

# MODEL

## „EMPLOYER NEEDS BAROMETER”

**Developed:**

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## I. INTRODUCTION

Analyzing the labor market, two problems can be seen:

1. On the part of employees who are looking for a job, there are no job offers tailored to the unemployed or inactive, which the job seeker has;
2. On the part of employers - the lack of candidates with the skills and qualifications needed to perform work in the position planned for employment.

You need to ask the question here - "Why is this happening?" And why can't the needs of both parties be met? Since some are looking for a job and some are looking for employees. Apparently simple and, however, the multitude of seeking employees and employers increasingly use.

In search of answers to the above questions, the WIR Foundation for Development and Innovation was looking for patterns to solve the problem in countries where the level of employees not adapted to the needs of employers, especially in young people is the lowest (in other words the unemployment rate). Analyzing research and statistical data on youth unemployment in European Union countries, Denmark next to Germany has one of the lowest unemployment rates, especially among young people, therefore a partnership was established with the Danish vocational school, ie Jordbrugets Uddannelses Center Århus. As part of the established partnership, this model was developed through study visits as well as numerous consultations and conversations, based on the Danish partner's experience in educating and adapting young people to the labor market, and extensive cooperation with entrepreneurs, a tool was developed to study the needs of employers in the Polish system.

Young people in Polish reality who have a problem finding a job on the labor market can be classified into the following groups:

1. Graduates of general education schools who do not continue full-time studies
2. Graduates of vocational schools (including vocational and technical secondary schools) who do not continue their education in the day system
3. University graduates without the need for a job
4. Unemployed / inactive persons with a break of at least one year after leaving school and not taking up gainful employment
5. Unemployed / inactive persons with at least a year break after finishing school, working temporarily for short periods or working in the "gray zone"
6. Graduates of universities, ie surplus majors or who have completed their studies contrary to their interests and predispositions.

Currently, the support path for the unemployed or inactive in the Polish system, both in the support financed from the ESF and Employment Offices is as follows:

1. Identification of the needs, predispositions and qualifications of the unemployed / economically inactive by developing an Individual Action Plan
2. Obtaining / supplementing the qualifications or skills of a young person in accordance with the Individual Action Plan
3. Gaining experience by the unemployed / economically inactive through internships, apprenticeships, subsidized employment

#### 4. Job placement, ie seeking work for identified and trained unemployed / economically inactive persons

Unfortunately, in the whole system, the employer appears at the end of the support "path" and qualified candidates for employment come to the labor market not only in accordance with the needs of employers on the local labor market. Currently implemented activation does not take into account the needs of employers, who are really the most important in the entire "carousel" of the labor market. Because the skills and qualifications of the unemployed who are currently on the labor market must meet the needs that are currently sought by employers from a given region.

Under this model, we plan to supplement professional activation with the tool "Employer needs card", which was developed on the basis of the functioning scheme in the Danish system.

## II. YOUNG PEOPLE IN POLAND

The situation of young people on the Polish labor market is better today than just a few years ago, there is a certain tendency of the adequacy of education to the current and forecast socio-economic situation, i.e. preparing a man to perform work.

The causes of youth unemployment include the following factors:

- objective, related to the demographic, economic and economic situation as well as changes on the labor market,
- subjective, regarding the approach of young people to pursuing a career, education, own activity, expectations, ambitions, etc.

Considering the above factors, it can be noted that the issue of youth unemployment (both registered and non-registered) focuses on issues related to matching qualifications and competences to the requirements of the labor market, i.e. adequate preparation for work and the appropriate response of young people to situations on the labor market (e.g. undertaking training or developing competences).

The education reform of September 1, 2017 has caused changes in education since this year and currently includes the education system includes:

- eight-year primary school,
- four-year high school,
- five-year technical secondary school,
- a three-year industry first degree school,
- a two-year branch secondary school,
- post-secondary school.

The introduced education reform is not only a change in the school system, but also a proposal of new solutions in the development of vocational education strongly linked to the labor market, and the changes in the organization and functioning of schools and educational institutions of vocational education is a popularization of the dual education system.

In Poland, there is still a belief that the choice of general education is right and nearly half of primary school graduates still choose further general education, in contrast to European Union countries (especially those with low unemployment rates) where vocational education dominates at various levels. The reason for this is largely the lack of awareness among young people about their predispositions and ideas for a professional path, the conviction that vocational schools - technical or industry schools are schools of worse choice, often vocational education school is associated by young people with taking up professional activity.

It is necessary for young people at all levels of education to be aware of their educational choices leading to professional development and the conviction of the need to take up a job. An important element of education is also making young generations aware of the need to take up professional activity.

Pursuant to the new reform, the number of hours of practical classes for employers on

the basis of dual education may not be lower than:

- in the case of an industry first degree school - the total weekly number of practical vocational training hours is determined for the industry of the first degree school,
- in the case of an upper secondary vocational school, technical secondary school and post-secondary school - 30% and not higher than 100% of the total weekly number of hours of practical vocational education specified for the industry of the upper secondary school, technical secondary school or post-secondary school in accordance with the regulations.

In technical secondary schools and post-secondary schools that organize practical classes at employers on the basis of a dual education system, the total dimension of practical vocational training is equal to the sum of the hours of these classes specified in the curriculum and the number of hours of apprenticeships of students specified in the regulations. The daily hours of practical vocational training classes up to 16 years old cannot exceed 6 hours, and students over 16 years old - 8 hours.

The dual system, as a combination of practical vocational training in an enterprise and theoretical vocational training in an educational institution, has been functioning in Poland for a long time. The education system, in which 50% of classes take place at the workplace, functions in basic vocational schools in the form of vocational training at the employer's as a juvenile employee. The vocational preparation of an adolescent employee who graduated from junior high school may take the form of apprenticeship or apprenticeship for a specific job. Apprenticeship aims to prepare an adolescent to work as a qualified employee or journeyman, and includes practical apprenticeships that are organized at the employer's and theoretical training at school or outside school.

The Polish education system is based to a large extent on general education, and most young people after elementary school (after junior high school) choose general education (high schools), thus prolonging the decision to choose a profession and thus their professional path. To a large extent, this is due to the lack of preferences as to the profession or knowledge of one's strengths, and thus the choice of profession. In addition, stereotypical vocational education is regarded by young people as being inferior and less preparing for higher education. Lack of knowledge of their predispositions, succumbing to stereotypes causes that every year most of the school walls leave young people not prepared to take up employment without being aware of their professional path.

19 year olds enter the labor market after graduating from high school without preferences what they would like to do in life, what are their predispositions. In the Polish system, there is no structure to help young people in this situation, i.e. forms of training, professional internships or vocational training. A young man directly from the school bench enters the labor market without having any idea of a job or any occupation, an advantage over this situation is given by vocational training during which the young man has the opportunity to come into contact with the profession, his specificity during vocational training at school and only employment during internships .

Vocational education in the Polish reality is centralized and development directions are determined from the top which does not give flexibility to schools in vocational education. Employers accepting a student for an internship or apprenticeship must adapt to the imposed program and learning outcomes imposed by the system.

At the stage of planning fields of study in vocational schools and developing curricula in

individual fields of study, employers do not participate, which is undoubtedly the reason for the lack of convergence of fields of study with the needs of the labor market.

The lack of specific preferences often results in further ill-considered choices in the form of undertaking studies in fields that do not correspond to one's own predispositions and, what is worse, the needs of the labor market. The prolonged education process for many people leads to the situation that a 26-year-old young man graduating from higher education has never had any experience with the labor market before and often completes a field of study which is not sought after on the given labor market, but surplus.

Mistakes made in the whole education process, or rather passivity, lead to the situation that on the one hand we have a lot of people with higher education and on the other hand we have a job market that is looking for specific qualifications from graduates who they have not obtained. A young person completing the education process and entering the labor market often argues that his education does not meet the needs of the labor market, which discourages him from taking action and leads to professional inactivity.

Finding employment is the highest challenge that young people face after completing education. Activity and employment rates are more favorable for adults than for youth. Among the reasons for generating a generation of young educated people who do not find employment are:

- lack of skills and professional experience - which means that young people are less attractive employees for employers,
- discrepancy between skills and job requirements,
- too high ambitions and expectations regarding working conditions.

Young people may also have no knowledge of where and how to look for a job, or financial resources to go safely through the entire job search process.

In addition, ManpowerGroup research shows that 33% of Polish employers declare difficulty in recruiting employees, the main reasons include: lack of hard competences, technical skills (50%), lack of available candidates (30%), too high financial expectations (18%), no experience (15%), in addition 5% of employers indicate a lack of communication skills and soft skills. According to the ManpowerGroup 2017 study, young people in Poland when making career decisions take into account the following factors: remuneration (87%), type of work (52%), location of the workplace (42%), development opportunity (39%), flexibility of hours work (31%), financial benefits offered (16%), brand and company reputation (13%).

The situation of young people on the labor market is also determined by atypical forms of employment, which are considered inferior, less stable, lower paid and not conducive to identifying the employee with the company. Most often, young people take up employment in such forms, but in this way they are exposed to a greater risk of losing their jobs, often without receiving the same social benefits as full-time employees, have difficult access to training and professional development. Such forms of employment mean that so-called worse labor market, related to the lack of security, stability and insecurity of work performance.

The difficult situation of young people on the labor market is also caused by the employers' approach - treating employees as a source of costs, not company resources.

For this reason, many young people probably do not take up employment, even if it is possible - they go abroad, where they can count on higher earnings.

The high level of professional inactivity is primarily determined by the low activity of young people (35%), which is often due to the young people being extended to enter the labor market due to continuing education. Therefore, young people up to the age of 24 are professionally active at the level of 35%, while for people aged 25-34 it is already 84.4%.

The situation of young people on the labor market, although it is systematically improving, still remains difficult. This is manifested by a low rate of professional activity and a high unemployment rate among young people, although this is not only the case in Poland, but also in many EU countries. According to Eurostat data, the harmonized youth unemployment rate in December 2012 was 13.5% in Poland, i.e. it was three times higher than the harmonized total unemployment rate in the country - 4.4%. The situation of young people is systematically improving, as evidenced by the decrease in the share of young people up to 25 years old in the number of registered from over 30% in 1993-95 to 12.4% at the end of 2017, but they still face problems in smoothly entering the labor market.

High unemployment among young people is a serious social problem because it has social, economic or political effects. The effects of youth unemployment can be poverty, marginalization and, in extreme cases, social exclusion. The difficult situation on the labor market of young people is most often associated with a lack of professional experience and a mismatch of qualifications to the needs of the labor market. In order to increase the chances of finding a suitable job, an increasing number of young people decide to improve their professional qualifications by obtaining higher education, and during internships, apprenticeships or taking up work.

A young person entering the labor market has to face the following barriers:

- frequent misadaptation of qualifications to the needs of employers,
- lack of practical experience
- no stable employment form.

The main goal of the currently introduced changes in the Act is to solve the problem of non-adaptation of vocational education to the needs of the labor market, which causes difficulties for both employers - to recruit employees and school graduates - to find a place of employment. The changes taking place in the Polish economy and in the labor market strengthen the demand for highly qualified staff. Vocational education next to higher education has the greatest impact on the preparation of modern staff for the Polish economy. Meanwhile, unemployment of vocational school graduates in Poland remains at the level of -30%. The Strategy for responsible development adopted by the Government of the Republic of Poland confirms the need to adapt the vocational training system to the needs of a modern economy.

The survey conducted in enterprises in Europe, including Poland, conducted by Eurostat and the Central Statistical Office (GUS) shows that in 2015 only 7.5% of enterprises in Poland employing 10 or more employees conducted initial vocational training. On average, 30.5% of enterprises in the EU conducted such training, including 63.6% in Germany and 50.9% in the Netherlands. In all EU countries, including Poland, such training was more often conducted by larger enterprises (employing 250 and more employees). However, the percentage of such enterprises in Poland, amounting to

10.7%, was the lowest in the EU (the EU average for large enterprises is 58.8%, in Germany - 93.3%, in France - 80.9%).

### III. THE SITUATION OF YOUNG PEOPLE IN DENMARK

Differences in the employers' involvement in vocational training in the European Union countries are accompanied by clear differences in the organization of vocational training. Despite these differences, the priority of all Member States is to promote practical training in real working conditions, i.e. with employers. EU member states in which the so-called dual education (Germany, Denmark, Austria) have a low level of youth unemployment. Employers' involvement in vocational training is an effective tool to counteract unemployment among young people.

The dual education system in Denmark uses cooperation between education and employers, educates students at school and in the workplace. Teaching staff are taught at school, teachers in accordance with the curriculum. Learning in the workplace takes place in a permanent environment of employees and a trained apprentice supervisor. Employers influence the content of education, organize practical vocational training and are responsible for organizing vocational examinations in their industries. The system creates a natural method of coordinating the structure of education with the needs of employers. The dual system in Denmark assumes cooperation on all levels and joint responsibility of all participating entities: education, employers, employees, the state. The qualifications of employed underage workers are of great importance for the economic effects of individual enterprises and workplaces, and for the entire economy of a given country. In the conditions of globalization and integration, investing in education and science is becoming one of the most important and effective forms of investment. Investment in man is a major factor in economic growth. This combination of theory and practice in the education process is a key success factor in Denmark, which translates into low unemployment, especially among young people. In particular, employers have specialized skills and employee knowledge based on solid foundations. The system ensures patency between the various levels of education, as well as the possibility of horizontal transition between programs. A student in Denmark has the ability to change the scope of vocational training at any stage to meet his expectations and subsequent employment after the education stage.

Learning to learn is an important element of education. It is important that the graduate adapts well to the dynamic labor market, that he is ready to change jobs, several times during his professional life. Maintaining flexibility in vocational education gives such an opportunity, and a significant part of education taking place in natural working conditions, i.e. with employers, ensures that after completing the education process, the young person will smoothly enter the employment stage, often with the employer with whom he had an internship.

Denmark is a country with unbelievable flexibility on the labor market, which is due to the social agreement between entrepreneurs and trade unions and the public's "willingness to change" attitude. On the other hand, in the countries of the European Union with high unemployment, especially in the case of young people, far-reaching guardianship can be observed at all levels of young person's development. Harmony on the labor market is caused by cooperation (formal and non-formal) of all interested parties, i.e. the state, local governments and entrepreneurs, which means that the average Danish person

feels safe on the labor market. In Denmark, safety is not understood as constant care and spoon feeding, but as potential, the ability to create your own career path - freely defined. Extensive cooperation and openness to changes for all those interested in the labor market leads to incredible effects in the form of low or even negligible unemployment among young people.

In Denmark, there is a cooperation network, i.e. grouping of interested parties in one common environment, e.g. a specific industry or area, which brings order to the relations between network partners and creates a platform for the development of modern tools, because interested parties do not generalize problems and focus on specific issues in a given area actions. The network identifies industries and sectors generating job vacancies (the so-called job-lines) and the simplicity of the structure of the network makes them fill the network with candidates immediately after completing education, reaching the network of a given industry are ready to take up work and to learn new skills. At the same time, the network uses well-organized communication channels with interested parties, i.e. employers and employees, and runs two dynamic databases: job-lines - and a database of profiles of trained people with updated information about their professional fate, both the database is used to effectively assess the level of achievement of the employment goal.

The database functioning in Denmark organizes the labor market in such a way that it groups only entities interested in achieving the goal:

- Jobseekers ready to implement their professional development plan and take up employment
- Entrepreneurs ready for employment, including training of candidates for employment
- Employment offices ready to build cooperation networks between employers and employees and to define the needs of the local labor market.

In Denmark, most young people are educated in vocational schools, the Danish vocational training system lasts 4 years and is structured as follows:

- I education stage- 20 weeks of school education - students receive a scholarship of approx. 6,000 Danish Crowns (the amount of the scholarship depends on the profession in which the student is studying)
- II education stage- 1 year - internship at the employer - students receive a scholarship paid by employers in the amount of about 11 thousand Danish crowns,
- III education stage- 8-12 weeks of school education - students are still receiving a scholarship of approx. 11,000 Danish krone paid by employers (part of the scholarship is refunded by employers by trade unions),
- IV education stage- 1 year - internship at the employer - students receive a scholarship paid by employers in the amount of about 11 thousand Danish crowns.

The student passes vocational exams after each school stage. The selection of employers accepting the internship and controlling the education process in the workplace of students belongs to the Employment Consultant at school.

The Employment Consultant knows the industry in which the school is educating, has a base of employers from the local labor market who operate in the industry, is well aware of which employer in which specialization in a given industry conducts employment and work.

The consultant's role is to select employers for the internship in such a way that the student obtains as much practical knowledge as possible and find employment after the

end of the education process. In the Danish education system there is a sporadic situation that after apprenticeship / internship during school the student does not get a job offer in the enterprise where he did the apprenticeship. During practical training at employers, the employment consultant regularly controls the employers' commitment to specific learning outcomes which the student must get during the internship. Both school and employers are equally interested in the student's professional development, the common goal is stable and permanent employment after leaving school.

Meetings of school representatives, employers and trade unions are held 2 to 4 times a year (75% of employees in Denmark are members of trade unions), industry employees, teachers and students to designate education, development directions and cooperation planning. Development and setting directions is never centralized and focuses on a given industry in a given area, the state minimally interferes with development directions, the scope of education or the policy of employment and remuneration of employees in specific industries. Denmark is a country where the minimum wage does not function in terms of the state. Trade unions of a given industry in a given area negotiate and agree with employers and employees the minimum wage for a given industry in a given area by signing an agreement between the parties. At the same time, the unions are also tasked to determine the extent of salary increases as employment increases. These conditions, i.e. the minimum wage or the rate of pay increase for a given employer or group of employers in a specific area are renegotiated from time to time to work out a compromise between both parties, i.e. employees and employers. No state interference in the minimum wage does not lead to abuse and in Denmark the "gray area" practically does not exist, maintaining partner relations and cooperation always leads to maintaining stability and the feeling that the parties cooperating with each other, i.e. employees and employers are satisfied and the compromise worked out is merit both sides.

The Danish employment system ensures that every employee has one job, employees and employers respect free time, no multitasking, it is important to be good in a given field and not to be versatile.

To sum up, it can be said that imposing rules and operating principles is not always the right way, interested parties operating in one area will always find a compromise and thus create the best conditions for work or development for themselves because each party is interested and knows the area of negotiations well from established programs or rules, and practical everyday life and work.

#### IV. IMPLEMENTATION SCHEME FOR THE EMPLOYER'S NEEDS

The labor market is an area in which the interests of various categories and intensities: group, financial, professional, educational, economic and other are located. These interests are formulated by entrepreneurs, jobseekers, training institutions, employees and trade unions as well as municipalities and labor offices - by everyone for themselves and without paying special attention to others.

A common goal for all should be to quickly fill up vacancies, from the perspective described, the Polish labor market is in a stage of far-reaching disorganization, the level of which is demonstrated by the empirically verifiable level of inefficiently invested resources and public funds in the development of vocational education, professional activation or employment ; areas with the highest level of unemployment do not reduce it, on the contrary, they become areas losing socio-economic functions.

The main reason for market disorganization is the faulty level of matching labor demand and supply (implemented through organizational solutions in the field of brokerage and training), currently perceived in general terms, and not in terms of real problems of individual excluded persons and entrepreneurs seeking employees.

The solution to the above problem is to create a cooperation network, i.e. grouping interested parties in one common environment, which will organize relations between network partners and create a platform for the development of modern tools.

Ensuring the adequacy of education to the needs of the labor market is not possible without the school's cooperation with employers who have the most knowledge about the demand for qualifications and professions. Currently, branches of the economy such as construction, IT or finance naturally use modern technologies as a daily work tool, and the same knowledge in this field of graduates of the above-mentioned fields of study is necessary, but unfortunately the education system departs from the market demand. A graduate who does not have qualifications and competences in the field of currently used technologies becomes unattractive for the employer and in combination with a lack of professional experience "loses" on the labor market with people who have experience in a given industry. Counteracting unemployment among young people and also a growing group of young people in the so-called The NEET category is a priority challenge of the current education system, so that these activities can be implemented, it is necessary to adapt vocational training to changes in the labor market.

Partnership is talked about very lightly, it is much more difficult to establish and initiate. Joint work of various entities requires courage, forbearance and determination. It is often seen as a solution to many problems. Cooperation is not a quick and simple matter, but the successes of many initiatives prove that partnerships can be sustainable and effective.

Poland is already leaving the stage where the solution to the problem belonged only to the individual, group or institution to which it directly concerned. Thanks to the change in the mentality of the society in this regard, the attitude towards cross-sectoral cooperation for sustainable development (understood as economic, social and environmental protection), which can help in solving difficult problems, also changes. Therefore, establishing partnerships is particularly important in matters related to the development of vocational education, implementation of dual education, counteracting unemployment or inactivity, and activation of the labor market, as these areas are closely related and

largely affect each other. Activities in the above areas should particularly bring together and connect all institutions whose competences include tasks in the field of education or employment, so as to eliminate single action that leads to inefficient use of resources and resources.

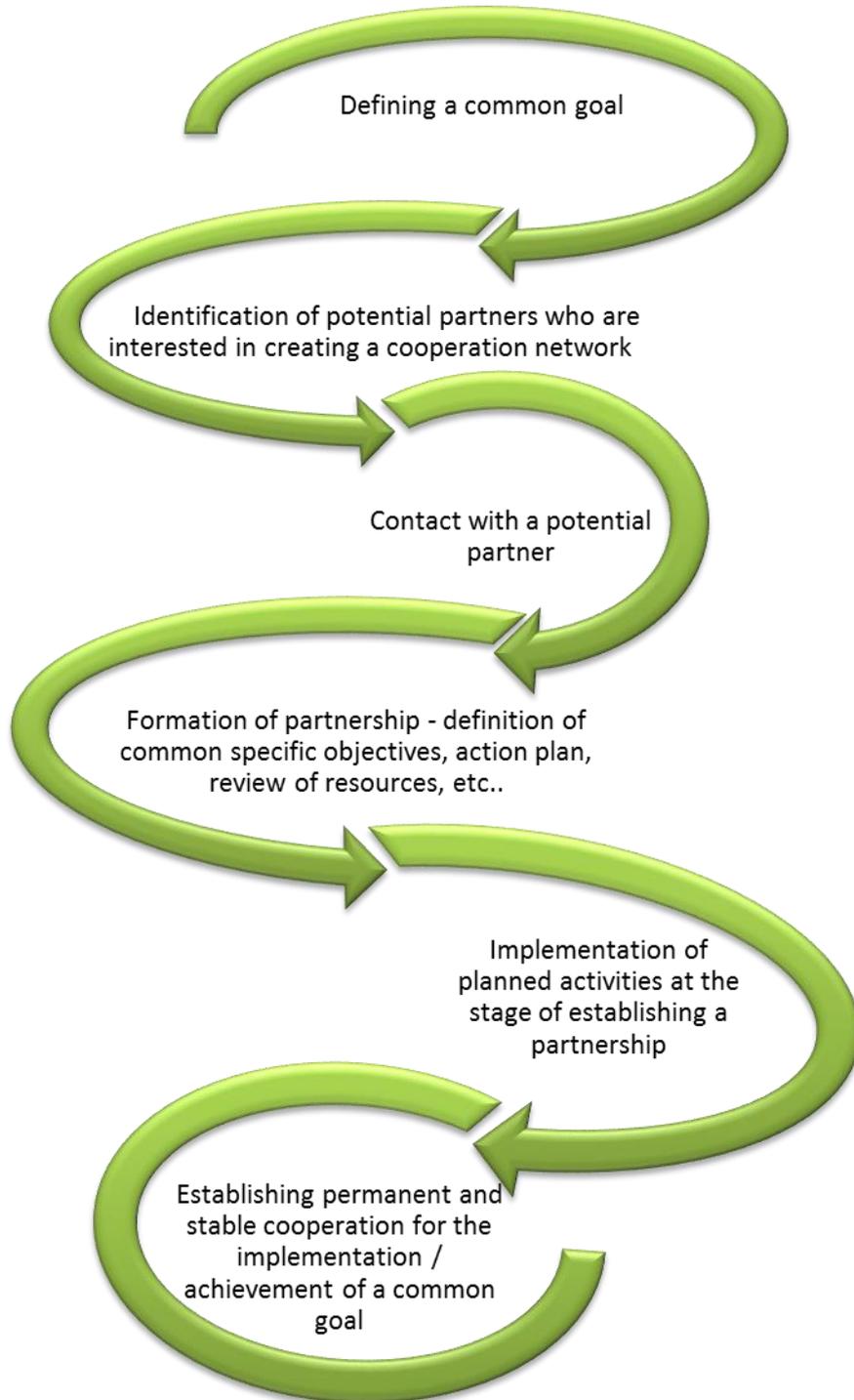
Partnership is a voluntary agreement established to perform a task (project) through the cooperation and co-decision of the parties contributing human, technical or financial resources to the task. The partnership brings specific benefits to all participants, providing results that a single partner would not achieve, and reducing duplication of effort that would be necessary for each partner to perform the same task independently. According to the definition of the Ministry of Labor and Social Policy, partnership is cooperation between various partners.

Building partnership cooperation gives new and better development opportunities - by combining the features and opportunities that characterize individual sectors and looking for ways to use them for mutual benefits. Translating this into the labor market and the education system, it is necessary to establish partnerships / cooperation between employers, schools, labor offices or institutions working for professional activation; so that the activities of all these institutions are complementary rather than excluding or acting side by side.

Working together for young people and investing in them is a major driver of economic growth, and the side effect will be a decreasing youth unemployment rate and an increase in interest in vocational education among students leaving primary school.



Figure 1. Diagram of establishing partnerships



The next step that should be taken to make the unemployment rate fall and become only a marginal element of the labor market is to take action to increase interest among young people in vocational education and segmentation / classification of industries on local labor markets - creating bases by industry and occupation.

The first important step to be taken is: adjusting the vocational training offer to the local labor market and increasing the participation of employers in the vocational training system. For the situation to occur, it is necessary to change public awareness of the approach to education of young people in line with the needs of the labor market. Currently, it is common for vocational schools to launch "dedicated faculties" for the needs of specific employers or industries, but unfortunately the low number of applicants for these faculties does not allow them to be launched. A question should be asked here: Why is this happening? After all, it is a clear signal that after finishing school the student will get a certain job offer. Unfortunately, the low social awareness of the need to shape the professional path from the school stage and excessive parental ambitions cause a situation in which a "confused" student, wanting to satisfy his parents' ambitions, chooses education that is incompatible with his preferences or possibilities, and unfortunately it is often general education that in dealing with the reality of not continuing university education gives the effect of entering the labor market of an employee without any qualifications. And going back to the moment when the student decides to choose the educational path after primary school, it turns out that it is often a random decision (about choosing a high school or vocational school) not supported by predispositions or interests. Education undertaken at this stage often become life-long decisions that sometimes can help start a professional career and sometimes fail to make it difficult to enter the professional life, which is the most difficult stage of professional life.

In view of the above, it is necessary to provide social education to both students and parents about vocational education, including dual education, and about the need to diagnose students in terms of professional predispositions and preferences at primary school level.

The earlier interest in the development and creation of a professional path by young people will result in future better employees, and this will undoubtedly contribute to the economic development of the country.

The proposed scheme of action in the field of supporting young people who are unemployed after the end of the education process:

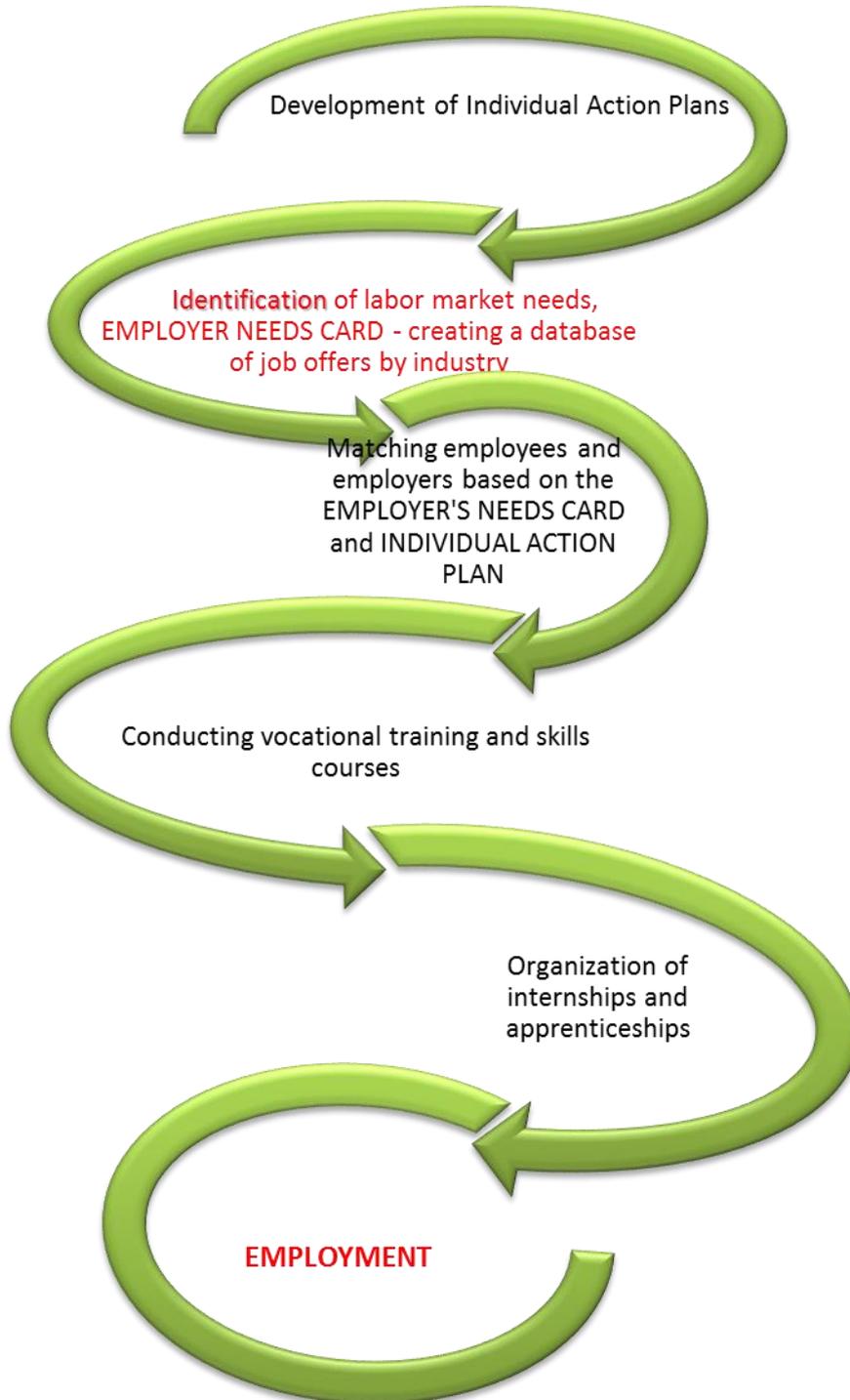
1. The proposed scheme of action in the field of supporting young people who are unemployed after the end of the education process:
2. Identification of the needs, predispositions and qualifications of the unemployed / economically inactive by developing an Individual Action Plan
3. Identification of labor market needs - EMPLOYER NEEDS CARD - creating a database of offers on the local labor market by industry
4. Matching employees and employers based on the EMPLOYER'S NEEDS CARD and Individual Action Plan
5. Obtaining / supplementing the qualifications or skills of a young person in accordance with the Individual Action Plan
6. Gaining experience by the unemployed / economically inactive through internships, apprenticeships, subsidized employment

## 7. Employment

Proposed scheme of action in the scope of supporting unemployed young people already functioning on the labor market:

1. Updating of the Individual Action Plan - verification / updating of the needs, predispositions and qualifications of the unemployed / inactive
2. Identification of labor market needs - EMPLOYER NEEDS CARD - creating a database of offers on the local labor market by industry
3. Matching employees and employers based on the EMPLOYER'S NEEDS CARD and Individual Action Plan
4. Obtaining / supplementing in accordance with the Update of the Individual Action Plan the qualifications or skills of a young person
5. Gaining experience in the area of supplemented qualifications / skills by the unemployed / economically inactive through internships, apprenticeships, employment, subsidies
6. Employment

Figure 2. Diagram of the Employer Needs implementation



## V. TOOL APPLICATION- EMPLOYER NEEDS CARD

As part of this model "Employer needs barometer", the following tools have been developed, whose task is to help in activating and matching targeted job offers for young people. When developing the tool, the documentation used in the Danish system of both education and professional activation with equivalent names was used. The documents have been adapted to Polish reality with the possibility of modification and adaptation to industries.

As part of the EMPLOYER'S NEEDS CARD, the following occurs:

1. **EMPLOYER'S POLICY** - the task of the survey is to research and collect information about the enterprise in the context of current and future employment, and to identify areas of activity and activities performed by the given employer. The survey will allow the creation of a database of employers and the possibility of grouping them by industry and specialization - this will help future employees or the school looking for employers in specific areas to identify them.
2. **EMPLOYER NEEDS CARD** - the task of the tool is to gather information about the employment needs of a given employer, expectations regarding qualifications, competences or skills of a future employee.

The developed tools can be used in:

1. Identifying the employment needs of the local labor market
2. Employer segmentation on the local labor market while developing the employment base
3. Identifying the needs of employers in terms of qualifications, competences and skills of future employees
4. Identifying the employment needs of local employers
5. Determining employment preferences in local labor markets

## VI. RECCOMENDATION FOR IMPLEMENTATION

This model "Employer needs barometer" together with the tools to be used was created as a result of the activation of young people by developing an Individual Action Plan, vocational training, internships and job placement.

During the ongoing process the question arose: Do the proposed forms of development, activation (training) meet the current employment needs of employers on the local labor market? Will we offer the young people specific development and activation paths and make a mistake and the proposed changes will meet the needs of employers or after the internships will employers not offer employment because they did not have employment needs?

Searching for answers to the above questions, it was considered that in order for the proposed forms of development to meet the needs of employers, it is necessary to get to know the local labor market, its employment expectations, development directions or preferences in the area of qualifications or competences of future employees.

Identification of the local labor market can be divided into the following stages:

1. Dividing the local labor market into industries / areas occurring in it
2. Determining the size of individual industries and their development opportunities
3. Identifying the needs of each industry
4. Knowing the development directions of each industry
5. Knowing the demand for employees and their qualifications and competences in each of the industries
6. Determining planned employment in individual industries

The proposed tools will apply during:

1. Demand research on the labor market
2. Identifying the needs of employers
3. Reporting employment needs by employers
4. Determining training directions for training institutions, schools

The correct identification of employees' needs through an Individual Action Plan in combination with the Employer's Needs Card gives a picture of a career counselor / job broker on the one hand the need of the labor market and on the other hand its ability and willingness to employ at present and in the future. It is important that both these tools work simultaneously at the initial stage of "introducing" a young person to the labor market. Thanks to the knowledge of the employer's needs and expectations on a specific local market, a vocational counselor / job broker has the opportunity to select suitable candidates for specific jobs and the qualifications and competences required for them.

The tool developed in this model complements the scheme of vocational activation of young people and at the same time gives employers the chance to take part in an internship and at a later stage to employ a person with qualifications and competences most suited to his needs.

## VII. TOOLS

As part of the developed model "Employer needs barometer" the following tools were created:

1. Employer survey - is used to identify employer data, current employment status, identify areas of activity along with the activities performed by the company, information on membership of employers' organizations. The task of the survey is to obtain basic information about the employer in the future serving from belonging to a specific industry.
2. Employer's needs card - serves to identify employers' data in the scope of: occupations in which employees are sought, competences desired by candidates for employees, knowledge of languages, required qualifications and desirable qualifications. The purpose of the card is to obtain information from the employer about planned employment in the enterprise and about the competences and qualifications of the future candidate for employment.
3. Cooperation agreement - it serves to establish partnerships in the area of employment, education of young people, is a declaration of cooperation and activities for the activation of young people.

## EMPLOYER'S QUESTIONNAIRE

### Employer's details

---

Name: .....

Address: .....

Possible branch address:

1.....

2.....

**Contact:** phone number:..... e-mail:.....

Owner's surname:..... Education: .....

### Employment status at the employer:

---

Profession:..... number .....Including qualified .....

Profession:..... number .....Including qualified .....

**How many years the owner/manager runs a company in the industry:**

1..... years .....

2.....years.....

**Is the employer a member of the employers' organization? YES NO**

If YES, which one :.....

**The company performs (areas of activities along with the activities performed)**

Area 1 .....

Activities .....

Area 2 .....

Activities .....

Area 3 .....

Activities .....

## EMPLOYER'S NEEDS CARD

### Employer's details

Name: .....

Workplace : .....

**Contact:** phone number:..... e-mail:.....

Name of responsible person: .....

Position: .....

### Occupations in which employees are sought:

1..... quantity.....

2. .... quantity .....

### Desired competences for the candidate:

Ability to work in a team	YES	NO	Accuracy	YES	NO
Ability to concentrate	YES	NO	Punctuality	YES	NO
Flexibility	YES	NO	Timeliness of tasks	YES	NO
Coping with stress	YES	NO	Ability to transfer knowledge	YES	NO
People management	YES	NO	Accounting skills	YES	NO
Ability to organize own work	YES	NO			
Responding to difficult situations	YES	NO			
Easy decision making	YES	NO			
Communication	YES	NO			

### Language skills:

Polish : \* fluent \*spoken knowledge \* knowledge of written text \*required \* desirable

English: \* fluent \*spoken knowledge \* knowledge of written text \*required \* desirable

German: \* fluent \*spoken knowledge \* knowledge of written text \*required \* desirable

### Qualifications:

Required : .....

Desirable : .....

## PARTNER AGREEMENT

Concluded on ..... between

.....

.....

Represented by .....

and

.....

.....

Represented by .....

Hereinafter referred to as „the Parties”.

### §1

#### Partnership goals

1. The partners agree to sign this "Partnership Agreement", thereby expressing their willingness to act jointly to increase employment among young people. Partners will take steps to support initiatives involving joint forms of cooperation specified in this agreement.
2. The subject of this Agreement is the establishment of Partnerships to counteract unemployment as well as the adaptation of possessed qualifications and competences to the needs of the labor market in the field of facilitating the entry of young people on the labor market.

### §2

#### Scope of partnership

1. The parties to the agreement jointly agree that partnership activities will be implemented in the field of:
  - a) exchange of experiences and identify planes of cooperation in the area of young people,
  - b) consultations and discussions regarding development directions for the education of young people,
  - c) implementation of joint actions aimed at reducing youth unemployment,
  - d) joint monitoring of work implementation,
  - e) creating favorable conditions for joint work to increase employment among young people,
  - f) deepening the idea of working together to activate young people,
  - g) developing a common position on professional issues young people,
  - h) influencing the shape of local and regional youth employment policy.

### §3

#### Partnership organization

1. This Partnership Agreement is only a declaration of cooperation for increasing employment among young people.
2. This Agreement has no substantive or legal consequences, in particular, it does not create rights

and obligations of the Parties.

**§ 4**

**Final provisions**

1. The contract shall enter into force on the day it is signed.
2. The contract was made in two identical copies, one for each party.

Partner signatures:

.....

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