



Process of transferring the innovative  
aspects of the OFTL system

Leonardo da Vinci Programme  
Transfer of Innovation 2008

# RESEARCH ON FEASIBILITY CONDITIONS FOR THE DEVELOPMENT OF AN OFTL EUROPE TRAINING PROCEDURE

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## INTRODUCTION

OFTL® is a system developed and tested by Istituto A. Provolo (Verona – Italy) concerning a four-step procedure (guidance, training, apprenticeship and work) addressed to temporary workers. The core of the system concerns the creation of local networks involving VET organisations, the private sector (local enterprises), employment agencies and temporary workers. The idea starts from the existence of a specific fund (called Forma.Temp and equal to the 4% of employment agencies' earnings ) which employment agencies must use for the training of temporary workers.

Thus, VET organisations analyses the labour market and identify specific needs, according to its expertise proposes a training program to an enterprise and to an employment agency, trains participants recruited by the employment agency and finally the enterprise employs them.

Positive and innovative aspects of OFTL® are:

- Clear advantages for each actor (workers are trained and have opportunities for permanent jobs; VET organisations can develop training programs with external resources; employment agencies uses their fund and negotiate with the enterprise a period of apprenticeship for workers involved; enterprise receive skilled workers who answer an actual need);
- Training programs are immediate, quick and answer a need in few time;
- Training programs are customized and adapted to actual requirements of the labour market and to actual needs of participants;
- The system allows actors involved to set up flexible local networks, to be developed and exploited also for further projects and programs;
- Training programs are independent of public funds and of external influences.

The objective of OFTL Europe project is to understand if and how that kind of procedure may be transferred to other countries and adapted to different legal frameworks, economic conditions, etc., trying to keep effective its innovative aspects.

In order to achieve that preliminary result, partenrs involved were asked to investigate and analyse some specific features of their national/local background:

- Local and/or national labour market: predominant sectors of employment and related professional figures, matching between job demand and supply, national and local laws.
- VET organisations: structure and features of training bodies, ordinary structures of training programs, national and local laws.
- Targets: features of the job supply and features of target groups to be involved in OFTL training procedure.
- Employment policies and services: structure and features of employment services, (public institutions and/or private bodies such as employment agencies), national and local laws.
- Funds: existence/availability of specific funds for training (such as Forma.Temp in Italy), existence/availability and features of other public and private funds for training.

The research was be developed at two levels:

Documental research on topics previously mentioned: each partner is supposed to set up a document up to 5 pages providing information and considerations on local/national backgrounds.

Interview to key persons and/or stakeholders

- Local entrepreneurs and/or company executives;
- Experts of labour market (union officers, researchers, professors, etc.);
- Trainers/teachers and managers of VET organisations;
- Local politicians and/or executives in the field of education and training;
- Managers/executives of private/public employment agencies;
- Other key persons.



**ITALY**

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General Training and Professional Training are parts of the National Educational System, thus it is useful to take a brief look at it. After Pre-primary education, the system provides two different cycles:

**First cycle** (compulsory till 16 years old): Primary school and Compulsory secondary school;

**Second cycle** (optional): Post-compulsory secondary school required to attend higher education or Initial vocational training, provided by Vocational schools and Vocational Training institutes.

Vocational Training anyway does not address only to the youth but also to the whole citizenship, through a complex program of lifelong learning and continuing vocational training available for all the social classes and ages: this continuing training is taught as a resource for employability and for social and civic objectives, such as active citizenship.

In Italy, the right to education and training is ratified by the Italian Constitution (articles 3, 4, 35 and 38), and **Educational, Training and Employment Policies** are supervised by the **Ministry of Work, Health and Social Policies** and by the **Ministry of Education, University and Research**. A specific department, the *General Direction for Guidance and Training Policies*, manages all the actions concerning promotion and coordination of education and training, including the management of national and European funds.

Another public body, the *Institute for the Development of Workers' Vocational Training (ISFOL)*, practically manages the implementation of national training programs, including those funded by the structural funds of 2007-2013 planning. ISFOL also is the National Agency for Lifelong Learning Programme including the Leonardo da Vinci Programme.

Since the end of '70s, according to the article 117 of Italian Constitution, the legislative power for guidance and vocational training has been given to the **Regions**: they are autonomous for programming, accomplishing and funding vocational training activities, according to the National Educational System and to employment perspectives fixed by the national economic programme.

The Regions are the principal beneficiaries of European programmes (Lifelong learning) and they are the main actors in the achievement of objectives fixed by the *Lisbon Treaty* and by the *Operative Programme "Education and Training 2010"*.

In order to understand how Regions practical develop their own programmes, it is useful to take some examples, in particular the Veneto Region and the Lombardia Region, probably the two regions in the forefront for educational policies. They develop specific programmes concerning:

- **Guidance;**

- **Education and Training, with focus on continuing training;**

- **Work and Apprenticeship.**

But what seems to distinguish their approach to training policies is the particular attention they give to the role of final users, considered not only as beneficiaries, but as starting point to think and program work and training policies: the real needs of workers and local markets become the point of reference to plan and develop the training supply. Thus, there is a strong variety in the training programs (for students under 18, for young people till 35, for adults from 18 to 65, for women, disabled, migrants, etc.), there are specific tools to certificate individual competences and skills (called training endowment in Lombardia and individual endowment in Veneto, related to the *Citizen Training Booklet*), special services are available for matching job demand to the real supply (in Lombardia there is the Regional Management of Professional Standards, in Veneto there is the Work Exchange).

All the training programs managed by the Regions can be practically carried out by private and public Training Organisations and Schools, which first must be included in the **regional system of credit**: it is the only way to be officially recognized as training and educational providers and to gain access to regional and national funds.

A basic role is also assigned to **Provincial Employment Centres** (public), which provide different services to workers and enterprises: reception, guidance, match between job demand and supply, recruitment, advice, assistance to groups at risk.

Finally, it must be taken into consideration also the role of private Temporary Employment Agencies (Leasing agencies), which dispose of specific funds (Forma.Temp) and can develop specific programs for workers' job inclusion aimed to: find jobs for unskilled or skilled workers, mediate between workers and enterprises, select and recruit workers, support the professional placement.

From a general point of view, each Region is autonomous in the development of training programs funded both by the national government and the European Community.

Taking as example the Veneto Region, it must be first mentioned the **Operative Programme 2007/2013 Regional Competitiveness and Employment**, which officially organize the use of European Social Funds through five main axes: *Adaptability, Employability, Social Inclusion, Human Resources and Trans-nationality*.

Those axes cover the whole range of training programs and provide specific paths for disadvantaged categories and groups at risk.

**Women.** The level of female inactivity is still very high in Italy and the employment percentage reaches the 45%, while the Lisbon Treaty fixes it at 60% by 2010; only in 2000, the national government amended the law concerning the possibility of continuing learning and employment re-placement for women and established special policies for the supervision of equal access to employment.

The Veneto Region, in its Operative Programme, states a specific priority concerning women: to favour the access of women to employment, through the fight of female isolation and pay differences and through the promotion of policies to reconcile professional career with family commitments (Objective F).

**Over 50.** The active aging, that is the promotion of permanence into employment of older people, is very important in Italy, where the percentage of people aiming to leave work is really high. Even concerning specific training policies addressed to fight adult unemployment, Italy does not provide yet structural actions, in spite of that target is specifically included in many private and public funds for training: the percentage of over 50 participating to training activities rarely reaches 30%. The Veneto Region, in its Operative Programme, states specific priorities concerning adult over 50: to strengthen the continuing learning and the innovation within productive contexts (Objective B), to promote the retraining, the re-conversion and the replacement of adult workers risking the exclusion from labour market (Objective C), to increase percentages of work inclusion of older workers through customized training activities (objective E).

**Migrants.** Italy has almost one million and a half of foreigner workers who produce the 7% of national GDP, mainly in the sectors of restoration, industry and services. Almost the 40% of them has participated to training programs in order to enter the labour market.

In the last years, innovation has touched the improvement of transversal services for migrants, such as the creation of Informative consultants and Cultural mediators who work in public employment offices and in other public institutions. The Veneto Region, in its Operative Programme, states specific priorities concerning immigrants, especially the already mentioned Objective E.

**Disabled persons.** In Italy there is a specific law concerning work inclusion and vocational training for disabled people (L. 68/99), which introduces the concept of customized work placement: unfortunately, it is not yet a common approach, since only in the 42% of Italy that practice is actually realized.

From the point of view of training activities, the Veneto Region, in its Operative Programme, states a specific priority concerning disabled: to support inclusion of disabled people, through training and work placement, especially when at risk of social exclusion (Objective G).

**Young people.** The percentage of success at secondary school is pretty high for Italian young people (76%), but there is still a strong percentage among youth (18-24 years) of school leaving (20%). It is an important information because it influences also the following educational career of people.

About Vocational training, in 2007 the 4,3% of young people between 18 and 24 was enrolled in training programs, but with a significant difference between North and South of Italy.

Almost all the regional priorities of Veneto Region regard young people, since the logic is to involve citizens in training actions since their coming of age. Moreover, there is a capillary network of special desks in every municipality, which provides consultancy, guidance and other service such as competences' certification, soft-skill training and connection with the labour market and vocational training opportunities.

Moreover, The Region uses other national and regional funds to develop many other training project aimed to improve work inclusion. Some of them can not be forgotten: the Challenge Project, aimed to create new professional profiles, especially in the industrial and tourist sectors; the Training Districts, a testing program which combines local governments and Vocational schools to set up training modules actually linked with the needs of local markets.

At national level, instead, it is important to remember the Citizen Training Booklet, to be used by the Regions to certificate competences and educational careers of individuals, who can spend their achieved credits throughout the national territory. Recently, also e-learning and multimedia technologies have started to be considered as an important tool to improve the effectiveness of training policies, especially by the private sectors which covers the 92% of total investments in e-learning training programs.

From the point of view of existing funds for training, it is essential to distinguish between public and private funds.

#### **Public funds.**

The European Social Fund, provides different funding opportunities to be managed by Regions and Provinces, addressed to all the social categories and targets. The same fund also deal with continuing training to be developed also in private school and enterprises.

Moreover, there is a national law (236/93) regulating training programs addressed to specific targets of workers.

## **Private funds.**

In Italy, there is a high supply of private funds for training activities.

First of all, enterprises and companies can fund individual and collective training programs for their employees, through external private schools or through their own training foundations.

Most of times, a specific tool is used to practically develop training modules: the training voucher, regulated by the law 236/93. It can be used by workers to attend private and public training programs aimed at increasing professional competences.

The article 188 of the law 388/2000 has established a new type of fund, called **National Joint Inter-professional Funds**, which are private bodies including representatives of employers, trade unions and workers. Those funds come directly from the private sector for the planning of training activities addressed to employees and workers. Almost each economic sector can have its own specific fund required to improve the professional skills of workers within their working background.

Another central private fund regard employment agencies (leasing agencies).

**Forma.Temp** is a special fund addressed to the training of temporary workers (usually employed by temporary work agencies, or leasing agencies). It's a bilateral body established as non-profit association among the bargaining agency of temporary work agencies (ASSOLAVORO), bargaining agencies of temporary workers (ALAI-CISL, NIDIL-CGIL, CPO-UIL) and Trade Unions (CGIL, CISL and UIL). The fund was established according to the law 196/1997 (known as "Treu Law"), afterwards turned into the law 30/2003 ("Biagi Law").

The fund is supervised by the Italian Government, through the Ministry of Work.

The budget managed by Forma.Temp is equal to the 4% of the overall gross payments made by leasing agencies to temporary workers. The fund is assigned to any authorized leasing agency according to the training program and the number of participant, but training is always developed by training bodies.

One of the main principle of the fund concerns the certification of training programs, as a tool necessary to guarantee both trainees and the quality of training. That's why each training module developed with Forma.Temp must provide a certificate of attendance and must be set up by official and recognized training bodies.

All the training programs funded by Forma.Temp must be free and no fees are required. Authorized training bodies are not allowed to ask and require any payment from trainees and workers.

Training programs which can be funded by Forma.Temp must concern:

Basic Training (10% of the overall fund): training subjects must be transversal and usable for every work. Usually training programs focus on: work safety; Italian language for foreigners; business operative procedures; foreign languages; basic IT knowledge.

Professional training (80% of overall fund): training programs aim to achieve work inclusion and to improve professional skills of trainees. Targets of those training activities are: temporary workers; unemployed; underemployed; people with disabilities; immigrants.

On the job training (6% of the overall fund): training programs aim to support workers during their inclusion in new work places. Target must be temporary workers (already working) and subjects depend on specific duties and work tasks.

Lifelong training (4% of the overall fund): these training modules can be customized according to individual needs. They aim to increase skills and competences of each single worker. Modules are developed through "voucher" system, which is a bonus expendable for available training programs.

## **Useful links**

[www.istruzione.it](http://www.istruzione.it) (Ministry of Education, University and Research)

[www.lavoro.gov.it](http://www.lavoro.gov.it) (Ministry of Work, Health and Social Policies)

[www.lavoro.org.it/europalavoro](http://www.lavoro.org.it/europalavoro)

[www.isfol.it](http://www.isfol.it)

[www.regione.veneto.it](http://www.regione.veneto.it)

[www.regione.lombardia.it](http://www.regione.lombardia.it)

[www.formatemp.it](http://www.formatemp.it)

*Interviewees:*

Teacher/Trainer (2); Company (2); Public manager (2); Leasing Agency (2); Experts (2).

Outcome:

### **Local networks and coordination of procedures.**

One element which seems to be shared by all interviewees concerns the promotion and the coordination of training procedures involving more actors: high competences and experience are strictly required in order to guarantee the achievement of objectives. From that point of view, almost all interviewees identify the training organizations as the more qualified to manage the process, especially for its competences touching all the steps, from need analysis to support to work placement. Only leasing agency managers express some doubts about that, claiming a more important role of coordination of their organizations, which practically fund training processes.

Moreover, public managers' opinions express the difficulty of public institutions to overcome marginal roles within programs sustained by private funds and having immediate practical objectives.

### **Funds.**

A part from Forma.Temp, some of interviewees identify the Joint Inter-professional Funds (private funds managed by organizations representing economic sectors, such as big industry, small industry, tourism, etc.) as those proper to set up and develop similar training activities. But the critical point concerns the scarce knowledge of those funds (included Forma.Temp) among private enterprises.

Other possibilities come from the private sector itself, developing customized training for its internal staff.

Public and structural funds, instead, seem not to be right for just-in-time programs, since they always depend on bureaucracy and administrative timings.

### **Targets.**

Forma.Temp is a particular fund addressed for its nature to temporary or leasing workers.

But targets requiring customized training as OFTL or other training projects provide are many and diverse, starting from young people, unqualified adult workers and women, risking for different reasons the exclusion from the labour market. Those are usually the main user of public employment services, which complain about the lack of opportunities of real work placement: the improvement of collaboration with private actors seems to be the key to face that structural problem.

The private sector seems also to require specific training for its employed staff, with focus on technical staff, administrative staff and managers.

### **Labour market and interested sectors.**

The key element lies on a deep and complete analysis of the economical situation and of the immediate needs of the local/national labour market. When training programs are planned since the beginning with the purpose to actually answer a specific need and actors involved are well-blended, achievement of practical objectives (quality of the training, real work inclusion, etc.) become possible.

With regard to precise sectors, in the local background manufacture is still the dragging one, always requiring well-trained workers; also commercial activities seem to need skilled staff.

In the end, it must be underlined that, in spite of rarely being considered central, also the field of services to persons is becoming an important part of local economy, and the supply of training programs remain really poor. Public institutions may be interested in promoting collaboration among private and public sector, for instance, for a standardized training of home help workers and bay-sitting.

Also services supporting work placement (after-training) may be enriched, improving the involvement of cooperatives and social agencies into training processes and stable local networks.

### **Success of procedures and other targets.**

As reasons of success, experience and competences both in the overall management and in the specific training are the fundamental ones. Also the frequent coordination among partners seems to be decisive, since the lack of collaboration and the possible presence of different aims (training vs. business) might influence the actual achievement of project objectives. From that point of view, leasing agencies seem more profit-driven, while usually training bodies and enterprises are more interested in long term purposes.

As other actors possibly participating to training projects, a fundamental attention should be given to professional schools: not only as beneficiaries of promotion of customized training projects, but also as an active member of networks, providing guidance to students in order to access available project after school.

Also trade unions are at the moment rarely participating to training projects and their contribution might touch fundamental topics such as work safety and correct application of laws concerning work contracts; but there is still a negative attitude of trade unions in front of collaboration with leasing agencies and, sometimes, with private sectors.

# **GERMANY**

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The situation of the labour market in Germany is a difficult one with high regional differences. 7,8 % of the population all over the country are without a job.

The Southern part of the country has fewer problems with unemployment. There the unemployment rate is between 1,7 % and 4 % while the North has between 4 % and 10 % and the Eastern part of Germany up to 19 %.

The reasons for these differences are very complex; one is that the East and the North have a lower industry structure.

Germany has no explicit predominant sector of employment but there is a focus on service activities, trade and transport, industry and financial issues as well as renting and business activities. The sectors with the highest unemployment rate are agriculture, forestry and fishing as well as construction.

### **Types of employment**

There are three different types of employment-relationships in Germany.

- **“Minijob”:** Income until 400 Euro per month
- **Low-income job:** Income between 400 and 800 Euro per month
- **Regular employment-relationship:** Income more than 800 EUR per month

### **Temporary employment**

Temporary employment, also referred to as “labour leasing”, has in particular gained increasing importance in recent years. The total number of temporary workers in Germany was 588.000 in 2006, accounting for slightly more than 1.5% of all persons in employment.

An analysis of the data on temporary workers by occupational groups reveals that just under 50% of them work in male-dominated production jobs (in contrast to 22% of all persons in employment), which can often be allocated to the secondary sector. This may be an explanation for the disproportionate number of men among temporary workers. Just under 45% of the temporary workers are in service occupations (67% of all persons in employment). Other occupational groups such as those in agriculture and forestry, mining and quarrying, and technical occupations can hardly be found.

An analysis of temporary employment by age groups shows that, at 43%, 30 to 45 year olds represent the largest age group. Young employees aged 15 to 30 years account for 31% of the temporary workers, which is roughly a third more than the share of that age group in all persons of employment. But temporary employment businesses also have older employees. Persons aged 45 to 60 years account for over 24% of the temporary workers, which is about 10 percentage points less than the share of that age group in the total number of persons in employment. Persons aged over sixty years play an insignificant part in temporary employment.

An examination of the survey results for qualification levels shows that the majority of temporary workers, i.e. nearly 80%, hold school-leaving certificates from secondary general or intermediate schools or have equivalent qualifications. Persons with a higher education entrance qualification account for about 16% of the temporary workers. There is only a very small proportion of temporary workers without any general school-leaving certificate (3%).

A breakdown by vocational qualification reveals that the majority of temporary workers (64%) have completed vocational training. Persons who are fully qualified master craftsmen, technicians or the like account for only 4% and higher education graduates for 6% of the total number of temporary personnel. But in comparison temporary workers have rather lower qualifications than employed staff. As far as general school-leaving certificates are concerned, the proportion of temporary workers with a higher education entrance qualification is almost 50% smaller than that of the total number of persons in employment. The proportion of temporary workers without any general school-leaving certificate or with a secondary general school certificate is about 10 percentage points higher than that of all persons in employment.

As far as payments are concerned the temporary work company is bound to the so called Equal Treatment/Equal Payment-principle according to which temporary workers should have similar conditions as regular employees of the companies. But in fact most recruitment agencies use trade agreements with which they can circumvent the above mentioned principle and employ temporary workers under worse conditions – but nevertheless temporary work is a chance for jobstarters or lower qualified persons to start a job.

### **Unemployment in Germany**

The unemployment rate in Germany is increasing until 2005. As mentioned already 7,8% are without job – but with high regional differences. Men are more concerned with unemployment than women. Also immigrants and young people have a high rate of unemployment. Immigrants have together with people in East Germany the highest rate of unemployment.

Of course there are also severe differences concerning unemployment in the different sectors. In May 2009 more than 50 000 people in the office administration sector were without employment while in water- and air transport jobs only 405 jobseekers were registered.

Unemployed persons get social benefits from the state when they are registered at the labour office and open for placing.

The labour office with its branch offices in every bigger city collects job offers from the different companies and informs jobseekers about these places. Unemployed persons have to prove a certain number of applications per month in order to receive financial support. Besides, the register can be accessed by private recruitment agencies and temporary work agencies that get in contact with jobseekers to offer their services.

In case there are no chances for a successful placing, the labour office recommends further or also re-education which is in most cases also financed by the office by a voucher ("Bildungsgutschein").

## **Vocational Education and Further Education**

### **Vocational Education System.**

Germany has a dual system of VET.

The Dual System's key element is a shared responsibility and partnership between the public and the private sector: The training takes place in companies that employ a trainee during the period of VET which is – depending of the profession – about 3 years. The company sends the trainee to a vocational school for the theoretical content and in some cases also to vocational training centers to learn practical contents which are necessary for the professional profile but cannot be learnt in the company itself.

Stakeholders are representatives from the Federal Government, the States ("Länder"), and from the employer's associations and trade unions.

The chambers of industry and commerce act as public authorities in training matters.

Stakeholders develop:

- **Standards in VET**
- **Qualification profiles and curricula**
- **Examination requirements**
- **Criteria for quality assurance**

Here, labour market conditions, enterprises, technological and economical change are closely monitored and new developments are taken into account.

23,4% of the companies in Germany are playing an active role in VET, most of them because they want to train future employees according to their needs. But the number of companies is decreasing so that the German VET system is confronted with new challenges and alternatives in form of vocational training centers get more common.

### **Reeducation**

Reeducations are financed by the labour office in case a need is proved.

There exist three forms of reeducation:

#### **1) In-house training:**

This kind of reeducation combines practical training in a company and a theoretical part in a vocational school according to the dual system of VET. The participants get a wage either from the company or are paid by the employment center.

#### **2) Reeducation in schools:**

The training takes part in schools, in most cases in combination with an internship. The provider of this training charges certain fees which are often taken over by the labour office.

#### **3) Vocational program by an educational institution:**

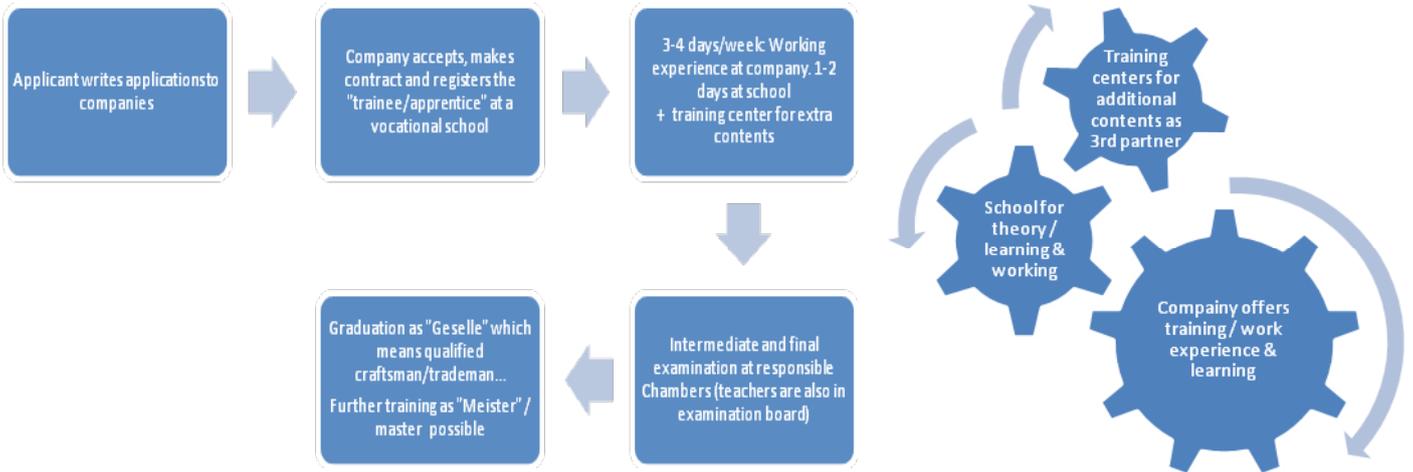
The institution takes over the role of the company in VET and offers practical work in workshops. Labour office or the social security administration takes over the costs.

### **Financing**

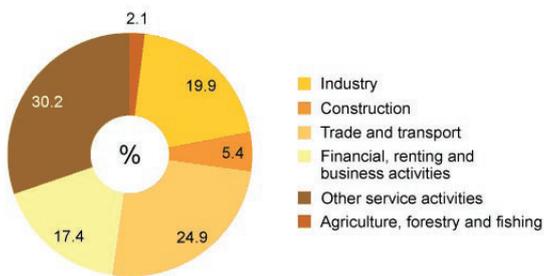
Vocational education is financed by private companies (blue), the labour office (green) and public funds (red).

Education for unemployed persons is funded by:

- Federal State, e.g. Ministry of Labour: Xenos (further education for persons at the risk of social marginalization, mainly immigrants), Initiative Job (handicapped persons)
- States (Länder)
- Municipalities
- Federal Office for Employment, e.g. Bildungsgutschein
- Private bodies, trade unions etc.
- ESF

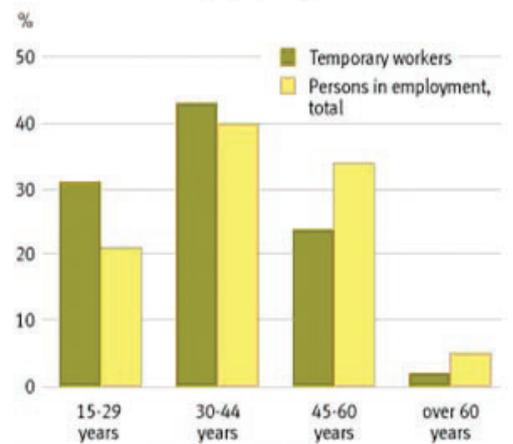


Persons in employment by economic sectors, 2008



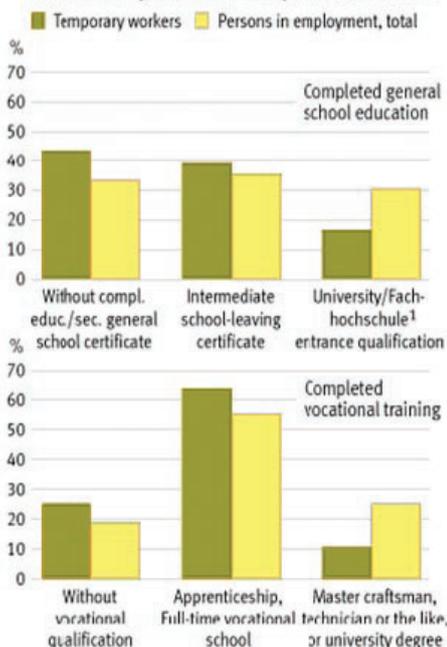
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Temporary workers and all persons in employment in a breakdown by age groups, 2006



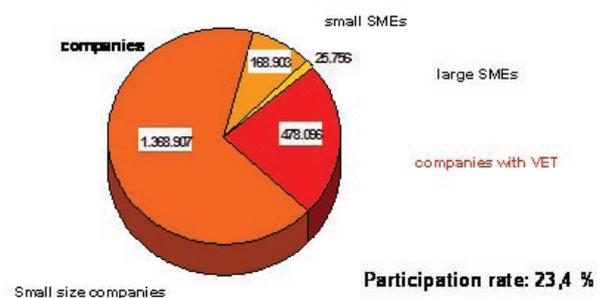
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All persons in employment and temporary workers in a breakdown by formal level of qualification, 2006



<sup>1</sup> Secondary general school certificate.  
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Participation in dual VET – companies 2003



23.06.2009

DGB BV/Abt. Bildung und Qualifizierung

12

Useful links

#### *Interviewees:*

Chamber of Commerce and Industry, Vocational Training Centers (3), Employment Agency, Private Companies (3), Temporary employment Agency (2).

#### Outcome:

#### **Local networks.**

According to the arranged interviews in our Region, we found out, that the idea of the OFTL Europe is not new in Germany. Maybe there are different names for this kind of cooperation, but the core of this system is very similar to the OFTL Europe. All respondents –i.e. Chamber of Commerce and Industry, Employment Agencies and Vocational Training Centers- confirmed their good cooperation and wide network with different companies and educational institutes in our region. Regarding OFTL procedures the coordination of networks is equally managed by these different actors.

If companies need qualified workers, the Employment Agency offers the labour for them. If there are no job seekers with the required qualification the Employment Agency offers the financial support for the training of the job seekers. The job seeker is committed to find a Training Center, where he can absolve his training. We underline, that not the Employment Agency searches for a Training Centre. The reason for this is that no Training Center should be preferred by the Employment Agency. This allows a freedom of competition for all – private and public - educational institutes. The only condition is that the centers are accredited.

The situation and the role of Vocational Training Center: The content of vocational training and further training is a result of the cooperation between the Chamber of Commerce and Industry as a representative of companies and different Training Centers as well as the Employment Agencies. The qualification requirements needed on the labour market are adjusted between these actors.

*Review:* To set a content of the training unit/module in Germany a very long procedure has to be done because every kind of vocational education must be accredited.

#### **Funds.**

Funds for job seekers: The Employment Agency supports the job seekers with the "Educational Voucher". This voucher allows job seekers to attend a further vocational education and/or training with the result -after this- to find an appropriate job. The educational voucher can be converted only by accredited educational institutes.

For companies: Because of the global financial crisis, there is a public fund, to support companies in their employment policy and to secure (old) and create (new) workplaces. Companies get a so called "short-time compensation" if they employ job seekers/temporary workers. The possible time frame for a short-time work was extended from 18 to 24 months; in the first six months the Employment Agency bears half of the expenses for the social security contribution; furthermore, if companies employ temporary workers longer than six months, the Employment Agency refunds the employer the social security contribution for the rest 18 months ("Kurzarbeitergeld plus"), This regulation effects from 01.07.2009 till 31.12.2010.

#### **Target and employment policies.**

Training opportunities: In the region of Saxony there are many (accredited) educational institutes, which offer different trainings (not only) for temporary workers. According to the responders, the supply and demand for training activities is evaluated as "effective".

Customized training is needed particularly for technicians and for employees in the maintenance area (welding, nursing).

Support for Employment and work inclusion:

- Employment Agency: "Career Information Center" (Berufsinformationszentrum) and career counseling. Qualified workers give support for young persons in first career choice, help adults by the job re-orientation as well as by the re-entering the labour market (included job fair). This service is for free.

- Chamber of Commerce and Industry: The employment and work inclusion program of the Chamber - in cooperation with the Employment Agency and the City Council Leipzig - is focusing more on young people who are seeking an apprenticeship than on job seekers in general.

#### **Local labour market and areas of application.**

According to the outcomes of the interviews there are many actors that foster vocational training, job inclusion and career counselling. This is evaluated positively. The problem in our region is related more to the motivation of job seekers to hold down a job or attend a vocational education and training. There is a high percentage of school leavers, whose school achievement is bad. Therefore, they do not get an apprenticeship in the companies which is needed in the German dual system of vocational education. For this reason they are registered in the Employment office as "job seekers". To offer those people further education and training with the aim also to match the needs of companies, fail – in many cases - on the absenteeism of applicants. They start training, but in many cases they break off.

#### **Testing and Validation**

As already mentioned, in the state of Saxony there is a very similar approach as OFTL. The implementation is already done. But there is no systematic evaluation of such systems. So one option for the further work with the OFTL Europe System would be to find out how effective is this system in Germany. This research would be scientific-based.

# **GREECE**

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The professional training in Greece is laid down by the **Ministry of Employment and Social Insurance** and is applied according to the particularities and the characteristics of the Greek labour market. The conditions that prevail in the labour market are recorded via researches and surveys that are carried out by the **Manpower Employment Organization** and the **National Observatory for the Employment**.

Specifically, the **Manpower Employment Organization** it is an institution established by the Ministry of Employment and Social Insurance and is activated in the sectors of:

- Professional Guidance of Manpower
- Vocational Education and Training of Manpower
- Promotion of Employment (Employment Agencies, Information Offices for Unemployed people and Enterprises)
- Issue of Insurance benefits to the beneficiaries (unemployment, enlistment and family grants, etc.)
- Smooth integration or re-integration of Special Social Groups of the population (disabled people, former drug addicts, former convicts, etc.) in the labor market.

Also, the National Observatory of Employment is a non-profit S.A. and functions under the monitoring of Ministry of Work and Social Insurances. Its activities cover a wide spectrum in which research and study work for the job market are included, serving all the activities of the Manpower Employment Organization, and follows the national, European and international developments and prospects in the labour market, the evolution of professions and the diagnosis and development of education and professional training.

We have to mention that the vocational training in Greece is implemented via formalized institutions like:

**A) The Manpower Employment Organization;**

**B) The General Secretariat for Lifelong Learning** of the Ministry of Education and Religious Affairs is the national institution which make up structures and designs, coordinates and supports programs and action in the sector of lifelong learning.

For the application of this strategy Centres of Adult Education are established. The functioning of such K.E.E. is supported and promoted by the Institute of Permanent Education of Adults, which is a Public Law Body that operates under private law depending from the General Secretariat for Lifelong Learning.

The Centres of Adult Education constitute an innovation in the field of lifelong learning and of equal opportunities in education. The educational programs of these Centers are addressed to all the adults of the country. Their fundamental objective is the acquisition of new basic skills and the upgrade of already existing skills.

**C) The Vocational Education and Training Organization** has as objective the certification of the Centres of Professional Training and of the Centres of Accompanying Supporting Services from the Ministry of Labour.

The Vocational Education and Training Organization (O.E.E.K.), has administrative and economic independence, it is supervised by the Ministry of Education and Religious Affairs and its aims are:

- The organisation and operation of Public Institutes of Vocational Training
- The monitoring and the control of Private Institutes of Vocational Training
- The configuration of lawful frame of operation of Institutes of Vocational Training of other public institutions, for what concerns the subjects of the provided training.

Another basic competence of the Vocational Education and Training Organization is the implementation of the Community initiative Europass-Training. The Europass-Training constitutes a single certificate of professional qualifications, which was acquired abroad, in every period of professional training. This single certificate has universal and generalised validity in all the members states of the European Union and constitutes a personal document for each trainee, of any level, who decides to complete his training in any institution of the private or public training sector of one or more states of the European Union.

**D) The National Accreditation Centre for Continuing Vocational Training** it is the official national institution for the development, application and follow-up of an integrated National System of Certification of Continuing Professional Training in Greece. Objective of the Centre is the development and application of the National System of Certification of Continuing Professional Training and it aims:

- to guarantee the quality in the professional training
- to improve the effectiveness of provided services of training
- to strengthen the reliability of professional training
- to link the professional training with the employment and the requirements of the labour market
- to interconnect the systems of vocational education and training (connection between initial and continuing professional training)

- to recognize and consolidate the professional qualifications
- to promote lifelong learning

Also, main work of the National Accreditation Centre for Continuing Vocational Training is the guarantee of quality of all the actors providing continuing vocational training in Greece, via the Certification of:

- Institutions providing Vocational Training , like the Centres of Vocational Training, the Specialised Centres for Social and Professional Integration for people belonging to disadvantaged social groups;
- Human Resources, like the Adult Trainers, the Staff of Accompanying Supporting Services;
- Professional Profiles;
- Programs of Vocational Training;
- Knowledge, Skills and Competences.

E) **The «VOCATIONAL TRAINING S.A.»** is a non-profit S.A., it functions for the public interest, it has as unique shareholder the Ministry of Employment and Social Protection that supervise and monitor it. The Enterprise has the following competences:

- Establishes and has responsibility for the functioning of Vocational Training Centers, Centres for Fighting of Social Exclusion and Schools of Vocational Training of Disabled People .
- Supports the human resources, via lifelong learning, aiming at their continuous improvement and adaptation of their qualifications, skills and competences to each change of the technological and productive environment.
- Facilitates the professional integration of young persons and adults in the labour market with the provision of Vocational Training in the frame of the National System of Vocational Training.
- Applies special programs of vocational training for persons with special needs.
- Organises and implements programs of training and further education.
- Performs studies for the achievement of its aim. For this studies it can collaborate with private enterprises or other public or private institutions with similar competences.
- Participates in European and international networks aiming at the exchange of know-how and experience or information with goal the vocational training and the lifelong learning.

#### F) **Scientific Union for Adults Education.**

The union is unique in its kind and it was founded in 2004 and it aims at the dissemination of principles and methods of Adults Education, as well as at the information, the dialogue and the intervention with reference to what is going on in this field. The foundation of the union was based on private initiative of experts in the vocational education and training. Among its members there are six of the world leading experts of Adults Education, with significant experience of Greek reality.

The aims of the Union concern

- Educational Activities
- Communication and Information
- Documentation and Publications
- Studies and Researches

It is important to refer, that the applied governmental policy that aims at the reduction of unemployment and the development of Greek Regions, is based on the 'Action Plan for Employment 2007-2013'.

The National Strategic Reference Frame (NSRF) 2007 - 2013 constitutes the reference document on the planning of European Union Funds at national level for the period 2007-2013. The financing framework derived from the developmental needs per sector and Region of each country member of the European Union. Fundamental objective is the balanced regional growth of each country.

The architecture of Operational Programs NSRF 2007–2013 it was shaped so as to implement in the optimal way the strategic choices of the country. The sectors that were strengthened by (NSRF) were the following:

- Health - Welfare
- Railways - Airports - Urban Transport
- Culture
- Environment
- Road axes - Harbours - Urban Development
- Information Society
- Education and Initial Vocational Training
- Employment and Vocational Training
- Competitiveness for Sustainable Growth
- Fishery
- Rural Development - Reorganisation of Countryside

Furthermore, the basic principles on which relies the vocational training according to the NSRF are:

- Upgrade of quality of education and promotion of social integration.
- Upgrade of systems of initial vocational training and education and link of education with the labour market.
- Strengthening of human resources for the promotion of research and innovation.
- Reforms in the educational system, to make the lifelong learning a reality for everyone.
- Reform of curricula, acceleration of rythms of incorporation of new technologies, restructuration of vocational training in various sectors, including the sector of naval professions, extension of Second Chance Schools, Centres for Adults Education and the Open University, and strengthening of Institutes of Lifelong Learning, training of teachers and support teaching of minorities.

Also, the vocational training as it is applied concerns the following social groups:

- Unemployed people
- Workers
- Disadvantaged social groupss (Individuals with special needs)

During the implementation of programs is ensured by each training institution the trainers insurance, with medico-pharmaceutical and hospital care, cover of transportation and food expenses, where this is necessary. Furthermore, the trainees are eligible to receive a grant per hour of training.

Moreover, the action concerns professional training of workers in private enterprises of all sectors and branches of economy, with particular accent to Small to Medium-sized Enterprises (SME). The action includes 1531 programs of training, which are implemented by Certified Centres of Vocational Training in all Greece.

To the interviews within the framework of OFTL Project, have participated different categories of professionals, related to the sector of vocational training, entrepreneurship, University Professors specialized in Labor Matters, Trade Union Officers, VET Managers and teachers and Managers of the Hellenic Manpower Organisation (OAEΔ) - public authority.

The results of these interviews can be summarized as follows:

With regards to the involvement and effectiveness of local networks in training activities, all the interviewees were positive. Also they mentioned the importance of the determination of training needs for modern enterprises. Educators and managers of Hellenic Manpower Organisation recommend the Italian model and claimed that they have already proposed something similar to the ministry and the local authorities.

Furthermore, as a consequence of the will for changes in the sector of training for modern enterprises of the interviewees, to the question if they are interested to be part of a procedure like Forma.temp. the answers that were given by participants, were positive. Especially, the entrepreneurs consider as an essential element for the survival of their enterprises the determination of their needs for training and believe that OFTL can be the way for appropriately trained staff. The interviewees, about the involvement of VET organizations in training policies, as recommended by the OFTL Project, acknowledged that the situation in the Greek training sector is similar to the condition in Italy, so the Italian model would be very useful and they agreed that VET organizations could be the main factor for the definition of the training policies. According to the entrepreneurs, the managers of the enterprises can have an important role in planning training policies because they know their needs for training.

Moreover, all participants in these interviews knew and reported that in Greece there is an account similar to FORMA.Temp and is called LAEK. LAEK is financed by the monthly subsidy of the Greek enterprises and is about 0.45% of the total fees of the enterprise for social security.

Also, most of the interviewees agreed that the last years private training organizations took many initiatives for training issues and have gained the trust of the companies.

About the question if the positive and innovative aspects of OFTL may be preserved using public funds, the interviewees make clear that a procedure like Forma.temp in Greece should be based on public funds, because they believe that in this way it would be easily accessible by a large number of companies and enterprises. The only problem that was mentioned from the participants about the implementation of the procedure is the bureaucracy in Greece.

According to the answers of the interviewees, the training opportunities in Greece addressed to temporary workers, are organized by:

- Hellenic Manpower Organisation (OAEΔ)
- General Secretariat for Lifelong Learning
- Organisation for Vocational Training
- Vocational Training SA
- Professional Unions – Adults Training

Also they referred that the training of the temporary workers is an important issue for public and private sector.

In addition, according to the interviewees, the target groups who need training are:

- Young people and women
- Disabled people
- Immigrants

For those target-groups, the participants claimed that the Hellenic Manpower Organisation (OAEΔ) has developed a number of Nationally funded programmes to support the target groups that are mentioned above.

The head of all activities and services concerning employment and work is the Hellenic Manpower Organisation (OAEΔ), which has developed many kinds of training programs.

### **General Conclusion**

As a general conclusion, we could say that the interviewees gave us an image of the common attitude of Greek society for the issue of training. The employees are aware of their training needs and they are more and more interested for the training programs, that is why they address public and private institutions for it. These interviews are a proof that people (and especially professionals in training) seek changes and innovations in the sector, innovations like Forma.temp.

# **POLAND**

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From the legal point of view, basic regulation of continuing education is provided by the **Polish Constitution**, by the **Legislative Act** concerning education and by the **Polish Labour Code**. Education is defined as part of „the common welfare of the whole of society“. „Adult education“ and „continuing education“ are often used interchangeably. The term „continuing education“ is defined as „education in schools for adults as well as the development of general knowledge, vocational skills formation and ability development in out-of-school forms by persons who have graduated from compulsory education“.

In Poland, the right to education and training is ratified by the Polish Constitution (articles 65 and 70- Dz.U. 1997, NR 78 poz. 483):

#### **Article 65**

*“Public authorities shall pursue policies aiming at full, productive employment by implementing programmes to combat unemployment, including the organization of and support for occupational advice and training, as well as public works and economic intervention“.*

#### **Article 70**

*“Everyone shall have the right to education. Education to 18 years of age shall be compulsory. The manner of fulfilment of schooling obligations shall be specified by statute“.*

The Polish government adopted the: **“Education and Training until 2010“**, **“Strategy of development of continual education until the year 2010“**, **“National Development Strategy 2007- 2013“**, **“Strategy of development education in Poland until 2020“**. The objectives of that strategic documents was stated as creating „an efficient system of continual education“.

The basic principles of the Polish School Education System, including Vocational Education System, are presented in following parliamentary acts:

**I. Education of all levels below the level of higher education - system** is based on the following legislation:

1. **Education System Act of 7 September 1991** (with further amendments); main tasks of continuing education are carried out by public and non-public adult schools, centres for continuing education, practical training centres, and other institutions of out-of-school education run by, among others, associations and foundations or folk universities. the Act of 21 November 2001 „Regulations introducing the reform of school system“ introduced the new types of post-gymnasium schools.

In the **Education System Act (of June 2003)** a rule was introduced which separated the continuing education centres (CKU) and practical education centres (CKP) from schools, as they were institutions with different than schools statutory aims. Local authorities can delegate tasks related to education to associations, foundations and other non-government organisations in the area of education. This change regulates the rules related to financing of non-public organizers of continuing education from the state budget.

2. **The Act of 8 January 1999** on the Implementation of the Education System Reform (with further amendments);

**II. The higher education system in Poland – system** is based on:

• **Act of 27 July 2005 – The Law on Higher Education**; that act replacing the Act on Schools of Higher Education and the Act on Higher Vocational Schools (The new Act has been operational since the academic year 2005/06). Act includes legal regulations regarding post-graduate studies and training courses offered to adults by higher education institutions.

**Executive instruments to the legislative Act regarding the Polish Labour Code:**

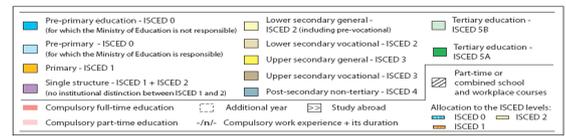
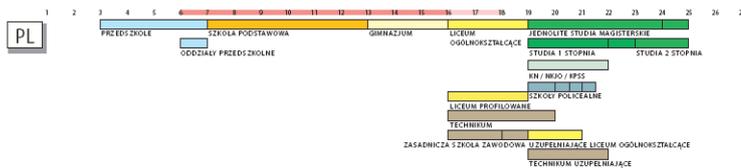
1. **Act on the on 12 October 1993**, the ordinance concerning the types, organisation, and means of operation of public continuous education institutions and public practical education institutions, including public professional further education centers, promulgated by the Minister of National Education and Sports on 13 June 2003, and the ordinance concerning developing and supplementing of general knowledge and professional education and skills in non-scholastic forms promulgated by the Minister of Education and Science on 3 February 2006. Under art. 17 of the Polish Labour Code, employers are obligated to facilitate the increase of their employees' vocational skills.

2. **The Act on Promotion of Employment and Institutions of the Labour Market of 20 April 2004** includes legal regulations concerning institutions of the labour market, e.g. public employment services, training institutions, social dialogue institutions, institutions of local partnership. According to the act, public and non-public bodies offering education in out-of-school forms and registered as training institutions with the regional authorities, are considered to be institutions eligible to offer training to the unemployed. Public employment services co-ordinate activities in the area of continuing education and training of the unemployed and job seeking persons. According to the introduced changes, institutions of the labour market and research institutions can receive funding from the central budget or from the Labour Fund for implementation of activities related to the development of services or instruments of the labour market and social integration.

### **VET organizations.**

The Vocational Education System is part of the Polish School Education system and priorities and objectives of vocational training are established by the National Government. The organization of education system in Poland is presented on Fig.1. In particular, the Ministry of National Education (Department for Vocational Education and Continuing Education) and the Ministry of Education, University and Research coordinate practically and develop vocational guidance and training programs. Their main role is initiating and exercising control over current and long-term educational policy.

## ORGANISATION OF THE EDUCATION SYSTEM IN POLAND 2008



Source: Eurydice.

### Training services are provided by different institutions, both private and public:

Continuous education centres (CKU), Practical education centres (CKP), Union of further vocational learning institutions, The General Knowledge Society, 'People's universities'. Sectorial and specialized training services are also provided by other bodies, such as The Professional Improvement Centres, The Polish Craft and Small Business Association (ZRP), the Universal Education Society, the Association for Vocational Training and Development (ZZDZ). Courses organised under the sectoral system are mainly performed by professional associations, such as: the Polish Engineering Association NOT, Scientific Association of Organisation and Management, Accountants Association in Poland, Polish Psychologists' Association, Post-Graduate Education Centre for Physicians, National School of Public Administration, etc. Furthermore, specialist courses are organised by enterprises themselves, mainly large companies, mostly with foreign capital, in the banking and industrial sectors. Under the ordinance of the Minister of Education and Science of 3 February 2006 only an entity with appropriate educational accreditation may organise non-scholastic training, and the catalogue of non-scholastic training forms is a closed one – course, vocational course, seminar, and vocational internship. If any of the applicable conditions are not met, the organisers do not receive any tax benefits. This translates into difficulties for training firms which do not have accreditation – they have problems soliciting clients.

**The Ministry of Labour and Social Policies** manages the training and re-training of the unemployed as well as vocational guidance. The following other ministries are responsible for delivering training: Ministry of Labour and Social Policy, Ministry of Agriculture and Food Industry, Ministry of Transportation and Maritime Economy, Ministry of Protection of Environment, Natural Resources and Forestry, Ministry of Culture and Art, Ministry of Health and Social Security.

### Employment policies and services.

In Poland, labour market policy is implemented by institutions enumerated in the employment promotion and labour market institutions act, i.e.: the Public Employment Service (PES), the Voluntary Labour Corps (VLC), non-public employment agencies, personnel consulting agencies, careers advisory agencies, temporary work agencies, **public and private training institutions**, institutions dealing with social dialogue and local partnership. The Public Employment Service (PES), through its voivodeship offices and its County Labour Offices (**CLOs**), can offer many services throughout the country: **careers advisory services, placement services, training Courses, job Clubs, start-up loans, training loans, special programmes**. From a general point of view, **each Region is autonomous** in the development of training programs funded both by the national government and the European Community. At local level, some actions concerning employment and training information and placement are implemented by The Commune Information Centres, while at European level, the European Employment Services (EURES) supports trans-border and international mobility of employees in the EU. In the last year, the importance of private employment agencies and temporary agencies has constantly increased and sometimes they work more effectively than public services. Services for job placement, training and consultancy can be also provided by The Academic Career Bureaus and NGOs.

**Non-public placement services** of labour market services have been operating in Poland since the early 1990s.

These are: employment agencies operating at home, employment agencies operating abroad, personnel consulting agencies, careers advisory agencies, temporary work agencies. The private employment agencies have been allowed to complement the public employment service since 2005.

In addition to the above institutions, other important labour market players are **Academic Career Bureaus (ACBs)**, which are managed by the tertiary education institutions. The first ACB in Poland was established at the Nicolaus Copernicus University in Toruń in 1993. In 1989 the All-Poland Network of Career Bureaus was formed (APNCB). Now almost all universities offer their students services concerning ACBs. Their main responsibility is assisting the students and graduates comprehensively and professionally in their entering the labour market and in making their job searches an energetic and conscious, thus more effective, activity. ABCs deliver training in the labour market skills.

**Marginalised target groups in the local labour market (main group):** women, young people (also with high education), people over 45, people with disabilities, unemployed and long-term unemployed, unskilled workers, people with low skills.

### Young people.

In Lodz in 2007 were registered 10% of unemployed person with higher educational level and the number of them is still increasing. In that group of person is more women than men.

The main aim of special program "Youth in Lodz objectives" is to encourage students to stay in Lodz after studies through increasing the number of students in the fields of studies preferred by local employers. Examples of key initiatives (2008-2009): scholarships for the best students and PhD students, improving foreign language skills by students, "TEWI-Łódz Technology Platform: Technology, Education, Knowledge, Innovation" and others.

## **Disabled persons.**

In Poland, the number of disabled people is as many as 12 of every 100 individuals above 15 years. As regards the population in productive age (18 - 59/64 years), disabled persons account for 9.6%. The group has a low level of education. Higher education is attributed to 5.5% of disabled persons, while among the able-bodied the proportion is three times higher (15%). Among all disabled adults living in Poland, only 22.1% are professionally active, while the employment indicator is 18.2%. From the point of view of training activities the national government states a specific priority concerning disabled: to support inclusion of disabled people, through training and work placement. Also Academic Career Bureau (ACB) in: Technical University and in Medical Academy in Lodz prepare the special educational proposals for people with disability.

## **The funding of the CVT system.**

In accordance with the legislative Act regarding employment promotion and labour market institutions of 20 April 2004, an employer may establish a training fund for financing (or co-financing) continuous education costs. This fund is built up from employee contributions of not less than 0.25% of the remunerations fund. The employer may also apply to the starosta (local government head) of the given county for a refund – out of the Labour Fund – of the cost of re-training employees at risk of redundancy on account of causes on the part of the employer. Such support from the Labour Fund may cover up to 50% of the training costs. The starosta may reimburse out of the Labour Fund:

- Training costs – up to 80% of the average remuneration (of one employee) as at commencement of the training,
- Remuneration of a hereto unemployed person assigned by the county labour office to work as a substitute of an employee sent for training by the employer along with the attendant social insurance contributions in an amount not to exceed 40% of the average remuneration as at commencement of the training.

## **Public Funds.**

### **1. Subventions**

Local governments (communes and districts) receive subventions from the state budget, designed to enable them to implement the tasks for which they are accountable. The largest share of the subvention falls to the educational part. Its volume is calculated for every local government on basis of a formula (algorithm) No other types of education of adults are included at calculating the subvention amount. It does not mean local governments cannot finance such activity. As they can allocate the amounts received by subventions, to any purposes not necessarily associated with education.

### **2. Labour Fund**

The Labour Fund is a special state fund, composed of compulsory contributions from employers, and subsidies from the state budget. The fund is at disposal of the minister of labour. The resources of the Fund are dedicated to support the unemployed or threatened by layoffs.

### **3. Education Fund**

The law on promoting employment and labour market institutions (of April 2004) introduced new instruments supporting continual education of employees. Among other, it enabled to establish the Educational Fund by employers. The Fund is optional. Interested employers may establish it, by contributing payments of value not less than 0.25% of the payroll. Employers, who established the Educational Fund, may receive support from the resources of the Labour Fund, for the following purposes: returning costs of specialist courses for employees threatened by layoffs and refunding costs of paid leave for employee directed to training, if an unemployed was hired in his/her place under so-called job rotation.

**4. Continual education for disabled persons** – Labour Fund, State Fund for Rehabilitation of the Disabled (PFRON). Trainings are financed in two ways:

1. From the resources of the Labour Fund - for disabled persons registered as unemployed,
2. From the State Fund for Rehabilitation of the Disabled (PFRON) - for disabled persons searching for jobs, not employed by means.

5. European Social Fund (ESF) provides different funding opportunities to be manage by local/regional authorities.

## **Private Funds.**

In Poland private funds are also used. Companies can fund for their employees individual or collective training programs through external training companies/trainers or through their own training foundations or individual study through the external public or private schools/universities.

## **Useful links**

[www.men.gov.pl](http://www.men.gov.pl): Ministry of National Education,

[www.nauka.gov.pl](http://www.nauka.gov.pl): Ministry of Science and Higher Education,

[www.mps.gov.pl](http://www.mps.gov.pl): Ministry of Labour and Social Policies.

## Interviewees:

Academic Career Bureaus (ACBs) in Technical University of Lodz (2), Medical University(1), WSINF - Academy of IT (1), Experts (2), Public Manager (2), Company (1), Trainer (1).

## Outcome:

### Local networks and coordination of procedures.

All visited Academic Career Bureaus in different universities in Lodz (Poland) try to built their own organizational structure, which consist of: typical academic career office, training agenda and the employment agencies (licensed by local authority). It is very important for the process of the promotion and the coordination of training including OFTL procedure; the training agenda (formal body) could manage the whole process. In opinion of representatives of private sector it is easier to cooperate for them with universities. One of the most interesting area of promotion and cooperation with the other actors of the labour market (employment agencies, firms, media) are **fairs of works**, which are organized by ACBs (together or individually) one or two times per year. The main activity of visited ACBs are: deliver training in the labour market skills, help the students choose careers, offer vocational advisory services, gather information about: employers and the current labour market situation (firms' recruitment procedures and plans, firms' departments and products, etc.); opportunities to improve job and language skills; scholarships available at home and abroad, and post-graduate studies, help find attractive, interesting jobs by arranging visits to companies, organizing job fairs and firms' presentations delivered at universities, seminars, conferences, etc., encourage and help students set up their own businesses, actively seek, classify and make available offers concerning steady jobs, temporary jobs and voluntary jobs, as well as traineeships and training opportunities at home and abroad, keep databases with students and graduates seeking jobs: they are able to single out persons with specific predisposition and skills for employers seeking new staff, follow up and monitor graduates' professional careers and inform the authorities of the tertiary education institutions about trends observed in the labour market to help the responsible persons adjust education profiles to market demands.

### Funds.

Academic Career Bureaus are financed by universities and also raise EU funds – ESF, State Fund for Rehabilitation of the Disabled – PFRON, Educational Fund, local public subvention (state funds), public and private funds (enterprises and/or foundations). In Poland there is no similar fund like Forma Temp in Italy.

### Targets.

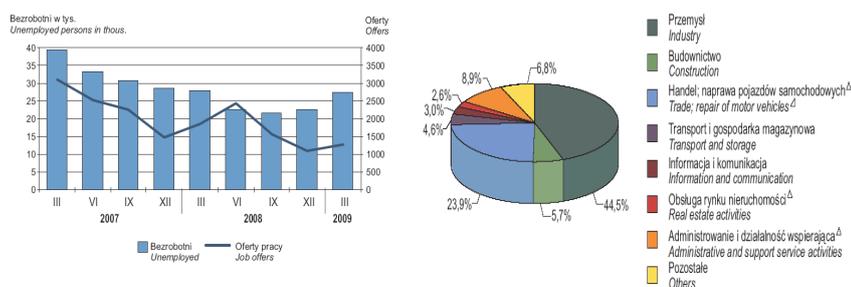
For Academy of IT in Lodz the main group requiring training as OFTL or other training are students or just graduated persons, including people with disabilities.

The private sector require from students and graduated persons the right experience on adequate position (as long as possible) and specific trainings with focus on interpersonal or technical skills ( for example ability to work in team, social skills, better IT qualifications etc.).

### Local labour market and interested sector.

In the Lodz region is still not observing any dragging economic sectors. Main difficulties concern **women, young people, students** (10% - unemployed person with higher educational level), adults with low qualification, 16% - people 55 years and more, people with disabilities, temporary workers, who are as well categories requiring more training programs. Public institutions and private bodies co-operate from time to time. Local/ national labour market needs qualified engineers (IT, environmental protection, constructing and architecture) managers, selling representatives and workers with **technical competences**. The key problem is to stop migration young people to the other towns in Poland (or abroad).

Local Public Employment Service (PES) and non-public placement services are not able to prepare common information how many offers of work are necessary for person who are looking for the job. Registered unemployed persons in Łódzkie Voivodship 2009 in September 2009 – Total - 119,9 thous. persons; below 25 years of age- 22,1 thous. Persons. Unemployment rate (September 2009) - 10,9%.



### Registered unemployed persons and job offers (as the end of a month) in Łódzkie Voivodship

### Average paid employment in enterprise sector by section NACE 2007 in 1 quarter 2009

Statistical Bulletin of Łódzkie Voivodship 2009

### Success of procedures and other targets.

The key elements of successful implementation the OFTL procedure lie on: complete analysis of local labour market (expectations, needs, others), new organizational structure of ABC ( training agenda is the formal body, which could manage the OFTL procedure), good promotion the idea among entrepreneurs and cooperation with the other actors of labour market. It is necessary more attention to **guidance** (to be connected to labour market needs) and to **transition to work** (feed backs and final evaluation required).

# FRANCE

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## FRENCH VOCATIONAL EDUCATION AND TRAINING SYSTEM

In France, education is organised on a national basis. Education is compulsory between the ages of 6 and 16. It provides young people with teaching in general and professional subjects.

The educational system, which is headed by the Ministry of Education, consists of 3 levels divided into “cycles”:

- primary education (enseignement primaire);
- secondary education (enseignement secondaire);
- higher education (enseignement supérieur).

Education has both public and private elements. Education is free and, in the main, non religious. In France, public education, which caters for more than 80% of pupils, is secular. In the name of freedom of education, private education also exists; this is mainly composed of Catholic establishments which have a contract with the State.

The current continuing vocational training system was launched at the beginning of the 1970s.

It involves the central government as well as local administrations, public institutions, public and private schools, the business sector, trade associations, labour unions and representatives of family organisations.

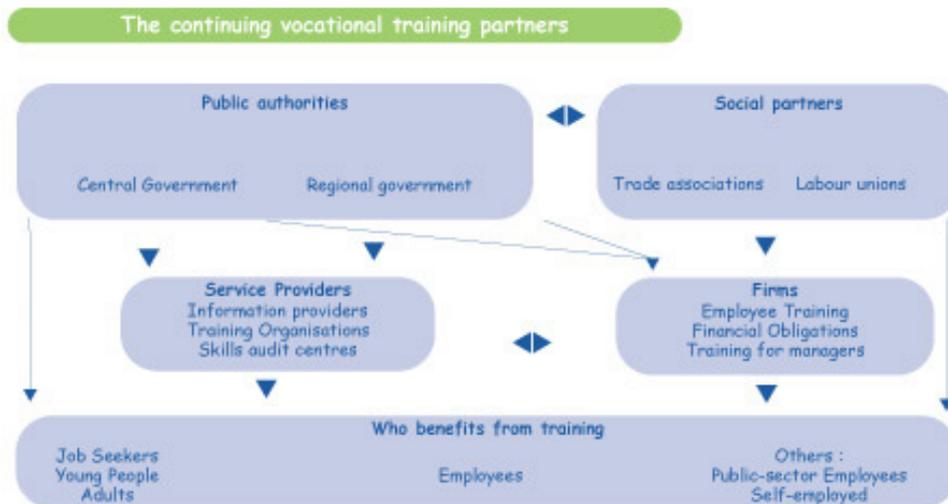
Continuing vocational training is designed for people **who are entering or who are already part of the active work force**.

It aims at :

- facilitating their adaptation to technological developments or to new working conditions ;
- maintaining or improving their professional qualifications ;
- improving their chances of social and professional advancement.

The central government, the 26 regional governments, firms and social partners all work together in defining vocational training policy.

Continuing vocational training is primarily financed by the central and regional governments and by companies. State and regional responsibilities are specified by law



The **central government** votes the laws but, since 2003 the **regional governments** have general responsibilities in continuing vocational training and apprenticeship. The 13th August 2004 law stipulates “the Region defines and implements the regional apprenticeship and vocational training policy for young people (between the ages of 16 and 25) and adults who are seeking employment or a career change”. A national co-ordinating committee has been created in order to facilitate the development of consistent and homogeneous state and regional programmes: the National Council of Vocational Life-long learning.

Each Regional Council devotes funds both for initiatives for young people and adults, and for specific regional training priorities.

The regional policy is funded by the Regional fund for apprenticeship and vocational training (Fonds régional de l'apprentissage et de la formation professionnelle), financed mainly by the transfer of State funds (State allocations corresponding to the successive skills transfers to the Regional Councils), the Region's own resources and European Social Fund co-funding.

**Note:** Working with the central government and the social partners, the Regional Councils co-ordinate all of the vocational training programmes in the region - both for initial and continuing education - proposed to young people aged 16 to 25 and unemployed adults. In addition, the Central and Regional Governments negotiate the framework of State-Regional project contracts, voted for 5 years based on jointly established priority objectives.

The **central government** participates in the training of those in difficulty, and provides financial supports for professional bodies and companies. The central government allocates special budgets for :

- Training possibilities for job-seekers. The central government undertakes all or part of the training expenditures, as well as the remuneration of trainees ;
  - Training possibilities are offered for targeted groups: disabled, immigrant workers, incarcerated, illiterates, etc. ;
  - Training possibilities in certain areas: for example, the new engineering programmes ;
  - Training information ;
  - Grants to the regional governments ;
  - Support for the designing and implementation of training plans within companies and within professional sectors.
- This financing is granted on a national and a local level by the central government and in particular by the Ministry of Employment. The European Social Fund grants subsidies. It allows the European Union to participate in training and employment policy of the member countries.

**Companies** are privileged sites for training, and, together with the central and regional governments, are major contributors financing continuing vocational training. They pay a levy as part of a legal obligation to participate in financing training. Levy is between 3% and 0.55% of the firm's gross annual wage bill, depending on its size.

Through collective bargaining agreements, certain business sectors have foreseen a rate of participation that is higher than the minimum fixed by law.

Some of these contributions are paid to collecting bodies, managed by the social partners.

**Company managers and self-employed workers** pay a contribution of 0.15% of a special base to funding collecting bodies.

**Trade associations and labour unions** participate in developing continuing vocational training policy and co-operate in its implementation through the creation of bodies which manage and collect specific funds (*These bodies collect the vocational training levies due by the firms*).

**Note:** *The funding collecting bodies (approved joint collecting bodies - OPCA) are created by employer and employee organisations. The central government maintains the right to examine and audit these bodies in order to make sure that training plans, individual training leave and alternance training are financed in all firms.*

## TRAINING BENEFICIARIES

Employees from both the private and the public-sector, self-employed workers and job seekers benefit from training measures based on their status.

**Private-Sector Employees:** Wherever they work, employees can benefit from continuing vocational training during their career. Employees can benefit from training within the framework of:

> **The company training plan.** The plan includes all the training activities under the responsibility of the employer.

The employee undergoing training is on a professional assignment. He or she is paid by the firm.

> **The individual training Leave (CIF).** It's the recognised individual right for all employees to attend the training of their choice during their working hours. Their salary is maintained and paid by the approved joint collecting bodies.

> **The individual training Right benefit (DIF).** Under the DIF, every employee acquires a training time credit of 20 hours a year within the limits of 6 years, which allows all employees to pursue a vocational training. This training can be attended after or within working hours, depending upon branch agreements.

**Public sector employees:** Public sector employees can benefit from training either through a training plan implemented by the administration or within the framework of a training leave.

> **The training plan** includes all training possibilities offered by the administration to its employees.

The employee is considered to be on duty during the training period. His or her salary is maintained.

> **The training leave** is an individual right that allows employees to receive training of his or her choice during working hours. The employee on leave is paid.

**Self-employed workers:** Self-employed workers (farmers, tradesmen – “craftsmen” –, shop-owners, professionals and other self-employed workers) can also have access to training. They have to participate financially to their training by paying a contribution to a fund collecting body.

**Job seekers:** All job seekers can, under certain conditions, receive paid training.

> **For young people** from the age of 16 through the age of 25, training can be obtained within the framework of:

**Special work contracts**, financed by the firms, the State and the regions : alternance training contracts.

**Training courses**, financed especially by the regions.

> **For adults unemployed**, training can be obtained within the framework of:

**Special work contracts** designed for those who are facing difficulties finding employment.

**Training courses**, by the central or regional governments. The central government provides funding for targeted groups as disabled people, refugees, etc.

The company-access training course is designed for job seekers likely to fulfil the employment offer after receiving additional training. It is implemented by the National Employment Agency (ANPE).

## **ILE-DE-FRANCE REGIONAL SOCIO-ECONOMIC AND EMPLOYMENT CONTEXT**

11.3 million residents live in Ile-de-France, representing 18% of the French population. Accounting for some 30% of France's gross domestic product (GDP), the region boasts an economy of European scope.

The Ile-de-France economy is concentrated in the service sector, given that eight out of ten workers are employed in that sector. Main business fields with recruitment difficulties are health jobs, construction, transports and catering.

The 5.5 million Ile-de-France workers include a large number of both low and high-skilled individuals. One-third of people aged 25-64 are well-educated, i.e. they have studied in an institution of higher learning. At the same time, a third of the region's working population is low-skilled, with only a secondary school education or less. The coexistence of low- and high-skilled workers in the same region can be explained by the « capital effect ». The Ile-de-France region attracts many companies that hire highly skilled people. But it also has many jobs that do not require a high level of education, particularly in personal and business services.

In a general point of view, the situation of the non-qualified unemployed is weakened by the high proportion of qualified people among active regional population.

There are great disparities among Ile-de-France areas, highlighted by remaining discrimination regarding origin (ethnic and geographical) and qualification level. Another discrimination factor is the high number of persons with origins from abroad. Migrants represent 14% of the Ile-de-France population. They are 40% of the total migrants in France but Ile-de-France is only 18,6% of the total metropolitan French inhabitants. Young migrants or with migrant origin have specific difficulties to access sustainable employment. Some of them need to adapt their professional competences but most of them are victim of discrimination, mainly regarding living place, appearance and name.

## **OFTL EUROPE : RESEARCH ON TRANSFER FAISABILITY**

France is one of the world's leading TAW markets. The temporary agency work situation in France is simultaneously characterised by a highly structured legal framework and a large number of contracts being signed and dialogue taking place. This makes for relatively strong protection for workers and legitimises the work of temporary work agencies.

Agency workers are covered by a specific vocational training policy, governed by national collective agreements regulating the activities of the FPE-TT and the FAT-TT (the first agreement dates back to 1983). It is therefore acknowledged that vocational training is a decisive factor in agency workers obtaining permanent posts.

In particular, the compulsory continuous vocational training contribution required from all standard companies is 2.15% of the gross payroll for TW agencies. This contribution mainly funds the work of FPE-TT and FAF-TT.

Moreover, the law also requires employers to organise enhanced safety training for temporary workers (both those on fixed-term and temporary contracts) if these workers are filling posts presenting specific risks. The principle of equality applies to all aspects of the employment relationship.

It appears thus that training for agency workers is highly regulated and funding collecting bodies, mainly FPE-TT and FAF-TT, play a key role in the implementation of actions regarding training and vocational integration of agency workers.

Interviews of training organisation managers, trainers, public managers and experts also allowed us to identify new partnership opportunities. Interviewees identified job opportunities, local partners to be involved as well as for some of them relevant funding. CN-CEFAG is able to recruit needed candidates among trainees and unemployed coming to him

### **Useful links**

<http://www.europa.eu.int>

<http://www.centre-inffo.fr>

<http://www.cedefop.europa.eu>

<http://www.crocis.ccip.fr>

<http://www.eurofound.europa.eu>

<http://www.faftt.fr>

<http://www.fpett.fr>

## INTERVIEWS

Thirty companies and training centres took part in the CNA CEFAG's Job Dating days on 11 and 12 June 2009. During the week of 8 and 15 June 2009, about fifteen interviewees with companies and training organisations stakeholders have been managed, among which 6 institutions have been identified to be relevant in order to organize a partnership.

**APAVE** is a safety and security organization. Some companies are lacking of skilled staff on specific technical jobs such as : locksmith, technical maintenance and on specific jobs of energy and air-conditioning sectors. APAVE offers a 10 - 15 days workshop and technical training course previous to placement in one of the companies belonging to its network (particularly RENAULT which has needs and funds for electrotechnical training and jobs). The employment agency funds most of the APAVE's training courses to job-seekers.

**The Industrial Training Centre (CFI) of Paris Chamber of Commerce and Industry (CCIP)** is one of the 12 schools of the CCIP dedicated to industrial maintenance. They propose dual education courses (that combines apprenticeships in a company and vocational education at the training centre in one course) from foundation vocational certificate (ISCED 3) till Master degree. Professions they are most in demand for are Air conditioning and industrial maintenance vehicles ones. We could set up with CFI-CCIP on-site visit and workshops with simulation exercises. Workshops may be funded by ANFA, training fund of the car services professional branch which gather financial and technical resources and contribute to fulfil the trainings needs of the car services branch's employers and workers.

**Food trade interprofessional training Centre (CIFCA)** is managing an apprenticeship training centre that prepares young people to food trade jobs. CIFCA is a non-profit association made up with professional bodies nationally representative of food trade jobs. They offer to organize public information on trade and sell professions. They identified jobs lacking of staff and we could organise together a partnership to integrate young people in inclusion process, through the implementation of workshops to discover jobs and interviews with CIFCA. CIFCA may select young people to offer them training and work experience placements in partner companies.

**The European Centre of culinary professions (CEPROC)** has implemented an apprenticeship centre in gastronomy. Pork butchery is the field with more needed staff in the branch, but they also need cooks and pastry cooks. The CEPROC provides workshops to discover jobs that could lead to training. SANELIS Gonesse is a cleaning services firm renting and cleaning professional clothing, textile supplies, sanitary, or soda fountains. It belongs to Elys group. Sanelis Gonesse has identified staff needs. Possible partnership with CNA-CEFAG would be aimed at placing candidates for internship that could lead to employment. Prior step would be to organise a workshop for the candidates to get information on the jobs, go for on-site observation and be recruited. They propose to organise a partnership for storekeeping profession for which they will need staff by June. We could also foresee a partnership concerning the delivery driver job for which recruited candidates that would, at the end of their work placement, persist in doing that job may undertake driving licence within the framework of a « Driving license Elys programme directly funded by Elys to fulfil the delivery driver employment needs.

Another interviewee was the director of **Délépine training centre, managed by the Apprenticeship department of the Paris and Ile-de-France Trade Union of the electrical fittings companies (CSEEE)**. The enterprises members of CSEEE, the Ile--de-France Regional Council and French national job agency are funding bodies for the training activities provided by Délépine training centre. We could set-up together activities addressed to young people following inclusion pathways in CNA-CEFAG and aimed at giving them the opportunity to enter Délépine training centre as apprentices. Kind of activities we could set-up and get funding for are infodays on the electrical fittings jobs, as well as a 3 days training on 1st professional gestures followed by trainees' assessment.



