

Research on Internationalisation and Mobility in VET

Materials, numbers and needs

The Polish National Report

The Polish National Report¹

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Summary

The first aspect that should be stressed is the change in the attitude towards mobility and internationalization that has taken place in Poland within last few years. Their importance has been noticed not only on the level of formulating directives focusing at educational policy of the EU. Currently, direct beneficiaries of those regulations, namely persons managing educational institutions, teaching staff, and students of senior high schools in vocational sector, perfectly understand the importance of preparation and openness towards mobility and internationalization for complete development of young generations and increasing their chances of finding their own spot on the job market. Basically, mobility activities and the awareness of internationalization condition the quality of life of a person not only in the period of studying and choosing future career, but in general, during the period of adulthood. The age of globalism shapes new expectations towards contemporary societies. Currently, the number of people who identify with and support the development of international competence and global identity among young generations is still increasing. These expectations are doubtlessly new and they seem to be essential conditions for individual and social success in fulfilling one's potential as well as supporting cultural-economic progress and integration taking place in modern world.

¹ Polish National Report is the effect of desk research conducted as a part of *INternationalisation and Mobility in the students Curricula (INtheMC)* project within the LLP Leonardo da Vinci program - TOI. The author of the report Aleksandra Błachnio gathered all the information needed together with a group of students interested in the subject: Maria Treder, Karol Piasecki, Jakub Kaluba, Aleksandra Szalkowska, Mateusz Zan, Piotr Garbowski and Aleksandra Łączna. Ms. Aniela Bekier-Jasińska and her Colleagues at the International Cooperation Office were also extremely helpful with donating their time and energy as well as numerous materials. I want to express my gratitude towards all of them.

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References

1. National situation

Introduction

The basic principles of the Polish education system are included in the School Education Act of 7 September 1991 with further amendments. Education is defined as part of “*the common welfare of the whole society (...) Education and upbringing, respecting the Christian system of values, is based on universal ethical principles. Education and upbringing serve the developing of young people’s sense of responsibility, admiration of the fatherland and respect for the Polish cultural heritage, while being open, at the same time, to values of European and world’s cultures. The objective of the school is to provide each pupil with conditions necessary for his/her development and to prepare him/her for the fulfillment of family responsibilities and civil-duties based on the principles of solidarity, democracy, tolerance, justice and freedom*”.

The Polish school education system is based on the following legislation:

- The School Education Act of 7 September 1991 (with further amendments)
- The Act of 8 January 1999 on the Implementation of the Education System of The Education System Reform (with further amendments)
- The Act of 26 January 1982 Teachers’ Charter (with further amendments)

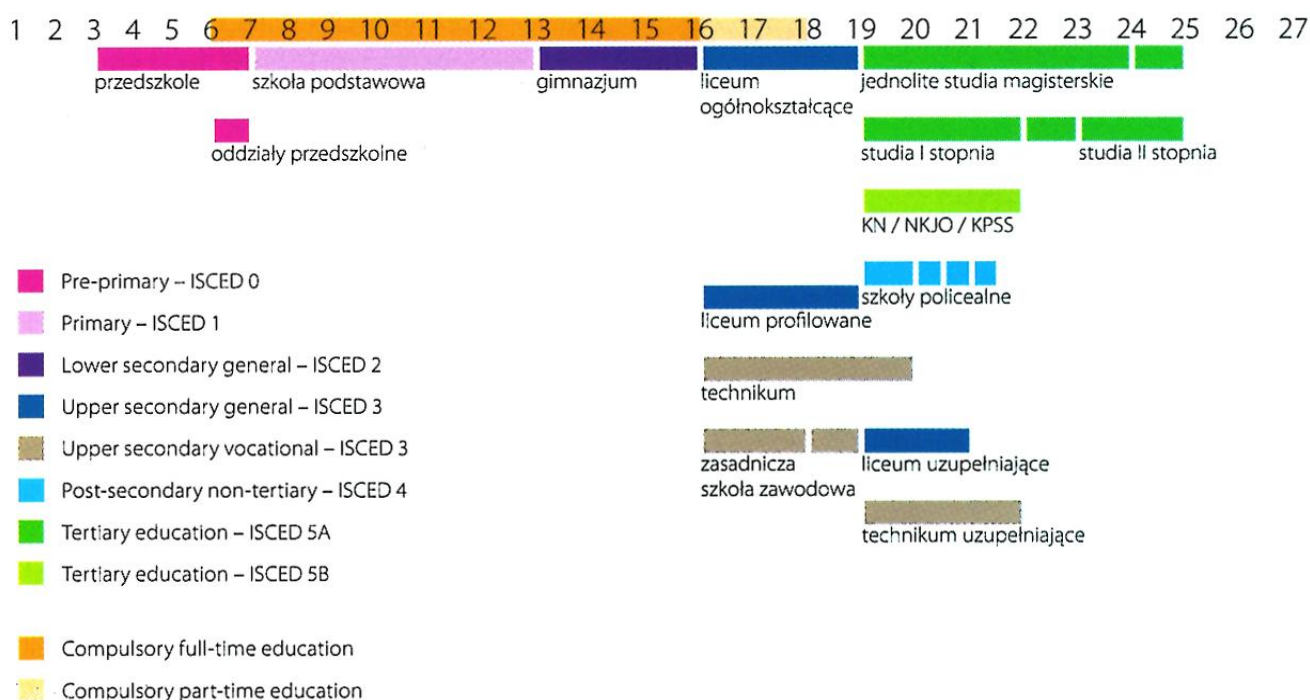
In the school year 1999/2000 a new type of school, i.e. the *gimnazjum* was established. This school constitutes lower secondary level (ISCED 2). Introduction of the lower secondary level resulted in the reform of the upper secondary school system (ISED 3). As a result the following post-gymnasium schools are open to adolescents who have graduated from gymnasias:

- 3-year general secondary school (liceum ogólnokształcące)
- 3-year specialised secondary school (liceum profilowane)
- **4-year technical secondary school (technikum)**
- **2 to 3-year basic vocational school (zasadnicza szkoła zawodowa)**

At the levels of upper secondary/ post-secondary education in Poland there are:

- 2-year supplementary general secondary school (uzupełniająca liceum ogólnokształcące)
- **3-year supplementary secondary technical school (technikum uzupełniające)**

Figure 1.
Organization of the education and training system in Poland



Source: Euridice, 2010

Vocational upper secondary education

The main objective of vocational upper secondary education is to prepare young people for the world of work. The functioning of upper secondary vocational schools is regulated by the following legislation:

- Regulation by the Minister of National Education of 26 June 2007 (with further amendments) on occupational classification in vocational education
- A series of regulations by the Minister of National Education on core curricula for training in particular occupations
- Regulation by the Minister of National Education and Sport of 1 July 2002 (with further amendments) on practical vocational training
- Regulation by the Council of Ministers of 28 May 1996 (with further amendments) on vocational preparation of youth and their remuneration.

The short description of post-gymnasium vocational schools in Poland:

- *technikum* – 4-year technical secondary school this is an institution offering full-time technical and vocational upper secondary education for students aged 16 to 20. It offers the *Matura* examination necessary for admission to higher education. It also offers an external vocational examination leading to vocational qualifications.
- *zasadnicza szkoła zawodowa* – 2 to 3-year basic vocational school that offers full-time upper secondary vocational education for students aged 16 to 18/19. Upon passing the external vocational examination leavers have access to a trade or occupation or to the *liceum / technikum uzupełniające*.
- *technikum uzupełniające* – 3-year supplementary secondary technical school that offers full- or part-time vocational upper secondary education for students aged 18 to 21 in preparation for the *Matura* examination.

In vocational education practical vocational training is organized in school workshops, school laboratories, continuing education centers, practical training centers, with employers, and on individual farms; it applies to students of public upper secondary schools offering vocational education as well as to young workers/apprentices undergoing practical training as part of their job preparation course.

Available descriptive statistics for vocational upper secondary education in Poland

- number of schools and pupils, 2007/2008

Type of school	Schools	Pupils
Technical & vocational upper secondary schools	2557	562590
Basic vocational schools	1769	235647

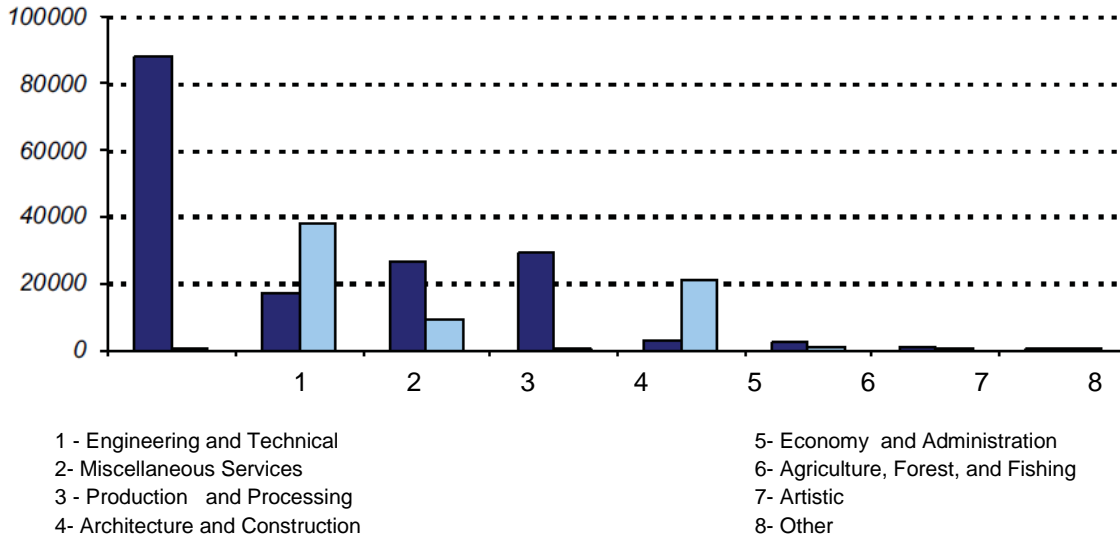
Source: Euridice, 2010

- enrolment rates, 2007/2008

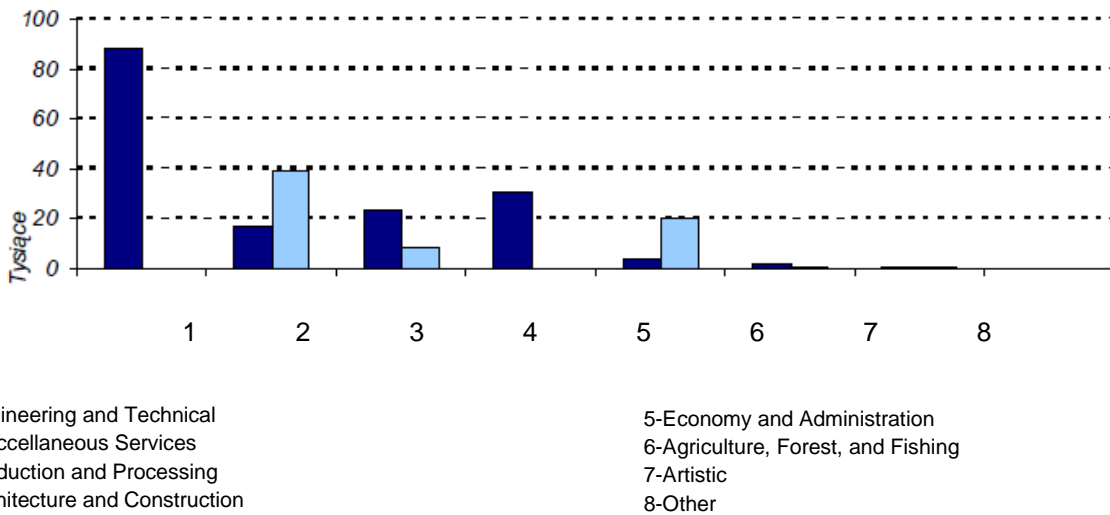
Type of school	Age group	% of youth population	
		gross	net
Technical & vocational upper secondary schools	16-18	37,7	26,0
Basic vocational schools	16-18	14,7	13,0

Source: Euridice, 2010

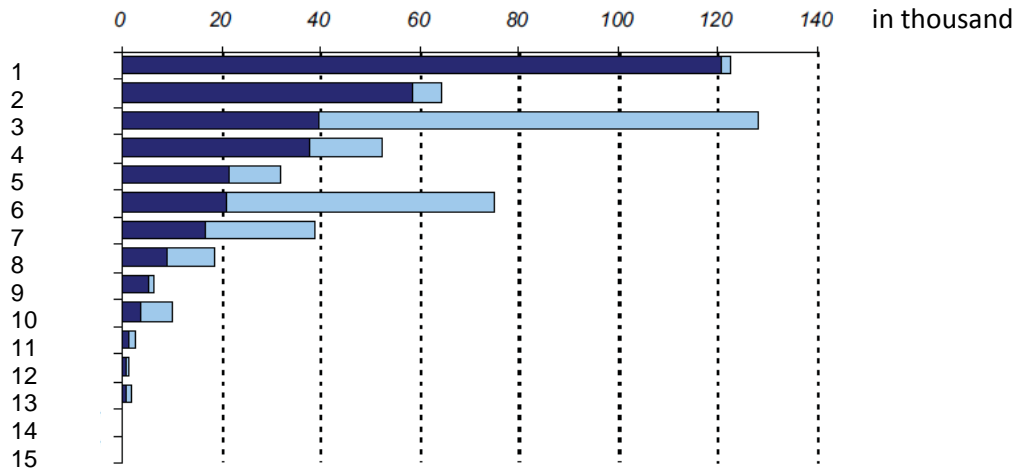
- most popular training paths in basic vocational schools for young people in 2008/2009 (dark blue – man; light blue – women)



- most popular training paths in basic vocational schools for young people in 2009/2010 (dark blue – man; light blue – women)



- most popular training paths in technical & vocational upper secondary schools for young people in 2008/2009 (dark blue – man; bright blue – woman)

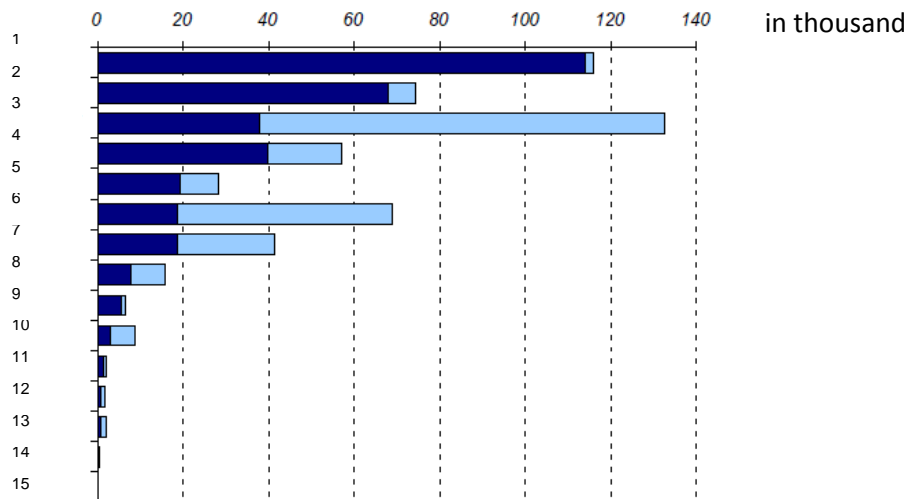


- 1- Engineering and Technical
- 2- Information Technology
- 3- Miscellaneous Services
- 4- Architecture & Construction
- 5- Agriculture, Forest, & Fishing

- 6- Social & Welfare
- 7- Economy & Administration
- 8- Production & Processing
- 9- Transport Services
- 10- Environmental Protection

- 11- Artistic
- 12- Veterinary
- 13- Physical
- 14- Medical
- 15- Other

- most popular training paths in technical & vocational upper secondary schools for young people in 2008/2009



- 1- Engineering and Technical
- 2- Information Technology
- 3- Miscellaneous Services
- 4- Architecture & Construction
- 5- Agriculture, Forest, & Fishing

- 6- Social & Welfare
- 7- Economy & Administration
- 8- Production & Processing
- 9- Transport Services
- 10- Environmental Protection

- 11- Artistic
- 12- Veterinary
- 13- Physical
- 14- Medical
- 15- Other

2. Competence based learning

The pathways to learning no longer lead automatically to traditional institutions of higher education. Instead they lead most directly to learning opportunities in which competencies are defined explicitly and delivery options are multiple.

(Voorhees, 2001, p.5)

Core curricula for vocational upper secondary education are included in the Annex to the Regulation by the Minister of National Education and Sport of 26 February 2002 on Core Curriculum for Pre-School and General Education with further amendments. The number of teaching hours in the 4-year *technikum* (1) and the 2-year basic vocational school (2) is as follows:

Compulsory subjects	(1)	
	Number of lessons per week over a period of 4 years	
Polish language	14	
2 modern foreign languages	15	
History	5	
Civic education	2	
Cultural studies	1	
Mathematics	9	
Physics and astronomy	3	+1
Chemistry	3	
Biology	3	
Geography	3	
Introduction to entrepreneurship	2	
Information technology	2	
Physical education	12	
Defence training	2	
Lessons for Class Tutor	2	
Lessons for vocational training according to vocational curriculum for a given profession	50	
Total	129	

Compulsory subjects	(2)	
	Number of lessons per week over a period of 2 years, grades 1 to 2	
Polish language	5	
Modern foreign languages	3	
History and civic education	2	
Mathematics	4	
Physics and astronomy	2	
Geography with environmental protection	2	
Introduction to entrepreneurship	1	
Physical education	6	
Defence training	2	
Lessons for Class Tutor	2	
Vocational training according to relevant curriculum	34	
Total	63	

The core curriculum has to be respected by the school – but the teachers are free to follow one of the selected curricula with the use of variety of textbooks (selected from the list approved by the Ministry). They can also prepare their own curriculum. Every school curriculum has to be approved by the school head. Additionally, there are 8 non-compulsory hours of religion and ethics and 5 hours left to the school head's discretion, which gives a total of 142 hours of classes for *technikum* (for basic vocational school this is 4 hours, 3 hours respectively, and 70 hours in total).

2.1. National Qualifications Framework, NQF

In Poland, a National Qualification Framework has not yet been implemented, but works on their design are being carried out under the project “*Stocktaking of competences and qualifications for the Polish labour market and the development of the National Qualifications Framework model*” financed from the Operational Programme Human Capital.

2.2. European Credit Transfer System for Vocational Education and Training, ECVET

In Poland ECVET has not yet been implemented. Social consultations about the European Credit Transfer System for Vocational Education and Training were organised (between November 2006 and 31st March 2007) by the Ministry of National Education – Department of Vocational and Continuing Education. In Poland these consultations were related to dissemination of information about the ECVET system and to organization of debates and sharing of opinions on the topic of the proposal from the EU Commission. Because the big majority of the respondents considered the ECVET system as an innovative initiative, which will be useful for the society, the experts responsible for the elaboration of the principles of the system were given the following tasks:

- creation of a common glossary of terms and concepts, to develop methodology of formation process of learning units, evaluation, transfer, recognition of learning outcomes and giving ECVET points;
- postulate of thorough and sufficient in time pilot implementation of the system, precisely supervised on the European level; and
- consequent supervision of the process of preparation preceding the implementation of the system, especially in terms of preparation of guidelines, preparation of typical procedures and model documents.

Source: http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_PL.pdf

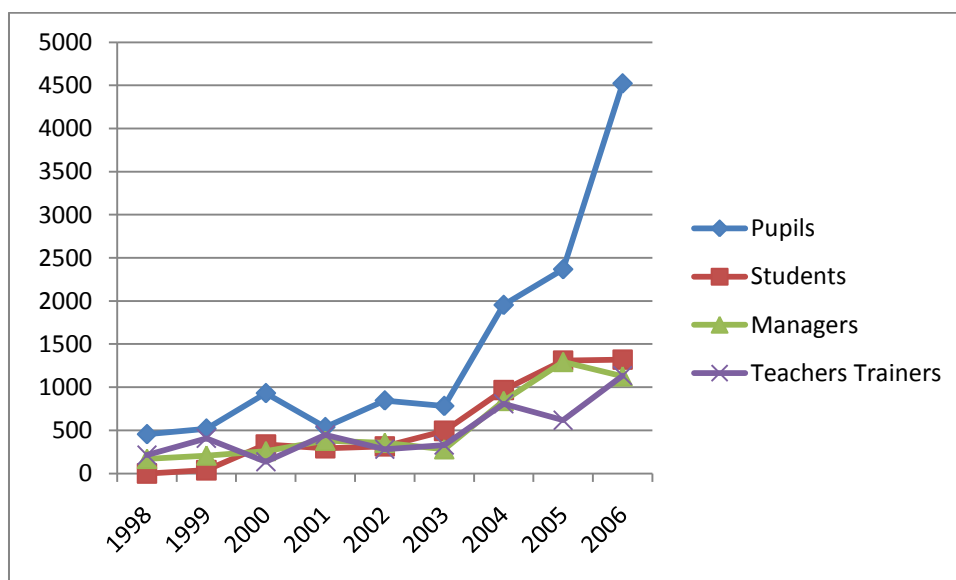
3. Internationalisation and mobility in VET National trends and strategies developed on national/regional level

Statistics on internationalization and mobility in vocational upper secondary education in voivodeships in 2005-2009

Table 1.
Transnational placement and exchanges in Poland (1998-2006)

	1998	1999	2000	2001	2002	2003	2004	2005	2006
Pupils	455	520	931	537	846	782	1953	2367	4521
Students	0	38	335	291	313	494	967	1309	1320
Managers	169	208	260	380	356	281	842	1295	1128
Teachers Trainers	212	408	136	449	280	328	808	617	1135

Figure 2.
Transnational placement and exchanges in Poland (1998-2006)



Source: Figures obtained from the Foundation for the Development of Education System (FRSE) LLP Leonardo da Vinci (by e-mail, 24.01.2011)

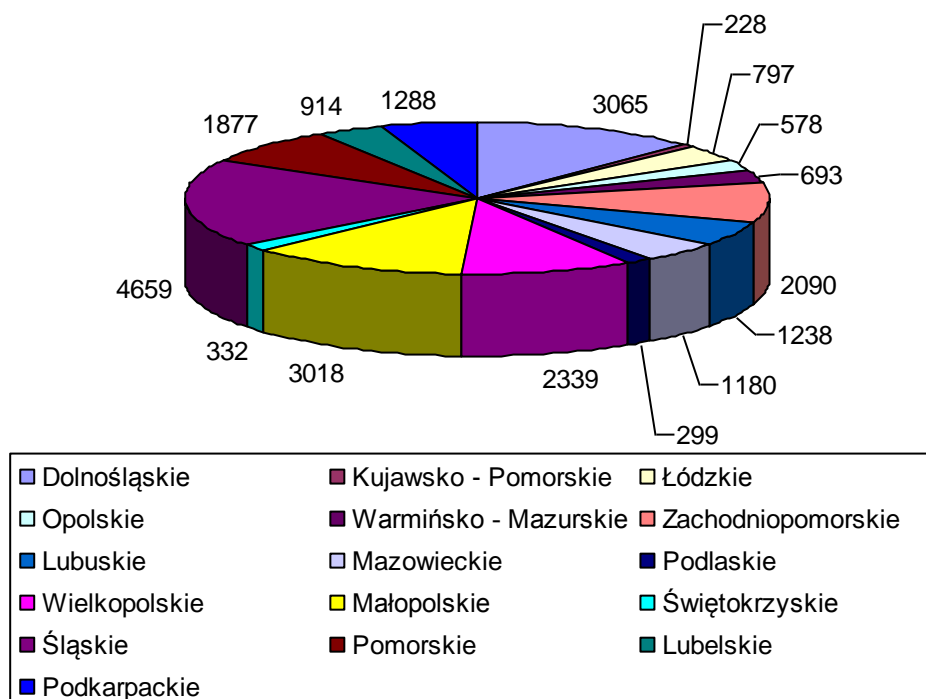
Table 2.
Internationalization and mobility in VET in voivodeships (2005-2009)

Voivodeship	Number of participants
Lower Silesian Voivodeship (Dolnośląskie)	3065
Kuyavian-Pomeranian Voivodeship (Kujawsko-Pomorskie)	228
Łódź Voivodeship (Łódzkie)	797
Opole Voivodeship (Opolskie)	578
Warmia-Masuria Voivodeship (Warmińsko-Mazurskie)	693
West Pomerania Voivodeship (Zachodniopomorskie)	2090
Lubusz Voivodship (Lubuskie)	1238
Mazovian Voivodship (Mazowieckie)	1180
Podlaskie Voivodship (Podlaskie)	299
Greater Poland Voivodship (Wielkopolskie)	2339

Lesser Poland Voivodship (Małopolskie)	3018
Świętokrzyskie Voivodship (Świętokrzyskie)	332
Silesian Voivodship (Śląskie)	4659
Pomerania Voivodship (Pomorskie)	1877
Lublin Voivodship (Lubelskie)	914
Podkarpacie Voivodship (Podkarpackie)	1288

Source: Ministry of National Education, 2011

Figure 3.
Internationalization and mobility in VET in voicevodships (2005-2009)



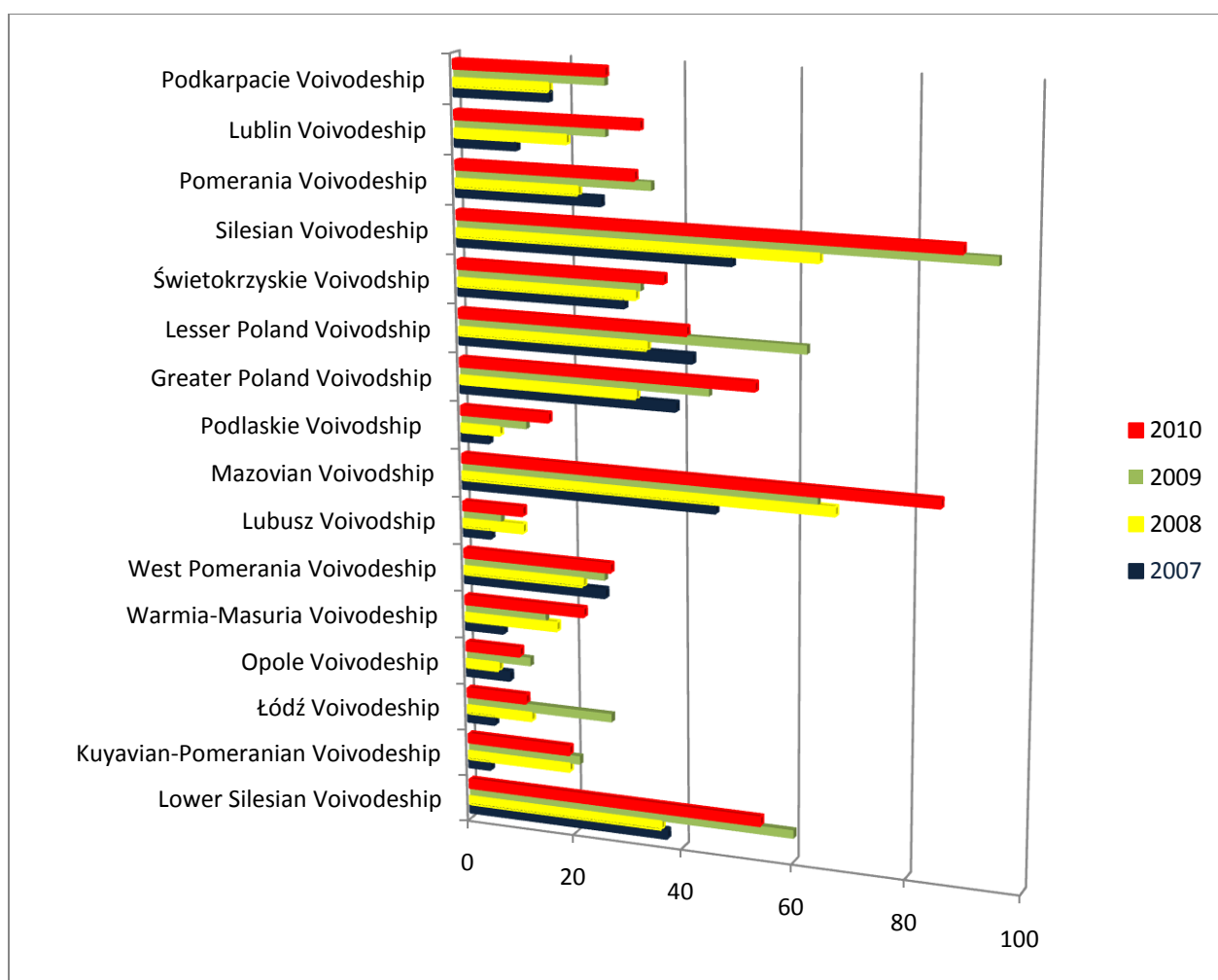
Source: Figures obtained from the Ministry of National Education, Department of Vocational Training and Continuing Education (by e-mail, 12.01.2011)

Table 3.
Dynamics of increase in internationalization and mobility in VET in voicevodships (2007-2010)

Voivodship	2007	2008	2009	2010
	Number of projects			
Lower Silesian Voivodship (Dolnośląskie)	37	36	60	54
Kuyavian-Pomeranian Voivodship (Kujawsko-Pomorskie)	4	19	21	19
Łódź Voivodship (Łódzkie)	5	12	27	11
Opole Voivodship (Opolskie)	8	6	12	10
Warmia-Masuria Voivodship (Warmińsko-Mazurskie)	7	17	15	22
West Pomerania Voivodship (Zachodniopomorskie)	26	22	26	27
Lubusz Voivodship (Lubuskie)	5	11	7	11
Mazovian Voivodship (Mazowieckie)	46	67	64	85
Podlaskie Voivodship (Podlaskie)	5	7	12	16
Greater Poland Voivodship (Wielkopolskie)	39	32	45	53
Lesser Poland Voivodship (Małopolskie)	42	34	62	41
Świętokrzyskie Voivodship (Świętokrzyskie)	30	32	33	37
Silesian Voivodship (Śląskie)	49	64	94	88
Pomerania Voivodship (Pomorskie)	26	22	35	32
Lublin Voivodship (Lubelskie)	11	20	27	33

Podkarpackie Voivodeship (Podkarpackie)	17	17	27	27
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Figure 4.
Dynamics of increase in internationalization and mobility in VET in voicevodeships (2007-2010)



Source: Figures obtained from the Foundation for the Development of Education System (FRSE) LLP Leonardo da Vinci (by e-mail, 24.01.2011)

Table 4.
Foreign partners in mobility projects (2007-2010)

	2007	2008	2009	2010
Germany	185	185	265	264
United Kingdom	58	58	132	119
Spain	56	56	94	89
Italy	46	46	103	102
France	30	30	51	50
Slovakia	13	13	10	11
Portugal	13	13	23	30
Netherlands	13	13	18	24
Ireland	13	13	22	22
Austria	13	13	16	15
Czech Republic	12	12	17	10
Turkey	12	12	23	16
Sweden	11	11	6	6
Greece	10	10	14	10
Finland	10	10	10	11

Lithuania	9	9	11	5
Denmark	7	7	8	11
Belgium	6	6	17	10
Hungary	5	5	4	4
Norwegian	3	3	3	9
Bulgaria	2	2	5	5
Slovenia	2	2	2	3
Estonia	1	1	2	2
Malta	1	1	5	10
Latvia	1	1	6	2
Romania	1	1	2	1
Cyprus	-	-	2	8
Islandia	-	-	-	1

Source: Figures obtained from the Foundation for the Development of Education System (FRSE) LLP Leonardo da Vinci (by e-mail, 24.01.2011)

The gathered data on mobility and internationalization in voivodeships proves that there are some programs commonly used in order to finance the individual (developed by teachers themselves) projects. The examples of most popular programs within which students can be sent abroad for education reasons:

- Leonardo da Vinci LLP
- INTERREG A /EWT
- Comenius LLP
- Polish-German Youth Cooperation - Polsko-Niemiecka Współpraca Młodzieży (*Deutsch-Polnisches Jugendwerk*)
- Polish–Lithuanian Youth Exchange Fund – Polsko-Litewski Fundusz Wymiany Młodzieży

The institutions where the international mobility is run usually indicate some of the below mentioned purposes:

- increasing the skills and learning the language (including trade language);
- vastly interpreted intercultural education; students learn about similarities and differences between respective countries via exchanging opinions and information.
- participation in classes that extend standard education offer of the school
- stimulating students for taking up interdependent initiatives
- active and creative methods of spending one’s spare time in connection with working on a given project
- improving professional skills via increasing the quality of practical training
- stimulating the need to act for the environment and taking the attitude of responsibility for current and future condition of natural environment
- global and intercultural education
- presenting global problems connected with the functioning of world economy
- creating the attitude of openness and tolerance
- destroying prejudices and stereotypes
- obtaining the ability to communicate and cooperate with other people, achieving compromise
- international exchange of experience
- preparing young people for active participation in the social life of European community

Conclusions:

The internationalization and mobility in VET in Poland is mainly determined by the EU funds. Provinces, just like their capitals are “uneven” as far as the internationalization and mobility activities are concerned; numerous schools do not take any actions, others are extremely active. The borderlands are characterized by

mobility that is particularly strong with reference to neighboring country (numerous exchanges are carried out between Poland and Germany, as well as between Poland and Lithuania; see: case study 2).

The internationalization and mobility in Poland concern mainly student exchanges and their traineeships abroad. The force that dominates in starting the cooperation is the initiative of particular schools, but most frequently they are supported by a proper EU project, the most popular being Leonardo da Vinci, and Comenius. Obtaining funds from Cohesion Fund for improving the knowledge of languages is also popular.

The popularity of teaching-staff training abroad is low. This may translate to the mobility of the students. Teachers who have no experience in stays, traineeship, or international exchange in general are not effective at popularizing this kind of educational experience.

European Clubs that promote knowledge on the EU enjoy great popularity.

Language education takes new forms, e.g. language days or creating projects in foreign language.

4. Research on targetgroups

a. Teachers. Trainers

In general there is no available sources concerning the research on mobility of teachers, trainers. There are only very general statistics on mobility and internationalization in VET gathered by the Ministry and by the FRSE. However the access to this data is very limited and difficult.

b. Students, trainees

In general there is no available sources concerning the research on mobility of students, trainees. There are only very general statistics on mobility and internationalization in VET gathered by the Ministry and by the FRSE. However the access to this data is very limited and difficult.

Fragments of interviews collected from students of vocational senior high schools. The questions that were asked referred to the knowledge (and its availability) on the activities undertaken in particular schools connected with mobility actions and strategies increasing the level of internationalization.

Daniel, Warsaw, Food and Catering Technical College; chef

From what I've heard, the trips abroad are organized, but they are a part of various contest and competitions. (...) No, I haven't read the web page... I think that if something happens, my teacher will tell me about it.

(...) One of culinary contests there was the group of people from Germany... different organized groups visit us, as far as I know, and we usually take our traineeship in the best hotels in Warsaw.

I don't know why these people come [to visit us], and the contests of culinary nature; they are to find the most apt students who can go [for the traineeship], but I don't know what it is about.

Michał, Warsaw, Food and Catering Technical College; chef

So, as far as I know in our school there is no possibility of going abroad in order to take practical training. This topic has not been discussed at all, so I don't think it's possible.

Oktawia, Wrocław, Catering Technical College, specialist in tourist services

I am in tourist-services-oriented class, so my [class] and two remaining classes have largest possibilities of going abroad as a part of our training program, but these are very short trips (one weekend), since we cannot skip classes, and our headmaster never gives permission for trips during the week. We usually go to Germany, e.g. to tourist fairs in Berlin. Those trips are for volunteers (students from my class or classes with similar orientation). These are not compulsory trips, and various materials that we manage to gather, e.g. during such fairs (booklets and leaflets) are later used during classes and various projects on tourism, ect. Usually, half of the students go, sometimes more. Some people are out of such trips because of the dates, not everyone wants to give up their weekend. (...) At our school, every year we organize a tourist fair during which with a group of friends we present a given country – posters, multimedia presentations, different information, ect., as well as snacks typical for a given place. My school is food-catering school, so perhaps in catering-oriented schools they have more international contacts connected, e.g. with various cuisines. (...) Usually I don't read our school webpage (...) This is my second year at this school, and during this time there have been no training trips, at least I haven't heard of them

Agnieszka, Wrocław, Catering Technical College, chef

There is there a special action devoted to it, and special day with the cuisines of different countries are organized (...) Yes, we host students from [students'] exchange programs; we have practical classes with them and try to keep in touch with them as much as we can. (...) People who come as a part of such exchange are usually volunteers, and usually have good grades; [the exchange] is organized every year. I don't know how much it costs <somehow I'm not too eager to take part in it>

Andrzej, Wrocław, Catering Technical College, chef

We had one trip together with Germans this school year; it was for one week for fifteen students from my school.

It didn't improve the practical skills; we were awarded with one extra grade for going.

Magda, Bydgoszcz, Catering Technical College No. 1, specialist in organization of catering services

My school does not offer trips abroad or traineeships, unless you take into consideration few-day-long class trips. (...) Nothing is organized.(..) There is no information in the Net. (...) Guests, or anything of that kind has been organized.

Karolina, Nowe nad Wisłą, Bussines Technical College, sales specialist

School does not organize such trips abroad, ect. (...) Well, we don't have anything like that, unfortunately. (...) Our school webpage has never published such information, and I don't think it ever will. (...) There have been no guests from abroad.

During the conducted interviews only one person declared having personal experience with mobility, although it was extremely limited. For majority of students mobility and internationalization are concepts they have heard about, but not necessarily in their own schools; the actions connected with promoting internationalization are relatively numerous, though. The limitations of mobile activities are rooted in reluctance to invest additional time, and frequently money, but mostly in the lack of information about this kind of projects and visible profits, not only for particular people but also for employers, markets, and the whole society.

c. Managers

In general there is no available sources concerning the research on mobility of managers. There are only very general statistics on mobility and internationalization in VET gathered by the Ministry and by the FRSE. However the access to this data is very limited and difficult.

5. Best practices

1st case study - Secondary School no. 3 in Ostrówiec Świętokrzyski (an average-sized town with 72 455 inhabitants in Świętokrzyskie province).

Secondary School no. 3 includes technical college no. 3 training in the following careers:

- IT technician (specialization – Internet applications or computer graphic or administration of network operating systems or database management systems (one specialization of choice)
- electronics technician (specialization – computer systems and networks or Internet technologies and programming or industrial automation)
- ICT technician
- mechatronics technician (specialization – programming and servicing numerically controlled machine tools or programming PLC drivers and modules)
- logistics technician
- electric technician (source: <http://zs3ostrowiec.pl/przedmioty.htm>; 20.01.2011)

The school has extensive and long-lasting programme supporting the internationalization and mobility of their students.

1. Participation in Leonardo da Vinci programme since 2005. They say on their website: *Secondary School No. 3 is one of definite leaders in Świętokrzyskie province in obtaining EU funds from Leonardo da Vinci programme. Since 2005, our students have participated in 15 international trips involving traineeship programmes (Spain, Germany, Italy, and Portugal). So far, the school has obtained almost 800,000 euro for carrying out all apprentice trips. (as of January 2011, 17 trips have been organised)* (<http://zs3ostrowiec.pl/>; 18.01.2011)

Time	Place	Target group	Duration of traineeship (in weeks)
XI 2005	Málaga (Spain)	electronic technicians	4
V 2006	Berlin (Germany)	IT technicians	3
XI 2006	Málaga (Spain)	electronic & mechatronics technicians	4
XI 2006	Thuringia (Germany)	electronic & mechatronics technicians	3
I 2007	Málaga (Spain)	the teaching staff	2
V 2007	Leipzig (Germany)	electronic technicians	4
IV 2008	Matera (Italy)	electronic and IT technicians	4
IV 2008	Málaga (Spain)	electronic, IT, and mechatronics technicians	4
IV 2008	Zwickau (Germany)	electronic, IT, and mechatronics technicians	4
V 2009	Málaga (Spain)	electronic, and IT technicians	4
V 2009	Valencia (Spain)	logistics technicians	4
VII 2009	Rimini (Italy)	the teaching staff	2
V 2010	Málaga (Spain)	electronic, IT, and mechatronics technicians	4
V 2010	Cordoba (Spain)	electronic, IT, and ICT technicians	4
V 2010	Valencia (Spain)	logistic technicians	4

V 2010	Lisbon (Portugal)	electronic, IT, and ICT technicians	4
V 2010	Zwickau (Germany)	electronic, IT and mechatronics technicians	4

(source: <http://zs3ostrowiec.pl/warunkinaboru.htm>; 15.01.2011)

All participants of foreign traineeships obtain Europass Mobility Certificate.

Europass Certificate - mobility serves confirming periods of studying or training taken in another European country as a part of organized trip (defined as a part of European education paths). European education path can be: (1) traineeship in a company; (2) one semester of studies at an institution of higher education awarded with credits as a part of exchange program; (3) traineeship as a voluntary worker in non-governmental organization.

Such education paths are monitored by two partner organizations - one in the sending country and one in the accepting country. Both partners set the goals, their range, and the period of the education path; they also establish the person responsible for the course of training or teaching in the accepting country. Institutions of higher education, schools, training institutions, companies, governments and organizations, ect. can also be partners within the programme.

2. Learning languages: according to information obtained from the School's Principal, the students master the languages of the countries that offer the possibility of visit as a part of vocational training. Apart from English the school offers classes of Portuguese, Italian, Spanish, Russian, and German. Until recently, the school offered French lessons as well (source: <http://zs3ostrowiec.pl/warunkinaboru.htm>; 10.01.2011)
3. e-Twinning: the last project mentioned at the webpage dates back to 2009, however the Principal did not give the information about the ending of e-Twinning programme.

In 2008 /2009, Secondary School No. 3 together with a school from Hungary started *Logistik Worterbuch* project, a part of e-Twinning programme. The project's main goal was creation of Polish-German-Hungarian dictionary and translation programme located at a webpage created by the students of the school. Thanks to the project, the students could widen their knowledge of German, improve their interpersonal skills via contacts with foreign students, and learn about their culture, language and customs. Additionally, the students could extend their technical knowledge in the field of employing modern IT technologies (the webpage was created with the use of Adobe Flash CS3/CS4 programme). The binding language of the project was German. (source: <http://zs3ostrowiec.pl/etwinning2009.htm>; 9.01.2011)

Two years earlier the school entered e-Twinning programme for the first time. Their partner was Technical Secondary School of N. Smyrni in Athens. The goal of the project was writing a novel, under the supervision of the teachers, depicting the differences and similarities between the two countries and their cultures. All the activities were to help to get to know the ways of life in partner countries and the integration of young people. (source: <http://zs3ostrowiec.pl/etwinning.htm>; 9.01.2011)

4. The Foundation for Supporting the Development of Secondary School No.3 in Ostrówiec Świętokrzyski - operating as a part of school activity gathers funds that can be spend on the development of pro-European awareness among the young people and their families. It is to be carried out by:
 - activities for the cooperation and the exchange of experiences between the school and companies, research-scientific institutions, colleges and other organizations in the country and abroad.
 - the realization of the education projects co-financed from EU structural funds (source: <http://fundacja.zs3ostrowiec.pl/cele.htm>, 10.01.2011).

The initiative for the internationalization- and mobility-friendly activities: the initiative of starting activities in that direction originated within the teaching staff and the management of the school. Their motivation was the decrease of the interest in vocational training among the students and candidates for the school. A decision on employing EU funds was made, the result of which was joining Leonardo da Vinci programme.

Contact person: Principal Czesław Golis

2nd case study - Polish-Lithuanian Youth Exchange Fund was established on the 1st of June 2007, on the strength of the agreement between the Government of The Republic of Poland and the Government of The Republic of Lithuania under the honorary auspices of the Prime Ministers respective countries. The Fund supports financially (proposal contests) and content-wise (system of training courses; counseling) the

realization of the projects supplied by young people. The organization subsidizes the exchanges, seminars, and training courses. Thanks to the accomplishment of joint projects, young Lithuanians and Poles discover shared origins, overcome national stereotypes, and create the atmosphere of friendly cooperation and strengthening bonds between both nations.

The main goals of Polish–Lithuanian Youth Exchange Fund constitute:

- building mutual international relationships;
- inspiring young people and people working with the young to start joint activities that allow mutual rapprochement;
- discovering common roots;
- eliminating prejudices and stereotypes in perceiving shared history of the two countries as well as in current relations;
- creating organizational and legal frames for effective support of youth exchange.

As a result, the Fund significantly contributes to the mobility of young people and the development of their international competence in the process of dynamic internationalization. The activities of The Fund include training courses, information meetings, and seminars that introduce the participants to the issues connected with non-formal and intercultural education, and learn how to manage a youth project.

The activities of the Fund are financed from the resources that in Poland are administered by the body responsible for the issues connected with education and upbringing, the Ministry of Education, and in Lithuania, by the Ministry of Social Protection and Work. The amount of the resources for the activities of the Fund is defined every year in the agreement between National Managing Institutions and Ministries.

Since 2007, four proposal contests have been organized, within which on Polish side 134 projects have been partially funded. The projects have been carried out for the beneficiaries in four age groups: 13-14; 15-17; 18-25; and 26-30.

Between 2007 and 2010, in the exchange-of-good-practice category 24 projects were carried out for young people between 15 and 17 years old, and 21 projects for the young between 18 and 25. In the field of internationalization 22 projects were carried out for people between 15 and 17 years old, and 21 projects for people between 18 and 25. Although majority of the beneficiaries constitute students from generally-oriented teaching institutions, some of the enterprises have vocational senior high schools as partners. Detailed information is available in the history files at <http://www.plf.org.pl/projekty-i-partnerzy> (18.01.2011)

6. Conclusions and proposals

Fundamental problem is gathering and updating data on mobility and internationalization of vocational high schools in Poland. The following tendency becomes visible: The Ministry possesses only general data and its updating is planned for the end of February 2011. The situation in Foundation for the Development of the Education System (FDES) is similar, but its officials in general ignore formal queries about data and requests to help INtheMC. Two responses received after sending ten requests referred to general information available on FDES pages that describe the features and modes of operating of particular programs. The central level then is definitely unprepared for effective acquisition, channeling, and managing of pro-mobility and pro-internationalization activities. On province level, in majority of cases the e-mails asking for the current data illustrating the level of mobility and internationalization met with negative response. School superintendents currently do not have at their disposal data on analyzed phenomena, and refer directly to particular schools. The interview conducted with the Director of the Department of Strategy and Development of Kuyavian-Pomeranian Province gives some hope for the future, though. During the time when desk research was conducted the school superintendants received guidelines from the Ministry to gather information on mobility and internationalization of Polish schools for 2011. The attempts to obtain information at the very source, namely at schools, revealed limitations these institutions have to face. The persons managing them we were able to contact, were unwilling to give any direct information during telephone conversation, excusing themselves with the lack of time and asked for sending questions via e-mail. Frequently, they did not send the answers; school web pages provide a lot of information.

The major problem in Poland, then, is weak flow of information on activities on mobility and internationalization that take place at schools. As a result, the access to good training programs is hindered, and they would definitely make international exchange more effective.

Nevertheless, as it has already been mentioned in the introduction, the state of mobility and internationalization in vocational senior high schools in Poland is not poor, and its effectiveness is continually improving. Some institutions deal with the issue in a model fashion. Naturally, there are still institutions that hide people who are unwilling to take any action.

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