

**Best enterprise System for Training**



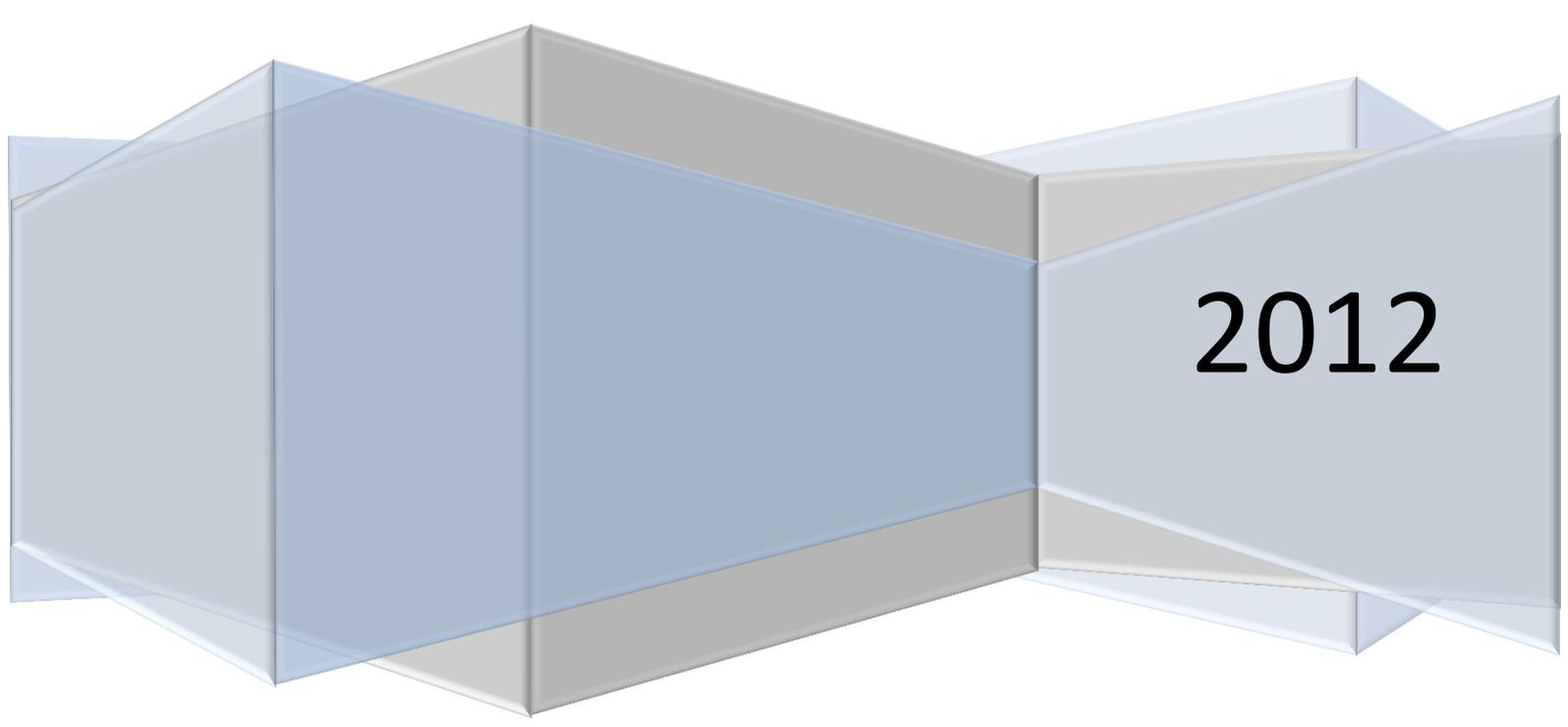
Education and Culture DG

Lifelong Learning Programme

# **The results of the implemented Gdansk- Model in piloting countries**

**SWOT analysis in Estonia, Czech Republic, Spain  
and Italy**

**LLP-LdV-TOI-2010-EE-001**

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**2012**

## Preface

The Gdansk-Model is based on the strength cooperation between vocational schools and diverse companies, allowing to set up training courses according to the real needs prevail on the labour market. Educationally trained practitioners act as company representatives that reside in the vocational schools. These companies establish workshop rooms housed within the vocational schools building and train students practically. The benefit to companies is customized training according to their needs, and the benefit for schools is a secure and well monitored practical training environment with the latest equipment used in the profession.

On the following pages we evaluated the procedure by the implementation of the Gdansk-Model in the piloting countries Estonia, Czech Republic, Spain and Italy. The Model was implemented between November 2010 and August 2012 within the Work Package 3 “Piloting and testing of the Model”. The methodology of SWOT analysis as well as a standardized questionnaire with open questions was used for the evaluation. Following questions were asked in the standardized questionnaire: *“Have you completed the adaptation of workshops for the purposed of cooperation with selected companies?; Which difficulties encountered in organising workshop rooms under the patronage of companies?; Did any financial or organisational difficulties arise, which had an effect on the delay in implementing the model?; Did after the first months of cooperation emerge a need for change, amendment the contract or organisation of the workshop rooms, if so, what were the changes?”*

After the evaluation of the implementation phase, the inventor of the Gdansk-Model, the Panstwowe Szkoły Budownictwa in Gdansk, Poland gave suggestions to overcome the difficulties defined by the piloting partners in the particular country. The summary of improvements and suggestions given by Panstwowe Szkoły Budownictwa is attached to this document.

Leipzig, August 2012

## Test results at Järvamaa Kutsehariduskeskus, Estonia

Strengths	
Transparent guide for teachers	It provides a good pattern for teachers and department head to use when talking with enterprises. Now teachers understand the greater aim in working with enterprises is more than just finding possible training placements. But rather, a range of topics may be discussed and examples with photographs may be given that illustrate a good working illustration of cooperation.
Expanding the horizons of schools	Helps schools strive for something more than the status quo.
Raise the awareness of schools for cooperation	Companies in Estonia also do not understand the benefits of working with vocational education schools, nor do they know how. This model provides excellent reasons and actual examples by leading international companies to follow suit.

Weaknesses	
Lack of business philosophy for cooperation with vocational schools	In the Estonia context, we have the added difficulty that, although a company may be international with a headquarters outside of Estonia and management that understand the excellent concept of enterprise-VET cooperation, such knowledge is not introduced into the Estonian company's culture and business philosophy. It often results that companies in Estonia are unwilling to cooperate according to the Gdansk Model.
Economic disadvantage	Most companies with the means to cooperate are located in Tallinn, so to send their company trainers to 1 hour to Paide or Särevere is seen as an economic disadvantage. This is especially the case if a company is located outside of Estonia, it is not possible from a financial point of view.
Limited mobility	For the model to work really well, schools

	<p>really need to find larger companies that want to promote their brand name or image for a product they produce or service that they sell. Such companies in Estonia are located in Tallinn, making it difficult to promote cooperation with the perceived distance and time commitment is too great and the market in Järva County is too small, hence the perceived long-term benefits are not as great.</p>
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<p style="text-align: center;"><b>Opportunities</b></p>	
<p>Increase of the quality of vocational educational and training system</p>	<p>The model itself has the potential to make a large impact on VET quality and therefore improve company products and services from well trained workers.</p>
<p>More specific focus on the training of the vocational educators</p>	<p>For Estonia, there needs to be a BEST Phase II that puts greater emphasis on educating actors in the system. There needs to be training/educating provided in an attractive and enticing way that excites trade unions, employer associations, the Estonian Chamber of Commerce, and the Ministry of Education level to want to work together, perhaps patterning after the German Dual model or the Belgium Model (of which I have a copy), but modified to prevent the same weaknesses.</p>
<p>Potential for systematic changes</p>	<p>Essentially, there is a project opportunity that has the potential of inspiring systematic change that would positively benefit Estonian VET schools, even if only bringing greater attention to actual VET needs.</p>

Threats	
Match the need of vocational schools with the offer of companies	It is difficult to get adequately sized companies that would benefit one of our fields of study to partner in a school outside of Tallinn. Few want to donate materials, most agree to hold a special training, and some want to be paid for their time.
No legal system to foster cooperation between different actors	Estonia has no support system that would encourage or mandate cooperation from companies, Chambers of Commerce, Trade Unions or Employers' Associations to cooperate with vocational education and training.
low motivation of teacher and staff/department head	Teachers are not motivated to apply this model, because too little emphasis is put on using it by the managerial staff/department head, who at this point only view this as work for this particular project and seem unmotivated to apply this as a systematic change. At this point, everything is being emphasized and pushed by the Project Manager with no other backing or support.

## The results at ALVIT Innovation Ltd., Czech Republic

Strengths	
Access of students to modern equipment	Students can work with new techniques, materials or equipment
Increase of the quality of vocational educational	Implementation of innovative programs in vocational education
Benefit for employability of students	Better work opportunities in the labour market (more qualified)
Ensure certification	Obtain a company's certificate
Increase practical knowledge	Higher motivation for students - company internship, summer part-time job

Weaknesses	
Lack of communication	Communication between schools and companies is not appropriate
Inadequate further training opportunities for teachers	Inadequate training for teachers how to use a new equipment

Opportunities	
BEST training manual in national language	To have a BEST manual in Czech language to spread this model throughout the country
Improvement of cooperation between schools and companies	To contact more companies to cooperate with schools
Foster practical training	Increase the number of hours of practical training

Threats	
Economic crisis	The economic crisis - companies will stop the cooperation with schools
One-sided training through specialization on single equipment	Mistreatment with donated equipment
Donation of companies is not predictable	Company will donate only equipment without material - so they couldn't use equipment because material is very expensive and school doesn't have enough money to buy it themselves.
Lack of knowledge using donated equipment	Insufficient use of donated equipment

## Test results at XABEC Center of Professional Formation, Spain

Strengths	
Access of students to modern equipment	The students have available advanced and updated equipment to do their practices at school
Benefit for employability of students	The close relationship between the school and companies benefits the employability of students
Further education opportunities for teachers	Contact with professionals allows school teachers update their knowledge continuously
New cooperation with leading companies	The implementation of the model create new links with leading companies that are very interesting for the school
Encouragement of new ideas through exchange between different organisations	Collaboration with other training centers shows new ideas about managing relationships with

	companies and the organization of the workshops
Raise of European dimension in national schools	Implementation of the Gdansk model increases the European dimension of the school.

Weaknesses	
Donation of companies is not predictable	It is very difficult for companies to donate equipment continuously, but they do so randomly, so you can not make real forecasts.
Lack of sustainability of cooperation because of staff changes in the company	Changes in companies staff sometimes force us to start again all the process of relationship
Very limited time for exchange of experiences between teachers and trainers in companies	With the Spanish working time (schedule) it is difficult to find time for sharing experiences between business professionals and teachers of schools.
Restricted possibilities according to the nature of enterprises	SME are not MANUFACTURERS in our region: usually they are PRODUCT DISTRIBUTORS. For this reason, for them it is not worth to give us materials for our workshops because they don't take any advantage of this business

Opportunities	
New cooperation fosters systematic changes	The implementation of the model of Gdansk has created links and experiences that will be very useful in future plans to implement the dual system of vocational training in our center
Deepen collaborations with companies	The Gdansk Model has opened new opportunities of collaboration with companies which already we had a previous relationship.
Encouragement of image of vocational schools and companies in the society	The close relationship with companies may help to improve the image of VET, its social acceptance and the prestige that companies can perceive from VET students

Adaptation of changes on the labour market to the curricula	Teachers know better what the market is demanding to professionals and therefore can adapt the content of their subjects to these needs
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Threats	
The desire for exclusivity of companies restrict the range of training opportunities	In our case the workshops have to be equipped with equipment from different companies that are usually market competitors. In fact, students who learn with only one brand they have less possibilities of finding a job. That is because we don't want exclusive contracts with companies. This is sometimes an obstacle in the collaboration with some big companies that want exclusivity.
Short term business mentality	The Spanish business mentality is in general in the short term. The Gdansk model reports business profit in the medium and long term, so can not be interesting for them.
Economic crisis	In the current context of economic crisis in Spain, companies find hard to dispose of resources for collaborate
No legal system to foster cooperation between different actors	Public administration in Spain does not encourage or facilitate such partnerships

## Test results at Associazione Lepido Rocco, Italy

Strengths	
Improvement of teaching methodology	Improving of the organization of teaching methodology
Raise of awareness for quality	Students working on specific company equipment are able to distinguish the quality
Improvement of cooperation between schools and companies	It helped strengthening the mutual beneficial cooperation between companies and school (also through the use of the

	contract)
Specific technical qualification	This model make student be more expert on specific company equipment, thus students might have more possibilities of employment at the end of the school.
Formal agreement for vocational training	The contract can be a strength point of the new model since In Italy, vocational schools don't sign a formal agreement on the cooperation
Optimal link between theory and practice	There's the possibility to alternate theoretical concepts with practical concepts very quickly.
Increase practical knowledge	A very important aspect is that students develop the knowledge through practical activities.
Access to modern equipment	The equipment is given with lower or advantageous price or even given by companies.

<b>Weaknesses</b>	
One-sided training through specialization on single equipment	The fact of specializing on single company equipment, could be limiting if we think that companies use equipment from different companies.
Limited variety in cooperations	Focussing on a single company is sometimes risky, since the school might lose the contact with other companies, and in the technological sector is fundamental to have different points of view

<b>Opportunities</b>	
Direct contact to companies	There are more direct contacts with companies
Modern teaching rooms	School is provided with more material
Update of schools according to technological innovations	School is provided with more Technological equipment in order to be constantly updated and on the cutting edge

<b>Threats</b>	
Difficult access to labour market through very specific technical knowledge	Students might have less opportunities of employability in the labour market
No habit of formal agreements in the vocational training	The difficulty for the Italian model to create new relationships with companies for the student's stage. In Italy, VET schools don't sign an agreement with companies, since the internship activities are strengthened in the relationship with companies and in the school path.

## Summary of the SWOT analysis on the implementation of the Gdansk-Model in the piloting countries

Please take into account that the following strengths, weaknesses, opportunities and threats of the Model are related to country specific circumstances. This means, that the success and the level of implementation of the model are depending on the political and educational system of the particular country as well as on the economic situation and cultural norms which prevail in the society.

<p><b>S</b></p> <ul style="list-style-type: none"> <li>• Transparent guide for teachers</li> <li>• Expanding the horizons of schools</li> <li>• Raise the awareness of schools for cooperation</li> <li>• Access of students to modern equipment</li> <li>• Benefit for employability of students</li> <li>• Further education opportunities for teachers</li> <li>• New cooperation with leading companies</li> <li>• Encouragement of new ideas through exchange between different organisations</li> <li>• Raise of European dimension in national schools</li> <li>• Improvement of teaching methodology and certification</li> <li>• Raise of awareness for quality</li> <li>• Optimal link between theory and practice</li> <li>• Specific technical qualification</li> <li>• Formal agreement for vocational training</li> </ul>	<p><b>W</b></p> <ul style="list-style-type: none"> <li>• Lack of business philosophy for cooperation with vocational schools</li> <li>• Economic disadvantage</li> <li>• Limited mobility</li> <li>• Donation of companies in not predictable</li> <li>• Lack of sustainability of cooperation because of staff changes in the company</li> <li>• Very limited time for exchange of experiences between teacher and trainers in companies</li> <li>• Restricted possibilities according to the nature of enterprises</li> <li>• One-sided training through specialization on single equipment</li> <li>• Limited variety in cooperation</li> <li>• Inadequate further training opportunities for teachers</li> <li>• Lack of knowledge using donated equipment</li> </ul>
<p><b>O</b></p> <ul style="list-style-type: none"> <li>• Increase of the quality of vocational education and training system</li> <li>• More specific focus on the training of the vocational educators</li> <li>• Potential for systematic changes</li> <li>• New cooperation foster systematic changes</li> <li>• Deepen collaborations with companies</li> <li>• Encouragement of image of vocational schools and companies in the society</li> <li>• Adaptation of changes on the labour market to the curricula</li> <li>• Direct contact to companies</li> <li>• Modern teaching rooms</li> <li>• Update of schools according to technological innovations</li> </ul>	<p><b>T</b></p> <ul style="list-style-type: none"> <li>• Match the need of vocational schools with the offer of companies</li> <li>• No legal system to foster cooperation between different actors</li> <li>• Low motivation of teacher and staff/department head</li> <li>• The desire for exclusiveness of companies restrict the range of training opportunities</li> <li>• Short term business mentality</li> <li>• Economic crisis</li> <li>• Difficult access to labour market through very specific technical knowledge</li> <li>• No habit of formal agreements in the vocational training</li> </ul>

## Suggestions for improvement

### Lack of business philosophy for cooperation with vocational schools

Proposed solutions:

- ✓ In the case of companies that are important for you, try to establish contacts with the *top-level management*
- ✓ Propose other variants of cooperation while respecting the principle of small steps

### Economic disadvantage

Proposed solutions:

- ✓ Demonstrate business benefits of cooperation
- ✓ If the company sees the benefits of cooperation with the school the distance just does not matter as our Gdansk case showed you
- ✓ Offer training that would be provided by a company trainer, e.g. two days of training for several groups
- ✓ Propose to train some teachers on the company premises, who with company's approval will be trainer at school
- ✓ Propose the school as a place of training for employees or individuals who cooperate with the company

### Limited mobility

Proposed solutions:

- ✓ Care about the image of the school as a leading training centre in the region by organizing training for adults, training for unemployed, training together with local government institutions
- ✓ Increase the prestige of the school by the high standard of students' training confirmed during contest and competitions
- ✓ Attract for cooperation small business and craftsmen, who potentially may be interested in products and training of large production companies

### Match the need of vocational schools with the offer of companies

Proposed solutions:

- ✓ Using the method of small steps you should take into account each variant of cooperation except paying trainers from companies

- ✓ Taking material from the company begins the first stage of cooperation and does not close the possibility of its expansion in the future

#### No legal system to foster cooperation between different actors

Proposed solutions:

- ✓ There is no support system in Poland as well, but each year the Panstwowe Szkoly Budownictwa can notice growing awareness of companies' managers of investing in their future staff. Without their participation in the process of vocational education companies will get ill-prepared employees in whom they will need to invest more money to become valuable employees.
- ✓ The second aspect is the promotion of the brand, the company's training is also an investment in promoting their products, technologies, what consequently means an increase in production

#### Low motivation of teacher and staff/department head

Proposed solutions:

- ✓ Change teachers' thinking also requires the method of small steps
- ✓ Involve in the project at the beginning only those who are interested and reward their contribution to work by better wages, work in the new workshop with new, safer equipment
- ✓ Other teachers will notice differences in the quality of work and thus will see the benefits of participation in the project

#### Lack of sustainability of cooperation because of staff changes in the company

Proposed solution:

- ✓ It happens, but it is important not to change the person coordinating the cooperation from the school, he or she will remember what topic or negotiations should be discussed again with a new representative. It is recommended to take minutes of meetings and send it to all participants via email immediately after the meeting

#### Very limited time for exchange of experiences between teachers and trainers in companies

Proposed solution:

- ✓ There is no need for most teachers working in schools to participate in negotiations with companies, it is the task of school management and project leaders; management, finally agreeing to cooperate, has to know the details of the contract.

✓

### Restricted possibilities according to the nature of enterprises

Proposed solutions:

- ✓ In the case of companies that are important for you, you should try to establish contacts with manufacturer, who has an impact on policy of distributing companies (trading companies are often dependent on the manufacturer)
- ✓ Every now and then attempt to establish cooperation
- ✓ Propose other variants of cooperation, while respecting the principle of small steps

### The desire for exclusivity of companies restrict the range of training opportunities

Proposed solution:

- ✓ The idea of the Gdansk-Model was also not to agree that the company has exclusive rights for the entire school, and Państwowe Szkoły Budownictwa offers exclusivity on the basis of one company-one workshop room or one training post

### Short term business mentality

Proposed solution:

- ✓ All processes in education and business have variable but generally developmental character that is why it is important that the school representatives do not run out of the determination in implementing of projects and consistently attempt to establish cooperation with companies

### Economic crisis

Proposed solution:

- ✓ The Gdansk-Model has evolved into its present form for several years, during that time it was in Poland economic crisis and hyperinflation, unemployment over 30 percent and governments collapsing prematurely. The administration was geared for the liquidation of vocational school and their workshops, that is why it is important that the leaders of this and any other project that you want to implement in your school have a feeling that they can count only on themselves, they have to be determined to act even if it does not give fair promise of a positive effect. The key task of management in difficult times is to create a team of people who will take any job, even the most difficult.

### One-sided training through specialisation on single equipment

Proposed solution:

- ✓ Depending on the type of facilities, the available equipment offers only a basic training on how to carry out fundamental technical procedures. To work on one particular equipment requires an extension on theoretical knowledge of students and comparison of the possible work steps on different machines

### Limited variety in cooperations

Proposed solution:

- ✓ There is no differences in the way of covering for example a roof with tiles, only the quality of the material is different

### Difficult access to labour market through very specific technical knowledge

Proposed solution:

- ✓ Students learn different skills within a profession, you should not limit training to one company