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EVALUATION OF TRAINEESHIPS CARRIED OUT AT THE LEVEL OF PRE-UNIVERSITY EDUCATIONAL INSTITUTIONS IN ILFOV COUNTY, ROMANIA

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Abstract

Traineeships are a fundamental element in the professional training of students, providing the opportunity to apply theoretical knowledge in a real work context. This paper focuses on the evaluation of traineeships conducted in pre-university education units in Ilfov County, Romania, in collaboration with local economic operators, from 2021 to 2025. The primary purpose is to assess the effectiveness and relevance of these traineeships, identify their strengths and areas for improvement, and formulate recommendations for their optimization. Data collected from a survey applied to students revealed a positive perception of the traineeship conditions, the quality of equipment and infrastructure, as well as the ongoing evaluation process. Effective collaboration between students, tutors, and coordinators was also observed, fostering the development of essential transferable skills, such as communication and teamwork. Despite the challenges posed by the COVID-19 pandemic, traineeships continued to run satisfactorily, supporting the integration of students into the labor market. However, the research highlights the need for adjustments regarding working conditions, the diversity of activities, and the more effective application of theoretical knowledge. These findings underscore the importance of a closer partnership between educational institutions and economic operators to enhance the employability and practical training of future generations of young professionals.

Key words**:** *practical training, vocational and technological education, traineeship*

INTRODUCTION

Pre-university vocational and technical education is an essential component of the Romanian education system, designed to prepare students for their integration into the labor market. Starting with the reforms of the 2000s and continuing with the implementation of the National Strategy for Vocational and Technical Education (SNIPT), pre-university education in Romania has undergone significant transformations, designed to respond to the demands of the labor market and to provide students with comprehensive training that includes both theoretical knowledge and essential practical skills. A central element of this form of education is the traineeships, carried out through partnerships between educational institutions and economic operators, and which are regulated by a detailed legislative framework [7].

Traineeships in pre-university education are primarily regulated by the Pre-university Education Law no. 198/2023, which stipulates the importance of vocational and technical education and professional training through education based on practical experience. According to the same laws, students in vocational and technical education must participate in traineeships organized within educational institutions, specialized workshops, or within economic entities that can directly contribute to the development of technical and professional skills. Additionally, Law No. 258/2007 on the organization and functioning of vocational and technical education stipulates the obligations of economic partners to contribute to the educational process by ensuring appropriate conditions for practical training [5] [9] [10].
In accordance with this legislative framework, traineeships offer students the opportunity to apply the theoretical knowledge they have

acquired in school in a real-world professional setting. Their role is not limited to training technical skills, but also extends to developing transversal skills, such as teamwork, communication, and flexibility, which are essential for success in future careers. Thus, traineeships constitute an integral component of the educational process, having a direct impact on increasing the employability of graduates and on meeting the demands of the labor market, which increasingly requires young professionals with practical experience [12].

Within the framework of vocational and technical education in Romania, traineeships are regulated through a system of collaboration between educational institutions and economic operators, the process being coordinated by coordinating teachers and traineeship tutors from economic agents. This collaboration is based on the principles of dual education, a model that involves alternating learning between school and the workplace. According to the legislation, traineeship activities are tailored to the professional profile of the students, and their evaluation is conducted both during the traineeship and at the end, to measure not only technical skills but also the development of social and personal competencies. Dual education has also been supported by the development of partnerships at regional and national levels, aimed at facilitating its implementation and supporting the integration of students into specific fields of activity [1].

The importance of traineeships in pre-university education extends beyond pedagogy to encompass economic and social benefits. According to recent studies, integrating work experience into a formal educational setting contributes to the better adaptability of graduates in the labor market and to the development of skills highly valued by employers, such as the ability to work under pressure, problem-solving skills, and team spirit. In this sense, traineeships are perceived as an essential learning environment, which provides a "bridge" between education and the labor market, supporting the development of a youth that is better prepared and able to respond to the demands of the economy [8].

At the same time, even if traineeships represent a valuable opportunity, there are still significant challenges in their implementation, such as the lack of adequate infrastructure in some educational institutions or insufficient collaboration between schools and economic agents. Additionally, despite the regulations and support provided by national legislation, there is a continuous need to adapt traineeship programs to the changing demands of the labor market and the specific needs of each professional sector [4].

This paper presents a study case concerning the evaluation of traineeships in pre-university education units in Ilfov County, Romania, pointing out the effectiveness and relevance of these traineeships, identifying their strengths and items for improvement, and finally for recommending solutions for their optimization.

MATERIALS AND METHODS

Data collection was conducted using a sociological survey with a questionnaire method over four school years. To ensure the validity of the research instrument, the questionnaire used in this study was developed through a rigorous process of operationalizing theoretical concepts. The items were developed based on specialized literature on traineeships conducted at the pre-university education level, including the structure of traineeships, their organizational methods, and the principles of evaluation in applied educational contexts. Content validity was ensured by aligning each item with the relevant theoretical dimensions: organization of the traineeship, conduct of practical activities, pedagogical coordination, and performance evaluation. The wording was adapted to the level of understanding of the participants (students) and reviewed for coherence, clarity, and ambiguity.

The questionnaire was also subject to a content validation process through consultation with experts in the field of educational sciences. They assessed the relevance, clarity, and wording of the items, offering suggestions that were integrated into the final version of the instrument. Additionally, before the actual

application, the questionnaire was tested in a pilot study with a small group of respondents to identify any difficulties in understanding or unclear wording.

These steps aimed to ensure the content and face validity of the instrument, so that it faithfully reflects the aspects relevant to the research objectives and allows the collection of pertinent and comparable data.

In this research, which aims to evaluate the characteristics of traineeships, their organization, and conduct, as well as the methods used to assess them, a quantitative approach was employed, based on the statistical analysis of data collected through a standardized questionnaire. The questionnaire consisted of 11 questions constructed from several Likert scale items, designed to capture the degree of agreement or disagreement of the respondents with statements regarding the school environment in the context of traineeships. The choice of this scale was based on its methodological advantages, recognized in the specialized literature for research in the social and educational sciences [6] [11].

The Likert scale enables the expression of the degree of agreement or disagreement with statements formulated in clear, simple, and concrete terms, thereby facilitating the collection of quantitative data from subjective perceptions. By using a 5-point scale (ranging from "totally disagree" to "totally agree"), respondents had the opportunity to nuance their attitudes without being forced to choose between extremes. This favors obtaining answers that are more faithful to the reality experienced by the participants, especially in the context of evaluating educational experiences [11] [13].

The Likert scale also enables the subsequent application of descriptive and inferential statistical analyses, such as calculating the mean, standard deviation, or comparing groups. This is essential for the research objectives, as it seeks not only a general description of perceptions but also the identification of possible differences between years of study or between aspects of traineeships (organization, implementation, evaluation). The use of the Likert scale provided a flexible, valid, and efficient framework for measuring respondents' attitudes and perceptions in relation to the study's central variables.

The data were collected from a sample of participants, distributed by year of study, and analyzed separately for each year to identify possible differences in perception depending on the level of practical experience. In the quantitative analysis of the data obtained by applying the questionnaire, the arithmetic mean was used for each item at the level of each year of study. The arithmetic mean represents one of the most widely used descriptive statistical indicators, providing a single numerical value that summarizes the average level of agreement expressed by respondents with each statement proposed within the Likert scale [6] [11] [13].

The nature of the data collected justifies the choice of this function: the questionnaire items were formulated on a 5-point Likert scale, allowing the transformation of responses into numerical values (for example: 1 = completely disagree, 5 = agree entirely). Thus, the average of the responses for each item provides a relevant indicator of the general trend in perceptions related to the organization, conduct, and evaluation of traineeships. This approach enabled the comparison of results between the participant groups, as well as the identification of aspects that were appreciated positively or, conversely, perceived as deficient. For example, an average score close to the value 5 may indicate a strong positive perception of an aspect of the specialized practice (such as the clarity of the indications provided by the traineeship tutor). In contrast, an average score close to 2 or 3 may signal ambiguities, deficiencies, or inconsistencies in the organization or evaluation method [6] [11] [13].

Therefore, the statistical analysis of the data significantly contributed to achieving the research objectives, facilitating the synthesis and comparison of the participants' perceptions in relation to the analyzed dimensions of the practical training courses.

Research methodology

Research type: descriptive

Tools used: Questionnaire applied to students

Sample: 2,510 students from vocational and technical education (year I - 658 students, year II - 502 students, year III - 679 students, year IV - 671 students)

Research period: school years 2021-2022, 2022-2023, 2023-2024, 2024-2025.

The research conducted over four school years (2021–2025) aimed to investigate the perceptions of students in vocational and technological education in Ilfov County on the quality of traineeships, with a focus on their relevance for increasing employment opportunities, especially in rural areas. The overall objective was to evaluate the efficiency and impact of these traineeships from the perspective of the direct beneficiaries—the students—and to identify areas for improvement, in line with European best practices regarding vocational training.

The data obtained through the sociological survey, conducted via a questionnaire, enabled a significant quantitative analysis involving 2,510 respondents from seven pre-university education units with a technological or professional profile in Ilfov County. This extensive coverage ensures a high degree of validity of the data, especially given that the research aimed to maintain a balance between educational profiles, years of study, and the geographical distribution of the respondents.

In the national context, students' access to traineeships in companies remains low, according to recent studies, which emphasizes the importance of empirical approaches such as the present one, through which both the real needs of the beneficiaries and local good practices can be highlighted. At the European level, quality standards for traineeships include clear pedagogical objectives, integration into the real work environment, competent trainers, and transparent evaluation—elements that can serve as a model for analyzing the results of the present research.

Organization of experimental groups

a. School year 2021–2022

In the first year of the research, 658 students participated, coming from the following educational institutions:

- "Mihail Kogălniceanu" Theoretical High School, Snagov – 76 students;
- "Vintilă Brătianu" Technological High School Dragomirești-Vale – 54 students;
- "Nicolae Bălcescu" Technological High School, Voluntari – 36 students;
- "Barbu Știrbey" Technological High School Buftea – 152 students;
- "Pamfil Șeicaru" Technological High School, Ciorogârla – 150 students;
- "Doamna Chiajna" Technological High School Roșu (Chiajna) – 66 students;
- "Cezar Nicolau" Technological High School, Brănești – 124 students.

In the first year of the research, participation was remarkable, with a total of 658 student respondents, coming from the seven selected pre-university education units. The distribution by high schools was relatively balanced, but a high presence was noted from the Technological High School "Barbu Știrbey" Buftea (152 students) and the Technological High School "Pamfil Șeicaru" Ciorogârla (150 students), which may reflect either an efficient internal mobilization or an organizational culture favorable to the involvement of students in extracurricular activities and research.

This stage represented a solid starting point for the present study, providing an overview of students' perceptions of traineeships and subsequently facilitating longitudinal comparisons.

b. School year 2022–2023

In the second year of implementation, the total number of respondents was 502 students, distributed as follows:

- "Mihail Kogălniceanu" Theoretical High School, Snagov – 91 students;
- "Vintilă Brătianu" Technological High School Dragomirești-Vale – 43 students;
- "Nicolae Bălcescu" Technological High School, Voluntari – 24 students;
- "Barbu Știrbey" Technological High School Buftea – 116 students;
- "Pamfil Șeicaru" Technological High School Ciorogârla – 54 students;
- "Doamna Chiajna" Technological High School Roșu – 71 students;
- "Cezar Nicolau" Technological High School, Brănești – 103 students.

In the second year of the research, the total number of respondents was 502 students, a

decrease from the previous year. However, the quality of participation and the distribution of the sample were maintained within balanced parameters, with good geographical and institutional coverage. High schools such as "Barbu Știrbey" Buftea (116 students), "Mihail Kogălniceanu" Snagov (91 students), and "Cezar Nicolau" Brănești (103 students) continued to actively support the research actively, thus ensuring the consistency of the investigative approach.

This stage was characterized by a more meticulous monitoring of the diversity of profiles and years of study, aimed at achieving a balance between students in the final grades and those in the early years of training. The numerical decrease compared to the previous year did not affect the relevance of the data, but contributed to a more careful selection, which allowed the consolidation of the evaluation tools and the refinement of the applied methodology [3].

c. School year 2023–2024

In the third year of research, the sample increased to 679 students, of which:

- "Mihail Kogălniceanu" Theoretical High School, Snagov – 178 students;
- "Vintilă Brătianu" Technological High School Dragomirești-Vale – 49 students;
- "Nicolae Bălcescu" Technological High School, Voluntari – 33 students;
- "Barbu Știrbey" Technological High School Buftea – 160 students;
- "Pamfil Șeicaru" Technological High School Ciorogârla – 66 students;
- "Doamna Chiajna" Technological High School Roșu – 73 students;
- "Cezar Nicolau" Technological High School, Brănești – 120 students.

The third year of research implementation recorded the highest number of respondents: 679 students. This significant increase reflects a maturation of the implementation process and an increased involvement of the partner educational units. A considerable increase in participation from the "Mihail Kogălniceanu" Theoretical High School in Snagov (178 students) is noted, which indicates a greater openness on the part of the school management and better information among the students regarding the purpose and benefits of the research.

This stage was characterized by methodological and logistical consolidation, including the better adaptation of questionnaires to students' levels of understanding and facilitating the completion process. The representativeness of the sample was enhanced, allowing for a deeper understanding of the evolution of perceptions on traineeships, as well as their relationship with the prospects of professional integration in rural environments [2].

d. School year 2024–2025

In the last year of research, 671 completed questionnaires were recorded, with the following distribution:

- "Mihail Kogălniceanu" Theoretical High School, Snagov – 103 students;
- "Vintilă Brătianu" Technological High School Dragomirești-Vale – 54 students;
- "Nicolae Bălcescu" Technological High School, Voluntari – 33 students;
- "Barbu Știrbey" Technological High School Buftea – 157 students;
- "Pamfil Șeicaru" Technological High School Ciorogârla – 147 students;
- "Doamna Chiajna" Technological High School Roșu – 61 students;
- "Cezar Nicolau" Technological High School, Brănești – 116 students.

In the final year of the research, the number of respondents was 671 students, very close to the number registered in the previous year. The numerical stability of the sample confirms that the investigative approach was well integrated into the routine of school activities and became familiar among students and teachers. The sustained participation of high schools such as "Barbu Știrbey" Buftea (157 students) and "Pamfil Șeicaru" Ciorogârla (147 students) reconfirms the constant interest of these institutions in the research topic.

This final stage also allowed the validation of the preliminary conclusions formulated in previous years, offering the possibility of establishing correlations between the quantitative data and the longitudinally observed trends. The coherence in the selection of participants, the uniform application of the methodology, and the maintenance of balance

between the educational profiles contributed to the consolidation of the research's scientific rigor. Thus, the 2024–2025 school year marked the conclusion of a research cycle carried out in a coherent, phased manner, with representative coverage of technological and vocational education in Ilfov County.

RESULTS AND DISCUSSIONS

The evaluation of students' perceptions of traineeships conducted in educational institutions in Ilfov County during the 2021–2025 school years highlights several relevant aspects related to the quality of the practical experience, particularly regarding the equipment provided by economic operators (Fig. 1).

Trends in students' perceptions of the equipment provided

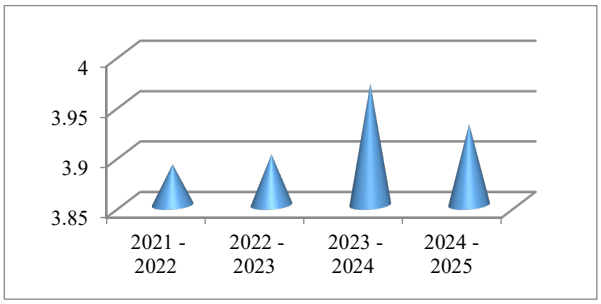

Fig. 1. Evolution of perception regarding equipment
Source: Own determination.

The item "the equipment provided by the economic operator was appropriate for carrying out the activities within the practical training" obtained relatively constant and high scores in the four years analyzed, indicating a generally satisfactory level of technical equipment available during the practical training.

A slight upward trend is observed until the 2023–2024 school year, followed by a slight decrease in the 2024–2025 school year. However, the variations are minor and do not indicate significant fluctuations, suggesting a high degree of stability in the quality of the equipment provided.

In relation to this item, the other factors analyzed — working conditions (space, atmosphere, etc.), the level of guidance provided by the tutor assigned by the host company, and the level of intercollegiate collaboration during practical activities — recorded lower satisfaction values. This indicates that, although the material endowment is perceived positively, there are gaps in the human and organizational dimensions of the traineeships.

The results suggest that economic operators have invested adequately in the equipment made available to students, but the success of traineeships does not depend exclusively on the infrastructure. Elements of pedagogical support and social environment, such as tutor involvement and the dynamics of peer collaboration, require specific interventions for improvement.

Thus, it is recommended:

- training traineeship tutors to improve mentoring and communication skills;
- periodic assessment of the organizational climate in partner companies;
- creating contexts that encourage teamwork and the exchange of experiences between students;
- Establishing continuous feedback between students, companies, and educational institutions to monitor the quality of traineeships.

The analysis of data related to the four school years reveals that students' perception of the equipment provided remains consistently positive, suggesting a solid basis for carrying out practical activities. However, relational and organizational aspects require increased attention, as they can significantly influence the efficiency and quality of the learning experience in the real work environment. For a favorable overall evaluation of traineeships, it is essential to balance the material component with the human and educational components.

Evolution of satisfaction regarding the smooth running of the program

The qualitative evaluation of the traineeships in Ilfov County, conducted in educational institutions over four school years (2021–2025), reveals a positive dynamic in terms of students' perceptions of collaboration with economic operators. One of the central aspects of the overall satisfaction analysis concerns how the economic operator's activity impacted the operation of the traineeship program (Fig.

2). A significant increase is observed between 2021–2022 and 2022–2023, followed by a stabilization in the interval 2023–2025, with a slight, insignificant decrease in the last year. These data indicate a continuous improvement in the collaboration between educational institutions and economic operators, with a direct impact on the fluidity and coherence of the traineeship program.

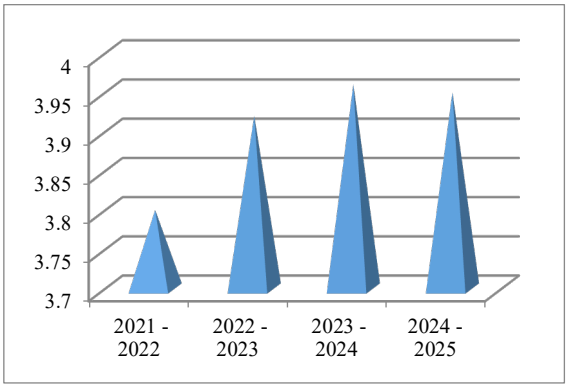

Fig. 2. Perception of program organization
Source: Own determination.

This evolution can be attributed to the optimization of school-economic partnerships, as well as to a progressive adaptation of operators to the formative needs of students and the organizational structure of traineeships.

In contrast, other evaluated items – "the traineeship period and daily schedule" and "the activity of the economic operator corresponded to the expectations of students" – obtained lower satisfaction values, which signals persistent tensions between the needs of students and the concrete way of organizing the traineeship.

These results suggest that, although economic operators did not significantly disrupt the traineeship activity, discrepancies exist between the educational expectations of students and the content of the actual activities carried out, as well as problems in adapting the daily schedule to their rhythms and availability.

Possible causes may include: a Rigid or inconsistent schedule that does not take into account the specifics of age and educational path; a Lack of clear communication regarding the traineeship objectives; and differences between the actual offer of the economic operator and the expectations previously formed by students.

The analysis of data from the four school years reveals that the activity of economic operators has become increasingly integrated into the practical training process, without generating any dysfunctions in the program's implementation. This trend is a positive indicator of the consolidation of educational partnerships in Ilfov County.

However, issues related to the relevance and effective organization of the practice for students require specific interventions. Among the recommendations for improvement are:

- Reviewing the structure of the daily program to ensure a balance between practical activity and the assimilation capacity of students;
- Increasing transparency in the communication of objectives and expectations between schools, operators, and students;
- Actively involving students in the feedback process for the dynamic adjustment of the practice content;
- Continuous monitoring of participant satisfaction to identify potential dysfunctions early.

The global evaluation of traineeships in Ilfov County highlights constant progress toward an efficient integration of the economic environment into the educational process, while also emphasizing the need for a finer adaptation to the direct needs and expectations of students.

Evolution of students' perception of the development of teamwork skills

In the context of vocational and technical education, traineeships play a crucial role in developing students' transversal skills, with teamwork skills occupying a central place. They are indispensable in preparing future graduates for the demands of the labor market, where collaboration, effective communication, and integration into a professional team are highly valued skills.

The data collected for the item "contribution of traineeships to the development of teamwork skills" indicate a high and constant level of satisfaction, with a positive trend throughout the four school years analyzed.

A sustained increase is observed in the first three years, followed by a slight stabilization from 2024 to 2025. This positive dynamic reflects the fact that traineeships contribute significantly to the development of students' collaborative skills, providing them with real-world contexts in which they are encouraged to cooperate, assume team roles, and solve everyday tasks (Fig. 3).

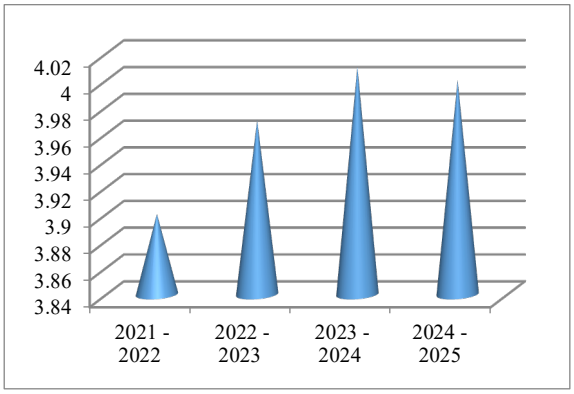

Fig. 3. The evolution of the perception of teamwork
Source: Own determination.

This favorable perception can be linked to several active factors in the context of professional practice: The structure of the activities carried out, which frequently involves tasks carried out in groups, under the supervision of a tutor; Constant interaction with classmates or from other specializations, which encourages the exchange of ideas and mutual support; The involvement of economic operators in creating a working environment that simulates the real professional context; The role of practice coordinators, who can facilitate collaboration and collective learning processes.

Teamwork skills are recognized as an integral part of the key competences of the 21st century. They are not only part of the European vocational training standards but are also explicitly required by employers in all fields of activity. In this regard, the data demonstrate a tangible impact of practical training on students' preparation for integration into the labor market.

Even if the scores are high, maintaining and consolidating these results requires: Deliberate inclusion of collaborative activities in the traineeship program (joint projects, group problem solving); Training tutors and coordinators in facilitating collaborative learning; Creating post-activity reflection contexts, where students can discuss the roles assumed, the difficulties encountered and the way to solve them; Systematic assessment of collaboration skills, not only at the perceptual level, but also by observing concrete behaviors.

The results obtained indicate a consistently positive contribution of traineeships to the development of teamwork skills, an essential aspect in the professional training of students in Ilfov County. This competence, being highly valued in the labor market, confirms that professional practice not only has an applicative role, but is also a framework for comprehensive socio-professional training. Continuing these good practices and expanding them through modern pedagogical methods can help consolidate this positive trend in the years to come.

Evolution of the perception of student responsibility

In the context of professional training for students in vocational and technical education, responsibility for the tasks assigned is one of the key competencies pursued during traineeships. The evaluations conducted over four school years in Ilfov County clearly demonstrate how these traineeships contribute to the development of students' professional attitudes. For the item "increasing the degree of responsibility for the assigned tasks", the collected data highlight a constant and significant progress.

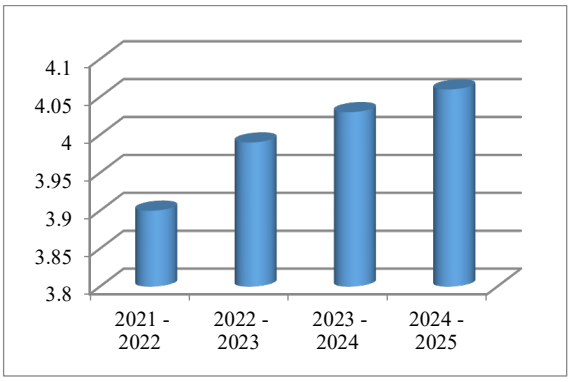

Fig. 4. Evolution of the perception of student responsibility
Source: Own determination.

This upward trend reflects the fact that students are progressively developing their capacity to assume responsibilities within practical activities.

This evolution can be interpreted as the result of direct exposure to real work situations, where the results of tasks are visible and evaluable, as well as the provision of careful supervision and guidance by tutors, and the behavioral maturation of students in structured professional contexts (Fig. 4).

These data support the idea that traineeships not only transmit applied knowledge but also shape behaviors and attitudes relevant to employability.

In contrast, other evaluated items, considered essential for complete professional training, obtained lower average values: the development of practical skills, the practical application of acquired theoretical knowledge, and securing a placement in the labor market upon graduation.

These results suggest a distinction between the development of attitudes and the acquisition of concrete technical and professional skills. In other words, although students become more responsible and aware of their role in professional activity, not all of them manage to consolidate their technical skills sufficiently or to apply the theoretical knowledge acquired in school effectively.

Furthermore, the item on employment highlights an uncertainty among students regarding the traineeship's capacity to prepare them concretely for employment, thus signaling a need for a closer correlation between the traineeship content and the real requirements of employers.

This discrepancy between attitudes (e.g. responsibility) and practical or applicative skills can be interpreted in several ways: The conditions offered within the traineeship are more favorable to personal development than to technical-professional development (e.g. repetitive or poorly specialized tasks); Pedagogical support in applying theory in practice is insufficient, leaving students to improvise or limit themselves to execution activities; The lack of structured and individualized feedback can affect students' ability to recognize progress in practical skills.

In order to fully capitalize on the contribution of traineeships, it is crucial that the actors involved (schools, economic operators, tutors) act in a coordinated manner to:

- Enhance the quality of practical activities by diversifying tasks and aligning them with relevant qualification standards.
- More efficient integration of theory with practice, by assigning applied projects that require the knowledge learned;
- Organizing career guidance sessions, in which students better understand the requirements of employers and the real prospects for professional insertion;
- Continuous training of traineeship tutors, to support students in all dimensions of professional development - not only behavioral, but also technical and applicative.

The analyzed data show that traineeships in Ilfov County significantly contribute to the development of students' professional responsibility, providing a solid foundation for success in their future careers. However, to ensure complete training, it is essential that the development of practical skills, the application of knowledge, and orientation towards the labour market are strengthened systematically and coherently.

The need to train students on the organizational and decision-making structure of economic agents before practice

In preparing students for integration into the professional environment, knowledge of the organizational and decision-making structure of the company or institution in which they are to carry out their traineeship is an essential component. This knowledge facilitates the understanding of hierarchies, communication channels, and functional responsibilities, thus contributing to a faster and more efficient adaptation within the organization.

The item analyzed records an upward trend throughout the study period. This evolution reveals a tendency of constant growth and stabilization at a high level of positive perception. Students clearly appreciate the usefulness of this information and consider that familiarization with the internal structure of the company or institution is an absolute necessity before starting practical activities (Fig. 5).

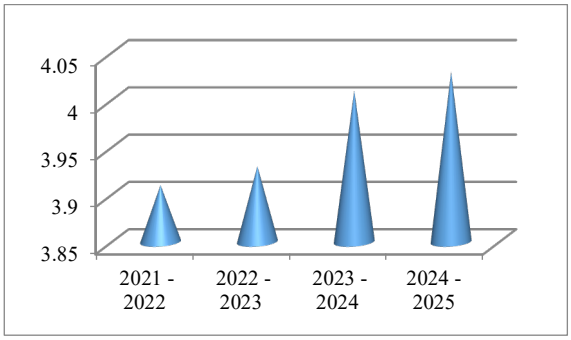

Fig. 5. Evolution of the need to train students on the organizational and decision-making structure of economic agents before practice
Source: Own determination.

Knowledge of the organizational and decision-making structure reduces the risk of confusion and inappropriate approaches during the traineeship, helps students better understand the chain of responsibilities, place their own role within the team and respect internal rules, contributes to the formation of a mature professional attitude, based on understanding the real functioning of the organizational environment and prepares students for effective communication and behaviors consistent with the employer's expectations.

In contrast, other items with complementary relevance recorded lower average scores, suggesting additional training needs in career counseling and guidance, as well as in basic elements of organizational communication and teamwork, concepts related to organizational culture, and corporate social responsibility.

This hierarchy of perceptions suggests that students place greater emphasis on "technical" knowledge of internal organization than on soft, cultural, and personal development dimensions. However, the latter are equally crucial for harmonious integration into a work team and for developing a conscious and sustainable professional path.

To increase the relevance of pre-practical training, it is recommended: Systematically including an introductory module on the organizational structure and functional roles of partner companies, in an accessible format (presentations, diagrams, case studies); Completing the training through an integrated approach, which should also include: notions of effective communication within organizations; introducing the concepts of organizational culture and corporate social responsibility; professional counseling and career planning sessions; Active partnerships with economic operators, which should directly contribute to the presentation of these aspects, either in school or at the company headquarters, during information visits.

The perceptions of the students clearly highlight that pre-practical training should include information on the organizational and decision-making structure of the company/institution, this component being considered necessary in a high proportion and stable throughout the four years analyzed. At the same time, there are gaps in relational and cultural training, which necessitate an expansion of the training content and a holistic approach to preparing students for real professional life.

The evolution of students' perceptions of traineeship evaluation

The evaluation of traineeships is a fundamental pillar in ensuring the quality of students' professional training. A coherent, complex, and well-structured assessment not only allows for measuring individual progress but also creates constructive feedback, essential for the development of professional skills. In this context, combined evaluation – carried out both along the way and at the end, by characterizing the tutor and grading projects or other documentation – is considered an optimal model for assessing students' performance in traineeships.

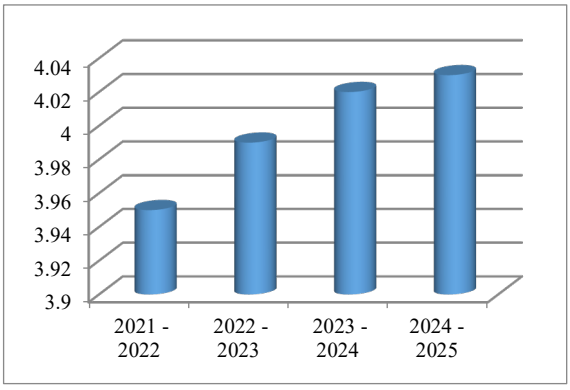

Fig. 6. Evolution of students' perception of the evaluation of traineeships
Source: Own determination.

The analyzed data indicate a trend of constant growth and stabilization at a high level of

satisfaction. Students perceive the combined assessment as more relevant, fair, and effective in reflecting their performance and involvement during the traineeship (Fig. 6).

Several aspects can explain students' preference for this type of assessment:

- it provides a more balanced overview, taking into account both the evolution over time and the final result;
- it involves a diversity of assessment methods (observation, characterization, project/documentation analysis), which more faithfully reflects the complexity of the practical activity;
- it encourages the constant involvement of the student, knowing that both the process and the final product matter significantly;
- it allows for a contextualized assessment, carried out by people directly involved in the student's training (the traineeship tutor).

In contrast, other items referring to specific forms of evaluation obtained lower scores: on-the-job evaluation carried out exclusively by the traineeship tutor, final evaluation based solely on the tutor's characterization, and conducting assessments through an online platform.

These results suggest that students do not perceive positively unilateral or simplified forms of assessment, in which:

- the emphasis is only on one stage (either along the way or at the end);
- the evaluation is based on a single source (tutors), without a demonstrable practical component (e.g., a project);
- digital tools are not sufficiently developed or personalized for professional practice.

A practical blended assessment involves:

- ✓ Training practice tutors to wholly and objectively assess students' progress;
- ✓ Creating clear assessment grids and criteria, known to students from the beginning of the traineeship;
- ✓ Integrating the products made by students (projects, journals, documentation) in the final assessment portfolio;
- ✓ Using digital platforms only as support tools, not as an exclusive means of assessment.

To consolidate blended assessment as standard practice in Ilfov County, it is necessary:

- ✓ avoiding evaluation based solely on the tutor's subjective characterization;
- ✓ encourage the creation of concrete evaluation products (projects, reports, practice diaries) that can be objectively analyzed;
- ✓ develop digital platforms adapted to traineeships, allowing progress to be tracked and work products to be uploaded, but without completely replacing human evaluation.

The analyzed data confirm that students appreciate combined evaluation – along the way and at the end – as the most relevant and fair form of assessing their activity during traineeships. This approach reflects not only the result of the work but also the continuous involvement and individual progress. At the same time, unilateral or exclusively digital forms of evaluation are not perceived as being as effective, which underlines the need for a balanced review, centered on the student and the concrete activity carried out in the traineeship.

The efficiency of forms of communication between the traineeship supervisor and students

Effective communication between trainees and their designated supervisor, as defined by the company or institution, is crucial for the smooth operation of activities, the prompt resolution of emerging issues, and supporting the experiential learning process. In this context, students from Ilfov County were surveyed on their perceived effectiveness of different forms of communication over a four-year period (Fig. 7).

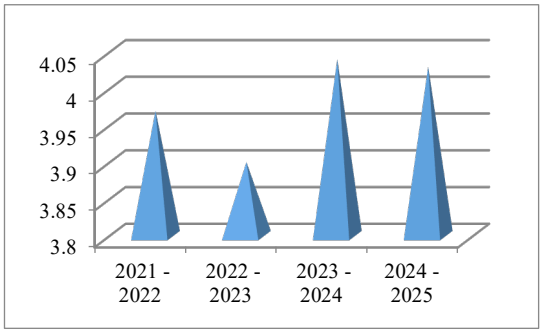

Fig. 7. The efficiency of forms of communication between the traineeship supervisor and students
Source: Own determination.

Daily attendance at meetings at the company's headquarters is the most effective form. The

data indicate a trend of stabilization around a score of 4, suggesting a high level of satisfaction and a generally positive assessment of the effectiveness of this form of communication. Although a slight decrease is observed in 2022–2023, the overall average remains consistently high, reinforcing the idea that direct, face-to-face interaction is perceived as the most effective and valuable form of communication between students and the traineeship tutor.

The perceived benefits of this form:

- ✓ provides immediate clarity in the transmission of instructions and expectations;
- ✓ allows for rapid and contextualized feedback;
- ✓ contributes to the development of interpersonal relationships and mutual trust;
- ✓ creates a formal framework for daily coordination, which structures the students' activity.

Items that recorded lower scores reflect a generally more reserved perception of indirect or mediated forms of communication, including daily communication through a student group coordinator, telephone communication with all students at their initiative, and constant communication through an online platform.

From the students' perspective, these forms present limitations in terms of clarity, accessibility, and absolute efficiency. In more detail:

a) Through a student coordinator: May generate filtering or distortion of information; Does not offer the possibility of individual expression or direct clarification; May be perceived as uninvolved on the part of the company manager.

b) By telephone, at the student's initiative. Communication is not systematic, but somewhat fragmented and dependent on the student's initiative, which leads to a lack of continuity, delayed responses, and a feeling of insecurity or a lack of organized support.

c) Through an online platform. Although it has technological potential, it is possible that the tools used are not suitable for the specific needs of the practice, interactions are impersonal and sporadic, or there are technical or usability issues affecting some students or tutors.

To optimize communication during traineeships, the results suggest:

- ✓ Maintaining daily direct interaction at the company headquarters as the primary form of coordination and support;
- ✓ Avoiding outsourcing communication through student coordinators, rather than as a complementary and well-structured form;
- ✓ Establishing clear routines for phone calls or messages, with a pre-established schedule, to avoid communication chaos;
- ✓ Developing specialized, interactive, and field-specific online platforms that facilitate asynchronous but efficient communication (e.g., uploading tasks, written feedback, question forums).

The data highlights the fact that, for students in Ilfov County, daily participation in meetings organized at the company headquarters is considered the most efficient form of communication with the traineeship manager. Indirect forms, whether through intermediaries or digital or telephone channels, are perceived as less efficient, primarily due to the lack of personalization and a decrease in interaction quality. These perceptions highlight the significance of direct human contact in formative processes, particularly in applied settings, such as professional practice.

Clarity of objectives and tracking of task accomplishment during traineeships

Establishing clear objectives and precisely defining tasks is a fundamental condition for traineeships to contribute effectively to the professional training of students. At the same time, close monitoring of the achievement of these objectives is essential to ensure coherence between the activity in the company and the educational goals of the traineeship.

The scores are consistently close, indicating a high and stable level of satisfaction. The slight increase over the four years suggests a gradual improvement in the way tasks are planned and tracked, which is positively perceived by the students.

These data show presented in Fig. 8 reflect that most students consider that the tasks received were clear, well-formulated, and adapted to their level of training, the objectives were

explicit, allowing understanding of the purpose of each activity, and the completion of the tasks was monitored by the tutor or traineeship coordinator, which stimulated involvement and assumption of responsibility.

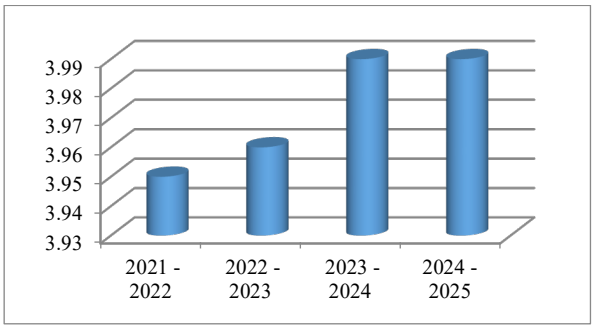

Fig. 8. Evolution of clarity of objectives and achievement of work tasks during traineeships
Source: Own determination.

These aspects contribute to an efficient applied learning process and support the development of the student's professional autonomy.
The constant and high scores can be correlated with several possible good practices:

- ➢ the use of objective and task sheets at the beginning of the traineeship;
- ➢ establishing a weekly activity plan, clearly communicated and understood by all participants;
- ➢ the active involvement of tutors in monitoring and adjusting the tasks, depending on the pace and interest of each student;
- ➢ continuous feedback on how students complete their tasks.

Even if the scores are positive, the fact that the 4.00 threshold is not consistently exceeded may indicate the existence of minor dysfunctions or areas with potential for improvement, such as:

- ✓ lack of personalization of tasks according to the profile and level of the students;
- ✓ vague or too technical formulation of the objectives in some cases;
- ✓ formal monitoring, without active involvement in the feedback given to the student;
- ✓ differences in the way of organization between the partner companies/institutions.

To consolidate a transparent and efficient practice in establishing and following up on objectives:

- ➢ Standardizing the way of drawing up objectives and tasks through standard documents (activity plans, task sheets);
- ➢ Training for tutors on the formulation of learning objectives, in accessible and concrete terms;
- ➢ Introducing student self-assessment at the end of each week, to assess the extent to which they have understood and accomplished the tasks;
- ➢ Using short review/feedback sessions at the end of each day or week of practice.

Students in Ilfov County consistently rated the clarity of objectives and the tracking of their achievement as necessary and efficiently managed components of traineeships during the period from 2021 to 2025. These results indicate good collaboration between schools and economic operators in establishing the framework for traineeships. However, there is room for optimization through clearer tools, more frequent feedback, and greater adaptation to the individual needs of students.

Student satisfaction with practical skills acquired during traineeships

Vocational training through traineeships is a crucial element in preparing students for integration into the labor market, and the development of practical skills is a primary objective of these activities. In this context, the assessment of student satisfaction with the level of practical skills acquired serves as a relevant indicator of the effectiveness of the traineeship program carried out in educational institutions in Ilfov County during the period 2021–2025.
The scores are consistently close to the 4.00 level, indicating a high degree of satisfaction with the formative results of the traineeship. The slight fluctuation over the four years is statistically insignificant, indicating stability in the quality of practical training perceived by students. The upward trend in the last school year suggests a slight improvement in the traineeship program's efficiency, possibly due to enhanced collaboration with economic operators or curricular adjustments (Fig. 9).
The results reveal a significant reality: traineeships, in their current form, offer valuable practical experience but are not always curricularly integrated or sufficiently

grounded in the theoretical foundations acquired in the classroom.

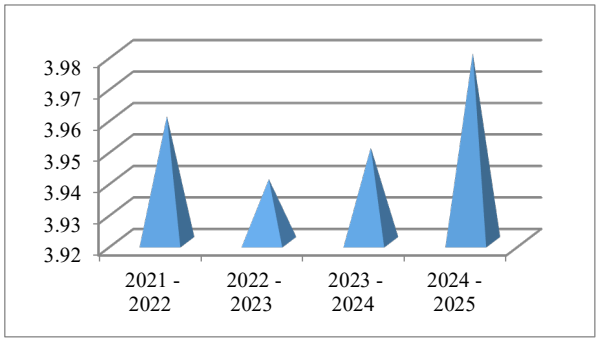

Fig. 9. Evolution of students' satisfaction with the practical skills acquired during traineeships
Source: Own determination.

This disjunction can be explained by Differences between the curricular content and the actual activities of companies/institutions, a possible lack of communication between the school and economic operators regarding the student's training profile, and insufficient prior preparation of students to apply the knowledge acquired in school.

To further strengthen the efficiency of training through practice, it is recommended:

- Aligning the practice topic with the curricular profile, through detailed educational contracts between the educational unit and the partner company;
- Adapting the theoretical contents in the classroom according to the requirements of the labor market and the collaborating companies;
- Introducing practical theory review sessions before the start of the traineeship;
- Creating connection sheets between theoretical skills and practical activities, so that students are aware of what they are applying and how they are applying it.

Between 2021 and 2025, students from Ilfov County consistently demonstrated a high degree of satisfaction with the practical skills they acquired during their traineeships. These results confirm the formative nature of these activities and their relevance in building authentic professional skills. At the same time, the differences compared to other items highlight the need for a better correlation between the theoretical component, the theme of the traineeship, and the concrete activities carried out in practice.

Digitalization and involvement in the organization of traineeships

The digitalization of educational processes has become an essential component of modernizing the education system, particularly in the context of applied learning, such as traineeships for students. Easy access to digital tools dedicated to planning, monitoring, and communication between the actors involved (students, teachers, tutors from companies/institutions) is a relevant indicator of the efficiency and quality of these traineeships.

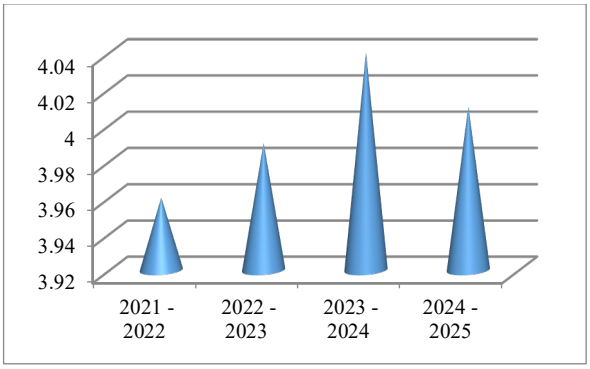

Fig. 10. The evolution of digitalization and involvement in the organization of traineeships
Source: Own determination.

The scores recorded are high and constant, with a general upward trend, reaching a peak in the 2023–2024 school year (Fig. 10).

Values above the 4.00 threshold indicate a positive perception of the use and usefulness of digital tools in the context of traineeships;

Students report an increase in organizational quality and communication, aspects that directly contribute to the efficiency of the formative act in the practical environment.

The use of digital tools in traineeships has several direct benefits:

- ✓ Efficient planning of activities (including synchronization of student, teacher, and company agendas);
- ✓ Objective monitoring of progress, through digital activity sheets and traineeship diaries;
- ✓ Fast and documented communication, both between the student and the tutor, and between the traineeship coordinator and the educational unit;

✓ Improving coordination capacity at the institutional level, through automatic reporting and centralized evaluations.

At the same time, student involvement in the organizational process is supported by these tools, which create a participatory framework where information is accessible and responsibilities can be distributed transparently.

To fully capitalize on the potential of this area, it is recommended:

➢ Developing platforms dedicated to traineeships, which include integrated functionalities: planning, feedback, evaluation, communication, and activity records;

➢ Training teachers and tutors in the use of these platforms, so that they are used efficiently and not just formally;

➢ Stimulating the active involvement of students through direct access to the traineeship plan, proposed objectives, daily tasks, and the possibility of self-assessment;

➢ Constantly monitoring the impact of digitalization through annual feedback from students and economic partners.

The perception of students in Ilfov County regarding the use of digital tools and their involvement in organizing traineeships is positive and has been increasing slightly over the period from 2021 to 2025. These results validate the modernizing direction of the technological and vocational education system and confirm that digitalization, when implemented correctly, increases the transparency, efficiency, and quality of practical experience.

Familiarization with a work environment through traineeships

One of the essential functions of traineeships is to facilitate the transition of students from the educational to the professional environment, providing them with the opportunity to familiarize themselves with the requirements, dynamics, and culture of a real workplace. Familiarization with such an environment plays a significant role in developing appropriate professional attitudes and behaviors, shaping a realistic image of the field of activity, and informing future career orientation (Fig. 11).

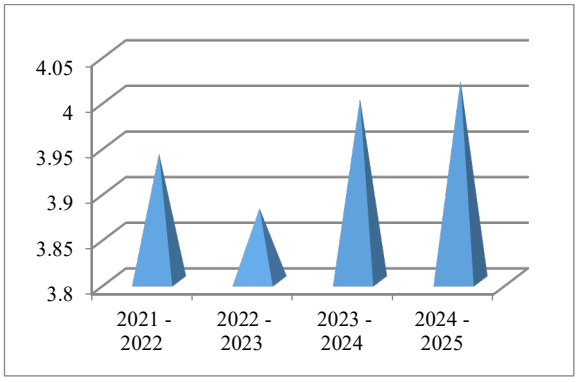

Fig. 11. The evolution of familiarization with a work environment through traineeships
Source: Own determination.

The scores are consistently high and relatively stable, all approaching the 4.00 threshold. The evolution over the last two years indicates a slight upward trend, suggesting an improvement in the quality of the traineeship contexts offered. Minor fluctuations (of the order of hundredths) do not indicate structural problems but reflect possible differences in the direct experience provided by various traineeship partners.

A constant score signals that students perceive the traineeship as: a relevant opportunity to interact with real structures, rules and work relationships; An appropriate setting for observing the functioning of a company/institution and for experiencing the routine of a working day; An informal learning space, where they can assimilate norms of professional behavior, specific terms, the pace of work and ways of collaboration particular to the field in question.

However, the fact that no year consistently reaches a score of 4.00 could signal some limits of the familiarization experience, such as: Repetitive activities or poorly integrated into the real processes of the company; Reduced involvement of tutors in explaining the organizational context; and Lack of prior preparation that would help the student to capitalize on contact with the work environment.

This component is fundamental for: forming the students' professional identity, developing adaptive behaviors, such as punctuality, compliance with tasks, and professional communication, clarifying future career choices, through confrontation with the

realities of the field, and reducing the shock of the transition from school to work, in the case of immediate employment after completing studies.

To increase the formative impact of familiarization with the work environment, it is recommended:

- Organizing orientation sessions at the beginning of the traineeship, in which students are informed about the structure and culture of the company;
- Ensuring active involvement of tutors, which facilitates the integration of students into the current activities of the company;
- Using observation sheets, through which students reflect on the organizational elements, processes, and behaviors observed;
- A close correlation with theoretical training allows students to interpret what they see within the context of the knowledge they have acquired.

During the four years analyzed, students from Ilfov County expressed a consistently high level of satisfaction with the opportunity to familiarize themselves with a real work environment through traineeships. These results highlight the effectiveness of educational partnerships established between academic units and companies/institutions, as well as the practical potential of these traineeships in authentic professional training for students. However, achieving even higher scores could be possible by optimizing tutor involvement, diversifying activities, and anchoring traineeships more deeply in organizational reality.

Acquiring knowledge specific to the training field through traineeships

Traineeships in vocational and technical education play a central role in strengthening specialized training, offering students the opportunity to apply, in authentic contexts, theoretically learned concepts and to acquire knowledge specific to their field of training. This dimension is crucial in relation to curricular objectives and relevance in the labor market.

The scores are high and slightly increasing, with a peak reached in the 2023–2024 school year (3.98). The fluctuations are statistically insignificant but signal a positive trend in students' perception of the practical usefulness of traineeships for deepening specialized knowledge. All values are close to the 4.00 threshold, which suggests a solid and coherent formative experience in relation to the students' training profile (Fig. 12).

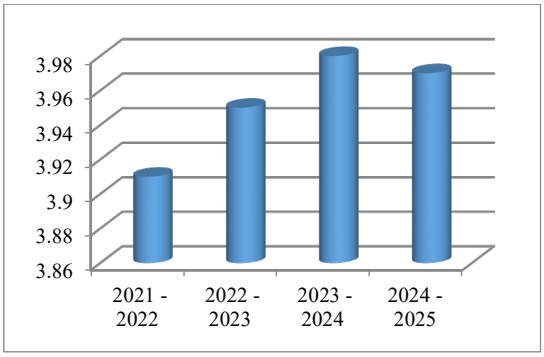

Fig. 12. The evolution of knowledge specific to the training field through traineeships
Source: Own determination.

This trend supports the fact that:

- the activities carried out during the traineeships were, for the most part, relevant to the students' field of training;
- the partner companies/institutions managed to provide real and meaningful contexts for the application and expansion of specialized knowledge;
- the students recognized and valued the educational component of the traineeship, not just the experiential or organizational one.

However, maintaining scores slightly below 4.00 may signal certain aspects that require improvement, such as:

- ✓ The need for closer coordination between the school and the traineeship partners, to ensure a perfect correspondence between the activities carried out and the specialization curriculum;
- ✓ The need to adapt the activities to the student's level of preparation, to avoid overloading or, conversely, too simple tasks;
- ✓ The lack of structured feedback on progress in the acquisition of specialized knowledge.

The acquisition of specific knowledge in practice directly contributes to:

- ✓ developing fundamental professional skills required by employers;

✓ increasing students' self-confidence, by understanding the applicability of theoretical learning;

✓ facilitating the post-graduation professional integration process, through direct contact with techniques, procedures, and equipment relevant to the field.

To increase the formative efficiency of traineeships in relation to the acquisition of specialized knowledge, it is recommended:

✓ careful alignment of the practice plan with the curricular objectives of each qualification;

✓ methodological support of practice tutors is needed to structure activities that explicitly contribute to specialized learning;

✓ encouraging students to document and reflect on the knowledge acquired, through practice diaries or mini-projects;

✓ implementing digital tools for tracking progress could facilitate the identification of areas in which practical learning needs to be adjusted.

During the 2021–2025 school years, the perception of students in Ilfov County on the acquisition of knowledge specific to the training field during traineeships was consistently positive, with a slight upward trend. These data reflect a good integration of practical experience into the student's educational path but also indicate the need to strengthen the link between the school curriculum and activities carried out in partnership with economic operators.

The opportunity offered by traineeships to meet potential future employers

One of the primary objectives of traineeships is to establish a direct connection between students and the economic environment, enabling them to interact with potential employers. This aspect represents an essential dimension in the transition process from school to the labor market, influencing the subsequent professional integration of young people.

There are no significant fluctuations, suggesting stability and consistency in offering this opportunity to students. Values close to 4.00 indicate a positive perception, with students considering that traineeships provide them a genuine chance to connect with potential employers (Fig. 13).

This consistency reflects:

✓ a good collaboration between educational institutions and economic partners, facilitating students' access to diverse professional environments;

✓ the role of traineeships as platforms for creating professional and social networks, essential in students' career development;

✓ the possibility for students to evaluate their own skills and interests in the context of real employer requirements.

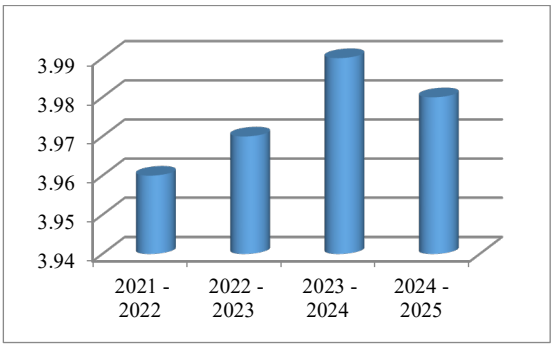

Fig. 13. The opportunity offered by traineeships to meet potential future employers
Source: Own determination.

Getting to know potential employers through traineeships contributes to:

✓ active professional guidance, by clearly identifying professional profiles and expectations from the work environment;

✓ increasing the motivation and involvement of students, who see a direct connection between the effort made and employment opportunities;

✓ facilitating integration into the labor market, as students can come into contact with companies that can subsequently offer employment opportunities;

✓ Strengthening local educational and economic partnerships.

Recommendations for maintaining and increasing this opportunity:

➢ Expanding and diversifying the network of economic partners involved in traineeships, so that students have access to a broader range of employers;

➢ Organizing networking sessions, traineeship, and career fairs in collaboration with partner companies;

➢ Active involvement of traineeship coordinators in facilitating direct contact

between students and company representatives;

➢ Continuous monitoring of student satisfaction regarding this aspect, to adapt the traineeship program to the needs of the labor market.

The data collected for the period 2021–2025 highlights that traineeships in Ilfov County have provided students with a consistent and valued opportunity to meet potential future employers. This aspect contributes significantly to the success of the school-to-labor market transition process, and maintaining and expanding these opportunities should be a priority for all parties involved in organizing traineeships.

Developing communication skills, teamwork, and flexibility within traineeships

The development of transversal skills, such as effective communication, teamwork, and flexibility, is essential for the adaptability and success of students in the modern labor market. These skills support professional integration, contributing to the development of appropriate professional behaviors and improving performance in various organizational environments. All values are consistently above the 4.00 threshold, indicating a high and stable perception among students of the benefits of traineeships in developing these skills. A slight increase is noted in 2023–2024, suggesting a possible improvement in the organization or quality of practical interactions. The stability of the scores emphasizes the fact that these skills have been a constant focus in the programming and implementation of traineeships (Fig. 14).

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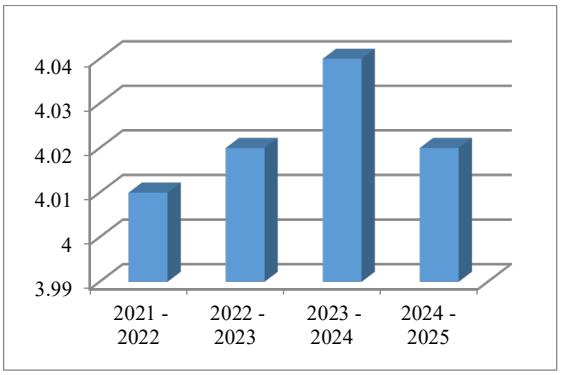

Fig. 14. Training of communication skills, teamwork, and flexibility during traineeships
Source: Own determination.

The transversal skills mentioned are fundamental for the social and professional integration of students, facilitating effective communication and collaboration in multidisciplinary teams, for adaptation to various work contexts and to the dynamic demands of the labor market, and for the development of soft skills, complementary to technical ones, which increase the value of students as future employees.

The consistently high value reflects the fact that traineeships provide appropriate environments for practicing and consolidating these skills through direct interaction with colleagues, tutors, and employees of host companies. The importance of these skills in the current context is:

✓ the labor market increasingly requires employees who can communicate clearly, work in a team, and adapt quickly to changes;

✓ transversal skills are recognized as key elements of employability and long-term professional success;

✓ their development during traineeships contributes to a holistic preparation of students, which goes beyond technical knowledge and skills.

Recommendations for supporting and optimizing the training of these skills:

➢ Integrating structured communication and teamwork activities into traineeship programs,

such as workshops, joint projects, or role-playing games;

- Training and actively involving traineeship tutors to encourage and assess these skills throughout the traineeship;
- Using continuous feedback and self-assessment to be aware of progress in the field of transversal skills.

The perception of students in Ilfov County regarding the development of communication, teamwork, and flexibility skills during traineeships remains positive and stable from 2021 to 2025. These skills, essential for professional integration and adaptability in the labor market, are effectively supported through organized traineeship programs, thus confirming the value of practical education in the current context.

CONCLUSIONS

The traineeships conducted in Ilfov County over the four school years studied served as a crucial pillar in the educational process, facilitating the transition of students from theory to practice and, implicitly, their subsequent integration into the labor market. The data collected reflect a positive and stable perception by students regarding the multiple dimensions of these traineeships, highlighting both strengths and areas with potential for improvement. It is essential to note that the first part of the 2021-2022 school year was still marked by the ongoing impact of the COVID-19 pandemic, which influenced the organization and conduct of traineeships, necessitating additional adaptations and restrictions. Despite these difficulties, the traineeship programs were able to take place under satisfactory conditions, reflecting a sustained effort on the part of educational institutions and economic operators to maintain the continuity of the educational process and provide students with practical training.

One of the most appreciated aspects of traineeships is the quality of the equipment and working environment provided by economic operators, with average scores that have increased slightly, remaining in the range of 3.89 to 3.97 on a satisfaction scale of 1 to 5. This indicates that the infrastructure and material conditions were generally adequate, not creating major obstacles in carrying out practical activities. Additionally, collaboration and communication among students, tutors, and coordinators were at high levels, reflecting a climate conducive to the development of both professional and social skills. The training of transversal skills, such as communication, teamwork, and flexibility, consistently yielded scores above 4.00, highlighting the importance of traineeships as formative environments for developing essential skills in the current labor market context.

Regarding the content of the training, students appreciated the need for specialized training before the traineeship, in the specific field of activity of the host companies, as well as knowledge of their organizational and decision-making structure. These elements were considered fundamental for an efficient integration and a better understanding of the professional environment. In addition, the combined evaluation process, carried out both during the traineeship and at the end, by scoring the practical activities and characterizing the tutor, was perceived positively. Another strong point of the traineeships was the opportunity offered to students to come into direct contact with potential future employers, an aspect with a stable and high average score. This constitutes a significant benefit of the traineeships, supporting professional orientation and facilitating the transition to the labor market by building relevant professional connections. At the same time, sustained attention was noted to the permanent monitoring and coordination of the traineeships, as well as constant communication between all parties involved – students, tutors, and traineeship coordinators – elements that ensure a coherent and efficient process.

However, there are areas where opportunities for improvement can be identified. These include working conditions related to space and atmosphere, the degree of theoretical knowledge applied in practical activities, and the development of more advanced practical skills. Additionally, greater flexibility and diversity in daily programs are necessary, as

well as increased involvement in stimulating students' active participation. These aspects indicate the need for adjustments that better respond to the real needs of students and the specifics of the local economic environment. In conclusion, the traineeships in Ilfov County, carried out during the four school years analyzed, constituted a valuable educational experience, strengthening both the technical and transversal skills of students. The quality of collaboration with the economic environment, access to adequate resources and opportunities for assessment and professional guidance contributed to the success of this endeavor. The development of these traineeships, with a focus on optimizing the aspects identified as deficient, will enhance the employability and practical training of future generations of students, thereby strengthening the connection between the educational system and the labor market's demands.

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