



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.



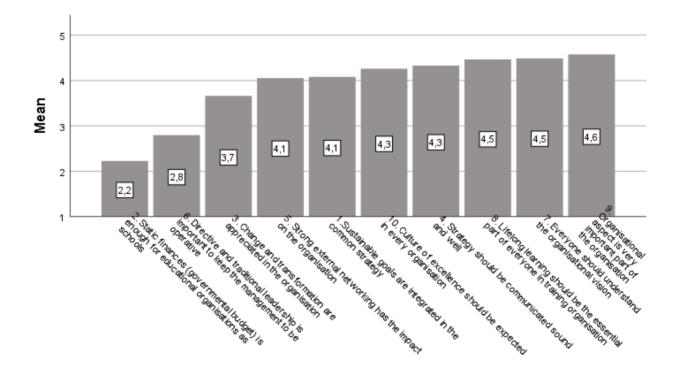
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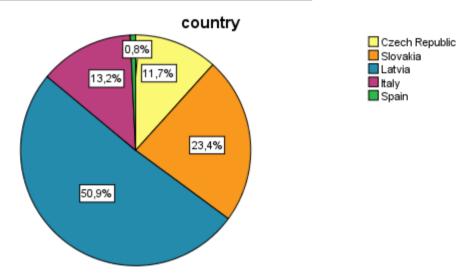
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#### 1 FREQUENCY ANALYSIS

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	

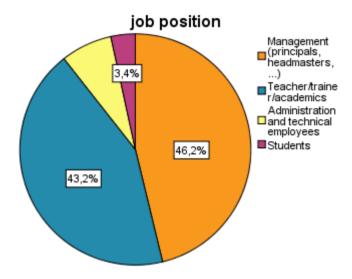


The following table and pie chart shows the research set by job position. 2 respondents are missing as they did not provide any answer.

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



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<u>The following table describes</u> job positions in individual countries.

			job position				Total
			Management	Teacher/trainer/	Administration	Students	
			(principals,	academics	and technical		
			headmasters,		employees		
			)				
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 yellow.

Table 1 Organizational self-awareness, strategy and development

		Count	Column %
	completely disagree	3	1,1%
1 Cystoinable coals and	disagree	9	3,4%
1.Sustainable goals are integrated in the	neither agree nor disagree	49	18,5%
integrated in the common strategy	agree	107	<mark>40,4%</mark>
Common strategy	totally agree	97	<mark>36,6%</mark>
	Total	265	100,0%
	completely disagree	85	<mark>32,2%</mark>



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Recoverymental budget   se enough   for educational   countries		KA220-VE1- Cooperation partnerships is		
Section   Sect	2. Static finances	disagree	81	30,7%
totally agree	i,e			
organisations schools  Total  Total  Completely disagree  25 9,4%  neither agree nor disagree  Total  264 100,0%  completely disagree  25 9,4%  neither agree nor disagree  Total  265 100,0%  completely disagree  4. Strategy should be communicated sound and well  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  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  Total  Total  264 100,0%  completely disagree  5 1,9%  neither agree nor disagree  70 26,4%  agree  120 45,3%  100,0%  completely disagree  6 2,3%  neither agree nor disagree  35 13,2%  agree  90 34,0%  100,0%  completely disagree  1 0,4%  disagree  1 0,4%  disagree  1 19 44,9%  totally agree  1 19 44,9%  totally agree  1 19 44,9%  disagree  1 19 44,9%  totally agree  1 19 44,9%  disagree  1 19 44,9%  totally agree  1 19 44,9%  disagree  1 19 44,9%  totally agree  1 10,0%  completely disagree  3 1,1%  agree  3 1,1%  agree  4 1 15,5%  totally agree  1 0,4%  disagree  1 0,4%  d	<u> </u>			·
10tal   264   100,0%		totally agree	11	4,2%
3. Change and transformation are appreciated in the organisation		Total	264	100,0%
transformation are appreciated in the organisation  4. Strategy should be communicated and well  4. Strategy should be communicated 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  7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong learning should be the essential part of everyone in training organisation  8. Lifelong lear		completely disagree	5	1,9%
A. Strategy should be communicated sound and well   Strategy should be communicated sound and well   Completely disagree   Government	3. Change and	disagree	25	9,4%
Total   265   100,0%	transformation are	neither agree nor disagree	70	<mark>26,4%</mark>
Total   265   100,0%	appreciated in the	agree	120	<mark>45,3%</mark>
Completely disagree   0   0,0%	organisation	totally agree	45	17,0%
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and well   totally agree   134   50,6%     Total   265   100,0%     Strong external networking has the impact on the organisation   totally agree   1   0,4%     disagree   6   2,3%     neither agree nor disagree   55   20,8%     agree   119   44,9%     totally agree   141   44,9%     Total   265   100,0%     completely disagree   43   16,2%     disagree   77   29,1%     neither agree nor disagree   70   26,4%     agree   41   15,5%     totally agree   34   12,8%     Total   265   100,0%     completely disagree   3   1,1%     neither agree nor disagree   3   1,1%     disagree   3   1,1%     agree   6   2,3%     totally agree   55   20,8%     agree   119   44,9%     totally agree   43   16,2%     disagree   77   29,1%     neither agree nor disagree   34   12,8%     Total   265   100,0%     agree   83   31,3%     agree   85   32,1%     totally agree   16   6,0%     agree   85   32,1%     totally agree   156   58,9%     Total   265   100,0%     agree   156   58,9%     Total   265   100,0%     Total   265   100,0%     agree   156   58,9%     Total   265   100,0%     Total   265   100,0%     agree   156   58,9%     Total   265   100,0%		neither agree nor disagree	35	13,2%
totally agree		agree	90	<mark>34,0</mark> %
Completely disagree   1   0,4%	and well	totally agree	134	50,6%
5. Strong external networking has the impact on the organisation         disagree         55         20,8%           agree         119         44,9%           totally agree         84         31,7%           Total         265         100,0%           completely disagree         43         16,2%           disagree         77         29,1%           neither agree nor disagree         70         26,4%           disagree         70         26,4%           agree         41         15,5%           neither agree nor disagree         34         12,8%           Total         265         100,0%           completely disagree         3         1,1%           disagree         3         1,1%           disagree         3         1,1%           disagree         3         1,1%           neither agree nor disagree         3         1,1%           disagree         3         1,1%           neither agree nor disagree         16         6,0%           agree         83         31,3%           totally agree         160         60,4%           Total         265         100,0%           agree		Total	265	100,0%
5. Strong external networking has the impact on the organisation         disagree         55         20,8%           agree         119         44,9%           totally agree         84         31,7%           Total         265         100,0%           completely disagree         43         16,2%           disagree         77         29,1%           neither agree nor disagree         70         26,4%           disagree         70         26,4%           agree         41         15,5%           neither agree nor disagree         34         12,8%           Total         265         100,0%           completely disagree         3         1,1%           disagree         3         1,1%           disagree         3         1,1%           disagree         3         1,1%           neither agree nor disagree         3         1,1%           disagree         3         1,1%           neither agree nor disagree         16         6,0%           agree         83         31,3%           totally agree         160         60,4%           Total         265         100,0%           agree		completely disagree	1	0,4%
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agree   119   44,9%	_	neither agree nor disagree	55	20,8%
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the management to be operative			41	
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7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation  1.1%    completely disagree   3   1,1%     disagree   3   1,1%     neither agree nor disagree   16   6,0%     agree   83   31,3%     totally agree   160   60,4%     Total   265   100,0%     agree   7   2,6%     neither agree nor disagree   1   6,0%     agree   85   32,1%     totally agree   156   58,9%     Total   265   100,0%	operative		265	
7. Everyone should understand the organisational vision  8. Lifelong learning should be the essential part of everyone in training organisation    disagree		completely disagree	3	
neither agree nor disagree  neither agree nor disagree  agree  83  31,3%  totally agree  160  6,0%  Total  265  100,0%  completely disagree  1 0,4%  disagree  7 2,6%  neither agree nor disagree  1 0,4%  disagree  7 2,6%  neither agree nor disagree  1 0,4%  disagree  1 0,4%  agree  1 0,4%  1 0,	<b>7 5</b> 1 11		3	
understand organisational vision         agree         83         31,3%           totally agree         160         60,4%           Total         265         100,0%           should be the essential part of everyone in training organisation         neither agree nor disagree         7         2,6%           neither agree nor disagree         16         6,0%           agree         85         32,1%           totally agree         156         58,9%           Total         265         100,0%	•		16	
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should be the essential part of everyone in training organisation  Total  neither agree nor disagree  16 6,0%  32,1%  156 58,9%  Total  265 100,0%	should be the essential part of everyone in			·
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training organisation totally agree 156 58,9% Total 265 100,0%				
Total 265 100,0%			+	
	5 5		+	
		completely disagree	2	0,8%



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O Oussaisstismal	disagree	2	0,8%
9. Organisational	neither agree nor disagree	7	2,6%
aspect is very	agree	85	32,1%
important part of the organisation	totally agree	169	<mark>63,8%</mark>
Organisation	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	<mark>37,4%</mark>
organisation	totally agree	123	<mark>46,4%</mark>
	Total	265	100,0%

Chart 1 ranks the responses to each item from lowest agreement to highest agreement.

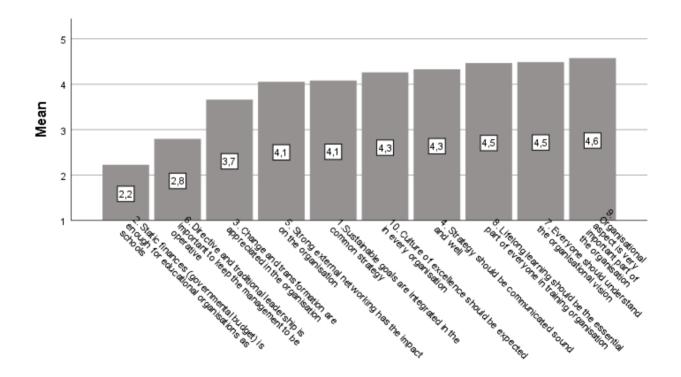


Chart 1 Organizational self-awareness, strategy and development



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#### 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). 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	completely disagree	5	1,9%
the team is valuable	disagree	9	3,4%
despite of the	neither agree nor disagree	18	6,8%
disagreements	agree	82	<mark>30,9%</mark>
(Generation gaps)	totally agree	151	<mark>57,0%</mark>
2. People should	completely disagree	1	0,4%
receive a structured	disagree	3	1,1%
and constructive	neither agree nor disagree	9	3,4%
feedback in order to	agree	73	27,5%
improve	totally agree	179	<mark>67,5%</mark>
3. New methods/forms	completely disagree	3	1,1%
of communication and	disagree	8	3,0%
learning are needed	neither agree nor disagree	25	9,4%



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totally agree 103 38,9% completely disagree 6 2,3% disagree 38 14,3% disagree 74 27,9% or the organisation and its people 8 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 7. Teachers are the intrapreneurs responsible for the organisational development 8. Sharing of tasks with colleagues and team work is preferable 10. Internal processes must be clear and stable 10. Internal processes must be clear and tistally agree ompletely disagree 12 2 0,8% most be clear and stable 10. Internal processes must be clear and tistally agree ompletely disagree 12 0,8% and taspee 10. Internal processes 12 0,8% and team work is profession 10 totally agree 10. Internal processes must be clear and stable 10 totally agree 10. Internal processes 10 totally agree 10 totally agree 10. Internal processes 10 totally agree 10 totally agree 10. Internal processes 10 totally agree 10 totally agree 10. Internal processes 10 totally agree 10 totally agree 10. Internal processes 10 totally agree 10 totally agree 10. Internal processes 10 totally agree 10 totally agree 110 41,5% ag		Cooperation partiterships in	1	
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  7. Teachers are the intrapreneurs responsible for the organisational development  8. Sharing of tasks with colleagues and team work is preferable  9. Stress and wellbeing is not so relevant aspect in teacherâ€ <sup>™</sup> s profession  10. Internal processes must be clear and stable  4. Remote working disagree (2,3%) disagree (38 14,3% (40,8%) (		agree	126	47,5%
style and new forms of work in general are beneficial for the organisation and its people    Complete   Complet   Complete   Complete   Complete   Complete   Complete   Comple				
mork in general are beneficial for the organisation and its people    Solution   Solution   Solution	_			
beneficial for the organisation and its people  totally agree 39 14,7%  completely disagree 4 1,5%  disagree 9 3,4%  diversity has a space in our society disagree 46 17,4%  agree 1118 44,5%  totally agree 9 3,4%  diversity has a space in our society agree 1118 44,5%  totally agree 88 33,2%  6. Focus on the specific subject knowledge should be the main part of the teachers development teachers development totally agree 36 13,6%  7. Teachers are the intrapreneurs responsible for the organisational development totally agree 15 5,7%  8. Sharing of tasks with colleagues and team work is preferable totally agree 12 45,7%  9. Stress and well-being is not so relevant aspect in teacher's profession 10. Internal processes must be clear and stable 10. Internal processes must be clear and 10. Internal processes must	•		-	
totally agree 39 14,7%    Solution   Completely disagree 39 3,4%	<u> </u>	neither agree nor disagree	1	
totally agree   39   14,7%      completely disagree   4   1,5%     disagree   9   3,4%     neither agree nor disagree   46   17,4%     agree   118   44,5%     totally agree   88   33,2%     totally agree   88   33,2%     totally agree   88   33,2%     totally agree   36   13,6%     totally agree   3   1,1%     disagree   121   45,7%     totally agree   121   45,7%     totally agree   12   4,5%     totally agree   12   4,5%     totally agree   14   5,3%     agree   21   7,9%     agree   21   7,9%     agree   21   7,9%     totally agree   22   0,8%     totally agree   24   0,8%     totally agree   24   0,8%     totally agree   25   0,8%     totally agree   27   0,8%     totally agree   28   0,8%     totally agree   3   1,1%     disagree   14   5,3%     totally agree   14   5,3%     totally agree   14   5,3%     totally agree   14   5,3%     totally agree   2   0,8%     totally agree   2   0,8%     totally agree   2   0,8%     totally agree   2   0,8%     totally agree   3   0		agree	74	27,9%
diversity has a space in our society    Completely disagree   118   44,5%	_	totally agree	39	14,7%
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6. Focus on the specific subject disagree 36 13,6% nowledge should be the main part of the teachers development totally agree 36 13,6% 32,8% agree 36 13,6% 32,8% totally agree 36 13,6% 32,8% totally agree 36 13,6% 32,8% agree 36 12,6% agree 36 12,6% agree 37 12,6% agree 37 12,5% agree 3	our society	agree	118	<mark>44,5%</mark>
specific subject knowledge should be the main part of the teachers development totally agree		totally agree	88	<b>33,2%</b>
neither agree nor disagree 94 35,5% agree 87 32,8% totally agree 95 35,8% totally agree 95	6. Focus on the	completely disagree	12	4,5%
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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 teacher's profession  15 5,7% neither agree nor disagree 121 45,7% disagree 3 1,11% disagree 12 4,5% neither agree nor disagree 12 4,5% neither agree nor disagree 14 5,3% agree 95 35,8% totally agree 19 44,9% disagree 119 44,9% disagree 10. Internal processes must be clear and stable 10. Internal processes must be clear and stable 15 5,7% neither agree nor disagree 12 4,5% neither agree nor disagree 14 5,3% agree 15 2 19,6% 12 45,7% 12 45,7% 13 45,7% 14 5,3% 15 5,7% 16 5,7% 17 5 28,3% 11 1,1% 12 4,5% 13 4,5% 14 5,3% 14 5,3% 15 5,7% 16 5,7% 17 6,0% 18 6,0% 19 6,0% 10 11 11 11 11 11 11 11 11 11 11 11 11 1	teachers development	totally agree	36	13,6%
responsible for the organisational development agree 121 45,7% 28,3% 28. Sharing of tasks with colleagues and team work is preferable 12 4,5% agree 12 4,5% agree 9. Stress and well-being is not so relevant aspect in teacherâ€TM s profession 10. Internal processes must be clear and stable 12 10. Internal processes must be clear and stable 12 10. Internal processes must be clear and stable 12 11 12 12 12 13 13 12 13 13 13 13 13 13 13 13 13 13 13 13 13	7. Teachers are the	completely disagree	2	0,8%
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8. Sharing of tasks with colleagues and team work is preferable  9. Stress and wellbeing is not so relevant aspect in teacher's profession  10. Internal processes must be clear and stable    Completely 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%     disagree   2   0,8%     neither agree nor disagree   14   5,3%     totally agree	organisational	agree	121	<mark>45,7%</mark>
8. Sharing of tasks with colleagues and team work is preferable  9. Stress and wellbeing is not so relevant aspect in teacher's profession  12 4,5%  14 5,3%  15 35,8%  16 agree 95 35,8%  17 completely disagree 14 53,2%  18 completely disagree 14 19 19 19 19 19 19 19 19 19 19 19 19 19	development	totally agree	75	28,3%
with colleagues and team work is preferable  9. Stress and wellbeing is not so relevant aspect in teacher's profession  10. Internal processes must be clear and stable  112	0 01 ' 0 1	completely disagree	3	1,1%
team work is preferable    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession    Stress and well-being is not so relevant aspect in teacher' s profession aspect in tea	_	disagree	12	4,5%
preferable  agree totally agree 141 53,2%  completely disagree 119 44,9%  disagree neither agree nor disagree 17,7% agree 10. Internal processes must be clear and stable  agree totally agree 119 44,9% 117,7% agree 119 44,9% 117,7% 1	C	neither agree nor disagree	14	5,3%
9. Stress and wellbeing is not so relevant aspect in teacher' s profession    Completely disagree   119   44,9%		agree	95	<mark>35,8%</mark>
9. Stress and wellbeing is not so relevant aspect in teacher's profession    Completely disagree   119   44,9%	preferable	totally agree	141	<mark>53,2%</mark>
being is not so relevant aspect in teacherâ $\in$ TM s profession     disagree	0 0 1 11	completely disagree	119	
aspect in teacher' s profession    A		disagree	64	<del>24,2%</del>
agree 21 7,9% totally agree 14 5,3% completely disagree 2 0,8% must be clear and stable agree 10. Internal processes must be clear and stable agree 110 41,5%	aspect in teacher' s	neither agree nor disagree	47	17,7%
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10. Internal processes must be clear and stabledisagree20,8%neither agree nor disagree145,3%agree11041,5%			2	·
must be clear and neither agree nor disagree 14 5,3% stable agree 110 41,5%	must be clear and		2	
stable agree 110 41,5%			14	
			110	
		totally agree	137	<mark>51,7%</mark>



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

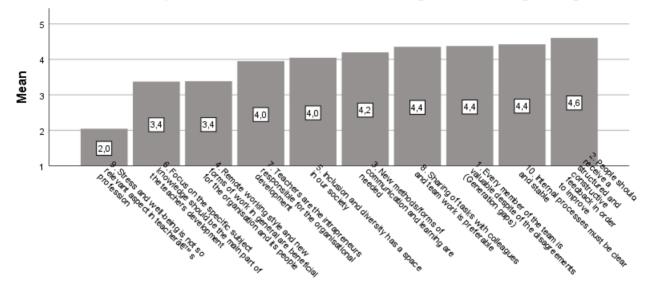


Chart 2 Learning, communication and collaboration (the organization and its people)

#### 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%).

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.



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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	<mark>61,9%</mark>
2 (1:	completely disagree	2	0,8%
2. Clients / Student should be involved in	disagree	4	1,5%
	neither agree nor disagree	50	18,9%
the training products creation	agree	129	<mark>48,7%</mark>
Cleation	totally agree	80	<mark>30,2%</mark>
3. Student/ clients	completely disagree	2	0,8%
should be engaged in	disagree	5	1,9%
training process as	neither agree nor disagree	29	10,9%
active members	agree	114	43,0%
(flipped classroom)	totally agree	115	<mark>43,4%</mark>
	completely disagree	2	0,8%
4. Innovative methods	disagree	7	2,6%
in training are needed	neither agree nor disagree	34	12,8%
to deliver more	agree	108	<mark>40,8%</mark>
	totally agree	114	<mark>43,0%</mark>
5. Proper selection	completely disagree	14	5,3%
(assessment) of	disagree	26	9,8%
clients/ Student would	neither agree nor disagree	72	<del>27,2%</del>
be helpful before the	agree	95	<mark>35,8%</mark>
training	totally agree	58	21,9%
	completely disagree	5	1,9%
6. Project based	disagree	11	4,2%
learning is helping to	neither agree nor disagree	90	<mark>34,0%</mark>
deliver more	agree	103	<mark>38,9%</mark>
	totally agree	56	21,1%
7. Learners know their	completely disagree	18	6,8%
learning styles &	disagree	41	15,5%
preferences	neither agree nor disagree	117	44,2%



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13.1220 VET Cooperation partnerships in vocational education and training			
	agree	67	25,3%
	totally agree	22	8,3%
O Tuoinana ahaaald	completely disagree	3	1,1%
8. Trainers should	disagree	8	3,0%
understand clearly the learning styles of their	neither agree nor disagree	32	12,1%
clients	agree	117	<mark>44,2%</mark>
Cheffes	totally agree	105	<mark>39,6%</mark>
	completely disagree	5	1,9%
9. Focus on quality is	disagree	7	2,6%
the essence of training	neither agree nor disagree	25	9,4%
organisation	agree	105	<mark>39,6%</mark>
	totally agree	123	<mark>46,4%</mark>
10 Tuo didio mol	completely disagree	31	11,7%
10. Traditional	disagree	84	<mark>31,7%</mark>
subjects are sustainable without strong changes	neither agree nor disagree	85	<mark>32,1%</mark>
	agree	48	18,1%
strong changes	totally agree	17	6,4%

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

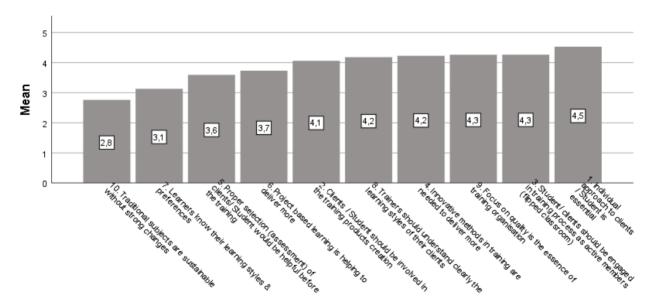


Chart 3 Clients, sustainability and product orientation



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#### 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 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 pandemics	neither agree nor disagree	102	<mark>38,5%</mark>
	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>



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	XA220-VET-Cooperation partite ships in	n vocational co	adeation and training
	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%
the training	agree	121	<mark>45,7%</mark>
organisation	totally agree	51	19,2%
5. Foreign language	completely disagree	48	18,1%
isn't the barrier for our	disagree	68	<b>25,7%</b>
trainers to go for the	neither agree nor disagree	72	<del>27,2%</del>
international trainings	agree	48	18,1%
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 in	completely disagree	7	2,6%
included in everyday	disagree	37	14,0%
life of the training	neither agree nor disagree	105	<mark>39,6%</mark>
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 aspects	disagree	22	8,3%
are part of everyday	neither agree nor disagree	94	35,5%
life of training	agree	104	39,2%
organisation	totally agree	39	14,7%
10. Training	completely disagree	7	2,6%
organisation should be	disagree	19	7,2%
the innovator in the	neither agree nor disagree	80	30,2%
digital world	agree	108	40,8%
	totally agree	51	19,2%



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

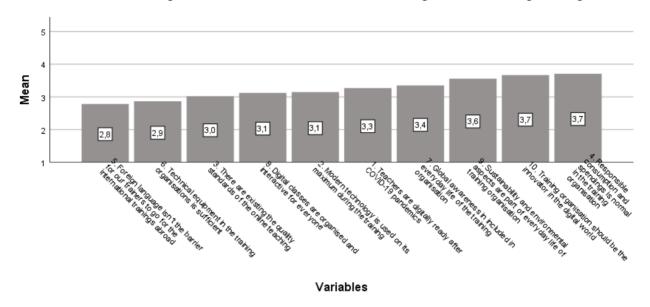


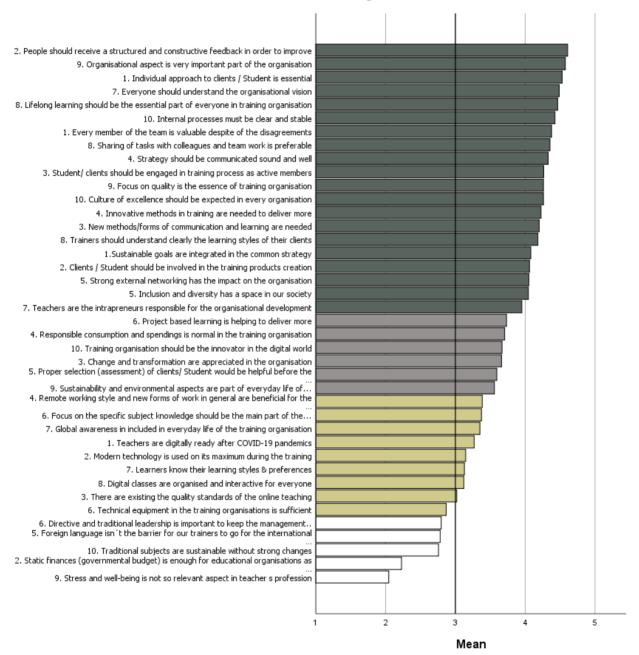
Chart 4 Digital transformation, global context and value creation

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.



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#### All answers in ascending order





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#### 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

	Frequenc	
	у	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.

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.



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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 (p)
1.Sustainable	Czech Republic	31	131,21	4,10			
goals are	Slovakia	62	116,14	3,87			
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	33,336	3	0,000
enough for	Italy	35	189,54	3,20	33,330	3	
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	• • • •		0.720
appreciated in the organisation	Latvia	135	128,16	3,64	2,169	3	0,538
	Italy	35	144,81	3,83			
	Total	263		3,67			
4. Strategy should be	Czech Republic	31	131,98	4,32			
	Slovakia	62	161,94	4,61			
communicated	Latvia	135	120,41	4,23	15,909	3	0,001
sound and well	Italy	35	123,67	4,26			
WCII	Total	263		4,33			



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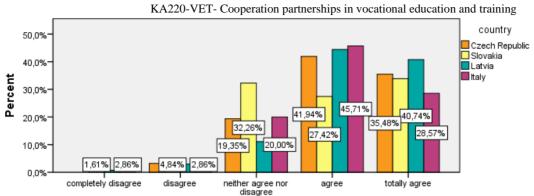
KA220-VET- Cooperation partnerships in vocational education and training

	KAZZU-VEI-	Cooperatio	ii partifersiii	os in vocation	ur caacation	and training	
5. Strong	Czech Republic	31	106,69	3,81			
external networking	Slovakia	62	107,05	3,76			
has the impact	Latvia	135	137,02	4,11	27,808	3	0,001
	Italy	35	179,26	4,57			
organisation	Total	263		4,05			
6. Directive and traditional	Czech Republic	31	121,47	2,61			
leadership is	Slovakia	62	88,18	2,05			
important to	Latvia	135	128,93	2,69	85,033	3	0,000
keep the	Italy	35	230,81	4,60			
management to be operative	Total	263		2,78			
7. Everyone	Czech Republic	31	137,05	4,52			
should	Slovakia	62	117,81	4,29	2072		0.2.5
understand the	Latvia	135	137,27	4,57	3,952	3	0,267
organisational vision	Italy	35	132,33	4,54			
VISIOII	Total	263		4,49			
8. Lifelong learning	Czech Republic	31	156,26	4,71			
should be the	Slovakia	62	136,02	4,44			
essential part	Latvia	135	116,65	4,33	18,934	3	0,000
of everyone in	Italy	35	162,60	4,80			
training organisation	Total	263		4,46			
9. Organisational	Czech Republic	31	137,39	4,65			
aspect is very	Slovakia	62	112,73	4,39	7.445	2	0.050
important part	Latvia	135	137,37	4,64	7,445	3	0,059
	Italy	35	140,64	4,60			
organisation	Total	263		4,57			
10. Culture of excellence	Czech Republic	31	142,18	4,35			
should be	Slovakia	62	108,95	3,98	17 700	2	0.000
expected in	Latvia	135	130,45	4,27	17,709	3	0,000
every	Italy	35	169,79	4,69			
organisation	Total	263		4,27			

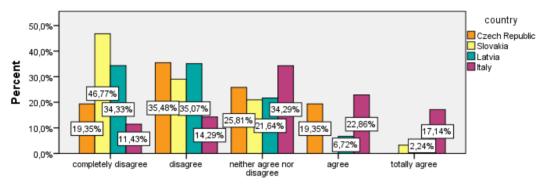
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



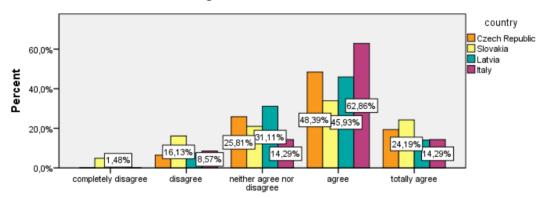
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#### 1.Sustainable goals are integrated in the common strategy



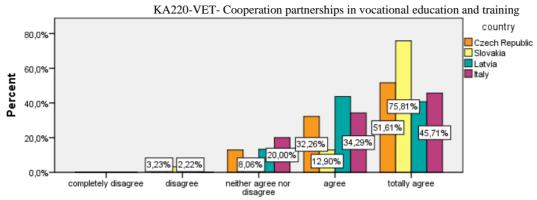
### 2. Static finances (governmental budget) is enough for educational organisations as schools



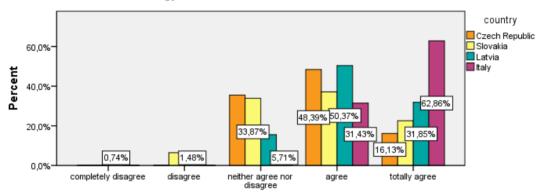
3. Change and transformation are appreciated in the organisation



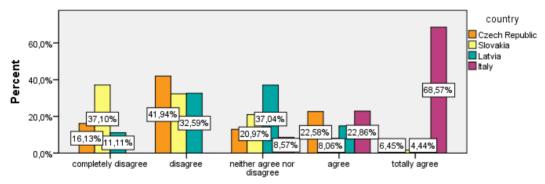
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#### 4. Strategy should be communicated sound and well



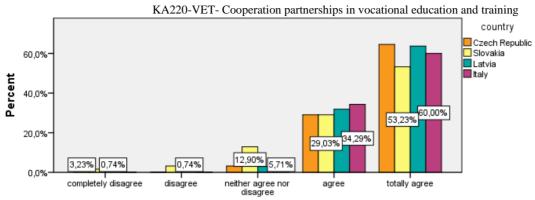
#### 5. Strong external networking has the impact on the organisation



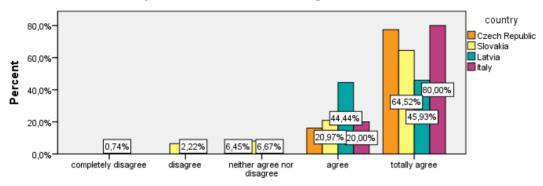
6. Directive and traditional leadership is important to keep the management to be operative



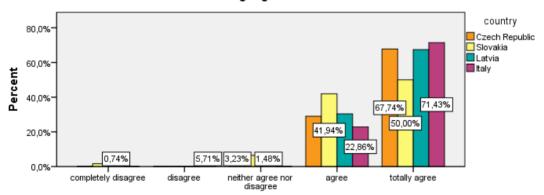
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#### 7. Everyone should understand the organisational vision

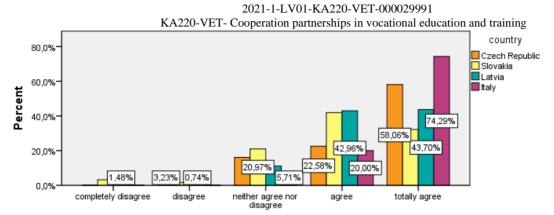


### 8. Lifelong learning should be the essential part of everyone in training organisation



9. Organisational aspect is very important part of the organisation





#### 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.



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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 member of the	Czech Republic	31	148,84	4,58			
team is	Slovakia	62	109,89	4,00			
valuable	Latvia	135	136,79	4,50	9,563	3	0.022
despite of the	Italy	35	137,77	4,43	9,303	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	0.172	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			
5. Inclusion	Czech Republic	31	104,21	3,71	6,694	3	0,082
and diversity	Slovakia	62	129,08	3,97	,		- , <del>-</del>



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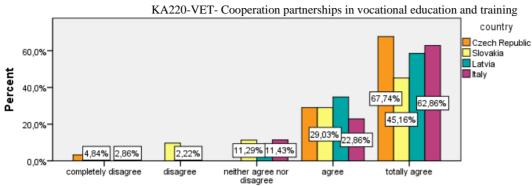
KA220-VET- Cooperation partnerships in vocational education and training

has a space in our society		KA220-VE1- (	booperation pa	ii iiici siiips iii	vocational co	ucation and t	ranning	
Total   263   4,04	has a space in	Latvia	135	136,05	4,11			
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. Sharing of tasks with colleagues and team work is preferable 9. Stress and well-being is not so relevant aspect in teacher' s profession 7. Czech Republic 31 120,77 104 1,83 10,000 1,82 10. Internal processes must be clear and stable	our society	Italy	35	146,17	4,20			
Specific subject knowledge should be the main part of the teachers development   Total   263   3,38		Total	263		4,04			
Slovakia   Slovakia   Carch Republic   Carch Republic   Slovakia   Carch Republic   Slovakia   Carch Republic   Slovakia   Carch Republic   Carch Republic   Slovakia   Carch Republic   Carch		Czech Republic	31	169,50	3,87			
Should be the main part of the teachers development   Total   263   3,38   Total   3,38   Tota		Slovakia	62	148,07	3,58			
Total   Ze3   Zech Republic   Slovakia   Ge	should be the	Latvia	135	105,06	3,02	41,508	3	0,000
development   Total   263   3,38	-	Italy	35	174,21	3,94			
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 teacher' s profession  10. Internal processes must be clear and stable  10. Internal processes must be clear and stable  10. Internal processes must be clear and stable  11. Internal content in tavia 1. Internal processes must be clear and stable  12. Internal 1. Internal processes must be clear and stable  13. Internal 1. Internal		Total	263		3,38			
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 teacher' s profession  10. Internal processes must be clear and stable  11. Internal processes must be clear and stable  12. Internal processes must be clear and stable  13. Internal Italy  14. In		1	31	154,16	4,23			
the organisational development    Solution   Substitute   State   Sta		Slovakia	62	111,85	3,66			
organisational development         Total         263         3,95           8. Sharing of tasks with colleagues and team work is preferable         Czech Republic         31 120,77 4,29         38,262         3 0,000           9. Stress and well-being is not so relevant aspect in teacher' s profession         Czech Republic         31 209,48 3,48         34,36         3 0,000           10. Internal processes must be clear and stable         Czech Republic         31 125,60 4,39         4,36         41,545         3 0,000           10. Internal table         Czech Republic         31 125,60 4,39         4,36         41,545         3 0,000	responsible for	Latvia	135	151,14	4,20	40,843	3	0,000
Recomposition   Solve   Solv		Italy	35	74,21	3,23			
tasks         with colleagues and team work is preferable         Slovakia         62         89,30         3,74         38,262         3         0,000           9. Stress and well-being is not so relevant aspect in teacherâє™ s profession         Czech Republic         31         209,48         3,48         41,545         3         0,000           10. Internal processes must be clear and stable         Czech Republic         31         125,60         4,39         41,545         3         0,000           110. Internal processes must be clear and stable         Czech Republic         31         125,60         4,39         4,34         1,141         3         0,767	_	Total	263		3,95			
colleagues and team work is preferable       Latvia       135       146,20       4,57       38,262       3       0,000         9. Stress and well-being is not so relevant aspect in teacher' s profession       Czech Republic       31       209,48       3,48       41,545       3         10. Internal processes must be clear and stable       Czech Republic       31       125,60       4,39       41,545       3         10. Internal processes must be clear and stable       Czech Republic       31       125,60       4,39       4,34       1,141       3       0,767	_		31	120,77	4,29			
team work is preferable    Latvia   133   140,20   4,37		Slovakia	62	89,30	3,74	20.262	2	0.000
preferable         Italy         35         162,83         4,69           Total         263         4,36           9. Stress and well-being is not so relevant aspect in teacher' s profession         Czech Republic         31         209,48         3,48           Slovakia         62         127,17         1,94           Latvia         135         119,09         1,82           Italy         35         121,74         1,83           profession         Total         263         2,05           10. Internal processes must be clear and stable         Slovakia         62         126,57         4,34           Latvia         135         135,96         4,48           Italy         35         132,03         4,43		Latvia	135	146,20	4,57	38,262	3	0,000
9. Stress and well-being is not so relevant aspect in teacher' s profession  10. Internal processes must be clear and stable  Total  263  4,36  209,48  3,48  Slovakia  62  127,17  1,94  135  119,09  1,82  41,545  3  0,000  41,545  3  0,000  10. Internal processes must be clear and stable  10. Internal processes must be clear and stable  10. Internal processes must be clear and stable		Italy	35	162,83	4,69			
well-being is not so relevant aspect in teacher' s profession       Slovakia       62 127,17 1,94 1,83 119,09 1,82 141,545       41,545       3 0,000         Latvia       135 119,09 1,82 141,545       1,545       3 0,000         Total       263 2,05       2,05         Czech Republic       31 125,60 4,39 1,34 1,34 1,34 1,34 1,34 1,34 1,34 1,34	preferable	Total	263		4,36			
not so relevant aspect in teacher' s profession         Slovakia         62   127,17   1,94   1,94   1,545   1         41,545   3         3         0,000           10. Internal processes must be clear and stable         Czech Republic         31   125,60   4,39   1,141   3         1,141   3         0,767		Czech Republic	31	,	3,48			
aspect in teacher' s profession       Latvia       135   119,09   1,82   41,545   3   41,545   3   5   121,74   1,83   121,74   1,83   1,141   1,83   1,141   3   1,141		Slovakia	62	127,17	1,94	41 545	2	0.000
Total   263   2,05		Latvia	135	119,09	1,82	41,545	3	0,000
Czech Republic   31   125,60   4,39		Italy	35	121,74	1,83			
10. Internal processes must be clear and stable    Slovakia   62   126,57   4,34	profession	Total	263		2,05			
processes must be clear and stable         Slovakia         62         126,57         4,34         1,141         3         0,767	10 Internal	Czech Republic	31	125,60	4,39			
be clear and stable		Slovakia		126,57		1 1 1 1		0.7.7
7 7	_	Latvia	135	135,96	4,48	1,141	3	0,767
Total 263 4,43	stable	Italy		132,03	4,43			
		Total	263		4,43			

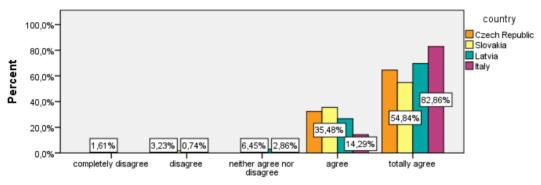
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



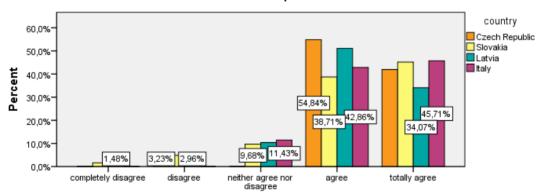
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# Every member of the team is valuable despite of the disagreements (Generation gaps)



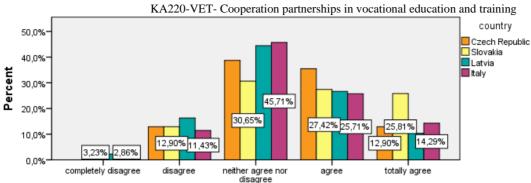
# 2. People should receive a structured and constructive feedback in order to improve



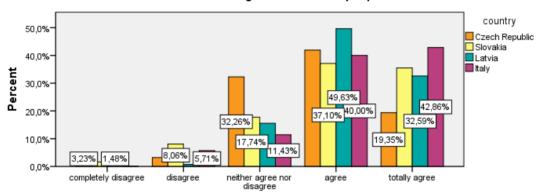
3. New methods/forms of communication and learning are needed



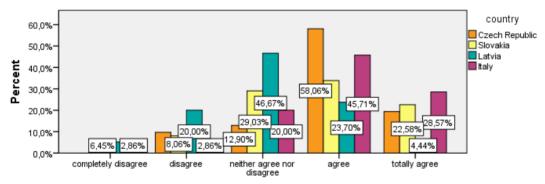
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# 4. Remote working style and new forms of work in general are beneficial for the organisation and its people



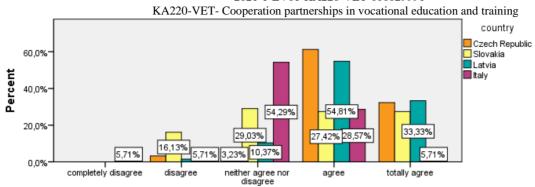
#### 5. Inclusion and diversity has a space in our society



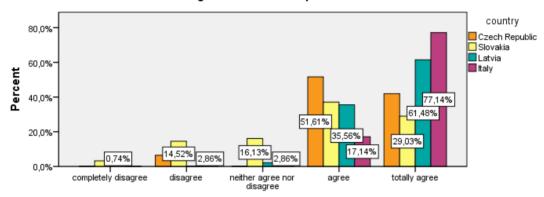
6. Focus on the specific subject knowledge should be the main part of the teachers development



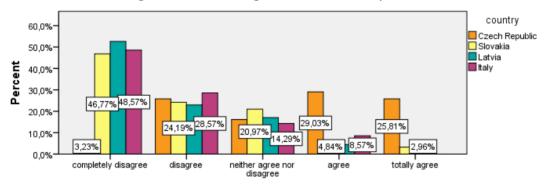
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#### 7. Teachers are the intrapreneurs responsible for the organisational development

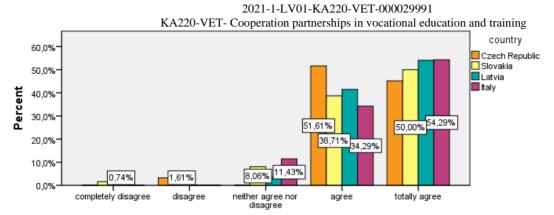


#### 8. Sharing of tasks with colleagues and team work is preferable



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





#### 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.



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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			4
approach to	Slovakia	62	124,77	4,42		_	
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			
process as	Italy	35	121,34	4,20	10,167	3	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	14077		0.000
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	Italy	35	173,46	4,11	19,113	3	0,000
be helpful before the training	Total	263		3,59			
6. Project	Czech Republic	31	125,13	3,68	6.10.1	2	0.102
based learning	Slovakia	62	149,31	3,94	6,184	3	0,103
-8	Latvia	135	123,55	3,63			

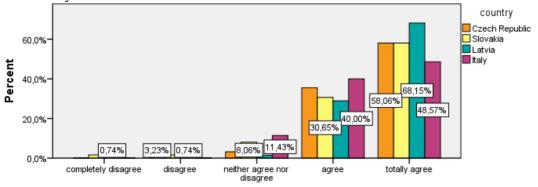


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is helping to	Italy	35	140,01	3,86			
deliver more	Total	263		3,74			
7. Learners	Czech Republic	31	126,68	3,00			
know their	Slovakia	62	137,79	3,19	4 4 0 = 4		0.000
learning styles	Latvia	135	141,46	3,27	14,874	3	0,002
& preferences	Italy	35	89,96	2,57			
	Total	263		3,13	3		
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			
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			

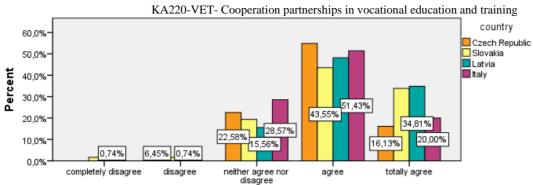
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



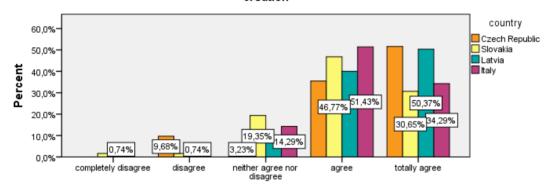
1. Individual approach to clients / Student is essential



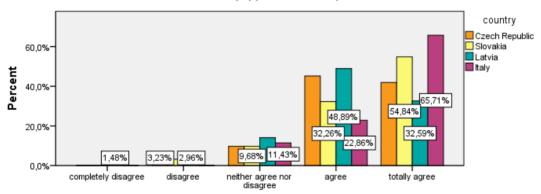
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### 2. Clients / Student should be involved in the training products creation



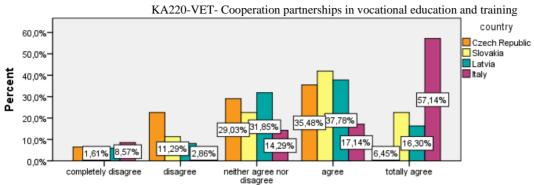
## 3. Student/ clients should be engaged in training process as active members (flipped classroom)



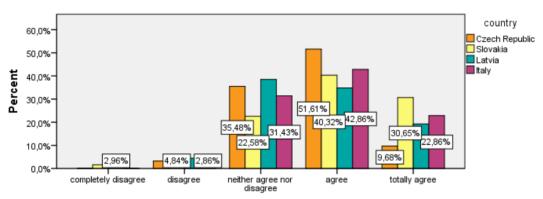
4. Innovative methods in training are needed to deliver more



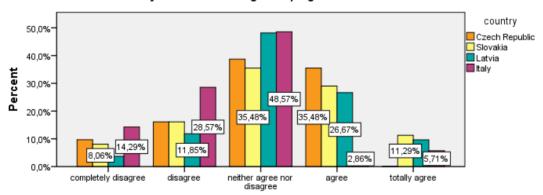
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### 5. Proper selection (assessment) of clients/ Student would be helpful before the training

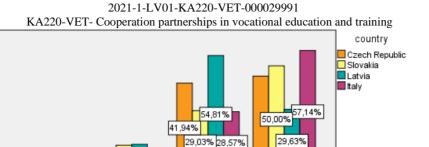


#### 6. Project based learning is helping to deliver more



7. Learners know their learning styles & preferences





agree

totally agree

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

neither agree nor

12,90% 11,43%

60,0%

50,0%

40,0%

30,0%

20,0%

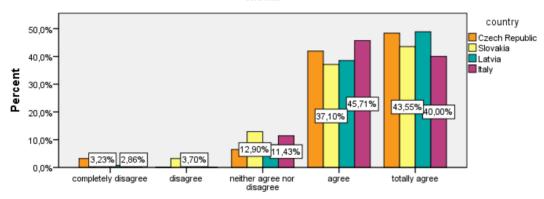
10.0%

0.0%

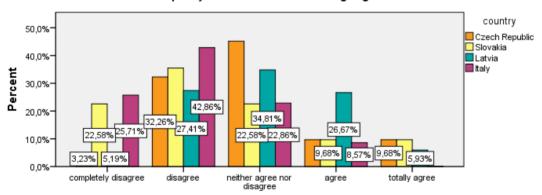
completely disagree

disagree

Percent



#### 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



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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

country		N	Mean Rank	Mean	KW	df	signifikance (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			
2. Modern	Czech Republic	31	153,90	3,45	10.400		0.006
technology is	Slovakia	62	121,46	2,97	12,492	3	0,006
used on its	Latvia	135	140,03	3,26			



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maximum	KA220-VET- Cooper Italy	35	100,30	2,71	n and trainin	s 	
during the training	Total	263	100,30	3,14			
3. There are	Czech Republic	31	138,40	3,13			
existing the	Slovakia	62	115,88	2,77			
quality	Latvia	135	137,92	3,11	4,244	3	0,236
standards of the	Italy	35	132,06	2,97			
online teaching	Total	263		3,02			
4. Responsible consumption	Czech Republic	31	135,58	3,74			
and spendings	Slovakia	62	100,24	3,21	40.004		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	8,62	3	0,035
go for the	Italy	35	131,03	2,77	0,02	3	0,033
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	10.021	2	0.010
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 programmed and interactive for	Slovakia	62	118,04	2,89	0.005		0.2==
	Latvia	135	133,36	3,13	3,893	3	0,273
	Italy	35	138,39	3,26			
CVELYONE	Total	263		3,11			
	Czech Republic	31	144,06	3,68	15,687	3	0,001

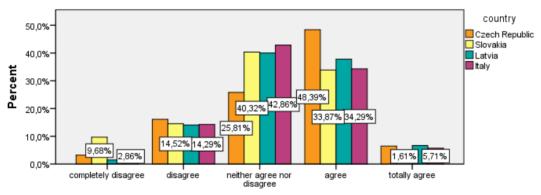


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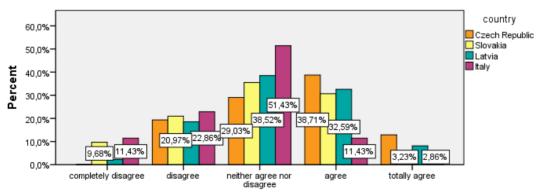
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9.	Slovakia	62	113,36	3,32			
Sustainability	Latvia	135	145,43	3,73			
and	Italy	35	102,53	3,26			
environmental							
aspects are part		2 - 2		a			
of everyday life of training		263		3,57			
organisation							
10. Training	Czech Republic	31	116,69	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	Italy	35	143,31	3,86			
digital world	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

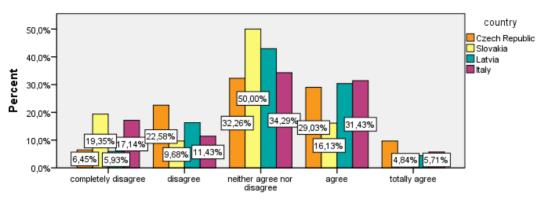


2. Modern technology is used on its maximum during the training

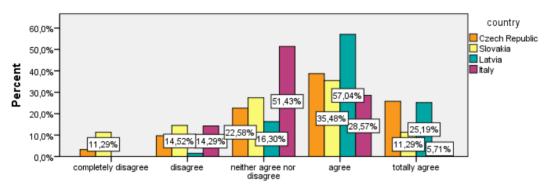


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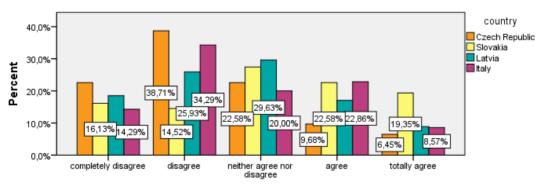
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#### 3. There are existing the quality standards of the online teaching



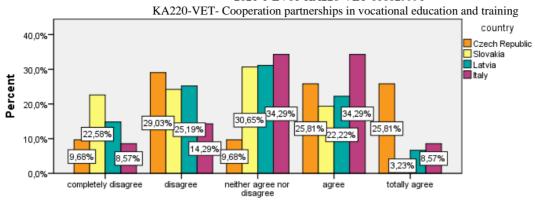
4. Responsible consumption and spendings is normal in the training organisation



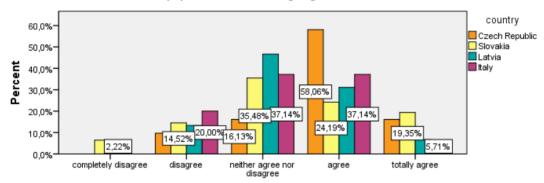
5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad



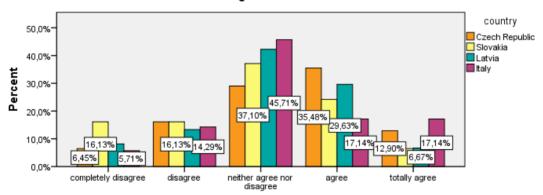
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### 6. Technical equipment in the training organisations is sufficient



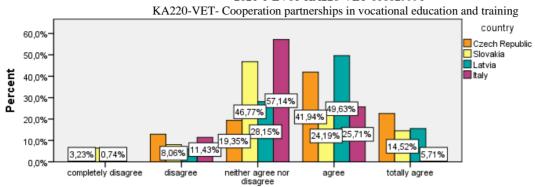
## 7. Global awareness in included in everyday life of the training organisation



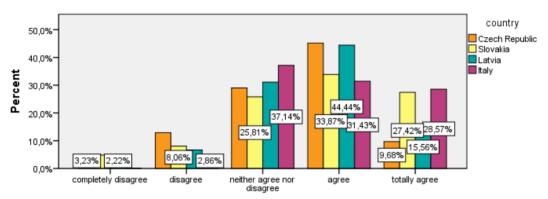
8. Digital classes are organised and interactive for everyone



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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 ...



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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 higer agreement and for variable 7 respondents in managerial position showed higer agreement.

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



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a a vinter i	KAZZU-VEI	N - Coopera	Mean	Mean	tional educatio	and training	significance
country		IN	Rank	Mean	U	Z	_
1.Sustainable		122		4,20			(p)
goals are	Monogmont	122	127,0	4,20	5917,0	-2,116	0,034
integrated in the	Managment	114	100.4	2.02	3917,0	-2,110	0,034
0	Teachers	114	109,4	3,92			
common strategy	Teachers	121	111 42	2.12			
2. Static finances	Managana	121	111,43	2,12			
(governmental	Managment				(101.5	1.500	0.112
budget) is enough for educational		114	124,98	2,34	6101,5	-1,589	0,112
	Teachers						
organisations as							
schools		122	117.56	2.62			
3. Change and	Managana	122	117,56	3,62	6920.0	0.224	0.015
transformation are	Managment	444	110.71	0.17	6839,0	-0,234	0,815
appreciated in the		114	119,51	3,65			
organisation	Teachers						
4. Strategy should		122	115,82	4,32			
be communicated	Managment				6627,5	-0,685	0,494
sound and well		114	121,36	4,35			
	Teachers						
5. Strong external		122	119,99	4,11			
networking has the	Managment				6772,5	-0,371	0,711
impact on the		114	116,91	4,05			
organisation	Teachers						
6. Directive and		122	107,07	2,53			
traditional	Managment				5559,0	-2,738	0,006
leadership is		114	130,74	3,03			
important to keep	Teachers			ŕ			
the management to							
be operative							
7. Everyone		122	128,0	4,62			
should understand	Managment				5794,5	-2,554	0,011
the organisational		114	108,33	4,37			
vision	Teachers		,	,			
8. Lifelong		122	113,85	4,45			
learning should be	Managment		-,	,			
the essential part					6386,5	-1,254	0,210
of everyone in		114	123,48	4,55	,.	_,	,
training	Teachers						
organisation							
9. Organisational		122	123,48	4,64			
aspect is very		1	123,70	1,51	6346,5	-1,369	0,171
important part of		114	113,17	4,49	- 05 10,5	1,507	0,1/1
the organisation		114	113,1/	4,49			
the organisation	Teachers						

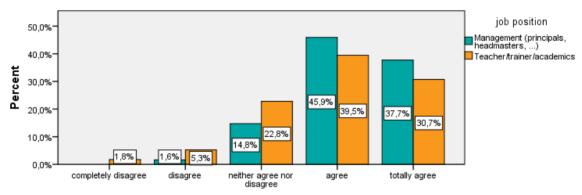


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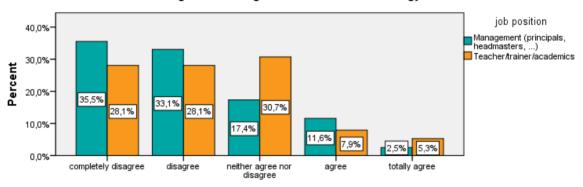
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10. Culture of		122	120,85	4,34		Ü	
excellence should	Managment				6667,0	-0,598	0,550
be expected in		114	115,98	4,26			
every organisation	Teachers						

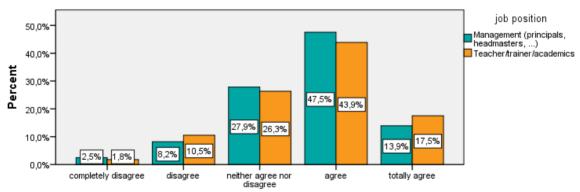
The next graphs are visualization answers of respondents to questionnaire questions (in %) for each country.



1.Sustainable goals are integrated in the common strategy



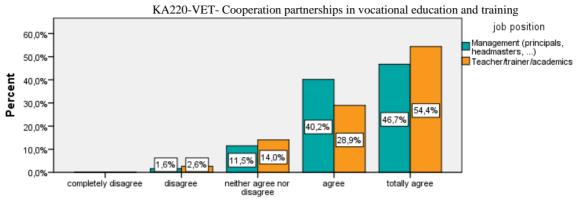
2. Static finances (governmental budget) is enough for educational organisations as schools



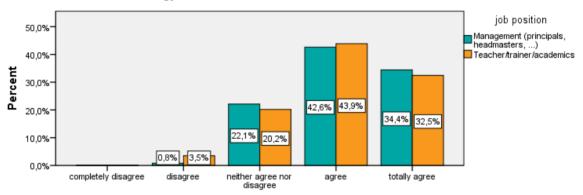
3. Change and transformation are appreciated in the organisation



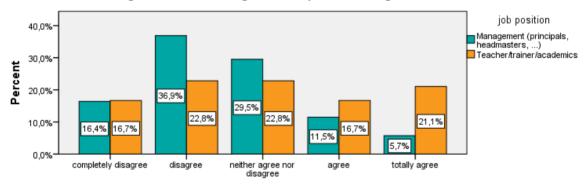
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### 4. Strategy should be communicated sound and well



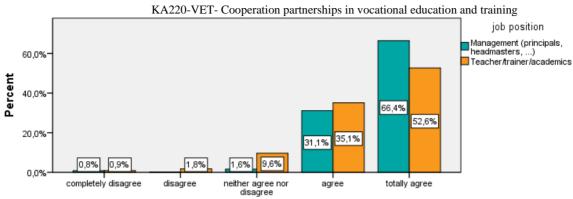
### 5. Strong external networking has the impact on the organisation



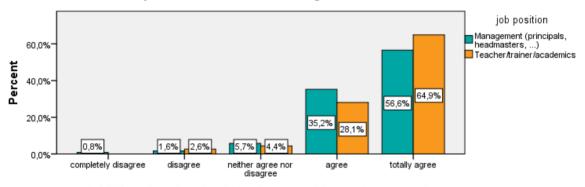
6. Directive and traditional leadership is important to keep the management to be operative



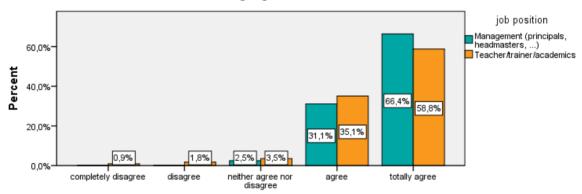
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### 7. Everyone should understand the organisational vision

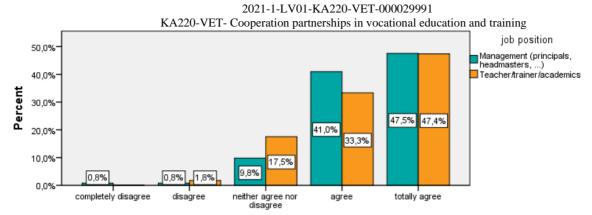


## 8. Lifelong learning should be the essential part of everyone in training organisation



9. Organisational aspect is very important part of the organisation





#### 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.

Table 12 The differences between managers and teachers in another area

country		N	Mean	Mean	U	Z	significance
			Rank				(p)
1. Every member		122	119,57	4,44			
of the team is	Managment						
valuable despite of		114	117,35	4,33	6823,0	-0,282	0,778
the disagreements	Teachers						
(Generation gaps)							
2. People should		122	123,76	4,68			
receive a	Managment						
structured and					6312,0	-1,494	0,135
		114	112,87	4,54	0312,0	-1,777	0,133
constructive	Teachers		,				



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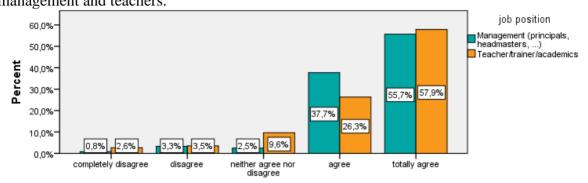
	KAZZO-VEI	- Cooperai	Ton partners	imps in vocat.	ional education	i and training	
feedback in order							
to improve							
3. New		122	120,77	4,25			
methods/forms of	Managment						
communication		114	116,07	4,20	6677,5	-0,578	0,564
and learning are	Teachers		110,07	.,20	,	,	,
needed	1 cachers						
4. Remote working		122	114,29	3,33			
style and new	Managment	122	117,27	3,33			
forms of work in	Wianagment	114	123,01	3,43	6440,0	-1,034	0,301
	T1	114	123,01	3,43	0440,0	-1,034	0,301
general are	Teachers						
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	<u> </u>	114	137,54	3,61	4783,5	-4,333	0,000
be the main part of	Teachers	11 1	137,31	3,01	, .	,	
the teachers	reactions						
development							
7. Teachers are the		122	132,03	4,11			
intrapreneurs	Managment	122	132,03	7,11			
_	Managment	114	104.02	2.55	5303,0	-3,362	0,001
responsible for the		114	104,02	3,57	3303,0	-3,302	0,001
organisational	Teachers						
development		100	120.05	1.50			
8. Sharing of tasks		122	130,96	4,56			
with colleagues	U						
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-	1 cachers	122	120,08	2,01			
	Managerant	122	120,08	2,01			
being is not so	Managment				(7(1.5	0.202	0.605
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						



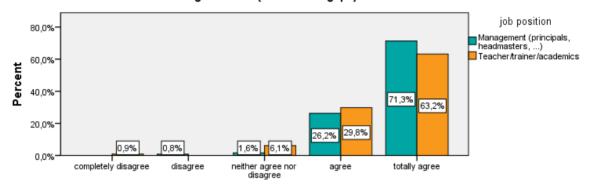
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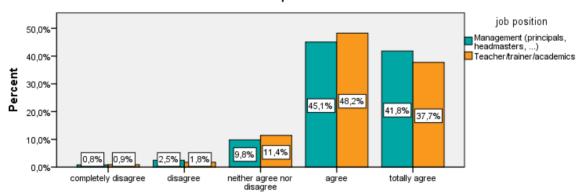
The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



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



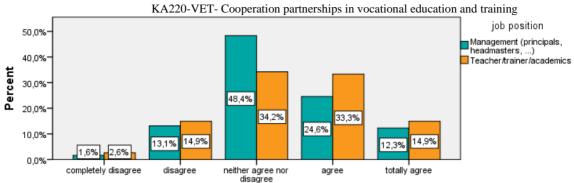
### 2. People should receive a structured and constructive feedback in order to improve



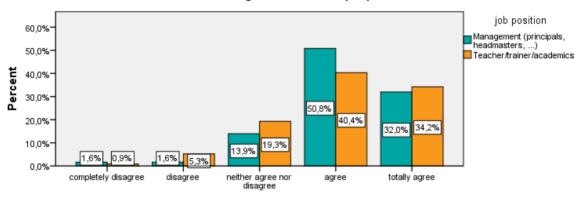
3. New methods/forms of communication and learning are needed



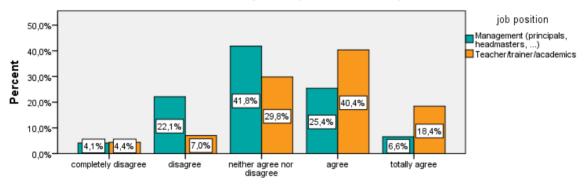
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## 4. Remote working style and new forms of work in general are beneficial for the organisation and its people



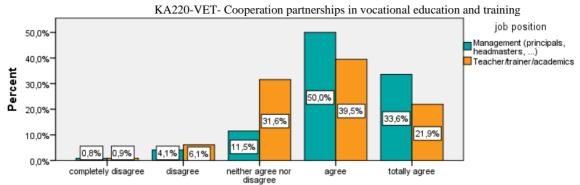
### 5. Inclusion and diversity has a space in our society



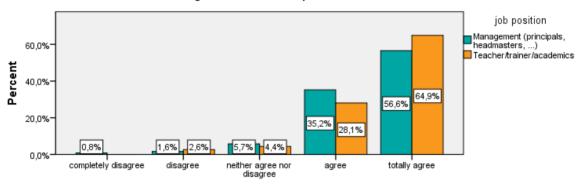
6. Focus on the specific subject knowledge should be the main part of the teachers development



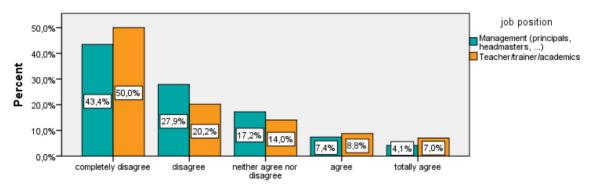
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#### 7. Teachers are the intrapreneurs responsible for the organisational development

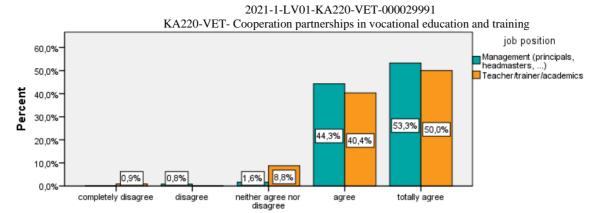


### 8. Lifelong learning should be the essential part of everyone in training organisation



Stress and well-being is not so relevant aspect in teacher's profession





#### 10. Internal processes must be clear and stable

### 3.3 Clients / sustainability and product orientation

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).

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
1 7 1' ' 1 1		100	Rank	4.60			(p)
1. Individual	3.5	122	131,75	4,69	5227.0	2 622	0.000
approach to clients	Managment				5337,0	-3,633	0,000
/ Student is		114	104,32	4,42			
essential	Teachers						
2. Clients / Student		122	124,37	4,12			
should be involved	Managment						
in the training		114	112,22	4,00	6238,0	-1,485	0,137
products creation	Teachers	117	112,22	4,00			
3. Student/ clients		122	124,43	4,33			
should be engaged	Managment				6230,0	-1,512	0,130
in training process							
as active members	Teachers	114	112,15	4,20			



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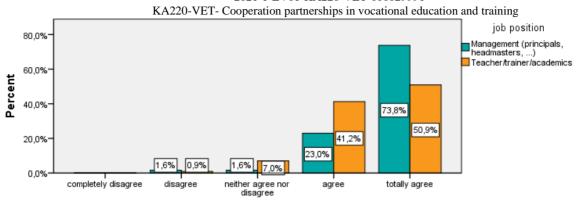
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	TENEZO VEN	Соорста	lion paraners	Imps in vocat	Tollar Education	i dila trailing	1
(flipped							
classroom)							
4. Innovative		122	118,27	4,21			
methods in	Managment						
training are needed		114	118,75	4,25	6926,0	-0,058	0,954
to deliver more	Teachers						
5. Proper selection		122	106,70	3,36			
(assessment) of	Managment						
clients/ Student		114	131,13		5514,5	-2,858	0,004
would be helpful	Teachers			3,78			
before the training							
6. Project based		122	116,77	3,71			
learning is helping	Managment				6734,5	-0,427	0,669
to deliver more		114	120,35	3,77			
	Teachers						
7. Learners know		122	119,88	3,16			
their learning	Managment				6785,5	-0,340	0,734
styles &	_	114	117,02	3,11			
preferences	Teachers		,				
8. Trainers should		122	114,30	4,14			
understand clearly	Managment		ŕ				
the learning styles		444	122.00	4.00	6441,5	-1,060	0,289
of their clients		114	123,00	4,23	·		
	Teachers	100	12101	1.00			
9. Focus on quality		122	124,84	4,32			
is the essence of	Managment					4 - 4 0	
training		114	111,71	4,19	6180,0	-1,613	0,107
organisation	Teachers						
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							

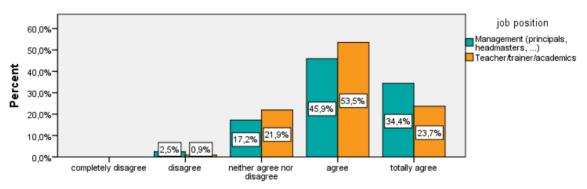
The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



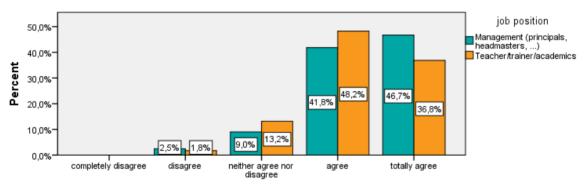
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### 1. Individual approach to clients / Student is essential



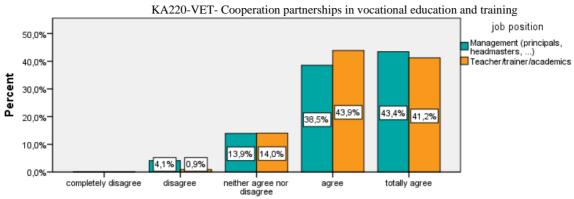
## 2. Clients / Student should be involved in the training products creation



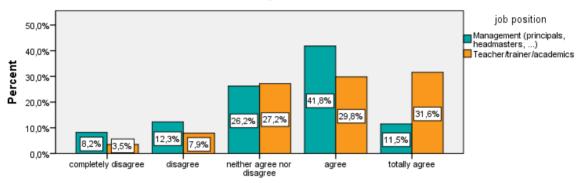
3. Student/ clients should be engaged in training process as active members (flipped classroom)



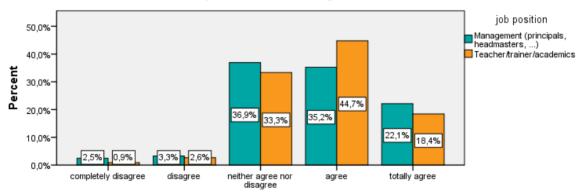
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### 4. Innovative methods in training are needed to deliver more



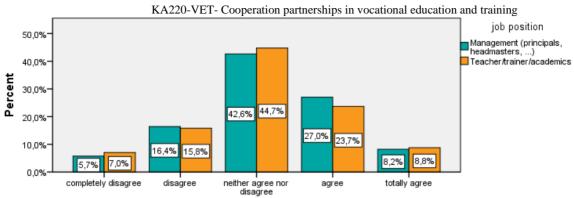
## 5. Proper selection (assessment) of clients/ Student would be helpful before the training



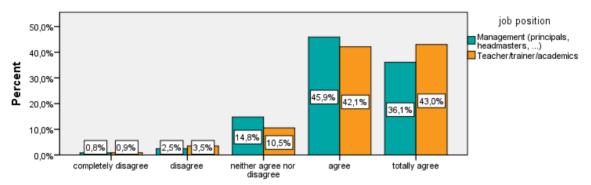
6. Project based learning is helping to deliver more



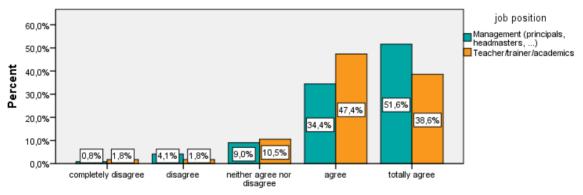
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### 7. Learners know their learning styles & preferences

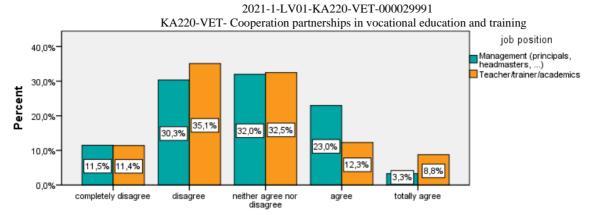


## 8. Trainers should understand clearly the learning styles of their clients



9. Focus on quality is the essence of training organisation





### 10. Traditional subjects are sustainable without strong changes

### 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.

Table 14 The differences between managers and teachers in area of digital transormation, global kontext and value creation

country		N	Mean	Mean	U	Z	significance
			Rank				(p)
1. Teachers are		122	117,72	3,26			
digitally ready	Managment				6859,0	-0,193	0,847
after COVID-19		114	119,33	3,26			
pandemics	Teachers						
2. Modern		122	120,06	3,21			
technology is used	Managment						
on its maximum					6764,0	-0,381	0,703
		114	116,83	3,13	0,0,0	0,501	0,705
during the training	Teachers						



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KA220-VET- Cooperation partnerships in vocational education and training

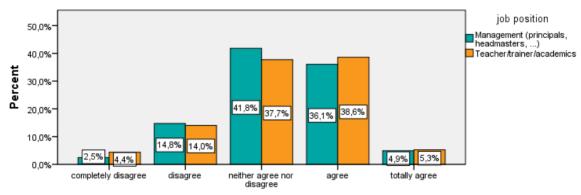
	KAZZU-VEI	- Coopera	non parmers	sinps in voca	tional education	i and training	
3. There are	Management	122	123,52	3,06			
existing the quality standards of the	Managment	114	112 12	2.80	6341,5	-1,229	0,219
online teaching	Tagahara	114	113,13	2,89	0341,3	-1,229	0,219
	Teachers	122	126 41	2.07			
4. Responsible	Monogmont	122	136,41	3,97			
consumption and spendings is	Managment	114	99,34	3,40	4769,5	-4,427	0,000
spendings is normal in the	Teachers	114	99,34	3,40	4/09,3	-4,421	0,000
training	Teachers						
organisation							
5. Foreign		122	112,87	2,61			
language isn't the	Managment	122	112,67	2,01			
barrier for our	Managment	114	124.52	2,82	6267,5	-1,346	0,178
trainers to go for	Tanahara	114	124,52	2,02	0207,3	-1,540	0,176
the international	1 cachers						
trainings abroad							
6. Technical		122	110,08	2,75			
equipment in the	Managment	122	110,00	2,73			
training	- Tranagment	114	127,51	3,04	5926,5	-2,018	0,044
	Teachers	114	127,31	3,04	2720,2	2,010	0,011
sufficient	reactions						
7. Global		122	111,35	3,23			
awareness in	Managment		,	,			
included in	<u> </u>	114	126,15	3,40	6082,0	-1,763	0,078
everyday life of	Teachers		,	, , ,			
the training							
organisation							
8. Digital classes		122	113,49	3,09			
are organised and	Managment						
interactive for		114	122.96	2 22	6343,0	-1,224	0,221
everyone	Teachers	114	123,86	3,23			
9. Sustainability		122	126,64	3,70			
and environmental		122	120,04	3,70			
aspects are part of	ivianagment	114	100.70	2.46	5960,5	-2,010	0,044
everyday life of	Tanahara	114	109,79	3,46	3,00,3	-2,010	V,V <b>T</b>
training	Teachers						
organisation							
10. Training		122	111,95	3,55			
organisation	Managment	122	111,73	3,33			
should be the	Tranagment	114	125,50	3,76	6155,5	-1,608	0,108
innovator in the	Teachers	117	123,30	3,70	0133,3	1,000	0,100
digital world	Teachers						



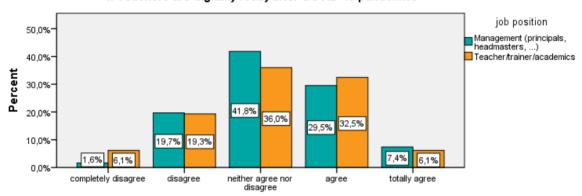
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KA220-VET- Cooperation partnerships in vocational education and training

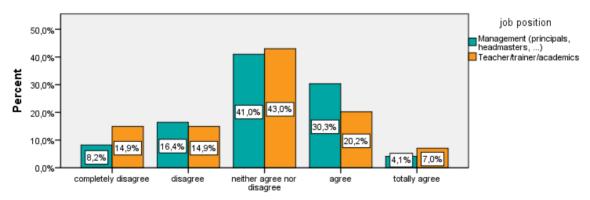
The next graphs are visualization answers of respondents to questionnaire questions (in %) for management and teachers.



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



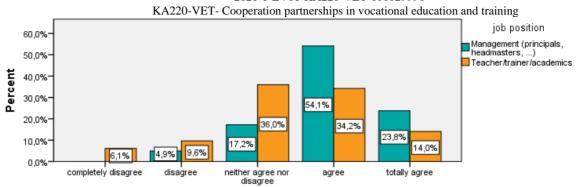
### 2. Modern technology is used on its maximum during the training



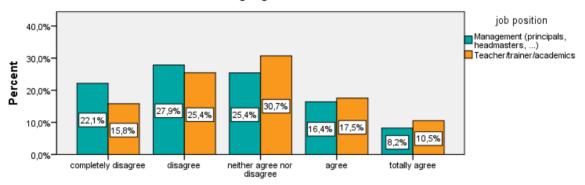
3. There are existing the quality standards of the online teaching



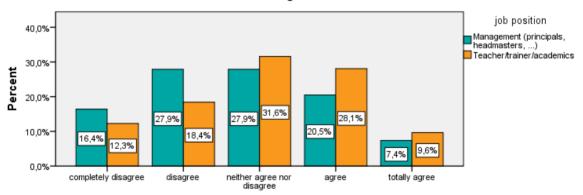
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## 4. Responsible consumption and spendings is normal in the training organisation



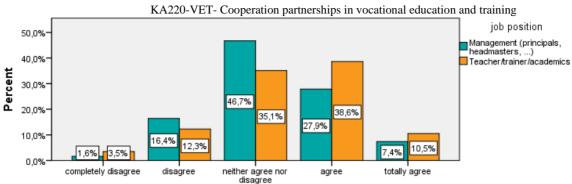
## 5. Foreign language isn't the barrier for our trainers to go for the international trainings abroad



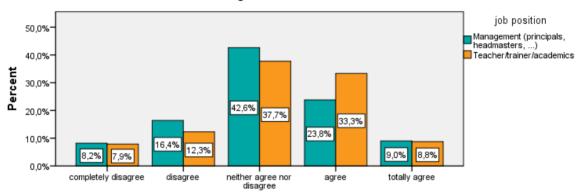
6. Technical equipment in the training organisations is sufficient



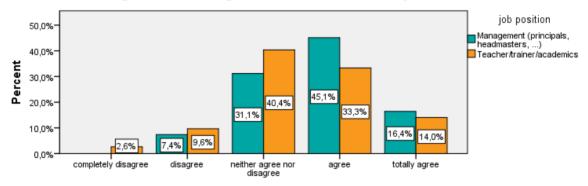
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### 7. Global awareness in included in everyday life of the training organisation



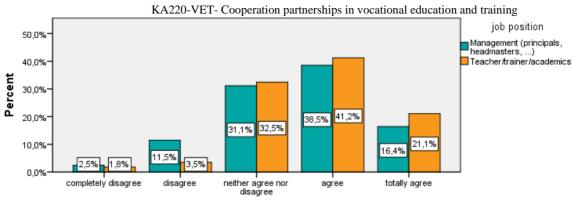
### 8. Digital classes are organised and interactive for everyone



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



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