



WP2 - Best practices and Training Needs Assessment

Case Study 1: SMEs in Apprenticeships with focus on role of intermediary organizations - POLAND

by Northern Chamber of Commerce, Szczecin, Poland

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| Title | "Przedsiębiorczy uczeń – program rozwojowy szkół zawodowych w Gostyninie" [Entrepreneurial student - Vocational Schools Development Programme in Gostynin] |
| Publication date | 2013 |
| Source of Information | http://www.igrp.com.pl/ project documents |
| Location (Region / Country) | Gostynin powiat (county) in the Mazowieckie Voivodeship (Masovian Region) in Poland. |
| Context (appr. 500 words) | <p>The project was undertaken within the framework of Human Capital Operational Programme 2007 - 2013 in Poland; Priority IX: Development Of Education and Competencies in the Regions; Measure 9.2 Improvement Of Attractiveness And Quality Of Vocational Education.</p> <p>The national objective of the Measure 9.2 was improvement of attractiveness and increasing quality of educational offer of schools and educational institutions providing vocational education (with exception of education of adult persons) serving to enhance students' capacity for future employment.</p> <p>One of the types of projects conducted within this measure were projects based on "cooperation of schools and institutions providing vocational education with employers and labor market institutions aimed at increasing professional qualifications of students as future graduates and improving their employment capacity (including especially as to practical forms of teaching – internships, apprenticeships)."</p> <p>The Płock Area Chamber of Commerce understanding the negative change in vocational education in Poland (in 90s 70% of students in Poland chose vocational education comparing to 40% in 2010s) decided to undertake actions towards this issue in their region.</p> |
| Methodological Approach (appr. 500 words) | <p>The main objective of the project was to increase attractiveness of vocational schools of Gostynin powiat (county) and to increase the quality of educational offer of two vocational schools in the period of IV 2012 - X 2013 for increasing employability of students on the labor market.</p> <p>There was a partnership established with the Chamber, the local self-government and regional Vocational Training Institution.</p> <p>The project tasks were divided as follows:</p> <ul style="list-style-type: none">– increasing the English language competences (140 students)- Vocational Training Institution |

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| | <ul style="list-style-type: none"> - increasing the competences of students by offering additional courses - Vocational Training Institution - Vocational Advisory - Vocational Training Institution - Increasing the participation of employers in the process of vocational education (apprenticeships for 170 students) - The Płock Area Chamber of Commerce. <p>The choice of partners, clear division of tasks, external funding and interest of all stakeholders were the main factors of successful outcome and finally created a good practice.</p> <p>The process of the action concerning the apprenticeship was as follow:</p> <ul style="list-style-type: none"> - selection of potential employers among enterprises in the region; due to the characteristic of the region it was mainly SMEs - approaching the potential employer with the offer of apprenticeships students - analysis and acceptance of the program of apprenticeships by employers, with support of all stakeholders of the project - selection of the employee to perform the role of the mentor for student - meeting with mentors to clarify their role and responsibilities towards the students - formal beginning of the apprenticeship - constant contact and communication with the mentor and student concerning the process of apprenticeship - closing and summarizing achieved results <p>The special attention was paid for the role of mentor - a dedicated employee of an enterprise to supervise student during the apprenticeship. Following functions of the mentor were specified:</p> <ul style="list-style-type: none"> - introduction of a student into the enterprise - description of basic information about the functioning of a certain division of the company - conducting the constant supervision over the student during the apprenticeship, according to the apprenticeship programme specified by the school - presenting theoretical aspects of the work that were unknown to the student - increasing the competences of a student by ordering tasks to perform - controlling of tasks performing by the student - support for the student in any difficult situation they may encounter - Highlighting the strong sides of the student, working on weak sides of the student - constant motivation of the student towards realization of assumed objectives - determination of positive and negative aspects of the profession |
| Impact and key success factors (appr. 500 words) | <p>The project resulted in organizing 170 apprenticeships in 53 enterprises.</p> <p>The following results were achieved (according to the survey conducted</p> |

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| | <p>among students)</p> <ul style="list-style-type: none"> – 95% of students were familiar with the program of apprenticeship approved by the school – 94% of students indicated that the apprenticeship was realized according to the plan and program – Students were not forced to undertake actions that were not considered in the program of the apprenticeship (73% stated that they were never asked to perform such actions and 27% that it happened on rare occasions only) – 80% of students indicated that all aspects of their work during the apprenticeship were definitely clear and understandable – 94% of students evaluated the engagement of their mentor as good or very good – 78% of students claimed that the apprenticeship met their expectation to a large extent. – 67% of students evaluated the organization of the apprenticeship as very good and 29% as good. – 100% would definitely recommend the apprenticeship to other students. <p>The key success factor indicated is:</p> <ul style="list-style-type: none"> – engagement of proper stakeholders, including VET, intermediary institution (chamber), carefully selected enterprises, Vocational Training Institution and local self government. |
| Stakeholders and Partners (appr. 500 words) | <p>The following stakeholders were engaged in the project:</p> <ul style="list-style-type: none"> – The Płock Area Chamber of Commerce, responsible for proper choice of enterprises for apprenticeships – regional Vocational Training Institution, providing additional learning for students – two schools from the region that elaborated the programs for apprenticeships with collaboration of all partners – local self-government that acted as the body confirming the high quality of the project. <p>The success of the project was, among others, the outcome of properly chosen stakeholders.</p> |
| Conditions (appr. 500 words) | <p>The following conditions have to be provided in order for the good practice to be successfully replicated:</p> <ul style="list-style-type: none"> – the external funding for the actions – inclusion of intermediary entity – good cooperation between the stakeholders based on realization of the needs of both institutions and the apprenticeship – the introduction of the mentor for the students. |
| Materials / Tools | <p>The scheme of cooperation between stakeholders. The functions of the mentor for apprenticeship.</p> |

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| <p>Replicability and/or up-scaling (appr. 500 words)</p> | <p>This good practice can be replicable.</p> <p>The process of cooperation between stakeholders and the division of tasks is tested and proved: the involvement of intermediary entity seems to be crucial.</p> <p>As in any action the clear benefits for stakeholders must be indicated. They will only be engaged in the actions when they will see benefits for themselves.</p> <p>The necessary condition is external funding.</p> |
| <p>Conclusion (appr. 500 words)</p> | <p>Taking into account the specific of Polish vocational education situation, the organization of 170 apprenticeships highly evaluated apprenticeships in 53 enterprises was a huge success. It proved the necessary role of intermediary body in the organization of apprenticeships.</p> |
| <p>Other remarks:</p> | |