



IO6 WORK EXPERIENCE

EVALUATION ZSŁ

1. Polish Context

In Poland work experience for secondary technical school students is defined by the Ministry of education as a 4-week-obligatory work placement (since 2021 a 5-week-period). It usually takes place in grades 11-12 . Employers are to provide insight into the industry and practical training to students according to their vocational qualifications . Students have a chance to develop their employability skills and explore future career options.

Students are supposed to gain/develop their professional and soft skills in a real-life environment; implement the theory they have learnt at school into hands-on experience.

2. ZSŁ Context

Students involved in the YouNG Goes Further project took part in a work experience output on a similar basis as the rest of ZSL students. They participated in a 4-week-work experience in different companies cooperating with our school. Students were asked to complete their internship register in which they were supposed to describe/ list their professional skills as well as soft skills developed during the internship. Before students start their internship, they are informed about skills they will have to concentrate on during their work placement.

After completing the internship each register is evaluated by the tutor each student is assigned at the beginning of the process, the conclusions are drawn and the recommendations provided. Completing the internship (together with a positive grade) is necessary to be promoted to the next grade. There is a special legal agreement signed between the school and the company in which the requirements for both students and business tutors are listed. Moreover, there are also health and safety regulations that both sides have to follow.

3. Project IO6

There were 18 students participating in a 4-week-work experience, 25% of whom were educationally disadvantaged. All innovations were delivered, however the formal documentation based on the project was adapted to Polish requirements. The content of the internship register is concurrent with outline documents provided with NGi.

Conclusions:

All participants completed the internship with positive grades. They fulfilled registers with the acquired skills, paying attention to both professional and employability skills. Some students were offered an opportunity to participate in the summer internship. Since the introduction of employability (and soft) skills into the register we have observed that the students have become more familiar with the importance of these skills.

Recommendations:

Students and tutors need to concentrate more on entrepreneurial skills, more YouNG Market traits should be added and considered while interning. It is also advisable to add the grid of employability skills with grading levels to the internship register as students may have problems with self-assessment of the developed skills.