

Questionnaires

The first questionnaire was called „What industry expects from school“. All partners could talk about this topic in Romania, Targu Jiu, **during the first meeting in November 2011**. Participants admitted that the problems between school and industry were very different in partner countries and it was very difficult to prepare appropriate questions. This questionnaire was initiated in the 1st meeting in Targu Jiu and refined and finished in the 2nd meeting in Luhacovice.

The second questionnaire was called “What school expects from industry” – the theme **of the second meeting in the Czech Republic**, Luhacovice town, in February 2012.

Participants of the Secondary Vocational School Luhacovice had prepared 8 questions and other three questions were added during the meeting in Luhacovice.

To find ways and ideas to improve the SCHOOL-INDUSTRY cooperation **Romanian and Czech partners** had finalized questionnaires to use for companies and school staff. These questionnaires were very similar but not the same. It is possible to say that we were looking for and finally have found a dual view – the view of the school staff and the view of companies of the same or similar things.

All partners used these questionnaires between the 2nd and the 3rd meeting to search for answers to these questions for **the third meeting in Denmark**, Skive.

The results from questioning colleagues and companies were presented by all partners in Skive. They could discuss them in the light of their different systems.

We have managed to summarize conclusions and ideas as inspiration for all participants, their social partners and for others to improve the cooperation between SCHOOL and INDUSTRY.

And now about results of both questionnaires. I have been looking for common aspects and differences in participants' countries to use outputs in our future work.

The first questionnaire „**What industry expects from school**” (8 questions)

1. What suggestions does your company have in order to improve the cooperation between school and industry?

We could say that companies usually expect closer contacts, better collaboration between teachers and employees, high qualified students. The answers of participants were very similar.

2. What subjects should be emphasized during school so that graduating students could have a chance to be hired in your company?

Most participants said that PC and vocational skills and foreign languages should be emphasized. Some of participants wrote about having working security and discipline, project reading ability, working team habits and analytical thinking.

3. Do you think that if the companies would give scholarships to students, the cooperation between industry and school would be improved? How?

Most participants said yes, it could bring new experience, opportunity to get to know future workers, motivate students, keep the continuity of the success.

4. Describe the ideal employee from your company's point of view.

The most common answer was that the employee should be loyal to the employer, motivated, have professional skills, be self-educated, flexible, able to use foreign languages, have team working habits.

5. If a graduating student attends a job interview in your company, what are the most important things that he/she needs to know?

The point of view „He should know that he does not know many things” was considered to be very useful. Other answers were very similar – professional skills, knowledge of the company's operations and business ethic and respect.

6. Would you accept a partnership between our school and your company so that our students could have the chance of learning by doing? If no, why?

Participants wrote about the participation in the process of production, e-learning on the platform, projects, taking part in the school programme management, being a member of the school council and so on.

7. Do you think that the industry's representative should have a word to say in what the subjects taught in school are concerned? Can you give examples?

Most participants said yes, specialists should cooperate with schools, it is necessary to teach real working life, basic knowledge and skills, civics (because of loyalty to the employer), prepare projects.

8. What jobs are available in your company? Can a high school graduate student occupy those jobs? If not, why?

The answers were different and they depended on the school curriculum of participating schools.

The second questionnaire „What school expects from industry” (11 questions)

1. Have your students learnt more for labor market or for further studies? How many percent for jobs and how many for studies?

We cannot find only one answer because of the different focus of participating schools. Some of them prepare their students especially for labour market, some of them for further studies. We can find the dual system in Germany and Denmark.

2. Do you think that your graduating students are requested in companies? If not, why?

A different situation is in Germany and Denmark because of the dual system. In other countries the answers depend on several conditions: economic crisis, industrial restructuring or motivation of students. Sometimes companies do not prefer graduating students because of vocational deficiency and salary costs.

3. Do your graduating students have more chances to be hired in companies which cooperate with your school than in other companies?

In Denmark and Germany we could say yes. It is because companies start the training and send students to school (dual system).

In other countries the cooperation between companies and schools gives an advantage to students.

4. What suggestions does your school have in order to improve the cooperation between industry and school?

Participants wrote about mutual visits, being more open to the trainees, opening up the curriculum to the companies and coordinating it with them, more cooperation

between local companies (especially from the sector of small business) and teachers at the schools.

5. Do you think that if the companies gave sponsorships to school, the cooperation between industry and school would be improved?

In the countries without the dual system this cooperation would be improved. It would help to improve the conditions and the standard of learning through buying new facilities, machines and so on.

6. Do you think if the companies gave scholarships to students, the cooperation between industry and school would be improved? How?

In the countries without the dual system we could say YES, the cooperation between these companies and schools is expected to be improved. It could bring benefits for both sides – schools and companies. Students would be more connected with the places of work, motivated to develop their skills, it could be a good competition among students. And companies would cut down on the costs of employment and training of new workers.

7. Do you think that companies should influence the school curriculum (school education programs)?

Yes, companies should influence the school curriculum, but only some aspects, schools have to teach more than only vocationally oriented aspects. It is not possible in Polish educational system, because schools and companies are separate entities.

8. What do you think about coordination between supply and demand of labor in your country?

In some participants countries the coordination is not perfect, many students of humanities, academic educations or management and marketing branches cannot find a job. On the other hand companies cannot find qualified staff. Crisis has negative influence on it. The situation is better at countries with the dual education system.

9. Do companies cooperate with your school in the process of getting new students who would be interested in vocational education?

We could say YES. For example in the Czech Republic firms participate by providing buses which collect pupils from elementary schools during the “open days”, by sponsorship of school events, through cooperation in activities which should motivate future students (competitions).

10. What kind of problems do you encounter during the practical training?

We can find many problems, for example: training schemes are not kept, too little care of trainees, overtaxing of trainees, little wages, no acceptance of educational background, many working hours, lack of tolerance towards the modern young people.

11. How do you evaluate the quality of practical training the companies offer to your students?

The most common answer was that quality of practical training is good but sometimes we can see that trainees could be only cheap workers for some companies.