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THE FACULTY OF BUSINESS MANAGEMENT
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The Hamburg Model: One-year Vocational Qualification
The analysis of questionnaires

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The analysis of questionnaires of the first stage

The age structure of the trainees:

- 1 out of 16 trainees were female; 15 – male
- The main group 50% of all 16 participating trainees was 18-19 years olds, followed by 19% of the participants in the age groups 20 – 21 and 24 – 25 and 12% aged 22 – 23.

Education background of the trainees:

- The most of the trainees have completed secondary education; almost half of them have already vocational school-leaving qualification in different occupations: tiler/plasterer, electrician, mechanics, waiter/bar man, car mechanic.

Previous experience of the trainees:

- 50% of all trainees were unemployed between 1 – 16 months before the training.
- The half of the trainees were practising in other occupations before starting the training: autoelectrician, general construction works, painter, sales, warehouse keeper and worker protection.
- Almost 70% of all trainees were working on the construction site without required qualifications before; nearly 30% of them between 3 – 6 months.
- After completing the Hamburg Model training program 50% of all intend to work in the profession „Specialist for building insulation“, 38% would like to continue the vocational training in the related occupation – decorator, 2 trainees would do something else.

Carrier plans in the next five years:

- 50% of all trainees do not have any plans regarding their carrier
- 32% would like to be a good specialist in his occupational field
- 12% or 2 trainees out of 16 intend to find better job opportunities
- One trainee would like to have own company

The teacher profile:

- 60% of the school teachers involved in the program have a pedagogical education, 30% - professional studies.

Aspiration for the future in the vocational education and training system by teachers:

- The vocational training should be fully conform with the EU standards

- The state should support financially the students (training allowance) and the enterprises
- There is a need to improve the vocational education and training system in Lithuania. The best way to do that is to introduce the dual education system

The profile of the enterprise:

- The profile of the company, where students had vocational training fully corresponded to the content of the considered programme, which was focused on the systems of facade heat insulation. This company has been working for fifteen years in the construction industry. It employs more than 60 workers and has been recently ranked to be among the best ten companies of this profile in Lithuania.

The analysis of questionnaires of the second stage

I. The Description of Company's Responses

The profile of the company, where students had vocational training fully corresponded to the content of the considered programme, which was focused on the systems of facade heat insulation. This company has been working for fifteen years in the construction industry. It employs more than 60 workers and has been recently ranked to be among the best ten companies of this profile in Lithuania.

The manager of the company is responsible for the whole process of students training (organizing, supervision, instruction, etc.). However, it is hardly fair. The responsible person with the respective qualification should to be appointed to this position under the order of director.

The programme was evaluated very positively by the enterprise. On the one hand, it allowed students to consolidate the theoretical knowledge, to get the required professional skills because they performed all operations associated with wall insulation technologies. On the other hand, the company can train skilled workers for its own needs, to assess students' abilities, etc. The implementation of vocational training programmes should be based on law, with the expenses of vocational training in the company partially compensated under the law procedure. Now, the company, pays to students from their own funds.

Vocational training in the company provides the conditions for supervising and training students so that they could become high quality workers and get the required assistance.

The programme has as an optimal relationship between theory and practice. It ensures the consistent and qualified application of theoretical knowledge to practical work because students have the possibility to spend more time in the company. It also provides another

opportunity - the company can work closely cooperate with the training centre and improve the content of the theoretical course.

The company's responses show, that the content of the vocational training should be improved methodically within the company itself. This could be done in this way. The whole training period should be divided into phases, having their specific aims. These could be three phases, containing the preparation, as well as basic and final stages.

At the first stage, the aim is to acquaint the students with the work with technologies, tools, transactions, etc. Students should be taught how to use theoretical knowledge in performing specific operations.

The aim of the second phase is the participation of students in the technological process, acquiring the required skills, etc.

The aim of the third stage is the assessment of students' achievements.

Now, all this is done more intuitively. It can be even easily conclude that the leader of practical training must be trained.

The company was highly satisfied with the students and their ability to apply theoretical knowledge in practice, while students were satisfied with the company and goodwill and kindness of their staff. Even 2/3 of the students would like to work in this company.

Due to the successful vocational training, very close cooperation with the training centres has been established. The training centre can improve the theoretical part of the programme, while the company -can improve the content of vocational training.

The company is interested in further cooperation with the training centre because in this case both parts win. It is necessary that the companies, together with training centres would rise questions about vocational training development at the national level, especially about the state support of these training programme.

The company fully agrees that there should be more programmes both in number and variety in Lithuania.

II. Description of Students' Responses

In general, the logical sequence of practical training is as follows: instructions, the required explanations, introduction to technological cards, etc. are presented at the beginning. Then, students are included in the workers' teams and perform work control.

According the respondents, the positive aspects of the considered vocational training programme are as follows: the possibility to work on the real construction site, the sufficiently long period of training, the possibility for students to work as equal members, autonomous work and, most important, the possibility to get wages.

The equipment of training centre and workshops cannot reduce the real working conditions on the construction site, as well as building materials, equipment, technology and the organization of work.

The success and results of practical training largely depends on its guide and his/her attitude to the students and the ability to lead the vocational training.

The theory is required to students if they want to become qualified workers. For example, the members of the training centre staff are able to better explain why in performing a specific operation, some particular materials should be used instead of other materials. Practice guide is not always able to do so. The guide of vocational training is not always able to do so. The practical work helps to understand the theory.

The expectations associated with this training programme were proved correct and were even exceeded. Students were not expected to learn so many new things within a short period of time. They were not expected to get wages. It is necessary that of this kind the programme would be widely implemented in Lithuania. It would be very useful for students to have a possibility to work in different teams in order to compare the jobs and working conditions.

Students will be also happy to participate in such programme in the future. They have to be as many and diverse as possible.

III. Description of Teachers' Responses

Close cooperation between the teachers and the company is required. This cooperation should take place in this way: teachers have to raise their qualification in the company constantly and closely cooperate with the company's employees responsible for practical training. In the training centre, theory and practice should be taught by the same teacher. In this case, working closely with the company he/she could improve the training.

The cooperation between training centres and enterprises is particularly important during the training programme preparation. The working group should include representatives of both institutions – they have together to plan the programme; draw up the training plan for practical and theoretical training and schedule, etc. Teachers must attend students during practical training.

The considered training programme provides many new opportunities for both training centres and well as the company. After performing practical training, students are aware of what theoretical knowledge they lack. The link between the training centres and companies is created, therefore, the theory and the content of practical training can be adjusted. Due to such cooperation, the training centre knows how to correct the content and consistency of vocational training, the requirements to future worker competence and skills.

After performing the vocational training students become more interested in learning the theory. They better understand the theory, underlying new technologies, etc. Students

become more motivated to become good professionals. Hence, the training program has proved its value.

The time of the training programme was sufficient. It was enough time to satisfy the needs of learning. If the training programme were broader in content, the time would not be sufficient, because it is dedicated only to acquiring the primary skills. Therefore, in general it can be concluded that one-year is too short. The programme of vocational training should be 1.5 - 2 year long.

Successful vocational training requires motivated students. This situation could be observed in this case, and, therefore the scores of these students were higher than those of conventional curriculum students.

An important result of the training programme implementation is that most of the students expressed a wish to work for the considered company after graduation. In order to have such successful training according other training programmes, it is required that companies should give more time for students' training, adaptation to the labour market, advertising specialities and professions, etc.

IV. General Conclusions of a Survey

Summing up the survey results of the second phase, it can be stated that there are all conditions to implement the dual vocational training model in Lithuania. It requires three conditions: first, the ability of the training centres to implement such programmes; second, the company's ability to participate in such programmes; thirdly, the state support. The performed experiment has shown that, in Lithuania, the first and the second conditions are satisfied both the training centres and the companies are fully aware of the effectiveness and viability of the considered training model, and are willing to install such a model. It is only necessary to work together, collaborating with the associations of companies (Lithuanian Confederation of Industrialists Builders Association, Employers' Confederation, etc.) to reach the occurrence of relevant law.

The analyses of the third stage

In order to sum up the analysis of three questionnaires and provide generalized conclusions the third stage of questionnaires have be assessed. The assessment was based on the questionnaires of representatives of two companies, four teachers, as well as 16 students.

The analysis of three questionnaires is based on the same principle. First of all, the answers were assigned to numeric values (Table 1).

Table 1. Estimates of responses

The symbol of the estimation in the questionnaire	+++	++	+	-	--	---
Numeric values	5	4	3	2	1	0

Based on Table 1, the survey results of every question in three questionnaires were evaluated. In order to sum up the answers and write the conclusions reflecting the situations, the questions of questionnaires of every category (companies, teachers and students) were divided into three groups based on aggregated summary scores. The following results are presented in Tables 2-5.

Table 2. The summary of representatives' responses

Group number	Interval of values	Average of values	Response numbers
First	9 – 10	4,8	1, 2, 3, 4, 7, 8, 9, 13, 14, 15, 16, 17, 21
Second	5 – 9	3,7	5, 6, 10, 11, 23
Third	0 – 5	0,8	12, 18, 19, 20, 22

Table 3. The summary of teachers' responses

Group number	Interval of values	Average of values	Response numbers
First	15 – 20	4,6	1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13
Second	10 – 15	3,6	9, 10, 18
Third	0 – 10	0,13	14, 15, 16, 17

Table 4. The summary of students' responses on the theoretical knowledge of the training programme

Group number	Interval of values	Average of values	Response numbers
First	70 - 80	4,8	1, 2, 4, 5, 7, 8, 11, 12, 13
Second	30 – 70	4,3	3, 6
Third	10 – 30	1,3	9, 10

Table 5. The summary of students' responses on the practical training of the training programme

Group number	Interval of values	Average of values	Response numbers
First	70 – 80	4,8	1, 2, 3, 4, 6, 9, 10, 11, 12
Second	50 – 70	3,7	5, 7, 8
Third	20 – 50	1,8	13

Summing up the survey results of three stages in Tables 2-5, the conclusions are as follows:

1. Representatives of companies evaluate the training programme positively, except following points:
 - a) The leaders of practical training have not the pedagogical qualification;
 - b) The period of theoretical training was too long;
 - c) The period of practical training was too short;
 - d) Unfortunately, such programmes will not be installed soon in Lithuania.

It can be concluded, that the cooperation model between the school and enterprise was successful.

2. In general, the leaders of the training evaluate the training programme positively, except that the one-year period is too short.
3. Students evaluate the theoretical part of the training programme very well, except that the one-year period is too short. The practical part of the programme was assessed very positively.

It can be concluded, that the training programme was evaluated very positively in all aspects. In order to improve the programme two following issues have to be solved: firstly, to increase the period of the training programme; secondly, to raise the qualifications of the leaders of practical trainings.

Summarized analysis of questionnaires of three stages

Summing up the survey results of three stages, the conclusions are as follows:

I. Conclusions of the first stage

1. The number of school leavers coming to the vocational training centres has increased. Hence, the attractiveness of the vocational training has to be increased as not all school leavers are seeking to get the higher education studies.
2. The pedagogical qualification of vocational teaching staff has to be increased.
3. The more effective vocational training forms such as the dual model installation are requested by enterprises.

II. Conclusions of the second stage

1. Lithuanian Vocational Training Centres have to be orientated to be the successful part in the dual model installation. It requires solving following questions: its management, cooperation with the Lithuanian Confederation of Industrialists Builders Association, etc.
2. The questions of the State participation in the process of vocational training have to be solved (law, grants, etc.)

III. Conclusions of the third stage

1. The implementation of the vocational programme shows that the period of one-year is too short. This question was raised by companies, leaders of training, as well as students.
2. In order to increase the effectiveness of the implementation of the dual training model, the qualification of teachers have to be raised, especially the pedagogical qualification.
3. The companies have to be supported by the State to participate in the dual model installation.
4. The companies hesitate about the fast model installation, because at the moment there are no favourable conditions for it in Lithuania.