

# Comparison of the reflections on national chances and problems in promoting values in vocational education

*A compilation of the country specific reflections*

<b>Chances in promoting values in vocational education</b>	
<b>Turkey</b>	<ul style="list-style-type: none"> <li>• high potential and rate of young people in Turkey &gt; can be encouraged in having vocational education by integrating European Values to the Vocational Training System.</li> <li>• By transferring updated technologies and techniques, especially young people in Turkey will be more interested on having vocational education.</li> <li>• Turkish industry needs more technological transformations, innovative enterprises but mostly qualified staff &gt; to reach and compete with European industry &gt; solution = a strong and inclusive vocational education system. Benefits of such a system will be realized by every part of the society and national economy.</li> <li>• Successful integration period will create a positive difference on society. Problems as poverty, unemployment, low production or crime rates will decrease and these positive changes will effect also other eastern countries positively. Many social and political problems which are affecting EU countries can be solved by vocational development.</li> <li>• Turkish educational system takes EU countries as models since long time so there is a great chance of integration of their values.</li> <li>• By transferring and combining European values to Turkish values (especially by the way of learner and trainer mobilities), people will be more tolerant to different cultures or aspects and they will have the ability of understanding multicultural society system.</li> <li>• There is a need of increased work discipline and knowledge in Turkey. European values will make contributions on these facts.</li> </ul>
<b>Germany</b>	<ul style="list-style-type: none"> <li>• The integration in different parts of vocational education and training is possible in Germany.</li> </ul>

	<ul style="list-style-type: none"> <li>• The benefit for learners will be to be better prepared for a Europe, which is getting closer together.</li> <li>• The benefit for German enterprises will be that they will get skilled staff members in the future, who are able to cope with the challenges of cultural differences and can recognize common European views, norms and values. This enables them to use this knowledge and the related skills in their daily work and especially in negotiations with European suppliers and customers.</li> <li>• The benefit for German society can be seen in a stronger interrelation with the other European countries and a common value basis in Europe</li> <li>• Learners also get the opportunity to use their knowledge on common shared European values as well in their local environment with e.g. migrants and their integration in national context as in their individual leisure time and holiday, e.g. in tourism situations.</li> <li>• The chance of integration occurs in initial vocational education as well as in the field of further education and provides learners with cultural and reflective skills.</li> <li>• A core aspect of promoting European values in Germany is that this will help to foster learners to become active citizens and feel responsible not only for Germany but also for whole Europe.</li> </ul>
<b>France</b>	<ul style="list-style-type: none"> <li>• One of the purposes of the vocational education system is to provide to the students the fundamental basis of knowledge, which includes capabilities and behaviours. Diplomas are not the only criteria for accessing the labour market; but the individual characteristics, abilities and values are important for the employers.</li> <li>• The learners will be better prepared to the realities of the labour market, to the employers' expectations and to the integration in a multicultural staff in France and especially in Europe, taking into account the different values systems.</li> <li>• Vocational trainings for employees are seen as ways to improve the social cohesion between the employees and their implication into the staff, which can positively impact the relationships within the organization by promoting the "enterprise's values".</li> <li>• According to the last "Social Conference on Employment", the VET policy wants to develop the apprenticeship and its qualitative aspects: valorisation of the mentors, accompanying</li> </ul>
<b>Bulgaria</b>	<ul style="list-style-type: none"> <li>• On state level - The Operational Programme "Science and Education for intelligent growth" has identified insufficiency in pedagogical staff and engineering, and is working on methods for attracting more young teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Private VET providers have already incorporated some values in their systems, they have initiated the process of promoting values even if they are not accorded between them and with the state. The opportunity is for state schools to be obliged to follow the trend in order to be competitive.</li> <li>• The lack of “value system” has been under discussion for quite some time, the necessity for a sound value system finds large affirmation in society. Considering this an issue, further steps are to be expected.</li> <li>• Alignment of values promotion with basic market requirements, based on employers’ feedback, respectively promoted values are current</li> </ul>
<p><b>Romania</b></p>	<p><b>For students:</b></p> <ul style="list-style-type: none"> <li>• joining Romanian vocational education to the demands of an enlarged labor market;</li> <li>• A better understanding of their world, both the national and international (European);</li> <li>• a chance for finding a job beyond the country's borders;</li> <li>• understanding the environment in which they will perform their work or will spend their holidays;</li> <li>• easy integration in communities that will reach;</li> <li>• better quality of life with fewer conflicts and disputes;</li> </ul> <p><b>For society:</b></p> <ul style="list-style-type: none"> <li>• highest educational level of future employees;</li> <li>• decreasing gap compared to other countries in terms of improving social relationships;</li> <li>• formation of active and responsible citizens;</li> <li>• encouraging foreign investments that can find educated workforce to a common European standards;</li> <li>• a better understanding and acceptance of cultural elements which differentiate us and bring us closer to other European countries</li> </ul>
<p><b>UK</b></p>	<ul style="list-style-type: none"> <li>• in the UK values-based education has been promoted for the past four decades and will also be implemented in the education system based on the three strands: valuing democracy and freedom, valuing diversity and freedom of speech, valuing diversity and empathy</li> </ul>



- this value-implementation is supported by the government (DfE), the National Association of Head Teachers, who want to teach values for better academic achievements and employability and also 95% of the parents in UK said it is possible to teach children values and shape their character positive.

<b>Problems in promoting values in vocational education</b>	
<b>Turkey</b>	<ul style="list-style-type: none"> <li>• There is a strong barrier of using traditionalistic methods on educational fields at Turkey. This barrier must be broken and reformist applications should be implemented on education system.</li> <li>• General and vocational education system is very changeable (systems change nearly every year). There should be a stable system which involves at least a generation.</li> <li>• Turkish education system is lack of accuracy on creating efficient human resource. There is a need of consciousness about choosing true profession according to personal abilities and competences.</li> <li>• Trainers and teachers are also in need of support and promotion about educational values</li> </ul>
<b>Germany</b>	<ul style="list-style-type: none"> <li>• In Germany teacher are often calling for help concerning the identification of values and promoting them to their learners.</li> <li>• They are looking for curricular advice and hint how to act concerning teaching values and especially European values. But this curricular structure will be provided by Evive soon.</li> <li>• Didactical material is therefore badly needed and will be soon provided by Evive as well.</li> <li>• Addressing European shared values is actually seen as important but teacher are often not sure how to deal with this topic and how to raise awareness</li> </ul>
<b>France</b>	<ul style="list-style-type: none"> <li>• According to the French High Council of Education, the French society is prejudiced against the VET system and reflects badly on it.</li> <li>• In the French society, the current debate on the European Union and the political stakes could slow down the insertion of promoting common values in vocational education.</li> <li>• For some teachers, with the dense scholar programmes and the priorities set by the VET system, promoting shared European values during the courses could be basic and not deeper enough to allow a real awareness-raising.</li> <li>• Some teachers could face the difficulty to amend the scholar programmes, set by the national level.</li> <li>• Questioning personal values, French values and European values seems to be a difficult approach for some teachers, the Evive</li> </ul>

	<p>didactical materials and hints should support them.</p>
<b>Bulgaria</b>	<ul style="list-style-type: none"> <li>• Lack of sound value system on national level</li> <li>• Reform in the education system with very low speed - The education system is outdated, it doesn't correspond to the present reality, nor to the requirements of the business, therefore the values promoted are outdated (or lacking).</li> <li>• Most teachers are highly unmotivated, working for many years in irrelevant conditions, under stress, leading to burnouts.</li> <li>• The teachers' average age is increasing, which broadens the gap between the generations, respectively it becomes even harder for teachers to promote values, which don't correspond to their value system and for learners to adopt these values.</li> <li>• Promoting values would be of additional administrative burden for the teachers, as this activity is not supported by the state policy.</li> <li>• The state policy of very low salaries for the educational sector becomes a serious obstacle for teachers in supporting and promoting values.</li> <li>• The VET's place in educational system is not clear, it is difficult to identify and promote specific values.</li> <li>• Deficits of pedagogic staff, in the Universities the discipline of "Pedagogies" is considered not very respectful.</li> </ul>
<b>Romania</b>	<ul style="list-style-type: none"> <li>• The position of the teenagers is one of an ungrateful, caught between the street values and what they think or seems that's good, tired parents, school moral message and the dramatic fall of teacher's authority.</li> <li>• The real question that arises is that teachers trying to convey values only in theory, or in the best case, giving students to solve exercises in which those values are found.</li> <li>• A priority is the formation of axiological consciousness, characterized by the pursuit of values and willingness of valuation. The best educational strategy is not to impose values, but make the indirect action by means of creation and stimulation of values needs.</li> </ul>

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UK	<ul style="list-style-type: none"><li>• the negative influence of different communities of interests for example the Muslims in Birmingham which tried to impose their views on the schools, taking over governing bodies and marginalising head teachers</li></ul>
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