Leonardo da Vinci – Transfer of Innovation

Project Mandatory Training in Practice Firms at Vocational Educational Institutions

LLP-LdV-TOI-2011-LT-0090

Comparative analysis of current practice firm situation in Austria, Bulgaria and Lithuania

Sofia, Vienna, Vilnius 2012
This project has been funded with support from the European Commission.
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PF – Practice firm (also known as a practice enterprise, training firm, virtual enterprise, virtual business) is a virtual company that runs like a real business silhouetting a real firm's business procedures, products and services. A practice firm resembles a real company in its form, organisation and function. Each practice firm trades with other practice firms, following commercial business procedures in the practice firm's worldwide economic environment. PF is a model of a real business at a school within the framework of lessons to illustrate internal procedures, external business relations, and other business cultures. Depending on the school type and national education policies, practice firms are recommended of form a mandatory part of commercial/entrepreneurial training at VET schools.

CO – central office, coordinates, supervises and develops national practice firms' network and PF activities, trains the trainers that provide learning for students and pupils at PF; provides PF trainers with continuous development, ensures that quality standards are reached by students and trainers, organises regular annual events - international PF trade fair, seminars for PF trainers, implements international standards of PF into national education system.

LT – Lithuania.

AT – Austria.

BG – Bulgaria.

VET – vocational education and training.

NGO – nongovernmental organisation.

ESF – European Structural Funds.

EE – Entrepreneurial Education.

USP – unique selling proposition. In the economic schools PF is a unique benefit, the extra attractive part within their educational offers.
Introduction

Lithuanian PF Central Office “Simulith” centre in cooperation with Austrian and Bulgarian COs implement Leonardo da Vinci Transfer of Innovation project, called “Mandatory Training in Practice Firms at Vocational Educational Institutions”. The main aim of the project is to create guidelines and recommendations for VET institutions and Lithuanian Ministry of Science and Education to introduce mandatory training in Practice firms (PF) in Lithuanian VET schools. It would enable VET pupils learning at the business PF to get hands-on training and develop enterprise competencies, which are crucial for successful employment. Austrian and Bulgarian shared experience applied to Lithuanian VET by introducing mandatory training in PF for certain areas of education training programs at vocational schools would be a great asset to VET education curriculum.

The project partners have carried out the research on the national level aiming at finding out the current situation and problems concerning the PF model from five different points of view – students’, school principals’, PF trainers’, CO’s and representatives from the science and education ministries.

The research problem is expressed in the following areas:
• How do students, PF trainers, school principals, CO staff and ministry of education staff perceive the PF work organization, training (learning) process and the competencies acquired during practice?
• What is students’, PF trainers’, school principals’, central office staff, education ministries staff opinion about mandatory training possibilities at PF for students that choose to study and train for certain areas of education training programmes?
• What learning conditions are provided and what improvements are required for the PF environment?

The research object:
Students’, PF trainers’, school principals’, central office staff, education ministries staff opinion on the necessity, quality and further development potentialities of practice at the PF.

The research aim:
To analyse PF advantages and disadvantages from students’, PF trainers’, school principals’, central office staff, education ministries staff point of view.

Research objectives:
To analyse PF situation in three countries – LT, AT, BG.
To expose PF model advantages and disadvantages when learning at PF is mandatory and optional subject at the VET schools curriculums.
To explore the competencies gained in the PF.
Identify the most appropriate PF development policies.

Research tool:
The survey questionnaire prepared on the bases of current PF curriculums and VET standards and given to 5 different target groups to fill in in writing:
• Students (PF trainees);
• PF trainers (teachers, trainers);
• VET school principals;
• CO from LT, AT, BG staff;
• People in charge of forming VET strategies (experts).
Sample size – in the survey have participated:
- Students 1195;
- PF teachers and trainers 318;
- School principals 105;
- CO staff 10;
- People in charge of forming VET strategies 18.

The survey has been carried in each country from November 2011 till January 2012.

Research methodology:
- Analysis of training curriculums and standards content which is used to justify current situation of PF features.
- The content analysis was used aiming at VET curriculum content research.
- The survey questionnaire has been made of various (open and closed) questions. For each target group the amount of questions differs from 10 (CO and people in charge of forming VET strategies), 14 (School principals), 16 (PF students) to 23 (PF teachers and trainers). The questions are formed in the blocks according to theme and covers separate processes related to PF assessment, PF learning and working environment, competences, PF organisational and IT provision and encourages respondent’s opinion expression.
- A written survey of statistical data analysis was performed using descriptive statistical methods to calculate the arithmetic average of the respondents’ opinions, expressed as a percentage.

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Students view

Lithuanian, Bulgarian and Austrian Central Offices responsible for national practice firms (PF) network in each country have carried out the survey of currently in PFs learning students’ opinion about benefits and advantages of learning at PF and possibilities for further developments, especially analysing possibilities of introducing mandatory learning in LT vocational school curriculums and improve them in Austrian and Bulgarian vocational schools.

The survey has been carried in each country from November 2011 till January 2012. Students who were learning at that time in PF were asked to fill in the questionnaire and return it my e-mail to central offices of PF and in Austria the survey questionnaire has been uploaded on the website at www.schoolpark.at. The questionnaire has been filled in by 668 students in BG, 107 in LT and 420 in AT – 1195 in total - which accounts for 64% return of the whole students who were learning at PF at that time in all three countries.

In Lithuania and Bulgaria students according to gender are distributed nearly equally in Lithuania (52% female and 48% male) and Bulgaria (55% female and 45% male). In Austria the situation is slightly different as in the PF are learning 31% of males and 69 % of females.

The differences of the gender distribution might be explained by the specialties’, that students are studying. In BG schools students have their practice at PF if they study Economics and management, Entrepreneurship and management, Trade, Business administration, Banking, Insurance and Social Securities, Financial reporting, Operational accounting, Accounting, Economic informatics, Human Resources, Public relations, IT specialist, Industry, Engineering and architecture, Operation of road transport. In BG PF model is implemented in all economic specialities and in different types of schools.

In LT students are learning at PF if they choose the following study programmes: Assistant Manager, Forwarding Agent of Logistics, Information Technology Systems Seller, Trade Companies Assistant Manager, Banking Operation Manager, Industrial Companies Trade Consultant, Accountant, Small Business Organiser, Construction Services Provider and other.

In AT all Business schools have got PF in their curriculums.

The survey has shown which learning methods students find the most useful for them.

Team work in BG, LT and AT is the most useful method working in PF, followed by Learning by doing as a second most useful in LT and BG and business projects in BG, learning from mistakes in LT and learning from own experience in AT.

In each country the least useful method has been mentioned case work in AT, Learning from own experience in BG and home assignments in LT.

Learning resources most used at PF to make students work at PF successful are as follows:

Internet BG 293, LT 95, AT 230, Teachers and trainers in BG 289, LT 95, AT 352, Classmates BG 154, LT 59, AT 317. In all three countries these three resources have been mentioned among three most popular ones. PF must have sufficient equipment; reliable and well trained PF trainers who are capable to encourage and empower students’ cooperation and team work.
Students use various communication channels in PF training. Respondents working at PF mostly communicate with other PFs and among themselves using e-mail 290 BG, 91 LT, 369 AT, web page 148 BG, 64 LT, facial communication 117, 55 LT, 248 AT and telephone 231 in AT.

In all countries one of the learning methods used in PF is a participation in PF Trade Fairs. In every country it has a different role in the whole training programme. In BG it is:

- Communication and exchange of experience, good practices and ideas.
- Contacts and business activities with other practice firms from Bulgaria and abroad
- Motivates better quality of work. Develops initiative and ambition by competitiveness.
- Stimulates desire for development and improvement.
- Possibility for practice and improvement of the gained skills.
- Practical application of knowledge and skills.
- Meeting real situations and real competition.

In LT:

- Comprehensive experience
- Preparation of advertisements and their presentation
- Direct contact with other PFs
- Gained new knowledge, ideas
- Improvement of personal skills (especially communication)

AT:

- Very important event for most of students
- Highlight of the PF year
- Lots of fun
- Exciting event
- Serious competition

In each country PFs assessment focuses on different characteristics. The graph below indicates three most popular answers of what students from each country think is assessed in their PF.

![Graph showing assessment criteria for different countries](image)

*Figure 1. Students’ opinion of what is assessed in PF according to the country.*

In the questionnaire the question about the PF advantages has been included as an open question. The main answers are provided by the country:
BG:
Preparation and collision with real life problems. Getting closer to real business environment.
Practical application of professional knowledge.
Gaining business experience, cooperation and teamwork skills.
Taking initiative and responsibility for own actions.
Environment, where we can make mistakes and learn from them.
Working with documents. Knowing regulations and legal requirements.
Possibility for creative work and developing imagination.

LT:
Acquisition of a lot of knowledge
Possibility to apply theory into practice
Familiarize yourself with the company documentation, and filing of documents
Teamwork, good working atmosphere
The possibility to test oneself in different work situations
Learning by doing, learning from mistakes

AT:
Learning by doing
Different to usual lessons
Feeling as working in a real company
Ability to put theory into practice
Teamwork
Getting to know how processes in a company run
Time management

Disadvantages of learning at the PF:

BG:
Very few lessons and practice.
Lack of financing, which requires target funds.
Old facilities.
No real money and real sale.
The contacts with other training firms are very few.
Work at school doesn’t always keep to the real business environment.
Not every training firm is well organized and the work there is hard.
Not all the professions are well developed and meet the reality.
Not everyone is committed to work in the training firm.

LT:
The technical and supply issues;
Too short practice – too long practice;
There are no disadvantages.

AT:
It’s only virtual;
Too short time for practice at PF;
Stressful;
No response from other PF;
Lack of motivation from some students.
The work at the PF is organised in the way that it would reflect the real business processes and procedures as much as possible. The question “On what extend the working situations at PF reflect the real enterprise activities?” has been given to students. Compared all countries’ respondents’ answers on the average it is a very similar amount of students who feel as working in the real company and some situations create a sense as if working in a real company. In AT most of students feel that some situations are as if in a real company, however most of them by then haven’t yet worked in a real enterprise and this answer is based on their assumption of how it should be. In LT majority of students get the feeling as if working in a real company. In BG students have nearly tantamount division for the above mentioned answers.

![Figure 2. PF as a real enterprise comparison.](image)

The following are some comments from the students regarding this question:

- Real-life situations are being played. This creates competition and a sense of professionalism.
- Lack of real money, resources and responsibility is not as at a real company.
- Filling in the actual documents for registration creates a feel as working in a real enterprise.
- PF helps to make team, diplomatic and strategic decisions.
- Working at PF I experience real problems, but unreal stress.

Students working in PF develop various abilities. Students from each country have marked different abilities which they think they develop the most in PF. The top three abilities from each country are showed in the chart below.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Lithuania Selected</th>
<th>Lithuania %</th>
<th>Bulgaria Selected</th>
<th>Bulgaria %</th>
<th>Austria Selected</th>
<th>Austria %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work independently</td>
<td>84</td>
<td>79</td>
<td></td>
<td></td>
<td>284</td>
<td>68</td>
</tr>
<tr>
<td>To take responsibility for own actions</td>
<td>64</td>
<td>60</td>
<td>205</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To reach goal</td>
<td></td>
<td></td>
<td>199</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make decisions</td>
<td>54</td>
<td>50</td>
<td>291</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To create and foster team spirit</td>
<td>54</td>
<td>50</td>
<td>288</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To use strategic planning</td>
<td>54</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To find required information</td>
<td></td>
<td></td>
<td>170</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 1. Abilities developed in PF.*
90% of students in BG and LT answered to the question if they will be able to apply the skills and knowledge gained at PF in their future career in a positive way and it shows that students see the PF model as a worthwhile choosing to have a strong basis for a preparation for the future employment. In AT students are more reserved as 53% of respondents believe that work at PF will equip them with the skills and knowledge that they could apply in their future career.

![Figure 3. Ability to apply the skills and knowledge gained at PF in the future career.](image)

Some students have commented their answers:

- Acquired new knowledge and skills will be helpful in creating our own business in the future.
- We know how to fill in accounting and other documents.
- PF works with accounting programs that would be useful when working in real companies.
- It is useful making role play of job interviews.

The survey has been designed in a way, which would help to get an objective and not presumed view of student’s perception of PF work aspects which would help them to aspire to reach for better results, higher level of their personal performance and professional development. Respondents have been asked what motivates them to fulfil given tasks at PF in the most appropriate way. The motivation to fulfill their tasks at PF is driven by various stimulus, which are relatively different and covers theoretical, practical, personal, professional and other aspects. Students had been given an opportunity to add the aspects of their own choice in order to get as better understanding of this matter as possible. From students answers it is obvious that the PF is mostly seen as a place to develop professional skills and apply theory into practice. Over 50% of respondents find it very important to receive a good grade of their practical work at the PF. For the PF trainers the answers to this question could serve as a signpost towards more emphasis on students’ empowerment in their personal development as much as on the professional and practical one.
Students have identified their **personal benefit from PF training**.

**BG:**
- Practical application of theoretical knowledge.
- Connection of the vocational training process with the real economic environment.
- Responsibility for personal activities.
- Readiness to reach high professionalism.
- Time planning skills.
- Decision-making, task assignment; control over their implementation.
- Entertainment, motivation, team work.
- Development of bookkeeping and accountancy skills.
- Filling and preparing documents.
- Development of economic thinking.
- Preparation for SME establishment.

**LT:**
- Feeling as working in a real company.
- Team work.
- Gained new knowledge.
- New discoveries and many things becoming clearer.
- Developed or acquired personal qualities such as self-divines, freedom for self-expression, entrepreneurship, self-confidence, communication skills.

**AT:**
- Improvement of teamwork and social skills, discovering how a company works, achievement of professional competences and ability to work independently.
- Preparation for further working life.

Students have provided the **recommendations to the policy-makers** – Ministry of Education; Central Office; School Principal regarding the practice at PF. It was an opened question and some of the most popular answers are provided bellow according to the country.

**BG:**
- Financial support and investment in practice firms.
- Increasing the number of lessons in school.
- Increasing the time for practical training.
Providing modern and specialized equipment.
More serious attitude and attention to practice firms.
More fairs and meetings of teachers, students and practice firms.
Expand network of practice firms.
Better organization of the activity of PF.
Provide a special certificate for successfully completed training at PF.
Motivating students through incentive awards and other incentives (certificates and competitions).
Working with paper money (notes).
Placements in PFs for the time of annual apprenticeship programs. Contracts for students to conduct practice in real companies.
Practice firms have to be included as mandatory training in any economic specialty and each vocational school.

LT:
Update the technical equipment
The same working hours for all PF’s
Increased number of hours at PF
PF to be a compulsory subject
More trade fairs
To increase interaction with the trainees
To intensify the dissemination of the concept

AT:
More lessons, education of teachers should be on a very professional level, more support at starting the PF at the beginning of the school year, more trade fairs, planning and clear tasks in PF important, functioning equipment (IT!), team teaching.
Teachers View

A Questionnaire of 23 questions was spread among the trainers of training firms by e-mails. The idea was to clarify the current situation in the partner-countries, concerning all sides of PF training – people, methodology; technical, financial issues; interrelations; prospects for development; the problems in the different countries; the strong and the week sides of mandatory training by PF.

318 teachers from Austria, Bulgaria and Lithuania filled the questionnaire which is a third of all trainers in the three countries.

More than half of PF trainers in BG are between 30 and 50 years of age. In LT and AT; 80% of the trainers are 40 and over. It is alarming that such a low percentage of young PF trainers are working in the PF and it might lead into shortage of PF trainers in decade and a bit if no new PF trainers will be well trained in a new future.

![Figure 5. PF trainers’ age.](image)

98% of the PF trainers in all three countries have qualification in Economics; 2 % - in Business informatics and Information technologies.

Nearly all teachers teach economics; very few IT and some other vocational specialties in accordance to the type of school.

63% of the PF trainers in Bulgaria are new or have 1 to 5 years-experience.

41% in LT are with 5-10 years of experience as PF trainers.

60% of the trainers in AT have over 10 years of experience.

It’s obvious that the PF trainer’s work experience is of great importance due to the complexity of work in the PF. In BG where new young teachers are hired, they get the PF lessons, because they have more modern education, speak foreign languages and are very enthusiastic to become PF trainers.
55% of the PF trainers in BG and 64% in Austria are in charge of 1 PF. In LT the picture is different because in the regular situation there is only one PF working in the VET school for a certain period of time. In the other countries the practice to assign PF training and other economic subjects to one teacher combines theory and practice in a very sufficient way. This way more teachers are qualified additionally; they are involved in the whole “project” PF; they become more flexible and interchangeable.

Whereas the teachers are specialized in economics the specialties of students trained by PF are in the fields of Economics, Finance, Trade, Business administration, Transport, Engineering, Tourism, Agriculture, Fashion, Social occupations. In LT there are PFs for drivers; adjusters and sellers.

The best example is to have about 12 students in a PF class, but the current situation is very different according to the country school system – age, specialty, mandatory or optional training; school organization; financing. The group size is from 6 to 26 in BG and 3-35 in AT, and there are 16-25 students in a PF in LT.

The academic hours taught at PF are between 1-4 per week in AT and BG and up to 240 taught full time in LT. Some of the schools in BG start PF in the 10 class with one or two lessons; 2-3 lessons in 11 and 12 class, combining mandatory with optional training an this way they complete a course of training of 144 lessons and more.

PF equipment has been pointed more or less as a problem in all countries, especially in BG and LT. Austrian PFs are better financed and provided with modern equipment and software products. All PFs use MS Office and some specialized software – mostly accounting. 30-40% of the PFs in BG and LT have web site, whiles in AT they are 70%. AT PFs are better equipped with basic and extra office furniture and computers. 85% of the AT PFs have a PF web shop. Very few of BG and some of LT PFs have their own web shop. AT Central Office offers more on-line services which help the e-learning and usage of basic software.

Most of PF trainers in order to improve the training at PF in all three countries suggest modern and more IT equipment; more lessons for PF; less students in one PF at one time. LT needs to work harder with the motivation of students and their entrance knowledge, assess the knowledge of students before they start learning and practicing at PF.

The training method preferred in PF is TEAM WORK. Pair and individual work is also very often applied in AT. BG and LT practice simulations. In AT round table discussions are very common. In
LT PF trainers have mentioned the remarkable importance of the national, regional or local events organized for PF students from different PFs. Students having facial and direct contact with students from other PF during trade fairs, round table meetings, conferences or partnership meetings are more likely to learn to deal with colleagues in the team, develop their creative thinking, foster initiative, ability to take on own responsibility, gain negotiation and public speaking and presentation skills. Students feel more confident when they deal with colleagues who are at the same learning path (learning at PF as well). Through team work students aspire to improve their personal performance in order to be appreciative and appreciated within the team.

**Figure 7. Preferred training methods in PF.**

The **most sufficient LEARNING methods** are team work, pair and individual work; round table discussion in AT. AT has also pointed trade fairs for PFs and the learning-by-doing method.

Both teaching and learning are very rich and diverse in accordance to the type of activity of the PF; the aims and tasks; the time schedule; intensity of learning at the PF, the interests and basic competencies of students and PF trainers; the personality and qualification of the teacher/teachers, the support from the school principals and supply of the required equipment and learning environment.
Due to the dynamic nature and flexible structure of PF training Internet, real life sources and cooperation with teachers are the most commonly used resources in PF training. In LT the consultations with the Central office and participations in seminars have a high percent of usage. Cooperation with real business has also its importance which should be strengthen in the near future as PF mirrors and simulates real business situations. In BG quite a few PF are supported and mentored by the real enterprises in order to strengthen the links with the real economical and entrepreneurship world and assure that the learning at PF corresponds with the actual and currently happening processes in the real enterprises. Cooperation with representatives from real enterprises provides multifunctional resources: students can ask questions of people who work in real enterprises and gain practical knowledge based on other people’s actual experience; students given a task by businessmen can offer their youthful and impetuous ideas, create new visions for business development to the real enterprise; PF trainers can organize various activities such as outing to the real enterprise, seminars, conferences, etc.

Figure 8. Most sufficient learning at PF methods.
PF training uses most of the assessment methods, but it differs in the way team work is assessed or on the assessment methods the teacher, the school and the students have agreed on. The most common assessment methods in AT and BG are term evaluation and cumulated score. In LT are used different tests. AT have special check lists which are given to students at the beginning of the school year and are completed during the course. External assessment is still rarely used, mainly at trade fairs and sometimes as elements of the leaving examinations. Assessment at PF is a topic that needs further discussions and better regulatory basis.

The organization of PF activities varies in the three countries and the PF trainers face different problems that have their roots in the Educational policies; financing and teachers’ competencies.

AT:
- to find real companies for cooperation
to organize exchange of experiences with other PF-teachers
to organize team-teaching
more business dealings with other PFs
coopération with teachers of other subjects in the same class

**BG:**
need of preparation lessons for PF
complexity of training
lack of time and teaching materials

**LT:**
too large groups and poor attendance; lack of motivation
coopération with real business and other teachers
complicated communication, coopération
reduced hours for training at PF
not constantly working trainer

Teachers have pointed out the importance of Central Office services which have been established and function on a similar basis. The PFs in the three countries consider the Bank services of the Central Office very important. Next comes the National registry agency for AT and BG. In LT they think the Newsletter helps a lot. The National Revenue Agency and National Security institute are regularly used by the three countries. The Central office services are used to a certain extent due to their quality, promptness and accessibility. Web shop is not used in BG and LT because it's not provided by the Central Offices.

![Useful Services of C.O.](image)

*Figure 11. Importance of the services provided by CO.*

All three countries are aware of the innovative aspects of PF training in comparison with the traditional schooling system. Some of the aspects they point out are:
- Integrated practical training and knowledge
- Provides variety of activities
- Planned and implemented as a project activities
- Learning on-the-job training
- Delegation of responsibilities and rights
- Facilitates contacts with real business
- AT – national quality certification

And PF is very well accepted by students in all three countries.

As the business world and economics is rapidly changing, growing and developing it is crucial that PF keeps itself as updated as possible which is doable only through innovations in training which
correspond to the reality of the enterprise. PF trainers are aware of their mission to organize training at the PF in a way that reflects reality of nowadays entrepreneurship.

**What influences the quality of work?**

In AT and BG persons, teachers’ experience and student’s skills and knowledge are of great importance for the quality of work in the PF. In LT teachers experience, PF sustainability and learning methods are the three most important which can be well understood as the PF is not mandatory in LT and sustainability is a milestone to the development of training.

![Influences on PF work](image)

*Figure 12. Influence of PF work.*

**AT:**
- ✔ Reaching the National Quality Certificate
- ✔ Motivation of students
- ✔ Taking part in PF fairs
- ✔ Organizing in-house-fairs
- ✔ Cooperation with other companies in foreign countries
- ✔ Cooperation with language teachers

**BG:**
- ✔ Participation in fairs of TF - awards, motivation, preparing for participation, teamwork, finding sponsors and mentors
- ✔ Facilitation of future career, the role of PF for their personal and professional development
- ✔ Participation in the projects of the PF Network

**LT:**
- ✔ Experience in the international trade fair and other events /in conferences, integrated classroom/
- ✔ Visits to business, exhibitions, Labour Youth Job Centre, archives
- ✔ Activities, adapting situations taken from real business

As participation at PF fair is pointed out in the three countries at first place, it’s inclusion in the PF training program as part of the mandatory curriculum has a special practical effect and measurable results.

PF as a complex practical training requires various teaching and learning resources, good coordination and proper financial and methodological support which means that we need service
providers, partners, sponsors and other supporting parties. Of course all teachers pointed out students as the first interested party. Students, Central office and school administration are the top three interested/involved parties in the training.

Partners agreed that the involvement of business and parents is also important for the successful application of the model.

![Involved parties](image.png)

*Figure 13. Parties involved in PF training.*

**The annual PF budget:**

The figures show that in all countries the teachers don’t have a clear idea about the financing of PF training. Teachers teach other subjects and are paid within their job characteristic; direct costs are paid together with all costs of the schools and the trade fair participation is paid more than two thirds of the costs by students and their parents. PF is not considered as a separate training unit and doesn’t have targeted financing which causes reduction of the quality and the effect of training. In AT most of the teachers don’t know because each school has one teacher who coordinates the budget for all PFs and is responsible for the supplies.

The ordinary financial path for PFs goes through the Ministries of Education; schools and school boards, sponsors, students and their parents.

The **PF support structures** – first three of importance, are:

- AT – Service Centre, Partner companies, Teacher–school coordinator for all PFs
- BG – Service Centre, Ministry of Education, School management
- LT – Ministry of Education, Heads of Educational Institutions, Service Centre

PF partner organizations – in all countries the share of SMEs is the largest. About two thirds of the PFs don’t have any partner organizations. The share of the NGOs and municipalities is still very small around 2%.

**Success stories from the three countries**

The successful stories are connected with students’ results in competitions and with their career development. Most of the trainers mention their successful participation in PF fairs. Teachers think that rising students’ interest, motivation and involvement in the training is the best result of their efforts and training methods. Some PF trainers mentioned the long term success which is seen after the PF students finish VET school and go into successful employment. As one of the top successes has been mentioned the case when a former PF student has started his own business – in such a way PF trainee has created job for himself and other people too. For PF trainers such a fact is a big drive for bigger efforts to provide quality training for current student at the PF and empower them to have courage to set high goals and reach ambitious plans.
Recommendations for the principals, the Central Office and the Ministries:

Teachers from all three countries agree on the need of more lessons for PF, planned in the compulsory curriculum; better financing targeted at PF; better qualification of teachers; building school PF training teams of teachers that teach different subjects; inclusion of PF in all VET school curriculums; recognition of PF as students apprenticeship program.

The integrity of PF is out of question and that’s the reason for the need of establishment of trainer teams both in schools and on National level to share methodology, training resources, exchange experience. Three experts and consultants are of crucial importance, due to the complexity of training – in economics and entrepreneurship, ICT and languages.

![PF Integrity](image)

**Figure 14. Integrity of the PF.**

**The Key competencies** within the EU framework, influenced by PF training are as follows:
- AT – Social competencies, Initiative, Communication in mother tongue
- BG – Mother tongue, Initiative, Entrepreneurship
- LT – Initiative, Digital competencies, Social competencies

The results give clear picture of the educational needs and aims and the target groups in each of the countries.

Following the main aim of the project to prove the added value of PF as a practical training, especially in the mandatory part of the curriculum we asked the teachers about the advantages and disadvantages of it as a mandatory subject.

The top three advantages of PF as part of the mandatory curriculum are:

**AT:**
1. Guarantees high quality of teaching
2. Mandatory teaching motivates teachers
3. Students should know that in their working life most of the tasks and activities will be mandatory

**BG:**
1. Even not so motivated students participate in the compulsory work for the position
2. Mandatory training ensures that classes will be assigned to qualified teachers and learning will be implemented to better extent
3. Provides opportunities for building proper study and working regulations

**LT:**
1. PF would be not in a state of neglect
2. Clear time and acquired competencies
3. Guarantees stability and certainty

About the **Disadvantages of PF** as mandatory subject their ideas shared PF trainers from AT and BG based PF where the training at PF is mandatory part of the curriculum. Most of the teachers cannot find disadvantages, however the top two mentioned disadvantages are provided bellow, having in mind that in LT training at PF is optional, the disadvantages provided are as for the PF as a subject in general.

**AT:**
- Simulation depends on the teacher – many remain not interested
- Not like real business

**BG:**
- Automatic separation of the class into groups; sometimes setting mandatory activity and name
- “Mandatory” repels students and doesn’t give them freedom of action and expression

**LT:**
- Lack of material supply
- Skills gaps

The main conclusion from the survey is that experienced, motivated and enthusiastic PF trainers are aware of the needs, problems and strengths of PF training. They are trying to do their best to involve students, business and parents into the training course.

The improvement and development of the training depends very much on the sustainability of educational models of planning, financing; flexibility and freedom – basic items which are dependent on the policy-makers willingness and responsibility.
Schools Principles view

Method of the survey:

<table>
<thead>
<tr>
<th></th>
<th>e-mail</th>
<th>75% participation, 15 persons</th>
<th>online, e-mail invitation</th>
<th>- 30%</th>
<th>e-mail</th>
<th>37 persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>BG</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

School principals visit PF

<table>
<thead>
<tr>
<th></th>
<th>from time to time (60%)</th>
<th>from time to time (66%)</th>
<th>once a month (49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BG</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher in PF

<table>
<thead>
<tr>
<th></th>
<th>required education</th>
<th>economic</th>
<th>further training</th>
<th>cooperation with teachers of theoretical subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>73%</td>
<td>73%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td>96%</td>
<td>87%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>BG</td>
<td>100%</td>
<td>49%</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

General situation in PF

<table>
<thead>
<tr>
<th></th>
<th>more than one teacher at PF (team teaching)</th>
<th>sustainable</th>
<th>has real partner firms</th>
<th>trades internationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>27%</td>
<td>67%</td>
<td>40%</td>
<td>33%</td>
</tr>
<tr>
<td>AT</td>
<td>59%</td>
<td>85%</td>
<td>69%</td>
<td>65%</td>
</tr>
<tr>
<td>BG</td>
<td>38%</td>
<td>46%</td>
<td>38%</td>
<td>11%</td>
</tr>
</tbody>
</table>

In case of PF trainers’ sickness or absence

<table>
<thead>
<tr>
<th></th>
<th>it’s easy to find trainers’ replacement</th>
<th>there are structures to ensure smooth operation of PF</th>
<th>activities at Pf stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>AT</td>
<td>9%</td>
<td>72%</td>
<td>15%</td>
</tr>
<tr>
<td>BG</td>
<td>65%</td>
<td>30%</td>
<td>0%</td>
</tr>
</tbody>
</table>
PFs are mentioned…

<table>
<thead>
<tr>
<th></th>
<th>at conferences</th>
<th>open door days</th>
<th>school website</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>73 %</td>
<td>87 %</td>
<td>80 %</td>
</tr>
<tr>
<td>AT</td>
<td>37 %</td>
<td>96 %</td>
<td>82 %</td>
</tr>
<tr>
<td>BG</td>
<td>19 %</td>
<td>54 %</td>
<td>54 %</td>
</tr>
</tbody>
</table>

Interested parties in PF

<table>
<thead>
<tr>
<th></th>
<th>students</th>
<th>parents</th>
<th>school administration</th>
<th>ministry</th>
<th>business</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>73 %</td>
<td>53 %</td>
<td>87 %</td>
<td>47 %</td>
<td>20 %</td>
</tr>
<tr>
<td>AT</td>
<td>91 %</td>
<td>70 %</td>
<td>56 %</td>
<td>33 %</td>
<td>57 %</td>
</tr>
<tr>
<td>BG</td>
<td>100 %</td>
<td>54 %</td>
<td>70 %</td>
<td>43 %</td>
<td>49 %</td>
</tr>
</tbody>
</table>

PF advantages for students from school principal's point of view

<table>
<thead>
<tr>
<th></th>
<th>different motivation</th>
<th>teamwork</th>
<th>entrepreneurial spirit</th>
<th>professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>40 %</td>
<td>73 %</td>
<td>73 %</td>
<td>80 %</td>
</tr>
<tr>
<td>AT</td>
<td>61 %</td>
<td>98 %</td>
<td>72 %</td>
<td>76 %</td>
</tr>
<tr>
<td>BG</td>
<td>97 %</td>
<td>97 %</td>
<td>95 %</td>
<td>51 %</td>
</tr>
</tbody>
</table>

Disadvantages of PF

What Lithuania and Bulgaria have in common are the lack of funds (budget) and a too small number of hours for learning at the PF and inadequate office equipment.

In Austria most principals consider NO disadvantages.
Some principals mention the lack of correspondence to reality and the necessity of highly motivated and well-educated teachers.

Recommendations for PF activities organisation

Austrian principals would prefer team-teaching, small groups and blocked lessons.

In Lithuania the following recommendations have been expressed:
To add PF in curriculum
More hours and smaller groups
No service charges to central office

Bulgarians would like to increase the number of lessons, to implement PF-training in all economic types of schools and more support by real business companies.

Budget
In Austria there is no separate budget for schools and no separate calculation for PF classes. Materials needed are bought with other supplies for schools. The same situation is in Bulgaria. The estimated average annual budget for schools in Austria, Lithuania and Bulgaria is between € 500,00 – and 4.000,00.

PF establishment costs and staff costs
The question about establishment costs and staff costs could not satisfactorily be answered by the Austria principals, because staff and equipment are made available by the ministry. Estimations of Lithuanian and Bulgarian principals were vague, therefore costs cannot be compared.

**Other types of practical training provided in the school**

<table>
<thead>
<tr>
<th></th>
<th>Junior companies</th>
<th>placement in real companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>47 %</td>
<td>73 %</td>
</tr>
<tr>
<td>AT</td>
<td>23 %</td>
<td>59 %</td>
</tr>
<tr>
<td>BG</td>
<td>27 %</td>
<td>70 %</td>
</tr>
</tbody>
</table>

**Recommendations to policy makers**

Lithuania and Bulgaria:
- Implementation of PF in all economic fields in curriculum

All countries ask for more lessons in PF or training for at least two school-years, providing conditions for continuous further training of teachers, better funding for PF (equipment, Central Office)

In Austria some principals ask for more evaluation and controlling of PF
Central Offices view

The survey has been filled in by 8 members of staff at CO in AT, BG and LT.

Number of PF in country:
LT: 20 in VET/ non mandatory  
AT: 884 / mandatory: 707 = 80 %  
BG: 258 / mandatory: 102 = 40 %

Number of students in PF in the current academic year:
LT: 1025 (average of 19 per PF)  
AT: about 17000 (average of 20 per PF)  
BG: 3354 (average of 13 per PF)

Number of teachers
LT: 20  AT: 850  BG: 145

Services

<table>
<thead>
<tr>
<th>Service</th>
<th>LT</th>
<th>AT</th>
<th>BG</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Registry Agency</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bank</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>National Revenue Agency</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>National Security Institute /pensions/</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Post office</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Patent agency</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customs</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial training of trainers</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Further training of trainers</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual training of teachers</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletter services</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thematic workshops for PF students</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipal tax</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade Office (Clients, supplies)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PF quality evaluation</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shopping Mall</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Virtual Post Office</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Road Trans</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rail Cargo</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Credit Card</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Search engine for PFs</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Law Office</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Language Service</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
In all countries the basic services are provided to ensure the functioning of the training firm market. In Bulgaria and Lithuania the Central Office offers trade service (corresponding PF) in order to enrich the virtual market. Due to the number of PF Austria provides more virtual services, Lithuania more individual support for PF and teachers. Training for teachers is offered in all countries.

**Qualification of teacher during the academic year 2010/11**

**LT:**
Only the Central Office offered 3 different seminars for PF teachers (with certificate)

**AT:**
3 seminars are offered on a regular basis (not by the Central Office)
Additional seminars on special topics
The Central Office offers seminars on the basic services every year.

**BG:**
11 different seminars, attended by 229 teachers

In Austria there are also other institutions that provide training for teachers, while in Lithuania and Bulgaria the Central Office is the only one responsible for teachers’ training.

**Annual events and projects**

Central offices of all three countries carry out several projects every year, the Central offices of Lithuania and Bulgaria organize a trade fair every year. The Austrian Central office organizes an international trade fair every few years.

**Best practices in PF activities**

**LT:**
Publishing of PF trainer books; partnerships with real businesses and school communities; organization of annual regional fairs and PF conferences

**AT:**
Competitions for PF, annual ISO certification for Central office and annual customer survey

**BG:**
Entrepreneurship activities nominated for Best Practice Awards
Financial resources

<table>
<thead>
<tr>
<th></th>
<th>LT</th>
<th>AT</th>
<th>BG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governmental</td>
<td>65%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>Members’ fee</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>own funds of joint</td>
<td>15%</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>activities and projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td>8%</td>
</tr>
</tbody>
</table>

Future prospects

Development of the services of the Central office in all countries; implementations of PFs in other school types in Bulgaria; enlargement of the PF network in Lithuania and Bulgaria;

**Lithuania:** as the situation in Lithuania is different, the prospects in Lithuania differ from those of the other two countries: *initiating compulsory PF model implementation in vocational schools*; spreading information about the PF concept; strengthening of relations with relevant stakeholders.
Decision maker (ministries) view

Percentage of curriculum with PF:

LT: 24% in national VET
AT: 30% - 100% depending on VET program
BG: 30% in VET

Assessment of trainers PF skills

LT: PF skills are not assessed, no regulations
AT: PF skills are assessed by school employer
BG: PF skills are assessed mostly by school employer
Lithuanian experts state that in the future skills should be assessed according to the VET school assessment regulations.

Responsibility of validation of skills and knowledge

LT: internal validation
AT: trainer and teacher: PF as part of final exams, national education standards, national quality certificate.
BG: National regulations for evaluation of knowledge and skills; PF as subject of final diploma and VET certificate

Financial resources for PF at VET institutions

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Private</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BG</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Added value of PF

All experts of the three countries say unison that improving business skills and knowledge as well as (personal) students’ skills and knowledge are the utmost added value. Mentorship and real life experience are also well worth.
Lithuania considers PF enabling to start systematic changes within VET education.

Future prospects of practical training

Practical training is fundamental in VET; practical training at a real company as well as other forms of practical work experience is a must for every student in VET (entrepreneurship and employability). The practical training environments at school sites are to be improved to enable mirroring business word at school (partnership with business).

Future of PF

LT would like to have 2 level curriculum (direct qualification for business and entrepreneurship education in general) and considers PF as a support for the students career options.
AT points the qualification of teacher that is crucible for the successful realization of PF as a teaching and learning method. BG signifies the importance of PF as part of practical training and emphasizes the role of the Ministry for sustainable development.

**Entrepreneurial Education**

While in Austria EE is an integral part of in almost every curriculum, BG and LT are on the edge to include EE into national law (BG) or use EU/ESF projects (LT). EE is seen as one of the main measures stimulating economic activity and successful entrance into labour market. PF is a major part of EE.
Observations of visited PFs

During partners meetings project partners had visited PFs based in Lithuania, Austria and Bulgaria and had face to face meetings with students working in PFs, their PF trainers and school principals in order to get an insider’s impression and better understanding on how the PF work is organised, what methods are applied, what specific emphasis are placed on PFs, discover innovations and uniqueness intrinsic to a particular PF or the whole country as well as the repetitive practices that are used commonly within the PF network.

The visits had been organised to PF which operate as mandatory, optional or optional – extracurricular training.

In Austria highly motivated PF trainers have formed PF trainers’ regional groups, which are development driven experts who create PF standards and curriculums. They are later discussed by the decision makers and approved by the Parliament. They have strong relations with CO in order to ensure PF sustainability and development and have active participation in PF concept’s constant update to respond to the needs of changing labour market demand. PF in Austrian VET Business profile schools is integral part of the curriculum and has a long history of its successful application in learning process.

In Bulgaria there is sufficient emphasis put on the preparation and participation in events and trade fairs as it is included in the curriculum and has 12 hours of the total amount dedicated to PF.

In Lithuania PFs participate in the annual international trade fair or regional trade fairs, organise various conferences, business meetings with other PF and do the usual PF day to day activities to increase the entrepreneurship spirit. Compared to Austrian and Bulgarian PF there is a lack of courage or motivation to empower PF students to do more work on cooperation and networking with companies from real business. There is not a lot of track of former PF students after leaving school and the feedback of PF effect on further careers are not well disseminated.

Various schools use PF concept for various objectives – such as early school leavers prevention, school community building (involving students’ parents into PF activities and PF cooperation with partner companies from real business, etc.), improvement of school reputation (especially by students PF representation and achievements in various public events, trade fairs, employment rates after school), increasing students’ attendance to school as they prefer practical work rather than learning theory, etc.

During the visit to the National Trade and Banking High School in Bulgaria the principal Mrs. Ivanova was proud to say that the school’s reputation has grown significantly since they introduced PF concept to their school and integrated practical training through PF became main focus. All students in 10th grade spend 2 lessons at PF per week (72 hours in total per year), in 11th grade – 3 lessons per week (108 hours per year) and in 12th grade 2 lessons per week (72 hours per year). They start from the beginning – opening PF, running and closing. In such a way students learn all the procedures needed in creating, running and closing business. In such a way PF becomes a practical project managements experience for students. They learn to look for sponsors from real enterprises as well. All PF trainers at school are teachers of economics. They cooperate a lot with other subject teachers such as IT, foreign languages, etc. especially during the preparation for trade fairs. According to PF trainers it is important to put students into interactive environment, to learn to be tolerant in communication, to be capable to communicate with representatives from real enterprises.

Other visited school was the National High School in Finance and Business, represented by vice-headmaster Mrs. Pavlova, PF Genesis bank students and PF trainers. It was the first school in Bulgaria which started mandatory training and showed that the model is successfully implemented. The PF has been included in two curriculums as mandatory. It is combined of 3 lessons of mandatory curriculum + 1 lesson from the elective subjects /total 4/ per week, totally 144 per year. 72 lessons of business language (English or German) are also included in PF framework. The curriculum includes economics subjects in 9, 10 and 11 grade.

Practice firm is in 11th grade. They have apprenticeship after 11th and in 12 grade. Students end their studies in 12th grade with a practical exam that is a business project.
The following agenda is used at the practice firm daily schedule:
1. Staff meeting
2. Giving tasks
3. Fulfillment of tasks at the personal working places
4. At the end activities finish with an oral report

Teachers act as consultants; evaluate the acquired skills - every teacher has different criteria according to the firm, students. There is a self-evaluation for the students. They compare the results. The most important teaching method is team work.

The National High School in Finance and Business issues certificates to all students who learn at PF, however only the best ones receive recommendation from PF trainer, which students use when they apply for job or studies at the foreign universities. Real business representatives value a lot if students have participated in trade fairs or had created goods/service catalogues and put them in the portfolios.

**Reasons for mandatory training according to the PF trainers and school principals:**
1. Rises motivation for the teachers and students.
2. Quality can be approved at national level – quality control. The mandatory training is approved by the Ministry. In such a way the quality of curriculum and results of mandatory training are better controlled as they are centralized. If PF is optional it is approved by regional inspector and if it is as extra curriculum – by school principal.
3. When it is just optional the mark is not calculated in diploma and if PF is mandatory its mark is included in the diploma.
4. When the practice firm is mandatory more time is spent on motivating students who have difficulties and when it’s optional – only motivated students come who choose it voluntary.
5. Mandatory training is important for competitiveness of the students and for the image of the school. During School day of open doors the future students are showed the training firms. They are informed that they will have practice at PF. The PF sustainability and quality has an impact attracting new students to the school.

**Opinions of the students:**
1. PF gives professional orientation for the future, better understanding based on experience in what kind of role and department one may wish to work.
2. PF involves more students in the work. There are students who have negative attitude about the training firm at first, but they like it after they start work in it. If it was optional fewer of them would try it.
3. PF provides an opportunity to cooperate with real companies and they help a lot to set up and run PF, learn to communicate and network.
4. PF gives an opportunity to work, learn, be competitive, adapt in the team, expand own views, gain self-confidence, develop as individuals and as part of a team, touch business environment, etc.
5. PF has extra value as PF is important part of the whole curriculum and it is continuous work that is included even in the final exams (Austria and Bulgaria with mandatory PF training).

Students and PF trainers are worried when the hours dedicated to learning at PF are being deducted as it decreases the quality of work and cause too much of stress for students and PF trainer to do as much as possible in a short period of time.

Some more information about visited PFs or the ones that are outstanding because of some specific work or activities objectives are provided below.

**PF V.I.P. - Vienna International Print Ges.m.b.H, Austria.**
This is one of 8 practice firms in Schumpeter Business College and was founded in 1993/94. Since that date the PF is continuously run by students of third (Handelsschule) or fourth (Handelsakademie) year of business education. According to the curriculum it is a compulsory part of the education. In
“Handelsschule“ students work 4 hours per week in the third form and their final examination at the end of the school year includes a 4-hours group work in PF (simulation of a business day).

In 2011/12 the PF is managed by 13 students of fourth form. There are 4 working hours on Monday afternoon – this means 3 hours according to the curriculum and one additional lesson, as decided by the school.

PF trades in geographical maps, navigation systems and business cards. The partner-company of PF V.I.P. is from real business Freytag-Berndt u. Artaria KG. It is the most famous company in the sector of cartography in Austria.

PF V.I.P. took part in Vienna PF Fair in Town Hall and won the competition “English language in PF” and has received the National Quality Certification since 2003 each year.

PF V.I.P. presentation during partners’ visit

**PF Flop Stop, Vienna, Austria.**

This is one of 6 practice firms in Higher Educational School for Service Industries (HLW19) which was founded in 1997. Since then the PF is continuously run by students of fourth/fifth grade (college of management and services industries). Work at PF for students is mandatory. The lessons for PF come out of a small amount of additional lessons a school may require.

In 2012 PF Flop Stop is managed by 27 students of fourth grade having started their jobs in February and continuing after summer holidays until the end of the first semester of fifth grade. This is a different way of organising a PF.

There are only two working hours officially on Thursday afternoon but PF Flop Stop is open every Thursday due to “blocked hours”.

Flop Stop’s product range provides wellness and beauty products, dancing classes, private lessons and an employment agency. Partner company that is a mentor from real business is WIFI (Adult further education institute of the Chamber of Labour).

PF Flop Stop took part in and supported the organisers of the in-house trade fair of the school in March, the Vienna Trade Fair in Town Hall on March 21 and finally won the second prize within the category “best partnership” of the ACTy competition 2012.
March 21st 2012, Trade Fair in Vienna Town Hall ACTy competition April 26th, 2012

PF Genesis Bank – National High School in Finance and Business, Sofia, Bulgaria

It is one of the service banks for the practice firms at the annual trade fair. The PF has 3 lessons of mandatory curriculum plus 1 lesson from the elective subjects (total 4 hours per week), totally 144 per year. 72 lessons of business language (English or German) are also included in the PF framework. The curriculum includes economics subjects in 9, 10, 11 and 12 grade. Students have their practice at the PF in the 11th grade for the whole academic year.

National Trade and Banking High School in Sofia, Bulgaria has 48 Practice Firms and Students Training Banks in the academic year 2011/12. There are 1300 students working in PFs per year. PF lessons start in 10th grade and continue to the end of 12th grade. Students spend 240 hours in PF. The PF curriculum is combined of mandatory and optional lessons. Each PF participates in 3-4 International Trade Fairs per year where they are highly appreciated and praised with a number of awards.
PF Style and Beauty - Secondary Vocational School of Hair-dressing and Cosmetics
Princess Evdokia, Sofia, Bulgaria.
PF works as part of the school extracurricular activities. Students are highly motivated and think that PF adds great value to their professional studies in the fields of self-employment and start-up own business. They had a very successful participation at PF trade fair in 2012 where they have presented a combination of virtual and real activities.

Students who have chosen to study Entrepreneurship and management have practice at the PF in 11th grade. They have 4 lessons per week of mandatory training.

PF Green Rest offers eco tourism services in a very small town with a population of 3401 people. The teacher got her training to become a PF trainer in November 2011. In April 2012 the students were awarded: 1st place for the Protection of intellectual property by the Ministry of Economy, Energy and Tourism; Best web site; 1st place for tourist offer.

PF Vigora is based in Vilnius Tourism and Commerce School in Lithuania.

PF Vigora trades in clothes and accessories for women. Students spend 120 hours working in PF Vigora and their practice is an integral part of the whole education programme. Students initially have 2 weeks of theory followed by practice at PF Vigora for a week (30 hours). They come back to class for another two weeks of theory learning and for the week return to PF Vigora to work in a different department. Such an order of learning theory and applying knowledge to practice lasts for 12 weeks. In PF at one time work 12 – 15 students and the PF
trainer makes sure that maximum 3 people would be working in one department.

PF Vigora since 2000 is operating as optional training, however all students who have chosen to study business profile specialties have to put theory into practice at the PF set up.

PF Vigora is a very active company that puts a lot of effort to organize extra activities, such as entrepreneurship competitions, student conferences, team building or creativity developing workshops. Each year they participate in the international trade fairs and other PF relevant events outside of the school which makes PF Vigora being visible and develops students’ communication, networking and representation skills.

**PF Vivateco is based in Raseiniai Technology and Business School, Lithuania.**

PF trades in confectionery and other food products, retail sale in non-specialised stores. PF has been established in 2010 for the students of Small Business Service Providers specialty. They work 4 hours per week and 140 hours per year. There are approximately 11 students in PF and 2 groups work in PF per year.

This is a successful example of cooperation between PF and Junior Achievement Company. Students of Junior Achievement Company “Junior Olivers“ cook various confectionery products, then PF “Vivateco“ students take photos, create catalogues, write descriptions and present products for PF market in Lithuania and abroad.

Example of PF “Vivateco“ and Junior achievement company “Junior Olivers“ common production

Working place of PF “Vivat eco“ director (student)
The first participation in the regional PF fair in 2010 was an opportunity to get two diplomas: “The best electronic presentation” and “The most original business greetings”, then followed the most successful debut in 15th international PF trade fair in Alytus. And finally PF became the winner in nomination “The most original stand” in the international PF fair in VILNIUS 2012.

**PF Gija, Vilnius, Lithuania.**

PF Gija was established in 2003 in Vilnius Vocational Training Centre for Business Service Specialists. PF Gija is offering hairdressing, floristic and nanny services. PF Gija is carried out in groups with secondary education pupils who are seeking to acquire a profession. The organization of this program is an integral part of the holistic approach of the general competencies (including entrepreneurship) of the center.

Each group of students work in PF Gija for 60 hours and their practice is in the second year. Around 20 students are working in PF Gija at one time.

PF Gija is a very good example of how PF model can be applied to every speciality offered in the school. Florists, nurses, social worker assistants, barbers, cosmeticians, photographers, interior decorators, visual advertising producers, celebrations and rituals organizers have practice in PF Gija.

PF Gija team in 15th international PF fair “Alytus 2011” was awarded for the most original stand between vocational and secondary education school firms.

PF concept is very flexible and can be used in formal and non-formal education, for students of different age and learning various subjects. PF has different levels even though there are common standards. The level depends on PF operational status as mandatory, optional or optional – extracurricular training, if PF is certified according to Europen Pen International standards (in Bulgaria and Lithuania) or the National Quality Certification for PF (annual competition in Austria). While visiting PFs it has been noticed that PF levels vary from basic, elementary to advance. In the future it would be useful together with worldwide PF network association Europen Pen International to introduce common standards of clearly identified PF levels benchmark.
Conclusions

Students learning at PF see the added value of the model to boost their practical skills and abilities, applying them in individual and team work. Some respondents would like to have a bigger amount of time spent learning at PF which would decrease the levels of stress for some and give more challenge to manage time, responsibilities, space for initiative, personal and professional development and career orientation.

As students point out, it is very important to have well prepared PF trainers, good and updated IT and office equipment, sufficient amount of time allocated for practical training to ensure quality learning at PF.

Motivated and enthusiastic PF trainers are aware of the needs, problems and strengths of PF training. They are trying to do their best to involve students, business and parents into the training course.

The improvement and development of the training depends very much on the sustainability of educational models of planning, financing; flexibility and freedom – basic items which are dependent on the policy-makers willingness and responsibility.

School principals acknowledge that all countries PFs are of high importance and therefore principals as for more support in terms of funding and for mandatory implementation in the curriculum of all economic VET education. All in all there are more advantages than disadvantages and therefore there should be tighter cooperation with real businesses. In Austria and Lithuania the PF is the USP of economic schools. In the eyes of the principals the big advantage of PFs for students is learning to work in a team.

PF value for Trainees:

PF gives practical experience in establishing and running an enterprise, thus providing students with an excellent opportunity to develop and assess their entrepreneurial skills and knowledge.

PF gives students a better understanding of the importance of internal entrepreneurship in their future career.

One of the primary goals of the PF is developing the students' teamwork skills. PF practice is based on cooperation, communication and networking with colleagues at PF and with other PFs on national and international level. All of these activities help to develop key skills and competencies for work in a team and within a wider community.

Students improve their presentation and communication skills, develop skills related to the use of information technology. During the practice students organize various events: students’ conferences, round-table discussions, presentations of new products, exhibitions of their final works and ideas, participate in international trade fairs, competitions.

Students learn how to prepare and to fill in various business documents. The PF empowers students to establish enterprise, run the business, organise and participate in various public events such as trade fairs, conferences, business meetings with partners (other PFs), prepare financial statements and evaluate personal achievements, their own and the whole team performance. Students learn to produce promotional materials and prepare the documentation related to various spheres of their work at the PF.

Foreign languages are used in practice and intercultural exchanges take place during work at PF as every PF has to trade internationally.

After practice in PF students are more prepared to the final practice or for their employment at the real enterprise.

PF value for Schools:

PF solves the schools’ problem – to find a good placement for students practice. Theoretical knowledge is not enough if practical working abilities are not acquired.

PF ensures preparation of employees with high qualification, as PF is the basis for students practice inside the school with up to date IT and office equipment.

PF gets involved in the schools’ provision of professional orientation and information.
PF through its activities promotes the school on the national and international level, thereby increases the opportunities for school to find international partners for various projects and programs.

PF activities can be adopted for school or social partners’ needs, as entrepreneurship skills are important for everybody. Sponsor-based business model can be excellent basis of the school PF.

The content of teaching programs is constantly renewed and PF provides innovative, attractive and competitive aspects of learning.

PF value for Teachers:

The challenges of a knowledge society dictate a new attitude to the role of a PF trainer. Trainers, working in a PF, are often described as leaders, organisers, managers, experts, directors, consultants. Qualifications in the pedagogical and managerial field play the main role in preparing students for their practical activities. The trainer should have work experience in real company and should also be pedagogically qualified to manage work at the PF. Working in PF provides trainers with the good possibilities to:

- raise the professional and pedagogical qualifications together with the students during the practice in a PF and in seminars, courses organised by central office;
- publish pedagogical learning material in various publications;
- participate in national and international PF network activities, projects and programs;
- share the experience in different ways within the network: trainers exchanges, online-training, on-line tutoring, competitions, evaluations, fairs, seminars;
- communicate and cooperate with employees and managers of partner companies, central office training team, teachers and PF trainers of national PFs and PFs abroad.

As all PF activities are practice-based activities, teachers prepare many action-based tasks for students and can assist other teachers in educating entrepreneurs and stimulating entrepreneurship.

The survey has helped to identify future prospects of PF from various actor’s point of view:

- For Lithuania it is important to have two level curriculums (direct qualification for business and entrepreneurship education in general) and considers PF as a support for the student’s career options.
- Austria points the qualification of teacher that is crucial for the successful realisation of PF as a teaching and learning method.
- Bulgaria signifies the importance of PF as part of practical training and emphasizes the role of Ministry for sustainable development.
- While in Austria EE (entrepreneurship education) is an integral part of in almost every curriculum, Bulgaria and Lithuania are on the edge to include EE into national law (BG) or use EU/ESF projects (LT). EE is seen as one of the main measures stimulating economic activity and successful entrance into labour market. PF is a major part of EE.
- In all countries PFs are of high importance and therefore school principals ask for more support in terms of funding and for mandatory implementation in the curriculum of all economic VET education. All in all there are more advantages than disadvantages and therefore there should be tighter cooperation with real businesses.
- In Austria and Lithuania the PF is the USP of economic schools. In the eyes of the principals the big advantage of PFs for students is learning to work in a team.

Future prospects of Central Offices

- Development of the services of the Central office in all countries; implementations of PFs in other school types in Bulgaria; enlargement of the PF network in Lithuania and Bulgaria;
• The prospects in Lithuania differ from Austria and Bulgaria: initiating compulsory PF model implementation in vocational schools; spreading information about the PF concept; strengthening of relations with relevant stakeholders.
• Recommendations to policy makers
• Lithuania and Bulgaria: implementation of PF in all economic fields in curriculum;
• All countries ask for more lessons in PF or training for at least two school-years, providing conditions for continuous further training of teachers, better funding for PF (equipment, Central Office);
• In Austria some principals ask for more evaluation and controlling of PF.
Annex

Survey Questions – students

1. Gender: □ Male   □ Female

2. Age

3. Specialty

4. Which of these learning methods are the most useful to you? – more than one answer is possible
   □ Team work
   □ Individual practice
   □ Teaching/training – theoretical part
   □ Learning by doing
   □ Learning from pairs
   □ Learning from own experience
   □ Learning from mistakes
   □ Other
   □ Learning from problem solving

5. What learning resources do you use to make your work at PF successful? – more than one answer is possible
   □ Teachers/trainers
   □ Internet
   □ Textbooks
   □ Classmates
   □ Parents
   □ Business mentors
   □ Exchange of experience
   □ Other

6. What communication channels do you use in PF training – more than one answer is possible
   □ E-mail
   □ Social Networks /which/
   □ Web page
   □ Telephone
   □ Facial
   □ Other

7. Participation in Trade fairs – what is the role of trade fairs in the training?

8. Assessment practices – what is assessed? More than one answer is possible
   □ Knowledge
   □ Skills
   □ Innovative ideas
   □ Creativity
   □ Leadership
   □ Team working
Professionalism
Entrepreneurial spirit
Other

9. PF – advantages

10. PF – disadvantages

11. On what extend the working situations at PF reflect the real enterprise activities?
   - I feel as if working in a real company
   - Some situations create a sense of working in a real company
   - I don’t feel as if working in a real company

   Please comment your answer

12. What abilities do you develop at PF?
   - Ability to work independently
   - Ability to show own initiative
   - Ability to take responsibility for own actions
   - Ability to set goals
   - Ability to reach goal
   - Ability to make decisions
   - Ability to create novelties
   - Ability to assess the risk
   - Ability to say NO
   - Ability to generate entrepreneurial ideas
   - Ability to find creative solutions
   - Ability to create and foster team spirit
   - Ability to manage time effectively
   - Ability to solve problems
   - Ability to use strategic planning
   - Ability to find required information
   - Ability to negotiate
   - Ability to manage stress
   - Other

13. Will you be able to apply the skills and knowledge gained at PF in your future career?
   - Yes, absolutely
   - Most likely, yes
   - Most likely, no
   - Surely not
   - Not able to say

   Please comment your answer

14. What motivates you to fulfill your tasks at PF in the most appropriate way?

   - Possibility to develop professional skills
   - Possibility to organise activities of enterprise company
   - Possibility to apply theory into practice
   - Desire to test my own managerial abilities
   - Wish to participate in the Trade Fair
   - Aim at receiving a good grade for my practical work at PF
   - Other

15. What is your personal benefit from PF training?
16. What would you recommend to the policy-makers – Ministry of Education; Central Office; School Principal regarding the practice at PF?

Questions – teachers and trainers

1. Trainer’s age
   - [ ] up to 30
   - [ ] 31-40
   - [ ] 41-50
   - [ ] over 50

2. Trainer’s qualification

<table>
<thead>
<tr>
<th>Education</th>
<th>Specialty</th>
<th>Subjects taught</th>
<th>Subjects taught</th>
<th>Subjects taught</th>
<th>PF Trainers Qualification</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>passed; certification</td>
<td></td>
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</tr>
</tbody>
</table>

What kind of Certificate
- [ ] Yes
- [ ] No

Experience as PF trainer - years

Number of PFs in charge of – current school year

3. Students learning at PFs: specialties; type of training; number of lessons

<table>
<thead>
<tr>
<th>Specialties</th>
<th>PF group size</th>
<th>Number of academic hours at PF</th>
<th>Curriculum – mandatory training</th>
<th>Curriculum – optional training</th>
<th>Other type of lessons</th>
</tr>
</thead>
</table>

4. Is PF equipment at your school up to date?

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PF website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software used at PF</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PF web shops</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IT in general, network</td>
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<td></td>
<td></td>
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<tr>
<td>Office furniture</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

5. What else would you need to ensure a high standard of training at PF?

6. Methods of training in PF you prefer – More than one answer is possible
   - [ ] Theoretical training
   - [ ] Role play
   - [ ] Simulations
   - [ ] Case studies
   - [ ] Pair work
   - [ ] Team work
7. What are the most sufficient learning methods of your students?

8. Where do you get resources for teaching and learning?
   - Real life
   - Textbooks
   - Internet
   - Families
   - Friends
   - Other

9. Your assessment system. More than one answer is possible
   - Term evaluation
   - Final exams
   - Final VET qualification
   - External assessment
   - Other

10. What difficulties do you face in the PF organization and teaching

11. The most useful services of the Central Office – for the training
   - National Registry Agency
   - Bank
   - National Revenue Agency
   - National Security Institute /pensions/
   - Post office
   - Other

12. Innovative aspects of PF training

13. What influences PF work quality – Mark with 1-5 (5 is the biggest value; 1 is the lowest. If you have more answers add marks, but use them only once).

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons (trainers; principals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of teaching and training</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
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<tr>
<td>Supporting organizations</td>
<td></td>
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<tr>
<td>Financial support</td>
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<td></td>
</tr>
<tr>
<td>Students’ skills and knowledge</td>
<td></td>
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<tr>
<td>Sustainability of PF</td>
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<tr>
<td>Teacher experience</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
14. Experience analysis – success stories:
   Please share a success story in one of your PF? (i.e. motivation, skills, event).

15. PF in the whole school context and within the community – interested/involved parties – more than one answer is possible
   - Students
   - Parents
   - School administration
   - Ministry of Education
   - Business
   - Central Office
   - NGOs
   - Municipalities
   - Other

16. Annual PF budget /management of PF

   Per company per year
<table>
<thead>
<tr>
<th>Item</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers (salaries)</td>
<td></td>
</tr>
<tr>
<td>Direct costs (materials, educational resources, etc.). Please name them</td>
<td></td>
</tr>
<tr>
<td>Trade Fair</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

17. How and what competences are influenced by PF training

   Key competences – scale them according to their inclusion in the PF training (1-5)

<table>
<thead>
<tr>
<th>Key competence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication in the mother tongue</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Communication in foreign languages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mathematical competence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Competences in science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Digital competence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learning to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Social competences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sense of entrepreneurship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Cultural awareness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

18. Do you have recommendations for your principal, the Central Office; the Ministry of Education to improve your situation?

19. Please name important PF support structures
20. Your PF partner organizations – number
   a. Governmental institutions
   b. NGOs
   c. Business organizations
   d. SMEs
   e. Big companies
   f. Multinational companies
   g. Other

21. PF integrity – more than one answer is possible
   - Economics
   - ICT
   - Languages
   - Entrepreneurship
   - Other school subjects:

22. What advantages do you see in mandatory PF training?

23. What disadvantages do you see in mandatory PF training?

Questions – principals

1. Please indicate the number of Practice Firms in your school

2. How often do you visit them on a regular basis?
   - Once a school-year
   - Once a month
   - From time to time
   - Other

3. Your teacher in the PF (more than one answer is possible)
   - Has the necessary required economic education
   - Cooperates and communicates with teachers of theoretical subjects
   - Has periodical further training
   - Has a PF coordinator
   - Is evaluated by you with agreement on objectives

4. What is the general situation regarding ONE/SINGLE PF at your school? (more than one answer is possible)
   - Works one teacher
   - More than 1 teacher is involved
   - Students do job rotation
   - There is resource planning
   - There is operations planning
   - Has real partner firms
5. In case of PF trainers sickness or absence
   □ It’s easy to fine trainer’s replacement
   □ There are structures to ensure smooth operation of PF
   □ Activities at PF stop till the trainer returns
   □ Other

6. PFs are an item at the
   □ Periodical school/teacher conferences
   □ "Day of open doors"
   □ Website of the school
   □ Other

7. PF in the whole school context and within the community – interested parties – (more than one answer is possible)
   □ Students
   □ Parents
   □ School administration
   □ Ministry of Education
   □ Business
   □ Central Office
   □ NGOs
   □ Municipalities
   □ Other

8. Advantages of PF for your students
   □ Different motivation than other subjects
   □ Business skills and knowledge
   □ International relations, trade
   □ Innovative ideas
   □ Creativity
   □ Leadership
   □ Team working
   □ Professionalism
   □ Entrepreneurial spirit
   □ Possibility to work with specific software
   □ Possibility to work using modern IT equipment
   □ Other

9. What are the disadvantages of PF?

10. PF organisation at school (i.e. hours, classes, teacher, support)
    □ I would recommend
    □ I would change

11. Annual budget of PFs (including staff salary, fair trade fees, PF fees, trainers qualification events, PF stationery other expenses)

12. PF establishment costs

<table>
<thead>
<tr>
<th>Office</th>
<th></th>
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<tbody>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
13. What types of practical training exist in your school?
- Practice Firm
- Mini Company
- Junior Achievement
- Placement in a real company
- Other

14. What would you recommend to the policy-makers – Ministry of Education; Central Office, regarding the practice at PF?

Questions to the Central Office – current situation

1. Number and types of institutions with PF (currently operating).

<table>
<thead>
<tr>
<th>Type of VET school</th>
<th>Mandatory Training</th>
<th>Optional Training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

2. Number of PFs; students; trainers (currently operating).

<table>
<thead>
<tr>
<th>Number of PFs</th>
<th>Number of trainees</th>
<th>Number of teachers/trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>last academic year data 2010/2011</td>
<td>Currently situation</td>
</tr>
<tr>
<td></td>
<td>currently operating</td>
<td>number of teachers/trainers</td>
</tr>
</tbody>
</table>

3. Provision of services by the Central Office. Please write all services your CO provides in empty spaces.

<table>
<thead>
<tr>
<th>Service</th>
<th>Answer</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Registry Agency</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Bank</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>National Revenue Agency</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>National Security Institute /pensions/</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Post office</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Patent agency</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Customs</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Initial training of trainers</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Further training of trainers</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Newsletter services</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Thematic workshops for PF students</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Komunalinis ūkis</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Trade Office (Clients, supplies)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Competition</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Publications</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>PF quality evaluation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Projects</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>PF quality evaluation</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
4. Qualification of teachers gained in 2010/11 academic year.

<table>
<thead>
<tr>
<th>Seminars /title/</th>
<th>Hours</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. Are there any other institutions providing trainings for teachers/trainers of PFs?
   Yes [ ] No [ ]
   If yes, which?

6. Central Office partners (percentage)
   - Governmental
   - NGOs
   - Business organizations
   - SMEs
   - Big companies
   - Multinational companies
   - Other

7. Annual events and projects
   Trade Fairs:
   - Every year
   - Once in two years
   - Other
   Projects:
   Other:

8. Best practices in PF activities:

9. Resources – financial /percentage/
   - Governmental
   - Private – types and percentage

10. Future prospects

**Quest Ministry of Education and VET Agency**

1. What is the percentage of the curriculums with PFs at:
   - Vocational Schools %
   - General curriculum %
   - University %
   - Other %

2. What are the national requirements for the qualification of teachers and trainers teaching at PF?
   - specialty
   - special training
3. How are assessed trainer’s skills in PF?
- Assessed by school (employer)
- Assessed by PF Central Office
- Assessed for the national level certification
- Is not assessed
- Other

4. Who is responsible for the validation of skills and knowledge gained at PF?