



Preliminary Study of TVET in Poland (SBBP)
*“An analysis of challenges and needs in TVET regarding the
perspective of educational institutions in Poland”*

*Final (online) conference – presentation of results and discussion
(28.05.2020) – Session I (Educational System)*

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Agenda

1. Introduction to the research project „SBBP“
2. Objectives of SBBP
3. Action and research approach
4. Results and recommendations
5. Further steps and discussion

1. Introduction to the research project „SBBP“

Background of the research project

- International TVET research activities – aim was to establish a stronger cooperation between Germany and Poland (2017)
- Development of idea and project proposal (2017)
- TU Dortmund has been assigned by the German Federal Ministry of Education and Research (BMBF) to start “SBBP”
- “Exploratory study for TVET (in Poland and Germany)”
- Project Duration: 1st of September 2018 to 30th of June 2020

Background of the research project

- The main objective: to identify and develop ideas for the application and development of scenarios for selected elements of “dual learning arrangements” in the VET System in Poland
- Criteria for International TVET research:
 1. Cooperation between government, business and social partners
 2. Learning in the process of work
 3. Permeability and equivalence
 4. Socially accepted national educational standards
 5. Qualified vocational training personnel
 6. Research on Vocational training and labour market

Partnership and issues in SBBP



Project partners



- Design and implementation of exploratory study
- International TVET Research
- Transfer recommendation for results



- Organisation and implementation of workshops and presentations
- Project management and homepage



- Networking and transfer activities
- Translation, organisation of workshops
- Preparation of final conference

2. Objectives of SBBP

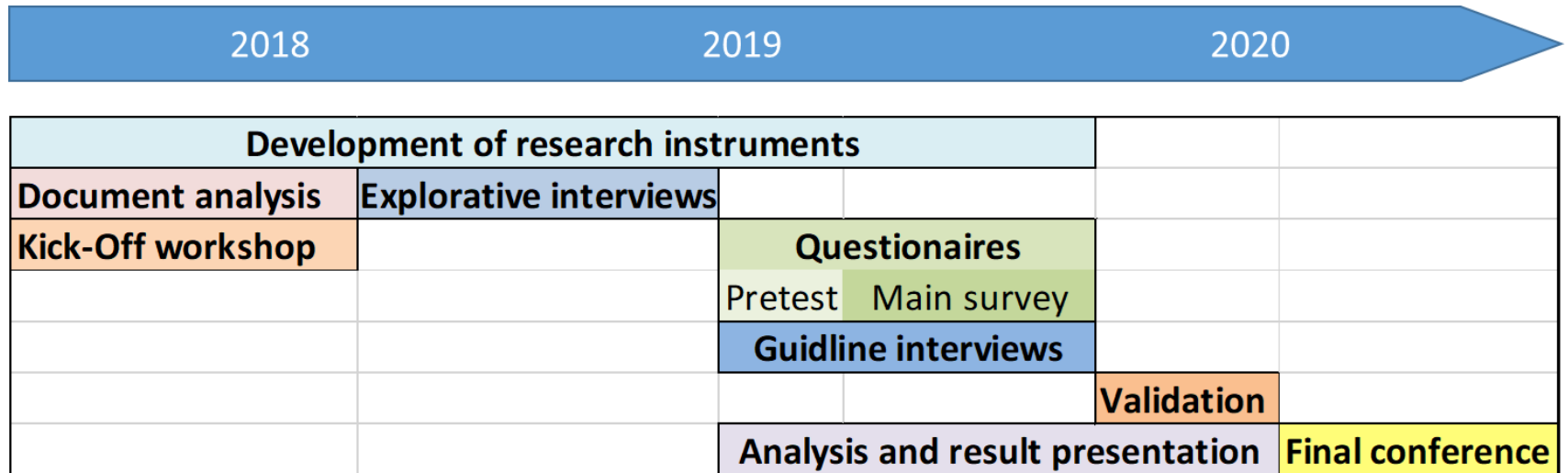
Main Objectives of SBBP



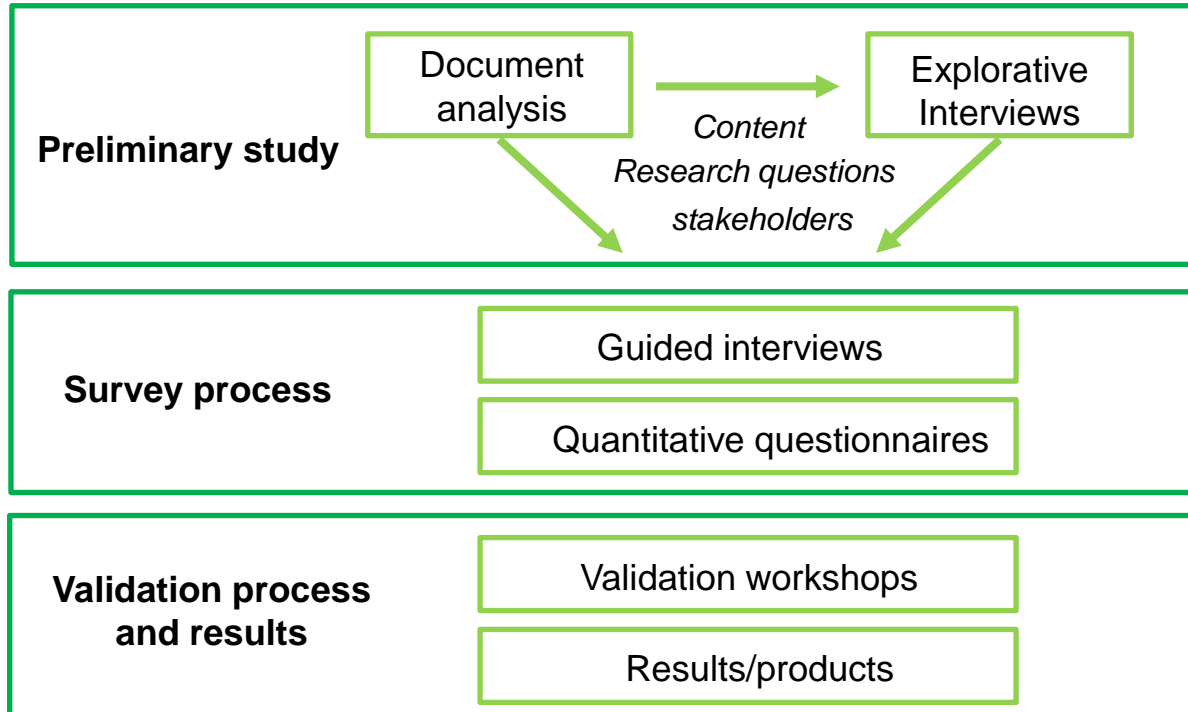
1. Analyze the needs of TVET in Poland (vocational training as well further education in Poland and Germany)
2. Formulate the suggestions for introducing selected elements of dual training for vocational schools and companies
3. Develop suggestions on how to implement changes in the future on the policy-level (cooperation on the ministerial level), while taking into consideration additional projects.

3. Action and research approach

Timeline of action and research process



Research approach and process



Perspectives of analysis

- Development and enhancement of the TVET System in Poland
- Analysis of demand for qualification from labour market perspective
- Transfer recommendations

Guided Interviews

Validation Workshop

Questionnaires

Summary of results: Transfer recommendations and final report

Example of questions and analysis

- Guided Interview: *„If another country would like to adopt elements of Polish vocational education and training - which ones should it be?“*
- Analysis of different statements leads to category:
 - Beispiel:
- Category was validated in workshops by experts
 - Beispiel:
- Final step: recommendation for transfer:
 - Beispiel:

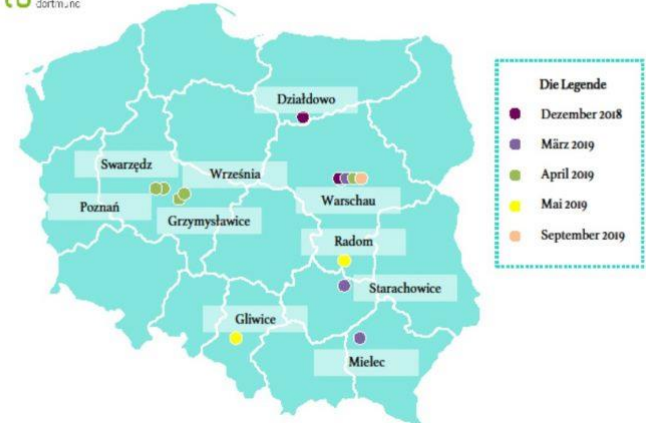
Stakeholders and qualitative approach

	Political Level	Companies	Education	Social institutions
explorative interviews/ Guided interviews	4 / 0	9/ 6	7 / 21	0 / 1

- 4 weeks of travelling in Poland (from December 18 to May 19)
- Documentation of interviews (audio records, minutes of meeting, pictures)
- Distribution of questionnaires (6 schools/TVET centres)
- Validation Workshops in Warsaw (September 19)



Datenerhebungsreisen in Polen in 2018 und 2019



4. Results and recommendations

Results: Conclusions based on interviews

- *The most popular options for companies to get involved in the training of students are the **provision of internships** or, where possible, the establishment of patronage classes.*
- *In order to ensure high-quality vocational training adapted to the needs of the labour market, **schools** depend on the (**mainly material**) support of companies.*

Results: Conclusions based on interviews

- *Cooperation between educational institutions, politics and companies is insufficiently institutionalised at regional/national level.*
- *Centres for practical training (CKP) offer a good opportunity to provide trainees and employees with the qualifications and skills needed by companies.*
- *The current education reform is perceived differently. The assessments range from acceptance and perception as a genuine improvement to a negative attitude and assessment as an ineffective relabelling of the existing system.*

Results: Conclusions based on interviews

- *There are clear **discrepancies** between **urban** and **rural regions** in the equipment of vocational schools.*
- *The Polish education system is **particularly open** and offers every young person a real chance of gaining access to higher education. It therefore tends to **promote social advancement**.*

Results: Conclusions based on interviews

- *Vocational schools are confronted with a **shortage of teachers**. This will become even more acute in the coming years.*
- *The **material provision** of vocational school teachers is **inadequate** and hinders the recruitment of young teachers.*
- *Vocational training includes **too much theory**. The share of general education at vocational schools is too high.*
- *Vocational school **teachers** need a **more solid/systematic pedagogical** training. The currently planned shares in study/additional courses are not sufficient.*

General Results and recommendations

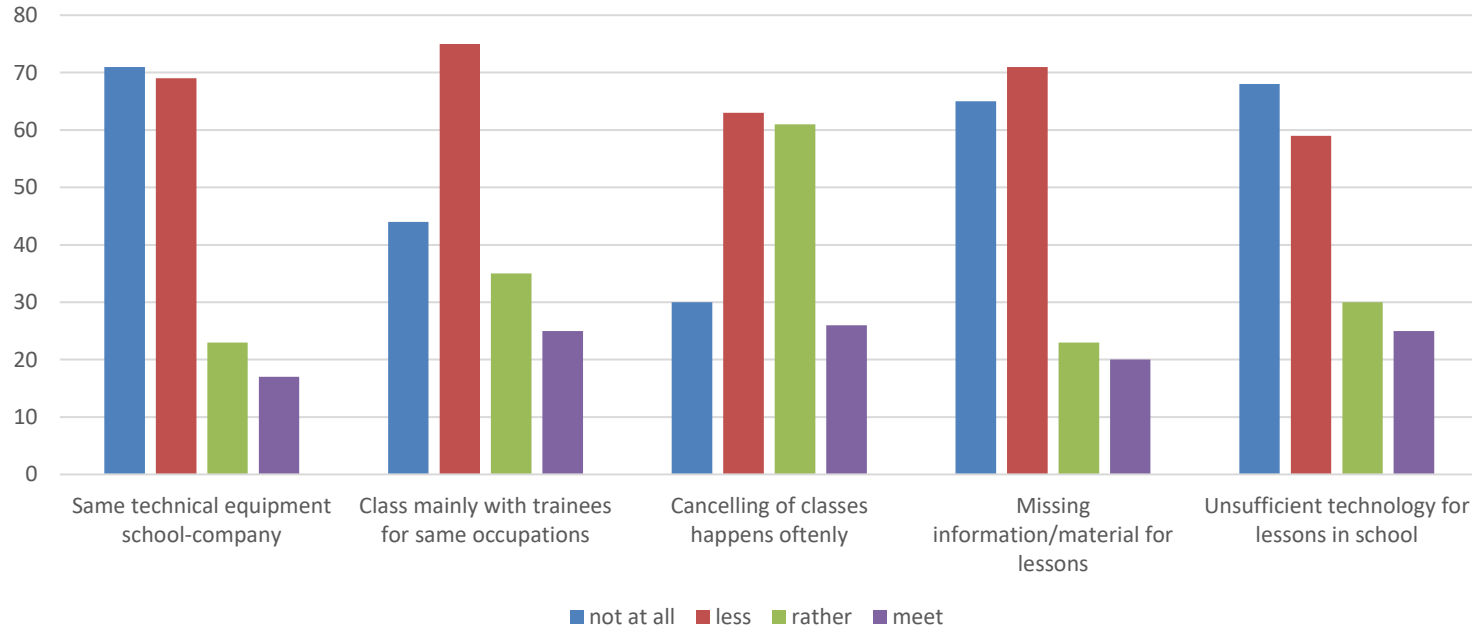
- Current *education reform* (2017) is perceived *differently* - Real improvement to relabelling
- *Companies'* willingness to get *involved* in vocational training is *growing* (patronage classes, internships)
- Discussion about the *position* of vocational school *teachers* (remuneration, image) and *vocational training* ("less attractive education")
- Discrepancies *urban - rural* regions
- Lack of strategic orientation of vocational schools at *regional* level

Work process oriented learning - Questionnaires

	Learning within the work process	Learning in training centre	Learning in project	Self-directed learning	Guiding text	Training workshop	Self-organized learning	2 steps	4 steps
Missing	18	16	17	13	17	17	16	15	16
Always	43	41	10	30	7	21	26	5	8
Often	52	79	46	76	33	56	64	21	19
Rarely	33	39	70	43	52	60	59	25	21
Never	34	19	39	28	34	30	19	23	22
Don't know	26	12	24	16	62	22	22	117	120

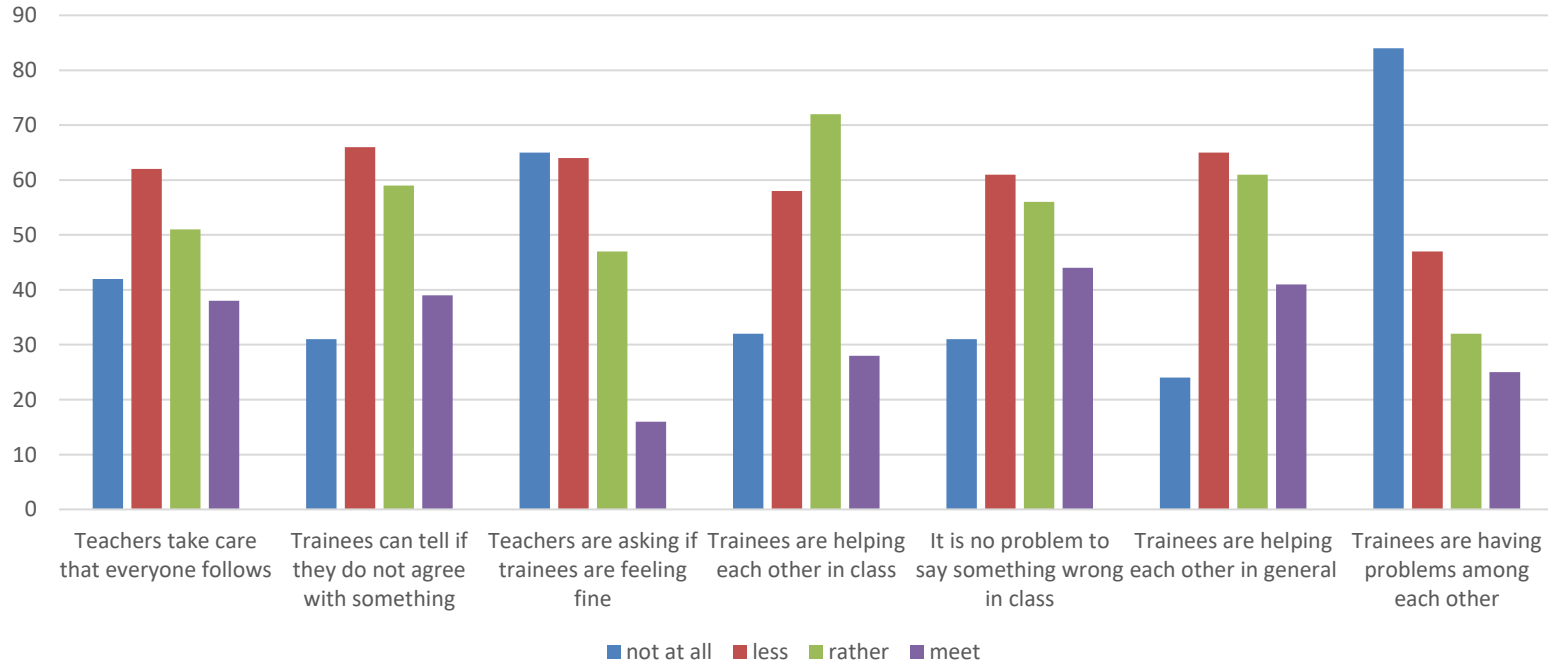
Results: Conclusions based on questionnaires

Framework conditions at TVET schools



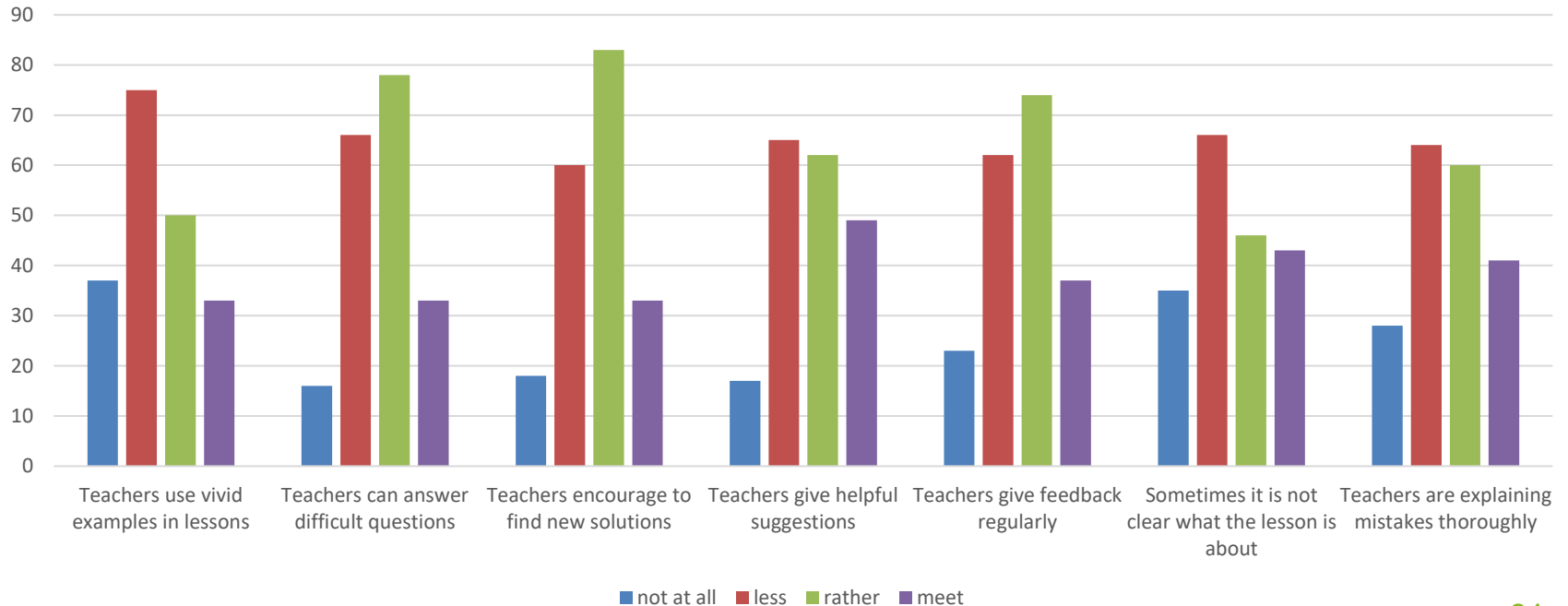
Results: Conclusions based on questionnaires

Interaction between teachers and trainees



Results: Conclusions based on questionnaires

Evaluation of teachers and their classes



5. Further steps and discussion

Statements to the results (validation) – TVET teachers

- *Initiative and teacher training efforts must be rewarded by a **motivating incentive system**.*
- *Teachers must be given the opportunity to **visit companies** in order to familiarise themselves with work processes and new technologies*
- *The **insufficient image of the profession** of vocational school teacher needs to be **examined** more closely and the reasons for this need to be scientifically established.*

Statements to the results (validation) – Apprentices

- *Pupils/trainees at technical schools in particular need **more practical experience** in the company providing training*
- *It is necessary to examine what can be improved to **promote the participation of women** in technical professions.*

Statements to the results (validation) – Institutional aspects

- *The establishment of **patronage classes** should be further **promoted** (and researched) (case studies of successful and failed patronage class models from an educational and business perspective).*
- *Establishment of **centers of practical trainings** (CKP) in regions with special embedding/participation of **SMEs**.*

Statements to the results (validation) – Cooperation & Image

- *The insufficient reputation of vocational education and training in Polish society needs to be examined more closely (strategies against skills shortages?).*
- *Institutionalisation of a dialogue on the design of vocational education and training with the state, social partners and companies (or their interest groups) in order to be able to react systematically and purposefully to changing requirements.*

5. Further steps and discussion

In a nutshell – challenges identified in SBBP

- Reform status in implementation - Interesting time for research or a selective view at a system in change mode?
- Differing understanding of 'dual' vocational education and training - Cooperation between companies and vocational schools on learning locations
- (Intercultural) Sensitivity and involvement at political level
- Foreign language - Interviews in mother tongue with interpreter

Further steps

- Results will be summarized and available in a final report (Polish translation)
- Report to the (educational) ministries in Germany and Poland
- Development of ideas for follow-up activities with the AHK Warsaw (and with other partners?)
- After analysis now ideas for the implementation of further projects in vocational training

Thank you very much for your attention!

Please stay in contact with us for further discussion!

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