48 4,64 6346,5 -1,369 0,171	•	Teachers	111	123,13	1,00			
9. Organisational aspect is very         Managment         122         123,48         4,64         6346,5         -1,369         0,171	_	1 cucifors						
aspect is very Managment 6346,5 -1,369 0,171								
			122	123,48	4,64			
114   113,17   4,49	aspect is very	Managment				6346,5	-1,369	0,171
			114	113,17	4,49			





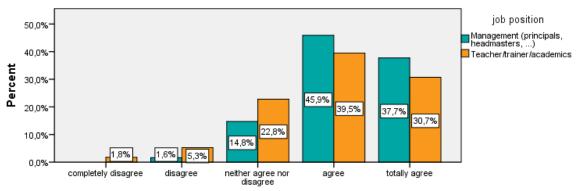
# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

2021-1-LV01-KA220-VET-000029991

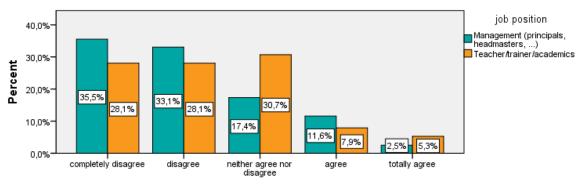
KA220-VET-	Cooperation	n partnership	s in vo	ocational	education	and training

important part of	Teachers					_	
the organisation							
10. Culture of		122	120,85	4,34			
excellence should	Managment				6667,0	-0,598	0,550
be expected in		114	115,98	4,26			
every	Teachers						
organisation							

The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



#### 1.Sustainable goals are integrated in the common strategy



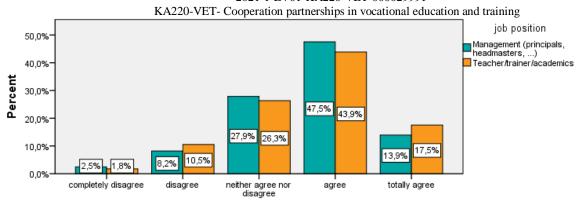
2. Static finances (governmental budget) is enough for educational organisations as schools



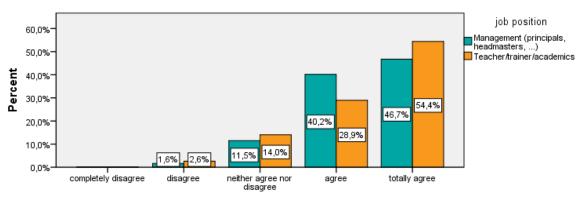


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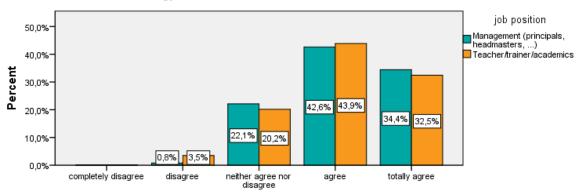
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#### 3. Change and transformation are appreciated in the organisation



#### 4. Strategy should be communicated sound and well



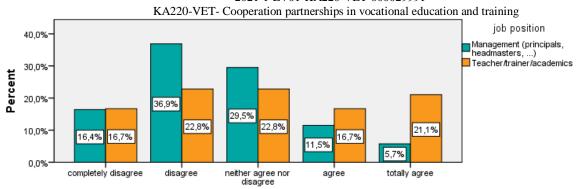
5. Strong external networking has the impact on the organisation



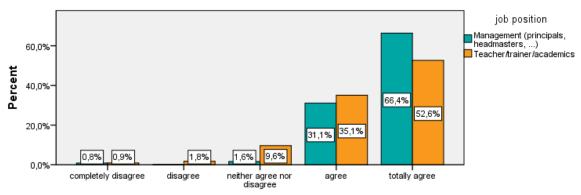


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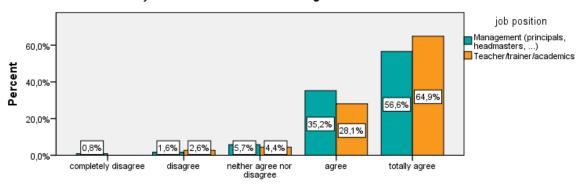
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### 6. Directive and traditional leadership is important to keep the management to be operative



#### 7. Everyone should understand the organisational vision

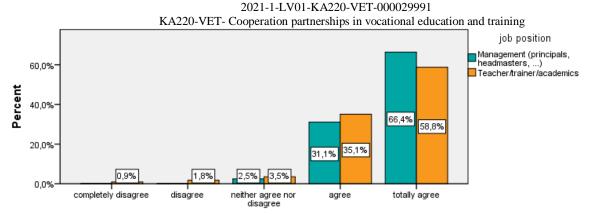


8. Lifelong learning should be the essential part of everyone in training organisation

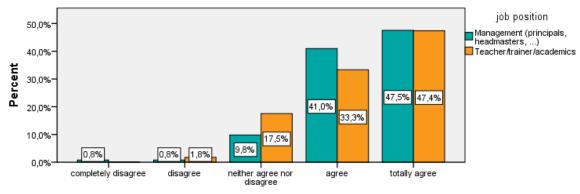




# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)



9. Organisational aspect is very important part of the organisation



10. Culture of excellence should be expected in every organisation

#### 3.2 Learning, communication and cooperation / Organization and its people

Table 12 shows the differences between managers and teachers in another area. Statistically significant differences are in variables 6 (Focus on the specific subject knowledge should be the main part of the teachers development), 7 (Teachers are the intrapreneurs responsible for the organisational development) and 8 (Sharing of tasks with colleagues and team work is preferable).

For variable 6 teachers declared more agreement than managers; for variable 7; for variable 7 teachers showed greater agreement, and for variable 8 respondents in managerial positions showed greater agreement.

Differences in other variables are shown in table 12, apart from those mentioned above, they are not statistically significant.





#### Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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KA220-VET- Cooperation partnerships in vocational education and training Table 12 The differences between managers and teachers in another area

country		N	Mean	Mean	U	Z	significance
1		122	Rank	4 4 4			(p)
1. Every member	Management	122	119,57	4,44			
of the team is valuable despite	Managment	111	117.25	4.22	6823,0	0.202	0,778
valuable despite of the	Teachers	114	117,35	4,33	0823,0	-0,282	0,778
disagreements	Teachers						
(Generation gaps)							
2. People should		122	123,76	4,68			
receive a	Managment	122	123,70	4,00			
structured and	Wianaginent				6312,0	-1,494	0,135
constructive		114	112,87	4,54	0312,0	-1,77	0,133
feedback in order	Teachers						
to improve							
3. New		122	120,77	4,25			
methods/forms of	Managment		,	1,==			
communication		114	116,07	4,20	6677,5	-0,578	0,564
and learning are	Teachers	11.	110,07	.,20		,	,
needed							
4. Remote		122	114,29	3,33			
working style and	Managment						
new forms of		114	123,01	3,43	6440,0	-1,034	0,301
work in general	Teachers						
are beneficial for							
the organisation							
and its people							
5. Inclusion and		122	120,72	4,10			
diversity has a	Managment						
space in our		114	116,13	4,02	6683,5	-0,555	0,579
society	Teachers						
6. Focus on the		122	100,71	3,08			
specific subject	Managment						
knowledge should		114	137,54	3,61	4783,5	-4,333	0,000
be the main part	Teachers						
of the teachers							
development							
7. Teachers are		122	132,03	4,11			
the intrapreneurs	Managment				<b>7202</b> 0	0.050	
responsible for		114	104,02	3,57	5303,0	-3,362	0,001
the organisational	Teachers						
development							



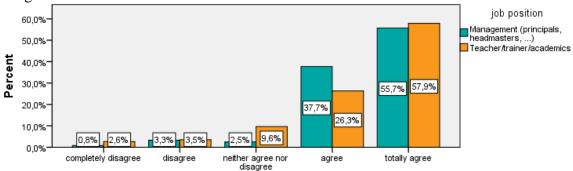


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

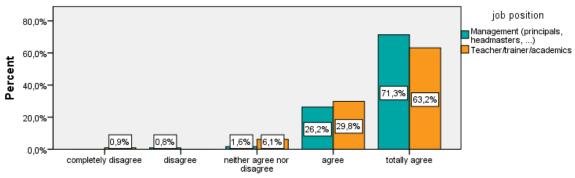
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KA220-VET- Cooperation partnerships in vocational education and training

	KAZZU-VET	- Cooperai	non parmers	mps m vocau	ionai educatior	rand tranning	
8. Sharing of tasks		122	130,96	4,56			
with colleagues	Managment						
and team work is		114	105,17	4,18	5434,0	-3,245	0,001
preferable	Teachers	117	103,17	7,10			
9. Stress and well-		122	120,08	2,01			
being is not so	Managment						
relevant aspect in		114	116,81	2,03	6761,5	-0,392	0,695
teacher's	Teachers						
profession							
10. Internal		122	122,21	4,50			
processes must be	Managment				6501,5	-0,974	0,330
clear and stable		114	114,53	4,39			
	Teachers						

The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



Every member of the team is valuable despite of the disagreements (Generation gaps)



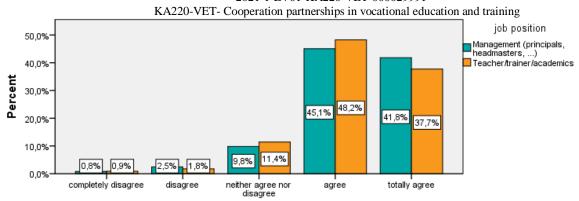
2. People should receive a structured and constructive feedback in order to improve



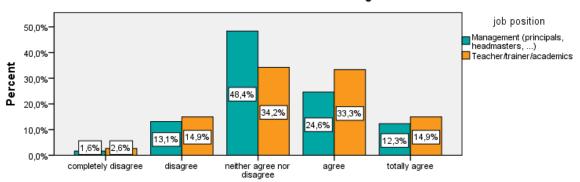


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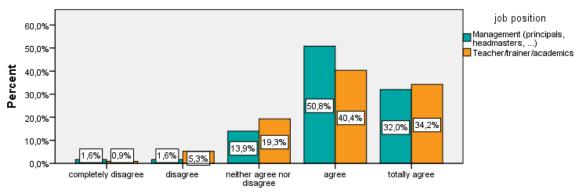
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#### 3. New methods/forms of communication and learning are needed



# 4. Remote working style and new forms of work in general are beneficial for the organisation and its people



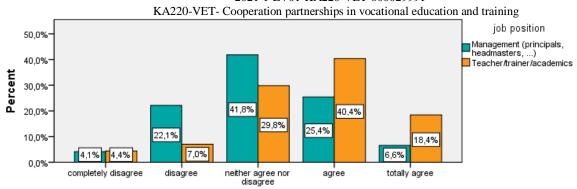
5. Inclusion and diversity has a space in our society



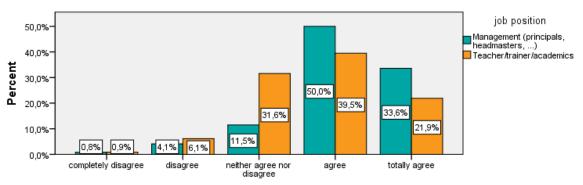


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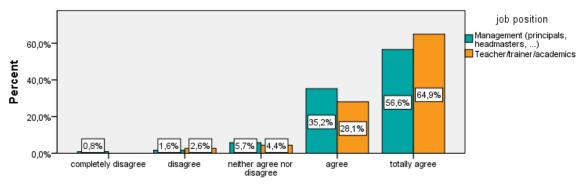
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## 6. Focus on the specific subject knowledge should be the main part of the teachers development



# 7. Teachers are the intrapreneurs responsible for the organisational development



8. Lifelong learning should be the essential part of everyone in training organisation



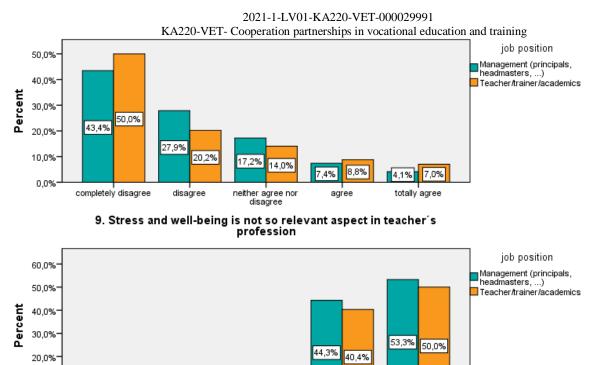
10,0%

0.0%

#### MINUTES OF THE MEETING IN PRAGUE



#### Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)



neither agree nor 10. Internal processes must be clear and stable

#### 3.3 Clients / sustainability and product orientation

disagree

0,8%

0,9%

completely disagree

Table 13 shows the differences between managers and teachers in area of client and sustainability and product orientation. Statistically significant differences are in variables 1 (Individual approach to clients / Student is essential) and 5 (Proper selection (assessment) of clients/ Student would be helpful before the training).

agree

totally agree

For variable 1 respondents in managerial positions showed greater agreement and for variable 5 teachers showed greater agreement.

Differences in other variables are shown in table 13, apart from those mentioned above, they are not statistically significant.

Table 13 The differences between managers and teachers in area of client and sustainability and product orientation

country	N	Mean	Mean	U	Z	significance
		Rank				(p)





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

#### 2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training

	KA220-VET	- Coopera	tion partners	hips in voca	tional education	n and training	
1. Individual		122	131,75	4,69			
approach to	Managment				5337,0	-3,633	0,000
clients / Student is	- C	114	104,32	4,42		,	
essential	Teachers		10.,02	.,			
2. Clients /	Touchers	122	124,37	4,12			
Student should be	Managment	122	121,37	1,12			
involved in the	Widnagment				6238,0	-1,485	0,137
training products		114	112,22	4,00	0236,0	-1,403	0,137
creation	Teachers						
		100	124.42	4.22			
3. Student/ clients	3.6	122	124,43	4,33	6220.0	1.510	0.120
should be	Managment				6230,0	-1,512	0,130
engaged in							
training process	Teachers	114	112,15	4,20			
as active members							
(flipped							
classroom)							
4. Innovative		122	118,27	4,21			
methods in	Managment						
training are		114	118,75	4,25	6926,0	-0,058	0,954
needed to deliver	Teachers						
more							
5. Proper		122	106,70	3,36			
selection	Managment						
(assessment) of		114	131,13		5514,5	-2,858	0,004
clients/ Student	Teachers		,	3,78			
would be helpful	100011015			2,,,			
before the training							
6. Project based		122	116,77	3,71			
learning is	Managment		110,77	0,7.1	6734,5	-0,427	0,669
helping to deliver	Tranagment	114	120,35	3,77	- 0751,5	0,127	0,000
more	Teachers	117	120,33	3,77			
7. Learners know	Teachers	122	119,88	3 16			
their learning	Managment	144	117,00	3,10	6785,5	-0,340	0,734
	ivianaginent	114	117.00	2 1 1	0705,5	-0,540	0,734
•	Tr1-	114	117,02	3,11			
preferences	Teachers	100	114.20	4 1 4			
8. Trainers should	3.6	122	114,30	4,14			
understand	Managment				6441.7	1.050	0.000
clearly the		114	123,00	4,23	6441,5	-1,060	0,289
learning styles of	Teachers	111	123,00	1,23			
their clients	1 cachers						
9. Focus on		122	124,84	4,32			
quality is the	Managment						
essence of		114	111,71	4,19	6180,0	-1,613	0,107





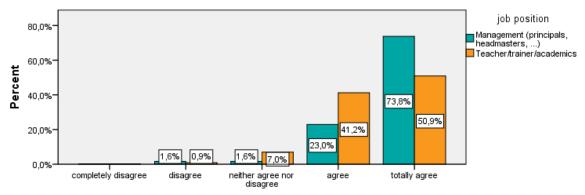
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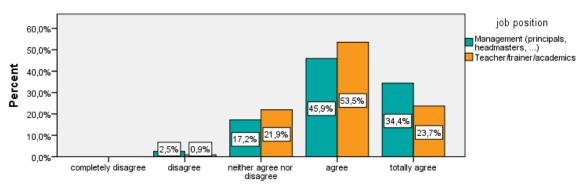
KA220-VET-	Cooperation	n partnership	s in vo	ocational	education	and training

training	Teachers						
organisation							
10. Traditional		122	120,95	2,76			
subjects are	Managment						
sustainable		114	115,88	2,72	6655,5	-0,592	0,554
without strong	Teachers						
changes							

The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



1. Individual approach to clients / Student is essential



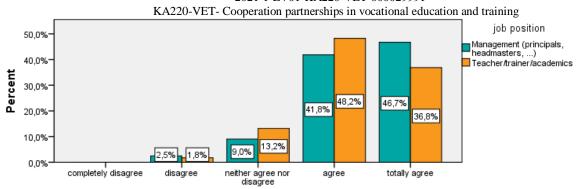
2. Clients / Student should be involved in the training products creation



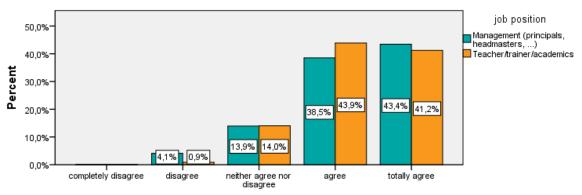


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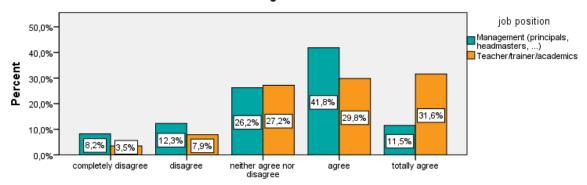
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# 3. Student/ clients should be engaged in training process as active members (flipped classroom)



#### 4. Innovative methods in training are needed to deliver more



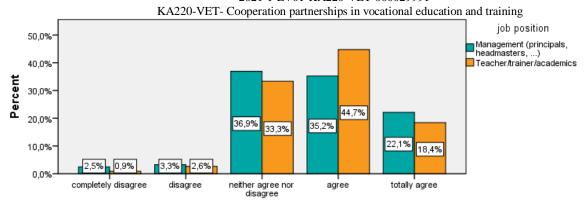
5. Proper selection (assessment) of clients/ Student would be helpful before the training



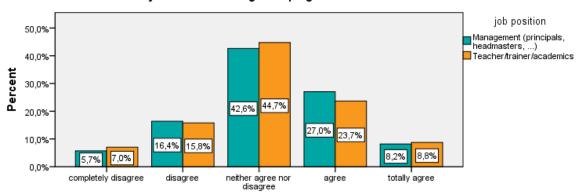


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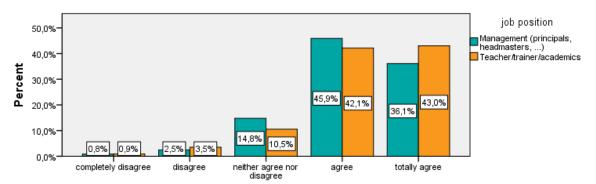
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#### 6. Project based learning is helping to deliver more



#### 7. Learners know their learning styles & preferences

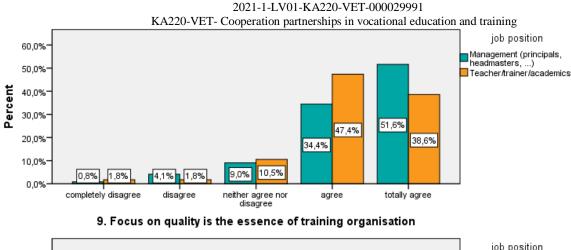


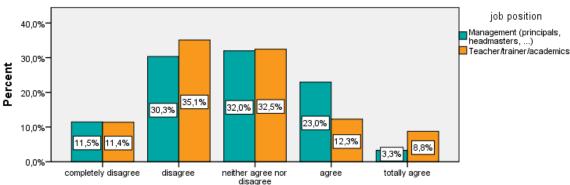
8. Trainers should understand clearly the learning styles of their clients





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)





10. Traditional subjects are sustainable without strong changes

#### 3.4 Digital transformation, global context and value creation

Table 14 shows the differences between managers and teachers in area of digital transormation, global kontext and value creation. Statistically significant differences are in variables 4 (Responsible consumption and spendings is normal in the training organisation), in variable 6 (Technical equipment in the training organisations is sufficient) and variable 9 (Sustainability and environmental aspects are part of everyday life of training organisation).

For variable 4 respondents in managerial position showed greater agreement, for variable 6 teachers showed greater agreement and for variable 9 respondents in managerial position showed greater agreement.

Differences in other variables are shown in table 14, apart from those mentioned above, they are not statistically significant.





# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

#### 2021-1-LV01-KA220-VET-000029991

KA220-VET- Cooperation partnerships in vocational education and training Table 14 The differences between managers and teachers in area of digital transormation, global kontext and value creation

country		N	Mean Rank	Mean	U	Z	significance (p)
1. Teachers are digitally ready	Managment	122	117,72	3,26	6859,0	-0,193	0,847
after COVID-19 pandemics	Teachers	114	119,33	3,26		,	,
2. Modern technology is	Managment	122	120,06	3,21			
used on its maximum during the training	Teachers	114	116,83	3,13	6764,0	-0,381	0,703
3. There are existing the	Managment	122	123,52	3,06			
quality standards of the online teaching	Teachers	114	113,13	2,89	6341,5	-1,229	0,219
4. Responsible consumption and	Managment	122	136,41	3,97			
spendings is normal in the training organisation	Teachers	114	99,34	3,40	4769,5	-4,427	0,000
5. Foreign language isn't the	Managment	122	112,87	2,61			
barrier for our trainers to go for the international trainings abroad	Teachers	114	124,52	2,82	6267,5	-1,346	0,178
6. Technical equipment in the	Managment	122	110,08	2,75			
training organisations is sufficient	Teachers	114	127,51	3,04	5926,5	-2,018	0,044
7. Global awareness in	Managment	122	111,35	3,23			
included in everyday life of the training organisation	Teachers	114	126,15	3,40	6082,0	-1,763	0,078
8. Digital classes are organised and	Managment	122	113,49	3,09			



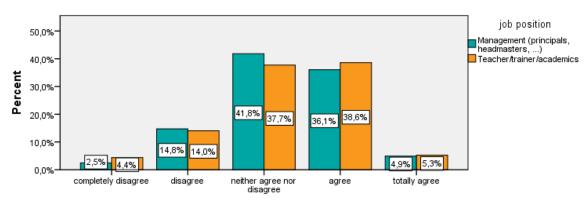


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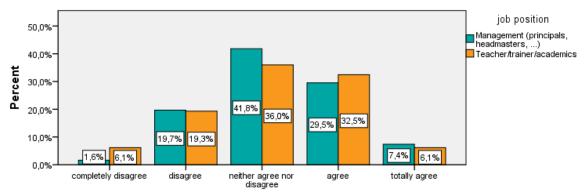
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KA220-VET- Cooperation partnerships in vocational education and training interactive for 114 123,86 3,23 6343,0 -1,2240,221 everyone Teachers 9. Sustainability 122 126,64 3,70 and Managment environmental 5960,5 -2,010 0,044 114 109,79 3,46 aspects are part of **Teachers** everyday life of training organisation 10. **Training** 122 111,95 3,55 organisation Managment should 3,76 0,108 the 114 125,50 6155,5 -1,608 innovator in the **Teachers** digital world

The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



#### 1. Teachers are digitally ready after COVID-19 pandemics



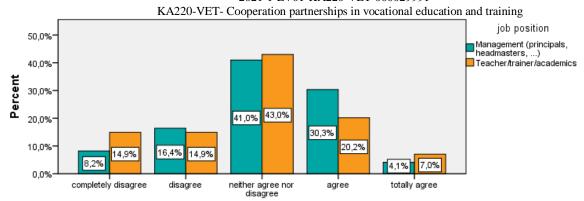
2. Modern technology is used on its maximum during the training



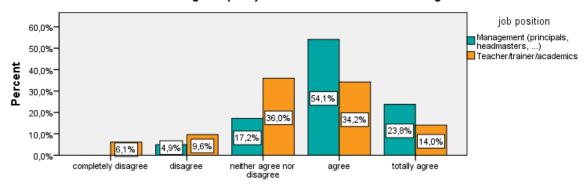


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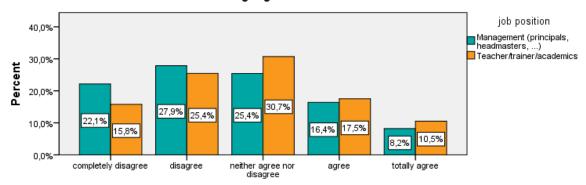
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#### 3. There are existing the quality standards of the online teaching



## 4. Responsible consumption and spendings is normal in the training organisation



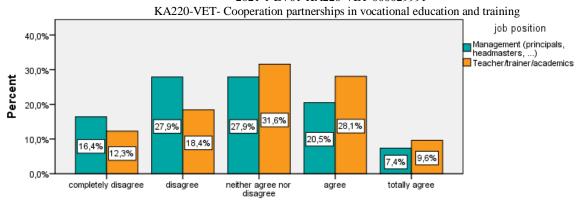
5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad



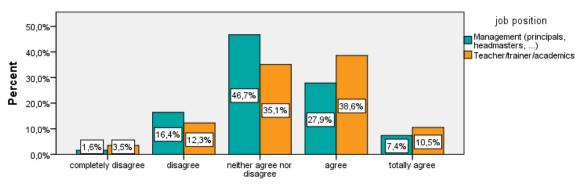


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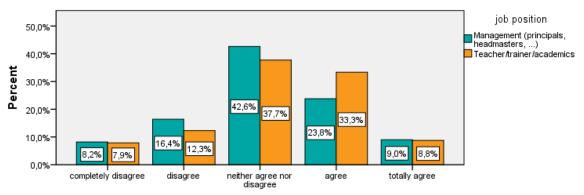
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#### 6. Technical equipment in the training organisations is sufficient



# 7. Global awareness in included in everyday life of the training organisation



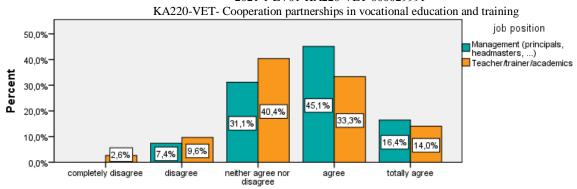
8. Digital classes are organised and interactive for everyone



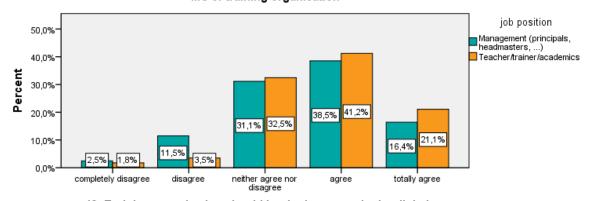


# Promoting knowledge-sharing culture in Learning Organisation (KNOWLO)

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# 9. Sustainability and environmental aspects are part of everyday life of training organisation



10. Training organisation should be the innovator in the digital  $\dots$