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A set of educational packages for the instructor and training participant in the field of a new competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors"

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MODULE 1: COORDINATING THE COOPERATION OF THE INSTITUTION PROVIDING VOCATIONAL EDUCATION AND TRAINING WITH EXTERNAL COMPANIES, INCLUDING ACQUIRING SPONSORS

Modular unit: M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories

SET OF GUIDES

FOR THE PARTICIPANT AND THE INSTRUCTOR

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This handbook is a teaching aid for the module unit **M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories,** included in module **M1. Coordination of cooperation between the educational institution and external companies, including the acquisition of sponsors.**
The M1 module also includes four other modular units:

- M1.U1. Acquiring external companies for cooperation and promoting vocational education,
- M1.U2. Creating patronage classes and organising dual education
- M1.U4. Involving employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market,
- M1.U5. Training of vocational school teachers in cooperation with employers

which together form the teaching case for the modular curriculum for the course **Coordination of cooperation between the educational institution and external companies, including the acquisition of sponsors.**

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1. INTRODUCTION

The paper presents a guide for the trainee and the trainer of the professional competence "**Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors**", which was developed in the Erasmus+ project "Leader of external cooperation of a vocational school (LEADext)". The project was co-financed by the European Union under the Erasmus+ Cooperation for innovation and the exchange of good practices Strategic Partnership for vocational education and training programme.

The following results developed in the 'LEADext' project formed the basis for the student and tutor guide:

- IO1. Profile of professional competences in the field of coordination of cooperation between the educational institution and external companies, including acquiring sponsors;
- IO2. Modular training programme for the professional competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" in relation to ECVET requirements.

The materials developed as part of the handbook will primarily be used to create an e-learning course and can also be used for classroom teaching.

By learning to carry out the professional tasks assigned to the coordinator for cooperation of an educational organisation with external companies, the trainee will acquire the necessary knowledge and professional skills included in module M1. Coordinating the cooperation of an educational institution with external companies, including the acquisition of sponsors.
The module is divided into modular units containing, among other things, learning material, review questions, exercises that can be completed online as well as in the desktop version and a progress test, recommended supplementary literature, including self-study.
In the study, teaching materials have been prepared for the module unit **M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories,** included in module M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.
The M1 module also includes four other modular units:
M1.U1. Acquiring external companies for cooperation and promoting vocational education,
M1.U2. Creating patronage classes and organising dual education,
M1.U4. Involving employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market,
M1.U5. Training of vocational school teachers in cooperation with employers which were developed by the individual project partners.
The above-mentioned five modular units together form a complete **teaching case** for the modular curriculum for the course **Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.**

Before starting the training, the trainee should familiarise himself/herself with the prerequisites and the detailed learning outcomes, i.e. the knowledge, skills and attitudes that he/she will acquire on completion of the training within the given modular unit.

The handbook covers issues that the educational organisation's external relations coordinator may encounter in the course of his/her professional duties.

The development of the learning material drew on the experience of project partners in the field of cooperation between educational establishments and external companies. The learning material was supplemented with an online (e-learning) course to be carried out by the trainee himself.
The proposed training can also be delivered in a traditional (classroom, face to face) format. To this end, the trainer conducting the classroom training will be tasked with:

- familiarise yourself with the provisions contained in outcome two of the project, i.e. IO2. Modular training programme for the professional competence "Co-ordination of the educational establishment's cooperation with external companies, including attracting sponsors";
- preparation of the necessary teaching aids using the materials developed in the project to enable the online delivery of the training.

It is important that the trainee verifies his/her level of competence at entry before learning the module unit. This will be enabled by the provisions outlined in the 'Entry requirements' section.

Once you have familiarised yourself with the content of the individual topics included in the modular unit in the handbook and in the online course, you will be required to complete exercises and a progress test. The test will require the participant to carry out a self-assessment of the knowledge and skills acquired in the respective topic. A positive result of the self-assessment is a kind of pass to the next lesson topic specified in the modular unit. In the case of a negative result, it is recommended to repeat the content covered by the topic included in the modular unit.

In the case of online training, the basis for passing the modular unit will be the completion of a post-test. The test will be made available to the trainee after he/she has gone through all the content and completed the exercises and self-assessment tests included in the modular unit.

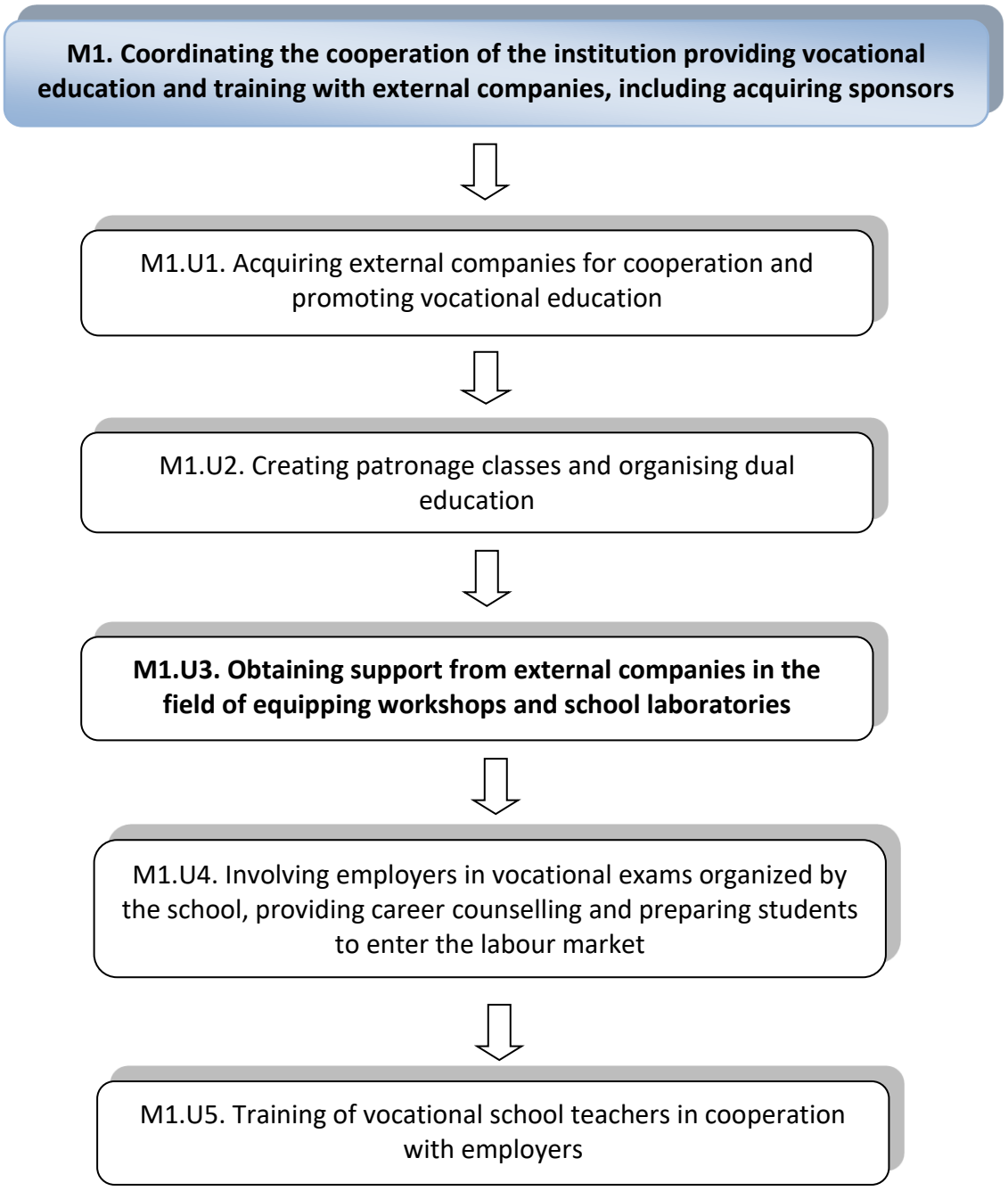
Note: in the case of educational content where there are references to legal acts, it should be remembered that these are current as of the date of preparation of the study and must be updated. The presented learning content in the modular unit is in accordance with the legal status as of 29.03.2024.

The table below shows the approximate number of hours which, in the opinion of the project partners, are necessary for the participant to master the learning outcomes specified in the individual module units.

Module name	Name of modular unit	Number of teaching hours			Number of ECVET points[1]
		E-learning activities	Own work	Total	
M1. Coordinate the cooperation of the VET institution with external companies, including attracting sponsors	M1.U1. Acquiring external companies for cooperation and promoting vocational education	20	15	35	15
	M1.U2. Creating patronage classes and organising dual education	20	30	50	
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	20	15	35	
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	20	30	50	
	M1.U5. Training of vocational school teachers in cooperation with employers	20	35	55	
	Total M1	**100**	**125**	**225**	

[1] *Within the project partnership for the calculation of ECVET points, an assumption is made that 15 teaching hours per 1 point. This is due to the fact that in a vocational school there are around 900 teaching hours per year which, converted into 60 points, gives 15 teaching hours per 1 point.*

From the trainee's point of view, it is important to know the training path recommended by the project partners. This is also shown in the figure below.



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2. PREREQUISITES

When starting to complete the programme of modular unit **M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories,** you should be able to:

- use a variety of information sources,
- identify their own rights and obligations,
- recognise basic legal acts,
- participate in discussion, presentation and defence of their own position,
- feel responsible for their own and others' health (life),
- apply basic ethical principles (reliable work, punctuality, keeping one's word, honesty, responsibility for consequences, truthfulness),
- cooperate in a group, taking into account the division of tasks,
- operate a computer at a basic level.

Picture 1: Empowerment Through Partnership: Retrofit Initiatives
Source: https://designer.microsoft.com/image-creator

3. TEACHING MATERIAL

3.1. Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories

3.1.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- recognizes the concept of mutual interests as the basis for cooperation between enterprises and schools,
- identifies relevant local, national and international companies that would be relevant to a school seeking external sponsors,
- explains to the employer the benefits of cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories,
- distinguishes how sponsorship differs from other marketing channels,
- analyzes the interests of relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories,
- develops sets of benefits for employers interested in retrofitting workshops and school laboratories,
- indicates the advantages and disadvantages of sponsoring equipment for workshops and teaching rooms by enterprises.

Picture 2: Empowering Schools: Entrepreneurial Retrofit Support
Source: https://designer.microsoft.com/image-creator

3.1.2. Learning material

Justification of the need

Obtaining support from external companies in the field of equipment for workshops and school laboratories is a crucial step for enhancing the quality of education and research. By collaborating with reputable and experienced providers, schools and universities can access state-of-the-art tools and resources that can facilitate learning and innovation. Moreover, external support can also help reduce the costs and risks associated with maintaining and upgrading the equipment, as well as provide training and technical assistance.

Examples of good practice - Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories:

- Collaborating with the sponsor Makita, the teaching occurs at the Green Academy. A notable practice is that Green Academy provides a dedicated room equipped with all Makita tools for use by both teachers and students[1];
- Utilizing the living lab at Byggros Company, students can engage in various experiments and gain practical learning experiences within the company[2];
- In Poland, companies forming the Radom Metal Cluster finance the purchase of textbooks and work clothes for students taking practical in companies[3];
- In Spain the company Goldney Electronics company donates electronic components worth 14,000 euros. They donate capacitors, resistors, transistors, small tools... material that was in warehouses and that is no longer used. Donating to training centers has a double message. Reverse the fact "that we live in a society that only manufactures and consumes", and "give the possibility to many students to have better training, reducing the economic effort of many training centers."

Activities undertaken as part of the collaboration- examples

Example 1: Smart Campus: A living lab at DTU that drives innovation in smart technology for research, innovation, and education. It allows companies, researchers, and students to prototype, validate, and refine solutions in an evolving real-life context[4];
Example 2: Vocational Education and Training (VET) Schools: Students who prefer practical training to school can set their vocational education in a company which offers practical training, also referred to as the “New Apprenticeship”. The student enters a training agreement with a company and during the first year the student is expected to acquire the same knowledge and qualifications as the students who have followed the basic programme at a VET college[5].

[1] https://www.makita.dk/ (accessed: 12.03.2024).
[2] https://www.byggros.com/(accessed: 12.03.2024).
[3] Activities carried out by the Radom Metal Cluster, https://klastermetalowy.radom.pl/o-nas/ (accessed: 12.03.2024).
[4] https://smartcampus.dtu.dk/toolbox/living-labs (accessed: 12.03.2024).
[5] https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark (accessed: 12.03.2024).

Example 3: Innovating Education with Living Labs: A living lab where students learn by doing, working with cutting-edge techniques and making a substantial contribution to solutions for tomorrow. And they do all this together with students and professionals from different fields[6].
Example 4: Byggros is a Danish company that specializes in green roofs, green walls, permeable pavements, and water storage systems. They work closely with leading practitioners and research environments in the construction industry. They have participated in more than 40 groundbreaking and pioneering projects since 2009, from the first low-energy and passive houses to buildings with a more holistic focus, with challenging requirements for indoor climate and environmentally friendly resource utilization - sustainability[7],[8].
Example 5: In Poland, Radmot is available in end services, vocational school students gain skills, experience and profession[9].
Example 6: In Spain , EXCELENCE vet & enterprises collaboration[10]

- Valencian government and the company PowerCo will develop the Battery Campus for Vocational Training and university programs related to battery production, as well as training actions for workers at the future battery gigafactory in Valencia. https://comunica.gva.es/es/detalle?id=384640634&site=373409432
- AUTONOMOUS EXCELLENCE NETWORK. The institutes of excellence are distinguished for programming and executing actions of an innovative, experimental and training nature in the field of vocational training, and are organized in a network of autonomous Vocational Training centers. https://ceice.gva.es/es/web/formacion-profesional/xarxa-d-excel-lencia

Concept of mutual interests as the basis for cooperation between enterprises and schools:
The concept of mutual interests underscores the idea that collaboration between enterprises and schools should be founded on shared benefits and goals. Both parties stand to gain from such cooperation, whether it's in the form of knowledge exchange, skills development, or resource sharing. By recognizing each other's needs and strengths, enterprises and schools can forge partnerships that foster innovation, educational advancement, and community development.

How to reach potential sponsors operating at local, regional, and international levels?
To reach potential sponsors operating at various levels, schools can employ a strategic approach that combines research, networking, and targeted outreach. Local businesses often seek opportunities for community engagement and brand visibility, making them prime candidates for sponsorship. Regional and international companies may be interested in supporting educational initiatives that align with their corporate social responsibility objectives or strategic growth areas. Schools can leverage their existing connections, participate in industry events, and utilize online platforms to identify and engage potential sponsors effectively.

What is sponsorship?

[6] https://www.thuas.com/about-thuas/news/innovating-education-living-labs-opportunities-challenges
[7] https://stateofgreen.com/en/solution-providers/byggros/ (accessed: 12.03.2024).
[8] https://www.thuas.com/about-thuas/news/innovating-education-living-labs-opportunities-challenges
[9] Dual education at Radmot company, https://radmot.com/pl/ksztalcenie-dualne (accessed: 12.03.2024).
[10] XCELENCE https://www.fundacionbertelsmann.org/empresas-que-inspiran/empresas-protagonista-en-orientacion/ (accessed: 12.03.2024).

Sponsorship is a form of marketing partnership wherein a company provides financial or in-kind support to an organization or event in exchange for brand exposure and association. Unlike traditional advertising, sponsorship offers businesses the opportunity to align themselves with specific causes, activities, or institutions, thereby enhancing their reputation, reach, and customer loyalty. In the context of schools, sponsorship can take the form of funding for equipment, scholarships, or educational programs, with the sponsoring company gaining visibility among students, parents, faculty, and the broader community.

Benefits for employers from cooperating with schools in retrofitting workshops and laboratories:
Employers can derive several benefits from collaborating with schools to retrofit workshops and laboratories. Firstly, such partnerships provide businesses with access to a skilled workforce tailored to their industry needs, as students gain practical experience using modern equipment and technologies. Additionally, sponsoring equipment or facilities demonstrates a company's commitment to supporting education and workforce development, enhancing its corporate image and attracting top talent. Moreover, employers can leverage their involvement with schools to establish long-term relationships with potential future employees, customers, and business partners.

Benefits for other stakeholders in supporting schools in equipping workshops and laboratories by a company:
Other stakeholders, such as students, educators, parents, and the broader community, also stand to benefit from a company's support in equipping school workshops and laboratories. Students gain access to state-of-the-art facilities and resources, which can enhance their learning experience and prepare them for future career opportunities. Educators can leverage modern equipment to deliver innovative and engaging lessons, fostering student interest and achievement in STEM fields. Parents and the community at large benefit from seeing local businesses invest in education, which contributes to the overall socio-economic development and prosperity of the region. Moreover, partnerships between schools and companies create opportunities for knowledge exchange and collaboration, enriching the educational ecosystem and driving positive societal outcomes[10].

3.1.3 Exercises

Exercises recommended for the online version of the training:

Exercise 1.
Here is a brief reading material that you can study before taking the quiz:

Justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories.

Entrepreneurs and schools can benefit from cooperation based on mutual interests. By supporting schools, entrepreneurs can benefit from a skilled workforce and a positive image in the community.

[10] https://education.ec.europa.eu/sites/default/files/2022-06/Input-paper-collaboration-partnerships.pdf (accessed: 12.03.2024).

Identifying relevant local, national, and international companies that would be relevant to a school seeking external sponsors is crucial. Cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories can lead to benefits such as access to new technologies, increased productivity, and improved employee morale. Sponsorship differs from other marketing channels in that it is a long-term investment in the community. It is not just about promoting a product or service, but also about building relationships and contributing to the community. Analysing the interests of relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories is important. This can include students, teachers, parents, and the community at large. Developing sets of benefits for employers interested in retrofitting workshops and school laboratories can help attract sponsors. These benefits can include access to a skilled workforce, increased productivity, and improved employee morale. Sponsoring equipment for workshops and teaching rooms by enterprises has advantages such as improved access to new technologies and equipment, increased productivity and efficiency, improved employee morale, and a positive image in the community. However, there are also disadvantages such as high cost of sponsorship, risk of negative publicity if the equipment is not used effectively, risk of equipment becoming outdated quickly, and difficulty in measuring the return on investment.

Quiz to help you practice your knowledge on the justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories:

1. What is the basis for cooperation between enterprises and schools?
   a) **Mutual interests**.
   b) Competition.
   c) Profit.

2. How can a school identify relevant companies that would be relevant to seeking external sponsors?
   a) **By researching companies that have a history of supporting education and vocational training.**
   b) By advertising in local newspapers.
   c) By sending emails to random companies.

3. What are some benefits of cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories?
   a) Access to new technologies.
   b) Increased productivity.
   c) Improved employee morale.
   d) **All of the above.**

4. Who are the relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories?
   a) Students.
   b) Teachers.

c) Parents.
d) Community at large.
e) <u>All of the above.</u>

5. What are some advantages of sponsoring equipment for workshops and teaching rooms by enterprises?
   a) Improved access to new technologies and equipment.
   b) Increased productivity and efficiency.
   c) Improved employee morale.
   d) Positive image in the community**.**
   e) **<u>All of the above.</u>**

6. What are some disadvantages of sponsoring equipment for workshops and teaching rooms by enterprises?
   a) High cost of sponsorship.
   b) Risk of negative publicity if the equipment is not used effectively.
   c) Risk of equipment becoming outdated quickly.
   d) Difficulty in measuring the return on investment.
   e) <u>All of the above.</u>

Exercise 2.
Here is a brief reading material that you can study before taking the quiz:

Entrepreneurship is a key driver of economic growth and job creation. Schools can play a vital role in fostering entrepreneurship by providing students with the skills and knowledge they need to succeed in the business world. In this context, retrofitting workshops and school laboratories can be an effective way to support entrepreneurship education.
Below are described some key concepts to consider when justifying the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories:

- **Mutual interests**: Cooperation between enterprises and schools is based on mutual interests. By supporting schools, enterprises can benefit from a skilled workforce and a positive image in the community.
- **Identifying relevant companies**: Identifying relevant local, national, and international companies that would be relevant to a school seeking external sponsors is crucial. This can be done by researching companies that have a history of supporting education and vocational training.
- **Benefits of cooperation:** Cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories can lead to benefits such as access to new technologies, increased productivity, and improved employee morale.
- **Sponsorship vs. marketing:** Sponsorship differs from other marketing channels in that it is a long-term investment in the community. It is not just about promoting a product or service, but also about building relationships and contributing to the community.

- **Analyzing stakeholder interests:** Analyzing the interests of relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories is important. This can include students, teachers, parents, and the community at large.
- **Benefits for employers:** Developing sets of benefits for employers interested in retrofitting workshops and school laboratories can help attract sponsors. These benefits can include access to a skilled workforce, increased productivity, and improved employee morale.
- **Advantages and disadvantages:** Sponsoring equipment for workshops and teaching rooms by enterprises has advantages such as improved access to new technologies and equipment, increased productivity and efficiency, improved employee morale, and a positive image in the community. However, there are also disadvantages such as high cost of sponsorship, risk of negative publicity if the equipment is not used effectively, risk of equipment becoming outdated quickly, and difficulty in measuring the return on investment.

Here is a quiz to help you test your knowledge of the justification of the need to support the school by entrepreneurs in the field of retrofitting workshops and school laboratories:

1. Cooperation between enterprises and schools is based on mutual interests.
   a) **true**.
   b) False.
2. Identifying relevant local, national, and international companies that would be relevant to a school seeking external sponsors is not important.
   a) true.
   b) <u>false.</u>
3. Cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories can lead to benefits such as access to new technologies, increased productivity, and improved employee morale.
   a) <u>true.</u>
   b) false.
4. Sponsorship is just about promoting a product or service.
   a) true.
   b) **<u>false.</u>**
5. Analyzing the interests of relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories is not important.
   a) true.
   b) **<u>false.</u>**

Exercises recommended for the classroom version of the training

Exercise 1.

What are the advantages and disadvantages of companies sponsoring equipment for workshops and classrooms in vocational schools?
Mileage:

Participants sitting in a circle speak one sentence at a time on a given topic. The rule is that they all speak in turn and their statements are concise. The facilitator can write them down on a flitch. At the end, the facilitator summarises what has been said and draws a conclusion or initiates a discussion.

Organisational framework:

Time: 15 to 25 minutes

Important:

- Each participant should take the floor and, in as short a sentence as possible, name the problem or describe their state of mind (depending on the purpose of the instant information round).
- No one comments on the statements of others.
- Discussion of the issues gathered can only begin once everyone has spoken.

Exercise 2.

Prompt: How can vocational schools attract more support from local businesses for upgrading their facilities?

Procedure:

Brainstorming Session: Participants gather in small groups and brainstorm ideas for attracting support from local businesses. Each group should aim to generate as many ideas as possible within a set time limit.

Idea Sharing: After the brainstorming session, each group selects a representative to share their ideas with the larger group. The facilitator can write down the ideas on a whiteboard or flipchart for everyone to see.

Group Discussion: The facilitator leads a discussion on the ideas presented, encouraging participants to ask questions, provide feedback, and suggest improvements.

Action Planning: The entire group collaboratively develops an action plan based on the most promising ideas generated during the brainstorming session and discussion. The plan should outline specific steps, responsibilities, and timelines for implementing the ideas.

Reflection: At the end of the exercise, participants reflect on the process and discuss any insights gained. They can also identify any challenges or obstacles that may arise during the implementation of the action plan.

Logistics:

Time: 45 to 60 minutes

Group Size: 10 to 20 participants, divided into smaller brainstorming groups of 3 to 5 people

Materials: Whiteboard or flipchart, markers, timer

3.1.4. Progress test (self-assessment)

Can you:	Yes	No
1) recognizes the concept of mutual interests as the basis for cooperation between enterprises and schools?		
2) identifies relevant local, national and international companies that would be relevant to a school seeking external sponsors?		
3) explains to the employer the benefits of cooperation with the school in connection with the school's support in the field of retrofitting workshops and laboratories?		
4) distinguishes how sponsorship differs from other marketing channels?		
5) analyzes the interests of relevant stakeholders involved in supporting schools in the field of equipping workshops and laboratories?		
6) develops sets of benefits for employers interested in retrofitting workshops and school laboratories?		
7) indicates the advantages and disadvantages of sponsoring equipment for workshops and teaching rooms by enterprises?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).
If necessary, use additional source of information prepared to each topic.

3.1.5. Recommended sources of information

Recommended literature - you can find more information on the topic in:

1) *13 erhvervsskoler er med i projekt for at fremme faglig stolthed hos landets erhvervsskoleelever: https://www.via.dk/om-via/presse/nyheder-2020/13-erhvervsskoler-er-med-i-projekt-for-at-fremme-faglig-stolthed-hos-landets-erhvervsskoleelever (dostęp: 20.12.2023).*
2) *Activities carried out by the Radom Metal Cluster, https://klastermetalowy.radom.pl/o-nas/ (accessed: 12.03.2024).*
3) *Cedefop, & EOPPEP. 2019. Vocational education and training in Europe: Greece. https://www.cedefop.europa.eu/el/printpdf/tools/vet-in-europe/systems/greece (accessed: June 20, 2023).*
4) *Dual education at Radmot company, https://radmot.com/pl/ksztalcenie-dualne (accessed: 12.03.2024).*
5) *Erhvervsskoleelever bliver klar til arbejdslivet: https://ufm.dk/uddannelse/tilskud-til-udveksling-og-internationale-projekter/erasmusplus/erhvervsrettet-grund-og-efteruddannelse/inspiration-og-projekteksempler-erhvervsrettet-grund-og-efteruddannelse/eud/erhvervsskoleelever-bliver-klar-til-arbejdslivet (dostęp: 20.12.2023).*
6) *Estudiantes matriculados en FP Dual en España: https://www.observatoriofp.com/indicadores-destacados/espana/estudiantes-matriculados-en-fp-dual (accessed: June 20, 2023).*

7) *ReferNet: https://www.sepe.es/HomeSepe/Personas/formacion/cedefop/ReferNET.html (accessed: June 20, 2023).*
8) *Research from the Foundation for Economic & Industrial Research (2021), "Vocational Education & Training in Greece", http://iobe.gr/docs/research/RES_05_F_27042021_REP_GR.pdf (accessed: June 20, 2023).*
9) *Szkolnictwo zawodowe w Polsce – szkoły muszą kształcić na potrzeby rynku pracy. https://fpg24.pl/szkolnictwo-zawodowe-w-polsce-szkoly-musza-ksztalcic-ludzi-na-potrzeby-rynku-pracy/ (dostęp: 20.12.2023).*
10) *The Danish Approach to Quality in Vocational Education and Training, Danish Ministry of Education. https://www.uvm.dk/-/media/filer/uvm/publikationer/engelsksprogede/2008-the-danish-approach-to-quality-in-vocational-education-and-training.pdf (accessed 01.03.2024).*
11) *Vocational education and training in Denmark, Danish Ministry of Education. https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark (accessed 01.03.2024).*
12) *Vocational education and training in Europe, Denmark, CEDEFOP, https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/denmark-2019 (accessed 01.03.2024).*
13) *Zalety współpracy przedsiębiorstw ze szkołami zawodowymi - Asystent4You.pl: https://www.asystent4you.pl/zalety-wspolpracy-przedsiebiorstw-ze-szkolami-zawodowymi/;*

3.2. Presenting activities from the point of view of legal regulations that schools can take to equip workshops and school laboratories

3.2.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Identifies independently all legal regulations relevant to the planned cooperation on the part of the school.
- Analyzes legal requirements important from the school's point of view, enabling companies to equip workshops and school labs.
- Applies knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories.
- Initiates the process of drawing up an agreement between the parties involved in the sponsorship process.
- Develops, in consultation with a lawyer, an agreement between the parties involved in the sponsorship process (retrofitting workshops and school laboratories.
- Presents and agrees with the company party the content of the sponsorship agreement.

Picture 3: Regulatory Roadmap: Equipping School Workshops

Source: https://designer.microsoft.com/image-creator (accessed 01.03.2024).

3.2.2. Learning material

Legal regulation:

In Denmark, the primary sources of law are legislation, preparatory legislative work, and case law. Legislation is published in the Law Gazette (Lovtidende), which has been available exclusively in

electronic form since 2008. The Law Gazette[11] includes laws, orders, and administrative regulations. Laws are adopted by the Danish Parliament (Folketinget), orders are issued by the Government, and administrative regulations are drafted by authorities. The legal information portal (Retsinformation) provides access to laws, administrative rules, treaties, consolidated legislation, parliamentary documents, administrative decisions, and decisions by the Ombudsman. This portal contains all legislation in force as of 1 January 1985 and all legislation adopted thereafter. For a comprehensive search across multiple EU countries' national law databases, one can use the N-Lex portal provided by the European Union[12].
Below is an outline of legal provisions in Denmark regulating actions that companies can take to equip school workshops and laboratories:

Education Act (Lov om Folkeskolen):
This act governs the primary and lower secondary education system in Denmark.
It may include provisions related to partnerships between schools and businesses for the provision of equipment and resources.

Public Procurement Act (Udbudsloven):
This legislation regulates the procurement of goods and services by public sector entities, including schools.
Companies can engage in public tenders to supply equipment to educational institutions.

Occupational Health and Safety Act (Arbejdsmiljøloven):
This law sets out regulations concerning workplace health and safety, including in educational settings.
It may have provisions related to the safety standards of equipment supplied to schools.

Tax Laws (Skattelovgivning):
Tax laws may include provisions for tax deductions or incentives for companies that donate equipment to educational institutions.

Regulations on Product Safety (Produktsikkerhedslovgivning):
Regulations ensuring that equipment supplied to schools meets safety standards and does not pose risks to students or teachers.

Employment and Labor Laws:
These laws may indirectly impact how companies engage with schools, particularly in terms of providing training or apprenticeships related to equipment use.

It's important to consult the specific provisions of each law and consider seeking legal advice to ensure compliance when engaging in activities to equip school workshops and laboratories in Denmark. Additionally, partnerships between businesses and educational institutions may also be governed by contracts or agreements outlining the terms of collaboration.

[11] https://op.europa.eu/en/web/forum/denmark-oj (accessed 01.03.2024).
[12] https://n-lex.europa.eu/n-lex/ (accessed 01.03.2024).

3.2.3 Exercises

Exercises recommended for the online version of the training:

Exercise 1.
Here is a brief reading material that you can study before taking the quiz:

Introduction
School-enterprise cooperation is a form of partnership that aims to enhance the quality and relevance of education and training, as well as to foster innovation and entrepreneurship. School-enterprise cooperation can take various forms, such as:

- Providing work-based learning opportunities for students and teachers.
- Offering career guidance and mentoring services.
- Sharing expertise and resources.
- Supporting curriculum development and assessment.
- Engaging in joint projects and activities.

One of the possible benefits of school-enterprise cooperation is the sponsorship by enterprises of equipment for workshops and school labs, which can improve the learning environment and the practical skills of students. However, such cooperation also involves legal issues and responsibilities that need to be carefully considered and addressed by both parties.

Steps for Legal Compliance
Before engaging in any form of cooperation, the school and the enterprise need to follow these steps to ensure legal compliance and avoid potential risks and conflicts:

1. Identifying independently all legal regulations relevant to the planned cooperation on the part of the school. This step involves conducting a thorough research and analysis of the legal regulations that apply to the specific context and objectives of the cooperation. These regulations may include:
   - National and local laws and policies on education, training, and labor.
   - Sectoral and professional standards and regulations.
   - Intellectual property rights and data protection laws.
   - Health and safety regulations and insurance policies.
   - Ethical and social responsibility principles and codes of conduct.

The school and the enterprise need to consult with legal experts if necessary, and to ensure that the cooperation is transparent and accountable, and that it respects the rights and interests of all stakeholders, such as students, teachers, parents, employers, and the community.

2. Analyzing legal requirements important from the school's point of view, enabling companies to equip workshops and school labs. This step involves assessing the legal implications and obligations of the sponsorship by enterprises of equipment for workshops and school labs. Sponsorship is a form of donation or grant that involves the transfer of money, goods, or

services from the sponsor (the enterprise) to the recipient (the school) in exchange for some form of recognition or publicity.

Sponsorship can be a valuable source of funding and support for schools, but it also entails legal risks and challenges that need to be carefully managed. Some of the legal issues that the school and the enterprise need to address are:

- The purpose and scope of the sponsorship.
- The terms and conditions of the sponsorship agreement.
- The rights and responsibilities of the sponsor and the recipient.
- The duration and termination of the sponsorship.
- The monitoring and evaluation of the sponsorship.
- The reporting and disclosure of the sponsorship.
- The tax implications and benefits of the sponsorship.
- The potential conflicts of interest and ethical dilemmas of the sponsorship.
- The school and the enterprise need to seek legal advice if needed, to ensure that the sponsorship is lawful, fair, and beneficial for both parties.

3. Applying knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories. This step involves applying the legal knowledge and understanding gained from the previous steps to the specific situation and circumstances of the cooperation. The school and the enterprise need to consider the following factors when using the sponsored equipment for workshops and school labs:
   - The delivery and installation of the equipment.
   - The ownership and maintenance of the equipment.
   - The use and access of the equipment.
   - The health and safety of the users and the environment.
   - The intellectual property rights and data protection of the users and the sponsors.
   - The educational and pedagogical value of the equipment.
   - The recognition and publicity of the sponsorship.
   - The school and the enterprise need to follow the legal guidelines and best practices for using the sponsored equipment, as well as to monitor and evaluate the impact and outcomes of the cooperation.

4. Initiating the process of drawing up an agreement between the parties involved in the sponsorship process. This step involves starting the formal and binding contract that specifies the rights and obligations of the parties involved in the sponsorship. A legal agreement for sponsorship should include the following elements:
   - The names and addresses of the parties.
   - The date and place of the agreement.
   - The background and objectives of the agreement.
   - The description and value of the sponsorship.

- The recognition and publicity of the sponsorship.
- The delivery and installation of the equipment.
- The ownership and maintenance of the equipment.
- The use and access of the equipment.
- The monitoring and evaluation of the sponsorship.
- The reporting and disclosure of the sponsorship.
- The duration and termination of the sponsorship.
- The dispute resolution and arbitration of the sponsorship.
- The signatures and seals of the parties.

The school and the enterprise need to initiate the process of drawing up the agreement by communicating and negotiating with each other, as well as by consulting with legal experts if necessary.

Developing, in consultation with a lawyer, an agreement between the parties involved in the sponsorship process (retrofitting workshops and school laboratories). This step involves finalizing and signing the legal agreement for sponsorship by enterprises of equipment for workshops and school labs. The school and the enterprise need to develop the agreement in consultation with a lawyer, as well as to review and revise it as necessary, to ensure that it reflects the mutual understanding and consent of both parties, and that it protects their interests and rights.

Conclusion

School-enterprise cooperation is a valuable opportunity for enhancing the quality and relevance of education and training, as well as for fostering innovation and entrepreneurship. However, such cooperation also involves legal challenges and responsibilities that need to be carefully considered and addressed by both parties. By following the steps of identifying, analyzing, applying, initiating, and developing the legal regulations for sponsorship by enterprises of equipment for workshops and school labs, the school and the enterprise can ensure that their cooperation is lawful, fair, and beneficial for both parties[13].

1. What is the first step in identifying legal regulations relevant to the planned cooperation on the part of the school?
   a) Analyzing legal requirements important from the school's point of view.
   b) Applying knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories.
   c) <u>Identifying independently all legal regulations relevant to the planned cooperation on the part of the school.</u>

2. What is the second step in equipping workshops and school labs?
   a) <u>Analyzing legal requirements important from the school's point of view, enabling companies to equip workshops and school labs.</u>
   b) Initiating the process of drawing up an agreement between the parties involved in the sponsorship process.

[13] https://www.lsac.org/lsat/taking-lsat/test-format/reading-comprehension *(accessed 01.03.2024).*

c) Developing, in consultation with a lawyer, an agreement between the parties involved in the sponsorship process (retrofitting workshops and school laboratories).

3. What is the third step in equipping workshops and school labs?
   a) Analyzing legal requirements important from the school's point of view, enabling companies to equip workshops and school labs.
   b) <u>Applying knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories.</u>
   c) Identifying independently all legal regulations relevant to the planned cooperation on the part of the school.

4. What is the fourth step in equipping workshops and school labs?
   a) Analyzing legal requirements important from the school's point of view, enabling companies to equip workshops and school labs.
   b) <u>Initiating the process of drawing up an agreement between the parties involved in the sponsorship process.</u>
   c) Developing, in consultation with a lawyer, an agreement between the parties involved in the sponsorship process (retrofitting workshops and school laboratories).

5. What is the fifth step in equipping workshops and school labs?
   a) Analyzing legal requirements important from the school's point of view, enabling companies to equip workshops and school labs.
   b) Applying knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories.
   c) <u>Presents and agrees with the company party the content of the sponsorship agreement[14].</u>

Exercises recommended for the classroom version of the training

Legal provisions regulating corporate sponsorship of equipment for workshops and laboratories in vocational schools.

The leader divides the group into teams of 4-5 people. The task for each team is:

- searching, analyzing and presenting conclusions from the analysis of legal provisions regulating the sponsorship of workshop and laboratory equipment in vocational schools by enterprises.

The group presents the effects of their work on a flipchart in the form of a description or drawing.

The group representative presents the effects of work at the forum.

[14] https://www.lsac.org/lsat/taking-lsat/test-format/reading-comprehension/reading-comprehension-sample-questions (accessed 01.03.2024).

Finally, participants try to develop a common list of legal acts along with proposals.

The teacher summarizes the exercise.

3.2.4.Progress test (self-assessment)

Can you:	Yes	No
1) Identifies independently all legal regulations relevant to the planned cooperation on the part of the school		
2) Analyzes legal requirements important from the school's point of view, enabling companies to equip workshops and school labs		
3) Applies knowledge of the legal framework regarding the use by schools of sponsorship by enterprises in the field of equipment for workshops and school laboratories		
4) Initiates the process of drawing up an agreement between the parties involved in the sponsorship process		
5) Develops, in consultation with a lawyer, an agreement between the parties involved in the sponsorship process (retrofitting workshops and school laboratories		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).
If necessary, use additional source of information prepared to each topic.

3.2.5. Recommended sources of information

Recommended literature - you can find more information on the topic in:

1) *Bekendtgørelse om erhvervsuddannelser (Rozporządzenie wykonawcze w sprawie szkolenia zawodowego): https://www.retsinformation.dk/eli/lta/2021/2499#ide48d875b-c441-4602-b021-232c0dd542ab (accessed: December 20, 2023).*
2) *DECRETO 166/2018, de 18 de septiembre, del Gobierno de Aragón, por el que se regula la formación del profesorado de enseñanzas no universitarias que presta sus servicios en centros docentes sostenidos con fondos públicos en la Comunidad Autónoma de Aragón: http://www.boa.aragon.es/cgi-bin/EBOA/BRSCGI?CMD=VEROBJ&MLKOB=1040620063232&type=pdf (accessed: June 20, 2023).*
3) *Law 3848/2010 which establishes standards for the evaluation and meritocracy in education*
4) *Law 3879/2010 which shaped national priorities in the field of VET and regulated issues governing actions for lifelong learning, such as the definition of the basic concepts and the distinction between administrative bodies and service providers. In addition, it established the National Qualifications Framework and the National Lifelong Learning Network.*
5) *Law 4009/2011 related with in the structure, the operation, quality assurance and internationalisation of VET institution.*

6) *Law 4763/2020 on the establishment on the National System for Vocational Education, Training and Lifelong Learning*
7) *Ministy of Higher Education and Science. Degrees and qualifications: https://ufm.dk/en/education/higher-education/degrees-and-qualifications*
8) *Rozporządzenie Ministra Edukacji Narodowej z dnia 22 lutego 2019 r. w sprawie praktycznej nauki zawodu (Dz.U. 2019 poz. 391 z późn. zm.).*
9) *Rozporządzenie Ministra Edukacji Narodowej z dnia 22 lutego 2019r. w sprawie szczegółowych warunków i sposobu oceniania, klasyfikowania i promowania uczniów i słuchaczy w szkołach publicznych (Dz. U. 2019., poz. 373 z późn. zm.).*
10) *Ustawa z dnia 7 września 1991 roku o systemie oświaty. (Dz. U. 1991 Nr 95 poz. 425 z późn. zm.).*

3.3. Recognizing the needs of the school in terms of retrofitting workshops and school laboratories

3.3.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Uses in-depth knowledge of the school, its organizational structure, programs, teaching and teaching methods to present and prioritize any sponsorship initiatives.
- Recognizes and selects tools to recognize the needs of the school in terms of equipping workshops and school laboratories.
- Describes the principles of preparing a report on the analysis of school needs in terms of equipping workshops and school laboratories.
- Develops, independently or in cooperation with, tools for recognizing the needs of the school in terms of equipping workshops and school laboratories.
- Conducts an analysis of the school's needs in terms of equipping workshops and school laboratorie.
- Prepares a report on the analysis of the school's needs in terms of equipping workshops and school laboratories.

Picture 4: School Facility Insight: Retrofitting Workshop & Labs

Source: https://designer.microsoft.com/image-creator (accessed 01.03.2024).

3.3.2. Learning material

In Denmark, enterprises seeking to equip workshops and school laboratories, particularly in vocational schools, can refer to the guidelines provided by Arbejdstilsynet[15], the Danish Working Environment Authority (WEA). These guidelines are based on Acts and Executive Orders and explain how regulations should be interpreted to ensure health and safety requirements are met. While not legally binding, compliance with these WEA Guidelines generally means that the Danish Working Environment Authority will take no further action. Enterprises can plan and carry out work in accordance with these guidelines, which cover various aspects including the classification of laboratories, handling of hazardous substances, and ensuring a safe working environment. Additionally, the Royal Danish Academy provides insights into how workshops and laboratories form an active component in educational programs, emphasizing the importance of excellent conditions for efficient educational outcomes. For more detailed legal advice, enterprises can consult with organizations like the Confederation of Danish Industry (DI)[16], which offers legal advice on various aspects of company operations in Denmark.

The Danish educational system, particularly in vocational education and training (VET), emphasizes quality and cooperation among stakeholders, including businesses and educational institutions. While specific legal regulations regarding the equipping of workshops and school laboratories in vocational schools are not detailed in the search results, it is clear that there is a framework in place that encourages collaboration between the private sector and educational entities.

Legal Regulations in:

- In Spain, there is no specific law that regulates the collaboration between scholls and enterprises. All collaborations between companies and vocational training centers is in Real Decreto 659/2023, de 18 de julio, por el que se desarrolla la ordenación del Sistema de Formación Profesional. https://www.boe.es/eli/es/rd/2023/07/18/659
- In Poland, there is no specific law that regulates the collaboration between scholls and enterprises. Pursuant to Art. 68 section 7c of the Act of December 14, 2016 - Educational Law (Journal of Laws of 2020, item 910) (open in a new window), the director is obliged to cooperate with the employer, i.e. a company whose activities are similar to the profession taught at a school providing vocational education . Seven areas have been identified in which participation is particularly required[17].

To identify the needs of Green Academy in Denmark for equipping workshops and laboratories there are several steps to be taken:

[15] https://at.dk/ (accessed 01.03.2024).
[16] https://www.danskindustri.dk/english/ (accessed 01.03.2024).
[17] https://ore.edu.pl/2020/12/uwarunkowania-prawne-dotyczace-wspolpracy-szkoly-z-pracodawca/ (accessed 01.03.2024).

Review Curriculum and Teaching Methods: Understand the vocational education curriculum and teaching approaches to determine which subjects rely heavily on practical learning in workshops and labs.
Conduct Needs Assessment: Create surveys or interview protocols to gather feedback from teachers, students, and staff about existing resources, challenges, and suggestions for improvement.
Assess Infrastructure: Evaluate the current state of workshops and labs, considering equipment, facilities, safety measures, and accessibility.
Consult Experts: Engage with vocational education specialists to validate findings and gather insights on best practices.
Prioritize and Plan: Prioritize identified needs based on urgency and impact, then develop action plans with specific steps and resource requirements.
This streamlined approach ensures a focused and efficient process for identifying and addressing the needs of vocational schools in Denmark regarding workshop and laboratory equipment.

Sponsorship agreement overview:

A sponsorship agreement is a contract that outlines the terms and conditions of collaboration between a sponsor (usually an enterprise) and a recipient (such as a school). It focuses on mutual benefits and aims to promote the sponsor's image while supporting specific initiatives of the recipient. Here are the key elements typically included in such an agreement:

1. Parties Involved:
   The sponsor (enterprise) and the recipient (school) are the primary parties.
2. Purpose and Scope:
   Clearly define the purpose of the sponsorship (e.g., equipping workshops and school laboratories).
   Specify the scope of the sponsorship (what will be provided by the sponsor and what promotional activities the recipient will undertake).
3. Financial or In-Kind Support:
   Describe the type of support (financial, material, or services) the sponsor will provide.
   Specify the amount or value of the sponsorship.
4. Promotional Obligations:
   Detail how the recipient will promote the sponsor (e.g., displaying the sponsor's logo, mentioning them in events, etc.).
   Include any branding requirements.
5. Duration and Termination:
   Specify the duration of the sponsorship (start and end dates).
   Outline conditions for termination (e.g., breach of terms, mutual agreement).
6. Rights and Responsibilities:
   Define the rights and obligations of both parties.
   Address any exclusivity clauses (whether the recipient can have other sponsors).
7. Intellectual Property:
   If applicable, address the use of intellectual property (e.g., trademarks, copyrights).
8. Dispute Resolution:
   Include provisions for resolving disputes (mediation, arbitration, etc.).

Example Sponsorship Agreement in Denmark:

Sponsorship Agreement
Between:

XYZ School (Recipient) Address: [School Address]

Makita (Sponsor) Address: [Company Address]

Purpose: The purpose of this agreement is to enhance XYZ School's computer labs and workshops through sponsorship provided by Makita.

Terms and Conditions:

1. Financial Support:

agrees to provide DKK 50,000 (Danish Krone) for the purchase of new computers, software, and equipment.
XYZ School will use these funds exclusively for the specified purpose.
2. Promotional Obligations:

XYZ School will prominently display Makita's logo in the computer labs and acknowledge their sponsorship during school events.
Makita will be mentioned in press releases and on the school's website.
3. Duration:

The sponsorship agreement will be in effect for one academic year (from September 1, 2024, to August 31, 2025).
4. Termination:

Either party may terminate the agreement with 30 days' written notice.
Termination due to breach of terms will be immediate.
5. Rights and Responsibilities:

XYZ School has the right to use Makita's logo for promotional purposes during the sponsorship period.
Makita will not interfere with the school's curriculum or operations.
6. Intellectual Property:

Makita grants XYZ School a non-exclusive license to use its logo solely for sponsorship-related activities[18], [19].

[18] https://dobraaukcja.pl/sponsoring/ (accessed 01.03.2024).
[19] Homepage (makita.dk) (accessed 01.03.2024).

3.3.3. Exercises

Exercises recommended for the online version of the training:

Exercise 1.

1. What organization provides guidelines for equipping workshops and school laboratories in Denmark, based on Acts and Executive Orders?
a) Danish Ministry of Education
b) Danish Working Environment Authority (WEA)
c) Royal Danish Academy
d) Confederation of Danish Industry (DI)
2. What is the primary purpose of a sponsorship agreement between an enterprise and a school?
a) To promote the sponsor's products
b) To establish a partnership for research projects
c) To enhance specific initiatives of the recipient school
d) To provide financial support to the sponsor

3. What is the duration of the example sponsorship agreement provided in the text?
a) One semester
b) Two academic years
c) One academic year
d) Three calendar years

4.Which organization in Denmark offers legal advice on various aspects of company operations, including sponsorship initiatives?
a) Danish Ministry of Education
b) Royal Danish Academy
c) Danish Working Environment Authority (WEA)
d) Confederation of Danish Industry (DI)

5. What is the purpose of conducting a needs assessment in vocational schools in Denmark?
a) To evaluate students' performance
b) To identify gaps and challenges in workshop and laboratory equipment
c) To promote the school's image
d) To determine teachers' professional development needs

Exercises recommended for the classroom version of the training

Exercise 1.
Open discussion: Facilitate a discussion.
1. Discuss in groups the legal regulations pertinent to schools when engaging in collaborations with companies for the purpose of equipping workshops and school laboratories.
2. Example Agreement:

Provide a general description of the contents of an agreement between the parties involved in the sponsorship process for equipping workshops and school laboratories.
Include an example of such an agreement, highlighting key clauses and considerations.
Sponsorship Agreement Content Negotiation Procedure:

3. Describe the procedure for negotiating the content of a sponsorship agreement with the company.
4. Explain how the school can ensure that the agreement aligns with its needs and objectives while meeting legal requirements and company expectations.

3.3.4. Progress test (self-assessment)

Can you:	Yes	No
1) Uses in-depth knowledge of the school, its organizational structure, programs, teaching and teaching methods to present and prioritize any sponsorship initiatives?		
2) Recognizes and selects tools to recognize the needs of the school in terms of equipping workshops and school laboratories?		
3) Describes the principles of preparing a report on the analysis of school needs in terms of equipping workshops and school laboratories?		
4) Develops, independently or in cooperation with, tools for recognizing the needs of the school in terms of equipping workshops and school laboratories?		
5) Conducts an analysis of the school's needs in terms of equipping workshops and school laboratorie?		
6) Prepares a report on the analysis of the school's needs in terms of equipping workshops and school laboratories?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).
If necessary, use additional source of information prepared to each topic.

3.3.5. Recommended sources of information

Recommended literature - you can find more information on the topic in:

1) 10 ventajas que debes conocer de la Formación Profesional Dual | Cámara de España: https://www.camara.es/blog/formacion-y-empleo/10-ventajas-que-debes-conocer-de-la-formacion-profesional-dual (accessed 20.12.2023).
2) Analiza kształcenia dualnego jako metody szkoleniowej. Powiatowy Zespół Obsługi Szkół i Placówek Oświatowych, Giżycko 2015, s. 15–16, https://ec.europa.eu/programmes/erasmus-plus/project-result-content/3094ae6c-ca24-4d2c-9156;-a68689b76320/Apprenticion%20analyse%20(PL).pdf ((accessed 20.12.2023).

3) Bekendtgørelse om erhvervsuddannelser (Rozporządzenie wykonawcze w sprawie szkolenia zawodowego): https://www.retsinformation.dk/eli/lta/2021/2499#ide48d875b-c441-4602-b021-232c0dd542ab (accessed: December 20, 2023).
4) Budzianowska K., 2019, Jak skonstruować program nauczania – krótki poradnik, <https://edurada.pl/jak-skonstruowac-program-nauczania-krotki-poradnik-4/> [accessed 07.12.2023].
5) Cómo crear una encuesta en Microsoft Forms: https://support.microsoft.com/es-es/office/crear-un-formulario-o-crear-un-cuestionario-3c39c220-e30e-401d-bb6f-c1861d5aea01 (accessed: 30.01.2024).
6) DECRETO 166/2018, de 18 de septiembre, del Gobierno de Aragón, por el que se regula la formación del profesorado de enseñanzas no universitarias que presta sus servicios en centros docentes sostenidos con fondos públicos en la Comunidad Autónoma de Aragón: http://www.boa.aragon.es/cgi-bin/EBOA/BRSCGI?CMD=VEROBJ&MLKOB=1040620063232&type=pdf (accessed: June 20, 2023).
7) Ewaluacja – metody i narzędzia ewaluacyjne: https://www.oswiata.slask.pl/media_files/material_4_ocena_dzialan_i_wykorzystywanie_danych_do_podejmowania_decyzji,228.pdf (dostęp: 20.017.2024).
8) Jak utworzyć SZYBKO ankietę, udostępnić ją online i zebrać wyniki do Excela - Microsoft FORMS: https://www.youtube.com/watch?v=eXxpvotWxqQ (dostęp: 25.01.2024). Panek A., Ewaluacja, kontrola i ocena w procesie kształcenia studentów Uniwersytetu Pedagogicznego: https://rep.up.krakow.pl/xmlui/bitstream/handle/11716/2920/06_ewaluacja_kontrola_i_ocena_a_panek.pdf?sequence=1 (accessed: 24.01.2024).
9) Law 3848/2010 which establishes standards for the evaluation and meritocracy in education
10) Law 3879/2010 which shaped national priorities in the field of VET and regulated issues governing actions for lifelong learning, such as the definition of the basic concepts and the distinction between administrative bodies and service providers. In addition, it established the National Qualifications Framework and the National Lifelong Learning Network.
11) Law 4009/2011 related with in the structure, the operation, quality assurance and internationalisation of VET institution.
12) Law 4763/2020 on the establishment on the National System for Vocational Education, Training and Lifelong Learning
13) Microsoft Forms podstawy skrócona instrukcja, Akademia Pedagogiki Specjalnej im. M. Grzegorzewskiej, https://www.aps.edu.pl/media/2392730/microsoft-forms-instrukcja.pdf (accessed: 10.12.2023).
14) Ministy of Higher Education and Science. Degrees and qualifications: https://ufm.dk/en/education/higher-education/degrees-and-qualifications
15) Nevo D., Konceptualizacja ewaluacji edukacyjnej. Analityczny przegląd literatury, [w:] Ewaluacja w edukacji, red. L. Korporowicz, Warszawa 1, Warszawa 1997, s. 5.
16) Opret en formular med Microsoft Forms: https://support.microsoft.com/da-dk/topic/opret-en-formular-med-microsoft-forms-4ffb64cc-7d5d-402f-b82e-b1d49418fd9d (accessed: 30.01.2024).
17) Research from the Foundation for Economic & Industrial Research (2021), “Vocational Education & Training in Greece”, http://iobe.gr/docs/research/RES_05_F_27042021_REP_GR.pdf (accessed: June 20, 2023).

18) Roczny raport z przeglądu programu kształcenia. Wydział Farmaceutyczny Uniwersytet Jagielloński Collegium Medicum, Kraków: https://farmacja.cm.uj.edu.pl/cm/uploads/2019/05/2-Raport-kszta%C5%82cenia-kierunek-Analityka-2016-2017.pdf (accessed: 21.12.2023).
19) *Rozporządzenie Ministra Edukacji Narodowej z dnia 22 lutego 2019 r. w sprawie praktycznej nauki zawodu (Dz.U. 2019 poz. 391 z późn. zm.).*
20) *Rozporządzenie Ministra Edukacji Narodowej z dnia 22 lutego 2019r. w sprawie szczegółowych warunków i sposobu oceniania, klasyfikowania i promowania uczniów i słuchaczy w szkołach publicznych (Dz. U. 2019., poz. 373 z późn. zm.).*
21) Tworzenie formularza w aplikacji Microsoft Forms: https://support.microsoft.com/pl-pl/topic/tworzenie-formularza-w-aplikacji-microsoft-forms-4ffb64cc-7d5d-402f-b82e-b1d49418fd9d (accessed: 25.01.2024).
22) *Ustawa z dnia 7 września 1991 roku o systemie oświaty. (Dz. U. 1991 Nr 95 poz. 425 z późn. zm.).*
23) Żurek M. (red.), Przeprowadzenie analizy funkcjonowania dotychczasowego modelu kształcenia dualnego w Radomiu. Raport z przeprowadzonych badań ankietowych i odbytych spotkań Radom 2021https://klastermetalowy.radom.pl/wp-content/uploads/2022/01/Raport_analiza-funkcjonalna_ZPRKM.pdf (accessed: 25.01.2024).
24) ώς να δημιουργήσετε μια έρευνα στο Microsoft Forms: https://support.microsoft.com/el-gr/office/%CE%B4%CE%B7%CE%BC%CE%B9%CE%BF%CF%85%CF%81%CE%B3%CE%AF%CE%B1-%CE%BD%CE%AD%CE%B1%CF%82-%CF%86%CF%8C%CF%81%CE%BC%CE%B1%CF%82-%CE%AE-%CE%BA%CE%BF%CF%85%CE%AF%CE%B6-3c39c220-e30e-401d-bb6f-c1861d5aea01 (accessed: 30.01.2024).

3.4. Organizing the process of supporting schools by enterprises in the field of retrofitting workshops and school laboratories

3.4.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- has basic knowledge of building relationships at work as a fundraiser.
- possesses development-based knowledge in applied theory and method in application technology and relationship building work as a fundraiser.
- understands the practice and centrally applied theory and method in the concepts and techniques of the fundraising profession.
- suggests an overall and priority plan for implementing sponsorship projects in the school.
- develops and implements a well-structured work plan.
- builds relationships with existing members/contributors, donors and sponsors.
- uses key tools and methods to generate relevant knowledge about support providers, foundations, pools, etc. and possibly partners and stakeholders.
- analyzes and evaluates methods and tools for planning and implementing appropriate fundraising and information gathering campaigns.

Picture 5: Collaborative Retrofit: Enterprises Supporting Schools
Source: https://designer.microsoft.com/image-creator (accessed 17.01.2024).

3.4.2. Learning material

To effectively organize support for schools by enterprises in retrofitting workshops and school laboratories, individuals must acquire a comprehensive skill set encompassing various aspects of

fundraising and project management. Here's a breakdown of the key competencies and knowledge areas required:

Building Relationships as a Fundraiser:
Learners must cultivate basic knowledge of building relationships at work, particularly in the context of fundraising.
This involves establishing connections with stakeholders such as donors, sponsors, and contributors to garner support for school initiatives.
Example: Participating in networking events and engaging with potential sponsors to establish rapport and cultivate relationships. This could involve attending fundraising galas, industry conferences, or local community gatherings where connections with stakeholders can be initiated and nurtured.

Development-Based Knowledge in Fundraising:
Individuals need to possess development-based knowledge in applied theory and methodologies related to application technology and relationship building in fundraising.
Understanding the theoretical underpinnings and practical applications of fundraising techniques is essential for successful engagement with potential supporters.
Example: Completing a fundraising course or workshop focused on applied theory and methodologies. This could include learning about effective communication strategies, donor psychology, and fundraising techniques tailored to different contexts, such as online campaigns or major donor solicitation.

Understanding Fundraising Concepts and Techniques:
Proficiency in the practice and centrally applied theory and method in fundraising concepts and techniques is crucial.
This includes familiarity with various fundraising strategies, such as crowdfunding, grant writing, and corporate sponsorships, tailored to the specific needs of schools.
Example: Researching successful fundraising campaigns in the education sector and analyzing their strategies. This could involve studying case studies of schools that have effectively utilized crowdfunding platforms, secured corporate sponsorships, or received grants for specific projects.

Strategic Planning for Sponsorship Projects:
Learners should be capable of suggesting overall and priority plans for implementing sponsorship projects within schools.
Developing strategic plans that align with the school's objectives and budgetary constraints is essential for project success.
Example: Creating a detailed sponsorship proposal outlining the objectives, target audience, benefits for sponsors, and budget for a specific school project. This proposal would prioritize sponsorship opportunities based on the project's goals and the potential impact on the school community.

Implementing Well-Structured Work Plans:
The ability to develop and implement well-structured work plans is paramount for efficient project execution.

This involves breaking down tasks, setting timelines, and allocating resources effectively to achieve project goals.
Example: Developing a project timeline with clear milestones, responsibilities, and deadlines for each phase of a sponsorship initiative. This could involve using project management tools like Gantt charts or online collaboration platforms to organize tasks and track progress efficiently.

Building Relationships with Stakeholders:
Establishing and nurturing relationships with existing members, contributors, and sponsors is essential.
Effective communication and relationship-building skills are crucial for maintaining ongoing support and fostering partnerships.
Example: Regularly communicating with existing sponsors through personalized thank-you letters, newsletters, and updates on the impact of their contributions. This demonstrates appreciation for their support and helps maintain engagement over time.

Utilizing Tools and Methods for Knowledge Generation:
Individuals must utilize key tools and methods to gather relevant knowledge about support providers, foundations, funding pools, and potential partners and stakeholders.
This may involve conducting research, utilizing databases, and networking within relevant communities.
Example: Conducting market research to identify potential corporate sponsors and foundations interested in supporting educational initiatives. This could involve using online databases, industry reports, and networking to gather information on potential funding sources and their funding priorities.

Analyzing and Evaluating Fundraising Methods and Tools:
Learners need to analyze and evaluate methods and tools for planning and implementing appropriate fundraising and information gathering campaigns.
This includes assessing the effectiveness of different approaches and adapting strategies based on feedback and outcomes.

Methods, Techniques, and Tools for Diagnosing School Needs:
This section explores various methodologies, techniques, and tools used to assess the equipment needs of schools for workshops and laboratories.
Example: After completing a fundraising campaign, conducting a retrospective analysis to evaluate its effectiveness. This could involve reviewing key performance indicators such as donation amounts, donor retention rates, and return on investment to identify areas for improvement in future campaigns.
Example Procedure and Tool for Diagnosing School Needs:
A practical demonstration of a procedure and tool used in conducting a needs assessment for equipping workshops and school laboratories.

Report on the Analysis of School Needs:
Emphasizes the importance of compiling and presenting a comprehensive report detailing the analysis of school requirements for equipping workshops and school laboratories.

By mastering these competencies and knowledge areas, individuals can effectively organize support for schools by enterprises in retrofitting workshops and school laboratories, thereby enhancing the educational environment and opportunities for students.

Principles of Building Relationships when Working with a Fundraiser:

Establishing and maintaining strong relationships with fundraisers is vital for the success of supporting schools by enterprises. Fundraisers are often the bridge between schools and potential donors or sponsors, making it essential to adhere to certain principles:

Trust: Building trust between schools and fundraisers is paramount. Transparency in communication and actions fosters trust and confidence in the partnership.

Transparency: Openness about goals, expectations, and challenges ensures alignment between schools and fundraisers, leading to more effective collaboration.

Communication: Regular and clear communication is key. Both parties should keep each other informed about progress, setbacks, and any changes in plans.

Mutual Respect: Respect for each other's expertise, perspectives, and contributions strengthens the relationship and promotes a positive working environment.

Who is a Fundraiser?

A fundraiser is an individual or organization responsible for raising funds and securing support for specific causes or projects, such as equipping workshops and laboratories in schools. Fundraisers come from various backgrounds and may include:

Professional Fundraising Consultants: These individuals specialize in helping organizations develop and execute fundraising strategies. They bring expertise in areas such as donor cultivation, grant writing, and event planning.

In-house Development Officers: Many schools have dedicated staff members or teams responsible for fundraising efforts. These individuals work closely with school administrators, faculty, and external stakeholders to raise funds and support school initiatives.

Volunteer Fundraising Committees: Some schools may establish volunteer committees comprised of parents, alumni, and community members to spearhead fundraising campaigns and events. These committees play a vital role in engaging the broader school community in fundraising efforts.

How to Prepare a Work Plan with a Fundraiser?

Developing a comprehensive work plan in collaboration with a fundraiser ensures that fundraising efforts align with the school's objectives and priorities. Here's a step-by-step approach:

Define Objectives: Clearly outline the goals and objectives of the fundraising campaign or project. Identify specific funding targets, desired outcomes, and timelines for implementation.

Task Allocation: Assign roles and responsibilities to team members, including fundraisers, school staff, volunteers, and external partners. Clearly define each person's role and the tasks they are responsible for.

Set Timelines: Establish realistic timelines for each phase of the fundraising process, from planning and preparation to execution and evaluation. Break down larger tasks into smaller, manageable steps with associated deadlines.

Allocate Resources: Determine the resources required to support the fundraising campaign, including budgetary allocations, staff time, volunteer support, and any external services or materials needed.
Establish Communication Channels: Create channels for regular communication and collaboration between all stakeholders involved in the fundraising effort. This may include regular meetings, email updates, shared documents, and communication platforms.

How to Build Relationships with a Fundraiser?
Cultivating strong relationships with fundraisers is essential for successful fundraising efforts. Here are some strategies for building and maintaining these relationships:
Regular Communication: Keep lines of communication open with fundraisers through regular meetings, phone calls, emails, and updates. Share progress, challenges, and successes transparently.
Active Engagement: Involve fundraisers in key decision-making processes and seek their input and feedback on fundraising strategies and initiatives. Make them feel valued and appreciated for their contributions.
Provide Support and Resources: Offer fundraisers the resources, tools, and support they need to succeed in their roles. This may include access to fundraising software, training opportunities, and assistance with donor cultivation and stewardship.
Recognition and Appreciation: Recognize fundraisers for their hard work and dedication publicly. Highlight their achievements, milestones, and successes in newsletters, social media posts, and other communications channels. Showing appreciation fosters a positive relationship and encourages continued engagement.

Tools and Methods to Generate Appropriate Knowledge:
Schools have access to a variety of tools and methods for gathering relevant knowledge about potential donors, sponsors, and funding opportunities. Examples include:
Donor Databases: Utilizing donor management software to track donor interactions, preferences, and giving histories. This helps schools tailor fundraising appeals and stewardship efforts to individual donors' interests and preferences.
Research Techniques: Conducting market research, feasibility studies, and environmental scans to identify potential funding sources, understand donor motivations, and assess the competitive landscape.
Networking Opportunities: Engaging with local business leaders, community organizations, and philanthropic networks to build relationships and explore partnership opportunities. Networking events, conferences, and workshops provide valuable opportunities for schools to connect with potential donors and sponsors.
Online Resources: Leveraging online platforms, databases, and directories to research potential funding opportunities, including grants, sponsorships, and fundraising campaigns. Websites such as Foundation Center, GrantWatch, and GuideStar offer comprehensive databases of funding sources and grant opportunities for schools and nonprofits.
Partnerships and Collaborations: Collaborating with other schools, nonprofits, and community organizations to share resources, expertise, and funding opportunities. Partnerships can expand schools' fundraising networks, increase visibility, and leverage collective resources for greater impact.

Assessing Fundraising Strategies and Implementation Effectiveness

1. Basic Knowledge of Relationship Building as a Fundraiser:
   Learners acquire fundamental knowledge about effective relationship-building in their role as fundraisers. Understanding how to establish and maintain positive connections with stakeholders such as donors and sponsors is essential.
2. Theory and Practical Knowledge in Technology Application and Relationship Building:
   The learning process encompasses both theoretical understanding and practical skills. Learners gain insights into modern technological solutions used in fundraising and learn how to foster lasting relationships with various stakeholders.
3. Understanding Practice and Central Theories in Fundraising Techniques:
   Learners grasp the intersection of theory and practice in the fundraising profession. They explore methods that are widely applied and understand how to tailor these techniques to specific school contexts.
4. Proposing General and Priority Implementation Plans for Sponsorship Projects in Schools:
   Learners develop the ability to suggest overall and prioritized plans for implementing sponsorship projects within educational institutions. These plans consider resource allocation and strategic goals.
5. Creating and Implementing Well-Organized Work Plans:
   Learners learn to create structured work plans that align with fundraising objectives. Organizational skills are crucial for effective execution of fundraising initiatives.
6. Building Relationships with Existing Members, Collaborators, Donors, and Sponsors:
   Learners focus on building and nurturing relationships with key stakeholders. Effective communication and collaboration contribute to successful fundraising efforts.
7. Utilizing Key Tools and Methods for Generating Relevant Support Knowledge:
   Learners explore essential tools and methodologies to gather relevant information about support providers, foundations, funding sources, and potential partners. This knowledge informs fundraising strategies.
8. Analyzing and Evaluating Fundraising Planning and Implementation Methods:
   Learners critically assess various methods and tools used in planning and executing successful fundraising campaigns. Regular evaluation ensures continuous improvement[20], [21].

Basic relationship at work:

1. Trust: Trust is the cornerstone of any relationship. It develops over time through consistent actions, honesty, and reliability. As a fundraiser, trust your colleagues and be trustworthy. Keep your promises, share information openly, and take responsibility for any mistakes.
2. Respect: Show respect to your coworkers, including fundraisers. Acknowledge their contributions, appreciate their efforts, and value their perspectives. Respectful interactions create a positive work environment and encourage collaboration.

[20] https://www.ore.edu.pl/images/files/POWER/zarzadzanie_oswiata/materialy_pomocnicze/Zapewnianie_jakosci_procesu_wspomagania_wprowadzenie.pdf (accessed 17.01.2024).

[21] https://pomagajsieuczyc.ceo.org.pl/wp-content/uploads/sites/4/2021/10/Strategie-oceniania-ksztaltujacego-papier-firmowy-SUS.pdf (accessed 17.01.2024).

3. Inclusion: Foster a sense of belonging by actively including others. Involve fundraisers in discussions, decision-making processes, and team activities. When everyone feels part of the team, they are more likely to contribute effectively.
4. Open Communication: Effective communication is essential. Listen actively to your colleagues, including fundraisers, and express your thoughts clearly. Encourage open dialogue, ask for feedback, and address any concerns promptly.
5. Recognition and Appreciation: Celebrate achievements and recognize the hard work of fundraisers. A simple "thank you" or public acknowledgment can go a long way in building positive relationships.
6. Collaboration: Work together as a team. Fundraisers often collaborate with various departments, so foster a collaborative spirit. Share information, brainstorm ideas, and support each other's goals.
7. Conflict Resolution: Conflicts are inevitable, but how you handle them matters. Address disagreements professionally, seek common ground, and find win-win solutions. Avoid personal attacks and focus on resolving the issue.
8. Empathy: Understand your colleagues' perspectives, including those of fundraisers. Empathy helps build rapport and fosters a supportive work environment. Put yourself in their shoes and consider their feelings and challenges.
9. Networking: Connect with fundraisers and other colleagues beyond your immediate team. Attend networking events, participate in company-wide initiatives, and build professional relationships across departments.
10. Adaptability: Be flexible and adaptable. Fundraisers often work with diverse stakeholders, so embrace change and adjust your approach as needed. A willingness to learn and adapt strengthens relationships[22], [23].

Role of fundraiser:

1. What Is Fundraising? Fundraising is the process of acquiring funds from various sources for specific purposes. Initially associated with nonprofit organizations and raising money for social causes, fundraising now extends to securing investments for other profit-oriented ventures as well. It plays a crucial role in sustaining charitable foundations (such as the Great Orchestra of Christmas Charity), scientific endeavors, sports initiatives, medical institutions, and cultural establishments1.
2. Types of Fundraising:
   - Commercial Fundraising: Involves raising funds for business projects.
   - Nonprofit Fundraising: Focuses on supporting schools, sports organizations, and NGOs.
   - Crowdfunding: A popular online method where individuals contribute small amounts to a project or cause.
   - Campaigns and Events: Organizing fundraising events, auctions, lotteries, and charity drives.
3. Fundraiser's Role and Responsibilities:
   - Fundraisers specialize in acquiring financial resources for charitable and other purposes.

[22] https://potencjalosobowosci.com/13-zasad-budowania-relacji/ (accessed 17.01.2024).
[23] https://www.testhr.pl/pl/relacje-w-miejscu-pracy-czemu-sa-tak-wazne/ (accessed 17.01.2024).

- They engage in direct actions, campaigns, collections, lotteries, auctions, and fundraising initiatives.
- Fundraisers work closely with organizations, donors, and the community to meet financial goals.

4. Skills and Competencies:
   - Networking: Building relationships with potential donors and investors.
   - Communication: Articulating the organization's mission and impact effectively.
   - Creativity: Devising innovative fundraising strategies.
   - Negotiation: Convincing donors to contribute.
   - Project Management: Organizing and executing fundraising campaigns.
5. Salary and Career Opportunities:
   - Despite being a relatively new field in Poland, fundraising experts can expect competitive compensation.
   - Fundraisers are sought after by businesses across various sectors.
   - Their work directly impacts an organization's financial stability and growth.
6. Understand the Fundraiser's Role:
7. Begin by understanding the specific responsibilities of a fundraiser. They specialize in acquiring funds for social causes, charitable organizations, and other initiatives.
8. Recognize that fundraisers work with various stakeholders, including donors, sponsors, and community members.
   In summary, fundraisers play a vital role in securing financial resources for both nonprofit and profit-oriented endeavors. Their ability to connect with donors, communicate effectively, and devise creative fundraising methods contributes significantly to the success of organizations and initiatives[24], [25].

Work plan with fundraiser

1. Set Clear Objectives:
   - Define the purpose of your fundraising efforts. Are you raising funds for a specific project, event, or ongoing operations?
   - Set measurable goals, such as the amount of money to be raised or the number of new donors to acquire.
2. Identify Target Donors and Supporters:
   - Segment your potential donors based on their interests, demographics, and giving capacity.
   - Consider individual donors, corporate sponsors, foundations, and government grants.
3. Develop a Timeline:
   - Create a timeline that outlines key milestones, deadlines, and fundraising events.
   - Allocate time for planning, execution, and evaluation.
4. Choose Fundraising Methods:
   - Select appropriate fundraising methods based on your organization's mission and audience.
   - Common methods include:

[24] https://www.gowork.pl/poradnik/17/kariera/fundraiser-kim-jest-czym-sie-zajmuje/ (accessed 17.01.2024).
[25] https://www.aplikuj.pl/porady-dla-pracownikow/2519/fundraiser-obowiazki-kariera-zarobki-czy-warto-zostac-fundraiserem (accessed 17.01.2024).

- Events: Organize charity galas, auctions, walks, or runs.
- Direct Mail Campaigns: Send personalized letters or emails to potential donors.
- Online Fundraising: Use crowdfunding platforms or social media campaigns.
- Corporate Partnerships: Collaborate with businesses for sponsorships.
- Major Gifts: Cultivate relationships with high-net-worth individuals.

5. Budget and Resources:
   - Estimate the costs associated with each fundraising method.
   - Allocate resources (staff, volunteers, materials) accordingly.
6. Communication and Marketing:
   - Develop a communication plan to reach your target audience.
   - Use various channels (website, social media, newsletters) to promote your cause.
   - Craft compelling messages that resonate with potential donors.
7. Engage Fundraisers and Volunteers:
   - Involve fundraisers, volunteers, and board members in the planning process.
   - Assign specific tasks and responsibilities.
   - Provide training and support.
8. Monitor Progress and Adjust:
   - Regularly track your fundraising efforts against the set goals.
   - Adjust strategies if needed based on performance.
   - Celebrate successes and learn from challenges.
9. Evaluate and Learn:
   - After the fundraising campaign, evaluate its effectiveness.
   - Analyze data, feedback, and donor responses.
   - Use insights to improve future fundraising plans.[26]

Relation with the fundraiser

Building strong relationships with fundraisers is essential for successful collaboration and achieving fundraising goals. Here are you can find nine effective ways to foster meaningful connections with fundraisers:

1. Introduction:
   - Make a positive first impression: Whether at an event, through a board member, or online, use introductions as opportunities to showcase your organization's mission and impact.
   - Highlight the problem: Show how your organization addresses a specific issue. Potential long-term donors may emerge from these initial interactions.
2. Acknowledge Gifts and Donors:
   - Express gratitude: Promptly acknowledge donations and thank donors sincerely. Regularly recognize their contributions.
   - Prepare reports: Keep donors informed about the impact of their gifts. Transparency builds trust.
3. Regular Communication:
   - Stay in touch: Regularly reach out to donors. Use personalized communication to share updates, success stories, and upcoming events.

[26] https://porady.pracuj.pl/stanowiska/fundraiser-zakres-obowiazkow/ (accessed 17.01.2024).

- Vary your asks: Don't always focus on financial requests. Invite donors to volunteer, attend events, or participate in advocacy efforts.

4. Segment Donors:
   - Understand donor preferences: Use a donor management platform to segment donors based on their interests, giving history, and communication preferences.
   - Tailor interactions: Customize your approach based on each donor's profile.
5. Create a Culture of Appreciation:
   - Celebrate donors: Highlight their impact during events, newsletters, and social media posts.
   - Recognize milestones: Remember anniversaries of their first gifts or other significant moments.
6. Engage Offline:
   - Pick up the phone: Occasionally, have personal conversations with donors. Show genuine interest in their perspectives and experiences.
   - Face-to-face meetings: Arrange in-person meetings when possible. Building relationships extends beyond digital communication.
7. Share Impact Stories:
   - Showcase success: Share stories of how donor contributions directly benefit your cause. Visualize the impact.
   - Invite donors to witness firsthand: Arrange visits to project sites or events where they can see their support in action.
8. Collaborate on Fundraising Events:
   - Involve donors: Engage them in organizing or participating in fundraising events. Their active involvement strengthens bonds.
   - Joint efforts: Work together to achieve common goals.
9. Feedback Loop:
   - Listen and learn: Seek feedback from donors. Understand their motivations and concerns.
   - Adapt and improve: Use insights to refine your strategies and enhance donor relationships[27], [28].

3.4.3. Exercises

Exercises recommended for the online version of the training:

Exercise 1.

Based on the text above please answer the following questions:

1) What is a key activity for building relationships as a fundraiser?

a) Sending generic emails to potential donors

b) <u>Attending networking events and engaging with stakeholders</u>

c) Posting occasional updates on social media

d) Ignoring donor inquiries

[27] https://www.funraise.org/blog/donor-relations (accessed 17.01.2024).

[28] https://donorbox.org/nonprofit-blog/donor-relationships (accessed 17.01.2024).

2) What is an example of development-based knowledge in fundraising?
a) Understanding basic mathematics
b) Completing a course on fundraising techniques
c) Memorizing the names of potential donors
d) Being proficient in a foreign language

3) Which of the following is a fundraising concept?
- Calculus
- Social media marketing
- **Crowdfunding**
- Geology

4) What is an essential component of a sponsorship proposal?
a) Detailed project timeline
b) List of unrelated projects
c) Lack of clarity on project objectives
d) Limited information on target audience

5) What is a benefit of having a well-structured work plan?
a) Increased confusion among team members
b) Difficulty in tracking progress
c) Improved organization and efficiency
d) Higher likelihood of missing deadlines

6) How can fundraisers maintain relationships with donors?
a) Ignoring donor communications
b) Sending personalized thank-you letters
c) Never providing updates on project progress
d) Making unrealistic promises to donors

7) What is a method for gathering information about potential donors?
a) Ignoring donor databases
b) Conducting market research
c) Avoiding networking events
d) Guessing potential donor interests

Exercises recommended for the classroom version of the training

Exercise 1.

How to ensure support from an external company in terms of accessories and school laboratories?

The leader divides the group into 4-5 teams. The task for each team is to answer the question:

- How to obtain support from an external company in terms of additional equipment and school laboratories?

The group presents the effects of its work on a flipchart in graphic or graphic form.
The group representative presents the effects of work at the forum.
At the end, the participants will develop a common summary of legal acts with conclusions.
The presenter summarizes.

3.4.4.Progress test (self-assessment)

Can you:	Yes	No
1) has basic knowledge of building relationships at work as a fundraiser		
2) possesses development-based knowledge in applied theory and method in application technology and relationship building work as a fundraiser?		
3) understands the practice and centrally applied theory and method in the concepts and techniques of the fundraising profession?		
4) suggests an overall and priority plan for implementing sponsorship projects in the school?		
5) develops and implements a well-structured work plan?		
6) builds relationships with existing members/contributors, donors and sponsors?		
7) uses key tools and methods to generate relevant knowledge about support providers, foundations, pools, etc. and possibly partners and stakeholders?		
8) analyzes and evaluates methods and tools for planning and implementing appropriate fundraising and information gathering campaigns?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).
If necessary, use additional source of information prepared to each topic.

3.4.5. Recommended sources of information

Recommended literature - you can find more information on the topic in:

1) *Activities carried out by the Radom Metal Cluster, https://klastermetalowy.radom.pl/o-nas/ (accessed: 12.03.2024).*
2) *CEDEFOP Una Mirada a la Formación Profesional España: https://www.cedefop.europa.eu/files/8035_es.pdf (accessed: December 20, 2023).*

3) *Cedefop, & EOPPEP. 2019. Vocational education and training in Europe: Greece. https://www.cedefop.europa.eu/el/printpdf/tools/vet-in-europe/systems/greece (accessed: June 20, 2023).*
4) *Danske virksomheder løfter et kæmpe uddannelsesansvar på erhvervsuddannelserne: https://www.da.dk/politik-og-analyser/uddannelse- og-kompetencer/2020/danske-virksomheder-loefter-et-kaempe-uddannelsesansvar-paa-erhvervsuddannelserne/ (accessed: 20.12.2023).*
5) *ETF (2013), Work-based learning: benefits and obstacles a literature review for policy makers and social partners in ETF partner countries, European Training Foundation.*
6) *Ministerstwo Edukacji Narodowej w Polsce: Obowiązek współpracy szkół z pracodawcami. https://www.gov.pl/web/edukacja/obowiazek-wspolpracy-szkol-z-pracodawcami (accessed: 17.01.2024).*
7) *Pérez Manzano, Ángela, El aprendizaje basado en el trabajo en España desde la perspectiva europea (Work-based learning in Spain in relation to the European Union): https://uvadoc.uva.es/bitstream/handle/10324/32841/TFM-G891.pdf?sequence=1 (accessed: June 20, 2023).*
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10) *Szkolnictwo zawodowe w Polsce – szkoły muszą kształcić na potrzeby rynku pracy. https://fpg24.pl/szkolnictwo-zawodowe-w-polsce-szkoly-musza-ksztalcic-ludzi-na-potrzeby-rynku-pracy/ (accessed: 20.12.2023).*
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3.5. Monitoring and evaluating the processes of supporting schools by enterprises in the field of equipping workshops and school laboratories

3.5.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Recognizes and selects tools to monitor and evaluate the processes of supporting schools by enterprises in the field of equipping workshops and laboratories.
- Describes the rules for preparing a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories.
- Develops and implements a systematic procedure for controlling the sponsorship plan
- Analyzes and evaluates a fundraising campaign or project for relevance, target audience and channel selection.
- Prepares a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories.

Picture 6: Evaluation Framework: Monitoring School Equipment Support
Source: https://designer.microsoft.com/image-creator *accessed: 12.03.2024.*

3.5.2. Learning materials

Methods, Techniques, and Tools for Monitoring and Evaluating Support Processes:

In this section explores various methods, techniques, and tools used to monitor and evaluate the processes of supporting schools by enterprises in equipping workshops and laboratories.

Examples of tools may include:
Example:
Surveys: Schools can create and administer surveys to teachers, students, and administrators to gather feedback on the effectiveness of equipment provided by enterprises. Questions can focus on usability, durability, and overall satisfaction with the equipment.
Data Analytics Software: Utilizing software such as Google Analytics or Salesforce to track and analyze metrics related to fundraising campaigns. Schools can monitor donation trends, campaign engagement levels, and donor demographics to assess the impact of fundraising efforts.
Site Visits: Representatives from enterprises can conduct site visits to schools to observe firsthand how the equipment is being utilized. They can assess the condition of the equipment, observe its impact on student learning, and gather feedback from teachers and students.

Example Tool for Monitoring and Evaluating Support Processes:
A concrete example of a tool used for monitoring and evaluating support processes is the "Impact Assessment Toolkit."
Impact Assessment Toolkit: This toolkit includes:
Survey Templates: Pre-designed surveys for collecting feedback from stakeholders on the effectiveness of support initiatives.
Data Analysis Spreadsheets: Excel spreadsheets with built-in formulas for analyzing survey responses and generating reports.
Guidelines for Site Visits: Step-by-step instructions for conducting site visits, including observation protocols and interview questions.
Case Studies: Examples of successful impact assessments conducted using the toolkit, showcasing best practices and lessons learned.

Report on the Analysis of Monitoring and Evaluation of Support Processes:
This section focuses on preparing a report that summarizes the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in equipping workshops and laboratories. The report should adhere to specific rules and guidelines, including:
Clear presentation of findings: Providing concise summaries of key findings from monitoring and evaluation activities.
Recommendations for improvement: Offering actionable recommendations based on the analysis to enhance future support processes.
Visual aids: Incorporating graphs, charts, and other visual aids to enhance the readability and clarity of the report.
Stakeholder engagement: Involving relevant stakeholders in the review and validation of the report to ensure accuracy and credibility.
Example:
Survey results indicate high satisfaction among teachers and students with the new equipment provided by enterprises, with 90% reporting improved learning experiences.
Data analysis reveals a 20% increase in student engagement levels since the implementation of the support initiatives.
Recommendations:
Increase communication and collaboration between schools and enterprises to identify ongoing equipment needs and opportunities for further support.

Explore additional fundraising channels, such as corporate sponsorships or grant funding, to sustain and expand support initiatives in the long term.
Visual Aids:
Graphs displaying survey responses and trend lines depicting changes in student engagement levels over time.
Infographics summarizing key findings and recommendations for easy comprehension.
Stakeholder Engagement:
The report will be presented to school administrators, enterprise representatives, and relevant community stakeholders for review and validation. Feedback will be incorporated to ensure the accuracy and credibility of the report.

3.5.3. Exercises

Exercises recommended for the online version of the training:

Exercise 1.
Based on the text above please answer the following questions:

1) **Which method can schools use to gather feedback on the effectiveness of equipment provided by enterprises?**
   a) Site visits.
   b) Classroom observations.
   c) Sending emails to stakeholders.
   d) <u>Conducting surveys.</u>

2) **What is an example of a toolkit used for monitoring and evaluating support processes?**
   a) Excel spreadsheet.
   b) Google Docs.
   c) <u>Impact Assessment Toolkit.</u>
   d) PowerPoint presentation.

3) **What is a recommendation provided in the impact assessment report?**
   a) Decrease communication between schools and enterprises.
   b) <u>Explore additional fundraising channels.</u>
   c) Avoid stakeholder engagement.
   d) Ignore survey results.

4) **What can enterprises do to assess the impact of their support initiatives?**
   a) <u>Conduct site visits to schools.</u>
   b) Ignore feedback from stakeholders.
   c) Limit communication with schools.
   d) Discontinue support initiatives.

5) What does the Impact Assessment Toolkit include?

a) Only survey templates.
b) Guidelines for site visits.
c) <u>Data analysis spreadsheets.</u>
d) Case studies.

Exercises recommended for the classroom version of the training

Exercise 1.
Tools monitoring the processes of supporting schools by enterprises in terms of equipping workshops and laboratories.
Exercise course:
1) The leader divides the participants into teams of 3-4 people. Each team is tasked with:

- selecting the area related to sponsorship of schools by enterprises in terms of equipment for workshops and laboratories, which will be subject to the monitoring process;
- development of monitoring criteria;
- development of a tool for monitoring the designated area;
- indication of potential problems that may arise in the designated area;
- indication of improvement actions;
- presenting the effects of the group's work in the form.

2) The leader summarizes the exercise.

3.5.4. Progress test (self-assessment)

Can you:	Yes	No
1) Recognizes and selects tools to monitor and evaluate the processes of supporting schools by enterprises in the field of equipping workshops and laboratories		
2) Describes the rules for preparing a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories		
3) Develops and implements a systematic procedure for controlling the sponsorship plan		
4) Analyzes and evaluates a fundraising campaign or project for relevance, target audience and channel selection		
5) Prepares a report on the analysis of monitoring and evaluation of the processes of supporting schools by enterprises in the field of equipping workshops and laboratories		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).
If necessary, use additional source of information prepared to each topic.

3.5.5. Recommended sources of information

Recommended literature - you can find more information on the topic in:

1) *Activities carried out by the Radom Metal Cluster, https://klastermetalowy.radom.pl/o-nas/ (accessed: 12.03.2024).*
2) *Dual education at Radmot company, https://radmot.com/pl/ksztalcenie-dualne (accessed: 12.03.2024).*
3) *Grzonkowska D., Misztal J., Wilińska-Wieczorek J., Żuchowski Z., Monitorowanie wdrażania podstawy programowej kształcenia ogólnego na II, III, IV etapie edukacyjnym. Poradnik, ORE 2013 (wersja elektroniczna): Istota i rola monitorowania w systemie edukacjihttps://tiny.pl/dhp8c (accessed: 20.01.2024).*
4) *Monitorowanie losów absolwentów uczelni wyższych z wykorzystaniem danych administracyjnych Zakładu Ubezpieczeń Społecznych. Raport końcowy, Instytut Badań Edukacyjnych. Warszawa, styczeń 2014: https://produkty.ibe.edu.pl/docs/raporty/ibe-raport-monitorowanie-losow-absolwentow.pdf (accessed: 21.12.2023).*
5) *Roczny raport z przeglądu programu kształceni. Wydział Farmaceutyczny Uniwersytet Jagielloński Collegium Medicum, Kraków: https://farmacja.cm.uj.edu.pl/cm/uploads/2019/05/2-Raport-kszta%C5%82cenia-kierunek-Analityka-2016-2017.pdf (accessed: 21.12.2023).*
6) *Wzór raportu z działań projakościowych. Wydział Farmaceutyczny Uniwersytet Jagielloński Collegium Medicum, Kraków: https://wnz.cm.uj.edu.pl/cm/uploads/2022/01/WZOR-RAPORTU-Z-DZIALAN-PROJAKOSCIOWYCH.docx (accessed: 21.12.2023).*

4. GLOSSARY

English	*Danish*
school management	skoleledelse
internship diary	praktikdagbog
learning outcomes	læringsoutcome
exams	eksamener
evaluation	evaluering
schedule	tidsplan
patronage class	patronatkursus
personal competences	personlige kompetencer
monitoring	overvågning
site visist	besøg på stedet
negotiations	forhandlinger
direct observation	direkte observation
observations	observationer
peer assessment	gensidig vurdering
assessment	vurdering
tutor - instructor of practical vocational training	praktikvejleder
employer	arbejdsgiver
employee	medarbejder
professional practice	faglig praksis
curriculum	curriculum / læseplan
pedagogical preparation	pædagogisk forberedelse
parent	forælder
labour market	arbejdsmarked
self-esteem	selvværd
diagnostic survey	diagnostisk undersøgelse
simulations	simulationer
Vocational school	erhvervsskole
practice tests	prøver
skill tests	færdighedsprøver
student	elev
agreement	aftale
resources	ressourcer
surveys	undersøgelser
stakeholder	interessenter
progress test	fremskridtskontrol
exercises	øvelser
monitoring and evaluation	overvågning og evaluering

impact assessment	virkningsvurdering
Fundraising Campaign	fundraisingkampagne
Workshops and Laboratories	Værksteder og Laboratorier
Sponsorship	sponsoraftale
Equipping:	udstyr

5. LITERATURE

1) The Danish Approach to Quality in Vocational Education and Training, Danish Ministry of Education. https://www.uvm.dk/-/media/filer/uvm/publikationer/engelsksprogede/2008-the-danish-approach-to-quality-in-vocational-education-and-training.pdf (accessed 01.03.2024).
2) Vocational education and training in Denmark, Danish Ministry of Education. https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark (accessed 01.03.2024).
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