



WP2 - Best practices and Training Needs Assessment

Case Study 3: SMEs in Apprenticeships with focus on role of intermediary organisations - POLAND

by Northern Chamber of Commerce, Szczecin, Poland

Title	Guidance And job Placement services for a better transition of IVET students into the labor market
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Source of Information	http://gaproject.eu/
Location (Region / Country)	The region of Śląsk [Silesia] in Poland.
Context (appr. 500 words)	<p>It was an international project, focusing on three European regions. One of them was Śląskie Voivodeship.</p> <p>The Śląskie [Silesian] Voivodeship is situated in the southern part of Poland. It is one of the most important industrial regions in Poland. The Silesian voivodeship is predominantly an industrial region. In terms of economy, the Silesian Voivodeship is one of the strongest in Poland. 13% of Poland's Gross Domestic Product (GDP) is generated here, giving the Voivodeship the second highest rank in Poland. GDP per inhabitant amounts to PLN 32,800 and is by 4,000 higher than the national average. The most important regional industries are: mining, iron, lead and zinc metallurgy, power industry, engineering, automobile, chemical, building materials and textile. In the past, the Silesian economy was determined by coal mining. Restructuring in the recent years has caused systematic changes in the economic structure of the Voivodeship. The whole industry reports a decreased share of mining and metallurgy, which until recently were predominant in the economy of the Voivodeship, and an increased share of the electro-engineering industry, the information technology industry, power industry and, reporting the most rapid growth, the automotive industry (the region is Poland's largest car producer) and food industry.</p> <p>The transition from heavy industries into modern economy caused some problems. In 2014 the number of unemployed inhabitants were 181,5 thousands, which is the rate of 9,9%. According to data from 2012 4,5% inhabitants were considered extremely poor (below the minimum of existence).</p> <p>As it is the case of entire Poland concerning VET education, the most important issue is matching VET provision (skills) with labor market needs (jobs). Development of an efficient system for the anticipation of needs related to skills which may be required of individuals in the labor market is a complicated process underpinned by many educational and economic considerations. The basic components of such a system have to include employers, trade unions, research centers and ministries responsible for individual sectors of the economy and education.</p>
Methodological Approach (appr.)	The identified problems were: 1. Career guidance needs to be a stronger part of programs within the

500 words)	<p>IVET system designed to prevent early leaving. Career guidance has received less attention in IVET than in general academic studies. Indeed, it is assumed that decisions about training and vocational pathways have already been taken by the time a person embark on VET.</p> <ol style="list-style-type: none"> 2. A lot of guidance services are provided when students have to decide their educational path and much less during and after their educational/training courses. This takes little account of the increasing flexibility that is included in upper secondary vocational education programs, or of the wide range of career options and jobs that can flow from broadly designed VET. 3. IVET students often have negative experiences at schools, as they see little relationship between formal learning and the world of work, and are frequently in need of career learning in order to better manage the increasingly complex and non-linear transition between education, training and work. <p>Methodology: The General objective of GAP Project was to improve guidance and job employment services towards IVET students across EU. One of the specific objectives was "to improve the quality and the cooperation among different stakeholders (LLG services, PES, VET providers and social partners)".</p>
Impact and key success factors (appr. 500 words)	<p>The survey was conducted among students and stakeholders concerning the existence and usability of guidance services which help students and learners to find their way from school to working life.</p> <p>The following data result from the administration of questionnaires to 52 Polish students. Most of these students have completed secondary and vocational schools. The surveyed students were generally aware of existence of institutions/services helping them to find their way from school to working life (they indicated School, teachers; School Career Centers; Voluntary Labor Corps (OHP); NGO; Labor offices; internet; social welfare centre; pedagogic consultation bureau), however half of them had never used any of them. Those who had used such institutions had following remarks:</p> <ul style="list-style-type: none"> – work of these institutions should be more modern, innovative – work of these institutions must be focused more on a client, support must be more complex – more job offers – I do not have an idea – more accessible information – services available online – doing research and analyzing how graduates deal with their working life – cyclic meetings with advisers/ councilors – more classes and/or consulting regarding own image creation as well as the preparation for the interview with future employer – classes should be conducted professionally

The stakeholders have the following perception on:

- existing institutions/services helping people to find their way from school to working life:
 - They require strengthening the cooperation with schools and/or colleges.
 - Majority are these are institutions which work temporary, just for the purposes of EU projects implementation.
- services of these institutions:
 - The most optimal system of preparation of young people to their professional stage would be a complex program that takes into account the tests of competences, interviews, talks with career adviser and also workshops related interpersonal communication. To regret, the survey respondent did not meet so far with this type complex actions among known to him establishments and services.
 - In case services which are carried out at schools it as a rule that they are being led by teachers who, simultaneously, are teaching at these schools. Young people aren't able to talk with their teachers about the problems which bother them, because both sides just take part at school's life.
 - A careers guidance is a new profession which is not too known and too common yet. Many persons do not have a clue who career advisor is and what the career advisor is dealing with. So, existing institutions should more advertise and gain the trust of people. Then, young people will be more aware of existing services and more likely to make use of these services.
 - Career advisors should arouse the greater trust of people and should demonstrate a greater interest with the concrete person who needs their help.

The stakeholders identified following ways of helping students to find their way from school to working life:

- Recognizing expectations and needs of the person
- Diagnosing of the student regarding her/his professional predispositions and the features of her/his individuality,
- Consultations and advising as issues connected with communication, dealing with the stress, assessing and consciousness of strong and weak points of person, predispositions to concrete professions, etc.
- Giving information and tips concerning possibilities of further education or retraining in the context of future profession of the student
- Acting as a coach, using elements of competence tests and creations of the vision of the person basing on her/his own passions, interests and predispositions
- By cooperation with schools and organizing and conducting a group and individual workshops with the young people
- Acting as a job broker and appointing recruitment meetings for the candidates.

This approach and changed perception was probably the most important

	result of the project.
Stakeholders and Partners (appr. 500 words)	<p>There were three partners in the project:</p> <ol style="list-style-type: none"> 1. Tverrfaglig Opplæringskontor i Fjellregionen (TOIF) was established in 2006 and has today 93 member enterprises, public and private. They had 84 apprenticeship contracts at the beginning of 2015, and they are approved in 22 different professions. The apprenticeship training agency is owned by the member enterprises, and is managed by a board of five members. In 2015 they had apprentices in the municipalities Rendalen, Engerdal, Alvdal, Folldal, Tynset, Tolga, Os, Røros, Rennebu og Midtre Gauldal. Their job is mainly to follow-up the apprentices' professional development. They participate in organizing education to promote good practice and quality; they contribute with administrative support related to the apprentices, and they help the enterprises with planning and evaluation. TOIF arranges courses for apprentices and supervisors, and takes part in educational sessions and similar arrangements. 2. Centre IFAPME Liege-Huy-Waremme, which is the largest training center in the Walloon Region with nearly 15,000 students and 1,000 graduates each year. Since its creation, its mission has always been to strengthen, through training, the economic potential of medium and small companies and independent. Its activities are conducted by more than 1,000 instructors and almost 70 permanent employees. Classes and workshops are located in 9 buildings spread over the districts of Liège and HuyWaremme. The Centre IFAPME Liege-Huy-Waremme association is also, over time, entered a partnership approach with other operators, Belgians (Forem and competence training centers such as AutoForm, Construform and Epicuris particular) and Europeans (s Reforme and EuroApprenticeship network, among others). 3. The Silesian Entrepreneurship Development Foundation (Śląska Fundacja Wspierania Przedsiębiorczości – SFWP) is a non-profit organization created in 1994. It was one of the 13 foundations created all over Poland in the framework of a programme realized in cooperation with the World Bank and the Ministry of Labor for the Development of Small Entrepreneurship. The founding partners include several municipalities from the region, as well as the Technical University. The Foundation's main activities include training in many field (e.g. ICT/ECDL courses, ABC of entrepreneurship, foreign language courses, Active 60+) and vocational guidance services which are targeted at various categories of clients, individual advice, the creation of small working groups for helping people with common interests in order to stimulate their motivation from working together, promoting entrepreneurship for unemployed persons and people in a marginal situation. <p>The mixture of different approaches to apprenticeships with special focus on SMEs sector was the foundation of this best practice.</p>
Conditions (appr. 500 words)	1. The project was realized within the framework of LLP Programme. This external founding were the main condition for project operation.

	<p>2. The project was possible because partners met together to discuss the issues of VET market needs. The Contact seminar “Linking VET to market needs”, held in Dubrovnik, led to the project idea focused on: Guidance and job placement services for IVET students during and after their training path. A way to ensure better transition from VET programs to labor market is to provide easy access for IVET-students to high quality lifelong guidance and job placement services in order to equip them with those competences to manage learning and professional careers.</p> <p>It can be stated that two aspects: 1. the close cooperation and perception of mutual benefit and 2. external founding were the most important conditions that needed to be in place for the good practice to be successfully replicated</p>
Materials / Tools	<p>Transition system description Surveys in three countries with students and stakeholders 3 Best Practices (videos with interview) Handbook Project conclusion</p>
Replicability and/or up-scaling (appr. 500 words)	<p>The collaboration of various stakeholders is possible and in fact it often occurs. As this partnership had external financing this is probably the factor of possible replicability or up-scaling such activities.</p>
Conclusion (appr. 500 words)	<p>The specific impact of the project was the following project conclusion:</p> <ul style="list-style-type: none"> – Close connection (if possible physical) between student, helping institutions, enterprises, educational institutions. (internship for teachers in companies and professionals coming into schools) – Importance of internship, job placements during training. – Importance of knowledge between all the stakeholders. Helping systems. – Students/ apprentices with special needs. – Financial support and involvement from the companies in these helping services. – There are challenges and advantages with working with different institutions from other countries – Services available on line – Teach competence in working life / courses, information
Other remarks:	