



Cluster C Project C13

Model of a Trainings-Pool for Transnational Mobility



This publication is co-financed by the European Union
(European Regional Development Fund, ERDF)

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1 INTRODUCTION

All regions participating in the project are dealing with the transnational mobility of the workforce. The Netherlands and Germany are more developed in this field compared to Poland. Poland started to deal with the legal transnational mobility of the workforce after accession to the EU.

Lublin region is one of the Polish regions where the economy is underdeveloped with a significant unemployment. The capital of the Lublin region is the largest academic centre in the eastern part of the country and has one of the highest rates in the country regarding the number of students and scientific workers per number of residents. A considerable number of young people with higher education are unemployed. A significant part of them is thinking about leaving abroad to find work. There is a big number of inactive participants on the labour market which should enter the Hanse Passage regions' labour markets. Since crossing the border for work related issues is still no habit in Europe, the transnational mobility of the workforce has to be supported and promoted in order to raise the number of (active) participants on the labour markets.

A study along the Dutch/German borders (2003) carried out by the partners from the Netherlands and Germany proved the need to establish a transnational trainings-pool centre which will train the workforce/employees. The "Trainings-pool Model" project is the first step towards the establishment of such a training centre.

The project is in compliance with the strategy for mobility of the European workforce developed by the Employment and Social Affairs DG for the year 2006.

1.1 The project Partners:

1.1.1 OIC Poland Foundation (non-profit organisation) - Lead Partner – Poland

The main aim of the OIC Poland Foundation is the prevention of unemployment and the promotion of economic development by implementation of the educational and counselling programs, targeted at a great scale at SMEs in the region. It has been attained through two basic streams:

- unique enterprises (courses, seminars, conferences, counselling, complex projects) addressed to SME owners, professionals, certain underprivileged groups in the community, aiming at creation of employment and self-employment

opportunities, dissemination of knowledge and good practices as well as human resources development.

- educational services - commercial offers of training services both for individuals interested in acquiring new skills or qualifications as well as companies and institutions requiring tailored training for their employees.

All activities of the Foundation are implemented in form of projects divided into five areas:

- projects for enterprises aiming at human resources development, improvement of competitiveness and development of SMEs;
- social projects aiming at equalization of opportunities for underprivileged groups, promotion of social inclusion and social protection;
- educational projects such as postgraduate studies, projects aiming at satisfaction of educational needs;
- international projects aiming at dissemination of the Foundations' achievements and new working methods and know-how;
- commercial projects.

One of the most important projects implemented by the OIC Poland Foundation is the High School of Economics and Innovation in Lublin.

1.1.2 CWI Noord-Nederland (public employment service) - the Netherlands

The public employment service, CWI-Centre for Work and Income, plays an important role on the Dutch labour market. They assist people with finding a job, give advice and information and other help. Through an extensive network of partner sites and (temporary) employment agencies, most vacancies registered with these partners are also registered on CWI's online job database www.werk.nl.

Part of the public employment service is the network EURES.

This European Employment Services (EURES) - is a cooperation network designed to facilitate the free movement of workers within the European economic area; Switzerland is also involved. Partners in the network include public employment services, trade union and employers' organizations. The network is coordinated by the European Commission.

The main objectives of EURES are:

- to inform, guide and provide advice to potentially mobile workers on job opportunities as well as living and working conditions in the European economic area;
- to assist employers wishing to recruit workers from other countries; and
- to provide advice and guidance to workers and employers in cross-border regions.

1.1.3 Kamer van Koophandel Groningen (chamber of commerce) – the Netherlands

The Chamber of Commerce has to perform three tasks in return for the payment made.

1. Registration. Entrepreneurs have to register themselves at the Chamber of Commerce.
2. Support for the business community. The second task is to give support to the business community, to provide companies with information on subjects such as starting up, exporting, mergers and acquisitions as well as business law and regulations. The Chamber provides information material and organizes advice meetings.
3. Stimulating regional economic development. The third objective is to stimulate economic development within the region. The Chamber of Commerce will consult with local governments, for example, on new business opportunities and developing a more favourable business climate.

The Chamber of Commerce also provides courses, workshops for start-up companies, and is trying to stimulate people to start their own company. This central role of the Chamber of Commerce is accepted and respected by all parties.

Today there are 21 independent Chambers of Commerce in the Netherlands with about 60 offices. As from January 2008 there will be 12 Chambers of Commerce. The three northern Chambers of Commerce in Groningen, Drenthe and Friesland will become one Chamber of Commerce Northern Netherlands. Further information can be found on www.kvk.nl.

1.1.4 Zentrum für Arbeit (ZfA) Leer (employment service) – Germany

The Zentrum für Arbeit (ZfA) of the county of Leer was founded in 2005. It is the local employment service responsible for the support and training of longterm unemployed people with the aim to place them in permanent employment or jobs.

The ZfA considers itself to be a partner not only for longterm unemployed people who need special support to find a job but also for the local and national employers, companies and organizations.

The main aim is the reduction as well as prevention of unemployment in the county of Leer, especially longterm unemployment and unemployment of young people.

1.2 Aims and objectives of the project implementation

The main aim of the project was to support and facilitate the transnational mobility of the workforce within Hanse Passage regions by the development of a trainings-pool model. Trainings-pool model improved and strengthened interregional contacts between different organizations (public employment services, chambers of commerce, vocational training institutions) in order to exchange best practice and develop suitable concepts expanding the employability and labour market competitiveness of employees. Nowadays taking into account that the borders are open for EU workforce it is important for employees to acquire skills and knowledge necessary to work in a foreign country and fill the gap between offer and demand. Therefore the project also aimed to support employers who want to recruit personnel from other countries as well as employees and jobseekers who are interested in working across the border.

The project comprised the following activities:

- study and analysis of labour market needs and opportunities in each participating region (research on needs in branches, current employment tendencies, unsatisfied demand on the labourmarket , prognosis);
- creating a trainings-pool model which can be used for all branches, regions, employers and employees;
- the transfer of educational contents, methods between the partners;
- developing flexible trainings-modules for selected branches according to studies and analysis;
- development of a trainingspool model handbook;
- application for grants within the EU programs to establish training centres training the workforce/employees for abroad.

The project could be seen as a pilot project which could be introduced to and copied by other regions after it has become successful.

1.3 Description of the result and its model features

Main result

Model of training for people and firms intending to start work or activity in other countries.

Components of result/ subsidiary products

Procedure of result implementation, handbook for future participants of the project.

The result corresponds with the problems

- employment of people seeking a job or intending to start work in other countries;
- solution to shortage of employees in identified branches and professions;
- access to new universal training tools, flexibility of employment and work organization.

Final effect of the result application

Increasing employability through better integration and adaptation, possibilities of its adaptation to other conditions, branches, regions and other target groups.

Who can use the result

Labour offices, self-government administration, employers, training institutions, non-governmental organizations, SMEs, etc.

Necessary activities for implementation of the result

Based on the main result future administrators/ participants should elaborate detailed programs of the result implementation.

Necessary expenses for implementation of the result

There should be considered only extra costs, time and resources which must be spent by the institution deciding on implementation of the elaborated result.

Equality of chances

The result is neutral for equal chances of man and woman on the labour market.

2 TRAININGS-POOL MODEL

2.1 Trainings-pool model - methodology

The trainings-pool model elaborated within this project is composed of free content areas listed below. Based on branch selection, training needs, selected training topics and development of intervention.

a) Methodology outline

- screening - branch selection, requirements, etc.;
- training needs assessment;
- intervention - training model / exemplary training programs;

b) Activities:

1. Study and analysis of labour market needs and opportunities in the participating regions.
2. Selection of branch(es) which need(s) to be supported for the transnational cross border mobilization.
3. Developing modules for selected branch(es).
4. Preparation and dissemination of a trainings-pool model handbook which can be used in any branch.

2.2 Branch selection

Based on the studies and analysis, the project partners selected branches which need to be supported by the transnational mobility in Poland, the Netherlands and Germany. The partners took into account the profiles of countries elaborated within the first step of the project implementation (see the appendix).

Branch selection

Criteria	The Netherlands	Germany	Poland
Sectors	<ul style="list-style-type: none"> • Construction • Manufacturing • Energy • High technology (IT sector) • Health care 	<ul style="list-style-type: none"> • Manufacturing • Services • Energy • Health care 	<ul style="list-style-type: none"> • IT Sector • Construction • Services • Energy
Branches development	<ul style="list-style-type: none"> • Building construction • Roads construction • Shipyard • Metal industry • Hospitals • Retail • Energy engineering 	<ul style="list-style-type: none"> • Shipyard • Metal industry • Car industry • Wind energy • HoReCa • Tourism • Telecommunication (call centres) • Elderly care 	<ul style="list-style-type: none"> • Tourism • Road construction • Building construction • Telecommunication • Education • Software engineering • IT services
Expected structural shortage of work force	<ul style="list-style-type: none"> • Building construction (high & middle management) • Roads construction (high & middle management) • Metal industry (welders, CAM operators) • Nurses (operation assistants) • Engineers (inventors, problem solvers) 	<ul style="list-style-type: none"> • Metal industry (welders, CAM operators) • Car mechanics, mechatronics (VW) • Engineers (electricity, construction) • Electricians • Approved (D) metal workers • Call centre agents • Servants, waiters, cooks & assistants • Approved workers for elderly care 	<ul style="list-style-type: none"> • Project Managers (construction) • Business specialists • Engineers (incl. designers) • Economists • Software engineers & designers • IT hardware servicing, network administrators
Requirements	<ul style="list-style-type: none"> • Official language • Company language (GB), professional jargon • Job experience (acc. to requirements) • Age (not officially) 	<ul style="list-style-type: none"> • Official language • Company language (GB), professional jargon • Job experience (acc. to requirements) • Age (not officially) 	<ul style="list-style-type: none"> • Official language • Company language (mainly GB, D, F), professional jargon • Job experience (acc. to requirements) • Age (not officially)

	<ul style="list-style-type: none"> • Competences level • Some profession requires official licence • Skills • Soft skills (social competences) • EUROPASS • Value for employers • Value for employees • Benefit for a region • 	<ul style="list-style-type: none"> • Education level (certificates, etc.) – general and vocational • Some profession requires official licence • Skills • Soft skills (social competences) • EUROPASS • Value for employers • Value for employees • Benefit for a region 	<ul style="list-style-type: none"> • Education level • Some profession requires official licence • Skills • EUROPASS • Value for employers • Value for employees • Benefit for a region
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2.2.1 Branch(es) selected in Poland

CRITERIA	Description of branch(es) according to the following criteria	NACE
Branch(es) name (acc. to NACE)	<ul style="list-style-type: none"> • IT Sector • Construction • Services • Health care 	<ul style="list-style-type: none"> • Section K (72.00 – 72.60) • Section F (45.00 – 45.50) • Section H, I (55.00 – 55.30, 63.30) • Section N (85.00 – 85.14)
Branches development	<ul style="list-style-type: none"> • Tourism • Road construction • Building construction • Education • Software engineering • IT services 	<ul style="list-style-type: none"> • Section H, I (55.00 – 55.30, 63.30) • Section F (45.00 – 45.50) • Section F (45.00 – 45.50) • Section M (80.00 – 80.40) • Section K (72.00 – 72.60) • Section K (72.00 – 72.60)
Expected structural shortage of work force	<ul style="list-style-type: none"> • Project Managers (construction) • Business specialists • Engineers (incl. designers) • Economists • Software engineers & designers • IT hardware servicing, network administrators 	

Requirements	<ul style="list-style-type: none"> • Official language • Company language (mainly GB, D, F), professional jargon • Job experience (acc. to requirements) • Age (not officially) • Education level • Some professions require official licence • Skills 	
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2.2.2 Branch(es) selected in the Netherlands

CRITERIA	Description of branch(es) according to the following criteria	
Branch(es) name (acc. to NACE)	<ul style="list-style-type: none"> • Hospitals • Nace code 85110 	
Branches development	<p>Recommendation We chose health care (hospitals) In the beginning for specialist functions like e.g. intensive care (IC) and operation (OP) nurses but also anaesthesias assistants and operation assistants. Several reasons for this choice: The developments within care:</p> <ul style="list-style-type: none"> - Demographic ageing, - Longer life expectancy, - Quality improvement of life. <p>Developments at care insurers:</p> <ul style="list-style-type: none"> - Bring back guard list - Changing economic requires regard to price - quality proportion - Good possibilities for getting a job now and in the future <p>The northern part of the Netherlands has a small surplus within health care (not the specialist functions). They want to use this surplus to start a Care Valley. This means a good opportunity for the Trainingspool to use the possibilities:</p> <ul style="list-style-type: none"> - Shortage / need for (specialist) Nurses and Assistants - Education criteria - Chancing employees in the long term. - Acceptation - Language control - Care development within Europe <p>At the present time there is in the Northern region a education delay of at least 40 persons and there is need for trained staff. The professional education in the Netherlands usually takes 3 years.</p>	

Expected structural shortage of work force	ROA-nr SOI 75 HBO <i>Paramedisch</i> SOI 45120, 55120 and 55380 SIS SOI 62650500 45120 In-service Operatie-assistent chirurgie 62650600 45120 In-service Operatie-assistent anaesthesiologie 71350100 55120 HBO Opleiding tot verpleegkundige 71352200 55120 HBO Operatie-assistent anesthesie 71352300 55120 HBO Operatie-assistent chirurgie 72350100 55120 HBO Duaal Opleiding tot verpleegkundige 71351800 55133 HBO Opleiding mondhygienist 71141301 55380 75 HBO verpleegkunde 71350100 55120 75 HBO verpleegkunde 62650100 45120 In-service Verpleegkundige A SBC 92 49206 Operatieassistent 69203 Mondhygiënist 69204 Anesthesie-assistent 69206 verpleegkundige ziekenhuis (hoger)
Requirements	Education and/or training for the job Language (Minimum English for the start) Open mind to work in changing shifts (day, night or weekend services) Flexibility and team spirit, able to work under large pressure Acceptation of the diploma by the NVZ Open to learn another language especially the working of the profession terms

2.2.3 Branch(es) selected in Germany

CRITERIA	Description of branch(es) according to the following criteria
Branch(es) name (acc. to NACE)	<ul style="list-style-type: none"> • Metal • Nace code 27. pp. 28. pp (Specification in section 3, "Expected structural shortage of work force", below)
Branches development	<p>The employees` service of the "Zentrum für Arbeit" in the administrative district Leer has examined in which occupational area (unemployed) clients have been placed in jobs. In 2006 20% of all successful placements in full-time jobs were achieved in metalwork and metal manufacture. At present the economic situation in this occupational area continues to be very positive. The German employment market is already lacking skilled workers in the different metal crafts. These crafts are characterised in the NACE Code (section 3, "Expected structural shortage of work force", below)</p> <p>Additional demand for metal workers is expected for the future. Especially skilled workers with knowledge in welding are required e.g. in shipbuilding and construction. This occupational area is</p>

	<p>particularly suitable for being integrated into the trainingspool. This is because the scope of work is very different and thus requires employees who can carry out one particular job. For instance it is possible to train people as specialised assistant metal workers who can then be placed in full-time employment. This training can be carried out in a modular form. The different modules are based on the learning units outlined in the section requirements.</p>
<p>Expected structural shortage of work force</p>	<p>Manufacture of basic metals and fabricated metal products 27.4 Manufacture of basic precious and non-ferrous metals 27.41 Precious metals production 27.42 Aluminium production 27.43 Lead, zinc and tin production 27.44 Copper production 27.45 Other non-ferrous metal production 28 Manufacture of fabricated metal products, except machinery and equipment 28.1 Manufacture of structural metal products 28.11 Manufacture of metal structures and parts of structures 28.12 Manufacture of builders´ carpentry and joinery of metal 28.2 Manufacture of tanks, reservoirs and containers of metal; manufacture of central heating radiators and boilers 28.21 Manufacture of tanks, reservoirs and containers of metal 28.22 Manufacture of central heating radiators and boilers</p>
<p>Requirements</p>	<p>General requirements: - Training and/ or partial qualification for the job - Basic knowledge and understanding of English (minimum) - Readiness to work in changing shifts (day, night or weekend services) - Flexibility and team spirit, able to work under large pressure - Readiness to learn another language especially professional terms required for the working process</p> <p>Special requirements: Learning Units: 1. Manufacture of units with hand-operated tools 2. Manufacture of units with machines 3. Manufacture of simple assemblies 4. Service of technical systems 5. Manufacture of plate components 6. Manufacture of constructions using profiles 7. Manufacture of bending parts 8. Disassembly and Assembly of units in the workshop</p> <p>Field of Construction 9a. Manufacture of steel and metal constructions 10a. Manufacture of doors, gates and grids 11a. Manufacture of windows, facades and glass mountings 12a. Manufacture of stairs and railings 13a. Maintenance of systems of metal and steel work</p> <p>Field of metal engineering design 9b. Manufacture of forging parts 10b. Manufacture of metal utility products</p>

	11b. Manufacture of doors, gates and grids 12b. Manufacture of stairs and railings 13b. Documentation and reconstruction of listed buildings Field of commercial vehicle construction 9c. Manufacture of vehicle frames 10c. Manufacture of bodies and superstructural parts 11c. Maintain frames, superstructural parts and bodies 12c. Assemble and maintain systems 13c. Assemble and maintain chassis frames, brake systems and steering systems
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2.3 Requirements

In this chapter the requirements for employers and employees for using the trainings-pool model will be described.

2.3.1 Requirements for employers

Obligations which employers have to comply with if they want to employ personnel from another Member State via the trainings-pool model.

a) Generic obligations

The following requirements have to be complied with:

- 1) The required guidelines and legislative framework of the EU member state.
- 2) The guidelines that have been laid down by the EU.
- 3) Registered by the responsible body/organization in the home country.
- 4) Positive attitude surrounding the employment of workers from another Member State.
- 5) Application of the Collective Labour Agreement (CLA) or the legally binding guidelines as laid down.
- 6) The potential employer must not be in one of the situations listed in articles 93 and 94 of Council Regulation n° 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Union (published in OJ L248 of 16/09/2002) as modified by Commission Regulation 1248/2006 of 7 August 2006 (published in OJ L 227-19.8.2006).

In particular potential employer shall be excluded from the procedure if:

- they are bankrupt or being wound up, are having their affairs administered by the court, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters or are in an analogous situation arising from a similar procedure provided for in national legislation or regulations ;
- they have been convicted of an offence concerning their professional conduct by a judgement which has the force of res judicata;
- they have been guilty of grave professional misconduct proven by any means which the contracting authority can justify;
- they have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or of those of the country of the contracting authority or those of the country where the contract is to be performed;
- they have been the subject of a judgement which has the force of res judicata for fraud, corruption, involvement in a criminal organization or any other illegal activity detrimental to the Communities' financial interests;
- following a procurement procedure or grant award procedure financed by the Community budget, they have been declared in serious breach of contract for failure to comply with their contractual obligations;
- they are subject to a conflict of interest.

b) Vacancy specific

Information about the job:

- job description based on EUROPASS (order no. 2241/2204/EG) pays particular attention to required level of language skills, written and verbal;
- is the vacancy in a regulated profession ? e.g. nursing.

2.3.2 Requirements for job seekers

Of course, there are certain criteria that the potential employee from one of the Member State has to meet and comply with before a contract can be accepted within an organization from another Member State.

a) Generic obligations

Generic obligations consist of the basic regulations that a job-seeker from a Member State has to comply with.

Job seekers have to comply with the following regulations:

- be a citizen of a EU Member State;
- have a valid passport or travel permit so that travel within the EU is possible;
- proper EU citizenship status allowing work;
- education & work experience in homeland;
- good verbal skills in the mother language;
- willingness to move abroad;
- social initiative;
- emotional stability;
- empathy with different cultures;
- previous work experience abroad or in a hosting country is desirable;
- in general there is no need for language knowledge from the target country at the entry, however it might be the case if the job level is higher, therefore language is desired.

b) Specific obligations

Specific obligations consist of the clarification of the necessary steps that have to be taken and the decisions that need to be made before starting to work in another country.

- positive attitude surrounding work in another Member State;
- comply with the legal requirements surrounding work within the EU;
- realistic approach to the family situation (will the job-seeker be travelling alone or with their partner, children?); reason:
 - financial;
 - career perspective;
 - employment situation;
 - self-employed person;

- availability, how long does the job-seeker want to work in another country;
- emigration or working period;
- visits to the homeland.

c) Vacancy specific

Vacancy specific - information that is necessary for an employer to make the decision before arranging a job interview. This means that in the curriculum vitae motivation and suitability for the vacancy are evident.

- motivation;
- Curriculum Vitae based on the regulation EUROPASS (order no. 2241/2004/EG);
- education/qualifications;
- appropriate work experience;
- fulfilment of the requirements of the vacancy;
- required competences for the profession/trade;
- language skills (a basic knowledge even when not stated by the employer is advisable);
- family situation;
- fulfils the requirements of the preconditions, drivers license, certificates;
- period of notice/date of availability.

2.4 Training needs assessment

The selection procedure and recruitment of new personnel can be very time-consuming and difficult. This tends to be even more the case when a company or business organization has decided to make vacancies available to jobseekers from other member states in the EU. Very rarely, a potential new employee will have all the social and professional competences required to take up a job, especially in a different country of the EU.

Cultural and social barriers, language difficulties, differences in professional training and work experience may lead to wrong and probably cost-intensive decisions on either part.

An assessment of training needs can be a useful and time-saving complement to the general selection process of checking application documents and conducting personal interviews.

Generally speaking the aim of assessment as a tool for the recruitment of new personnel is to answer three questions:

1. Does the job seeker have the basic qualifications and skills to carry out a certain job? (i.e., education, certificates, degrees, diplomas or other documents of work qualifications)
2. Does he/she really want to carry out this particular job? (i.e. motivation, social skills and cultural competences)
3. How well will she/he carry out the job in question? (i.e. social and cultural skills, motivation, work experience and level of professional qualifications)

Before the array of methods and tests used in an assessment can be devised, a number of facts need to be clarified.

With respect to a particular vacancy or vacancies:

- skilled or unskilled work;
- economic sector/branch;
- level of required work experience;
- required additional certificates;
- language skills, verbal and written;
- short-term or long-term employment;
- career perspectives;
- legal requirements;

With respect to a job seeker wishing to apply for a job in a different Member State:

- education/ qualifications;
- appropriate work experience;
- language skills;
- date of availability.

The main goal of a training needs assessment is on the one hand to point out probable competence gaps or lack in qualifications and on the other to recommend

further training needs. Special training needs pointed out as a result of an assessment can refer to any of the questions listed above. Training needs may concern theoretical and practical skills as well as social/cultural competences.

In order to achieve maximum results an assessment of training needs must be based on very clear specifications with regard to the desired social skills and professional competences. Put differently, the array of tests and methods used to assess the actual competences of a person need to correspond closely to the desired occupational skills and qualifications in order to point out possible competence gaps. A training needs assessment has to be vacancy specific in order to provide significant results. Depending on the economic sector and occupational area, the required qualifications and occupational skills will vary and therefore the scope and array of tests and methods used in such an assessment may have to differ a lot.

It is important to stress that the results of a training needs assessment should not only be to point out certain competence gaps but to recommend appropriate, feasible training programs that may enable a person to overcome the lacking competence gaps in a realistic time-frame.

ADVANCED STAGE:

Once it has been decided from which country people should be recruited, some specific obligations have to be taken into account before international recruitment can begin.

Next to the circumstances and reasons surrounding the recruitment of personnel from another Member State the responsible persons within an organization (HR department) have to prepare a work contract and ensure that social security premiums and taxes will be paid in the correct way.

The training has to support the organization with detailed information about social security, income taxation and labour law.

Principle of training

It is important to identify training needs **before** the implementation of any training solutions.

Types of needs analysis

Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

- context analysis;
- user analysis;
- work analysis;
- content analysis;
- training suitability analysis;
- cost-benefit analysis.

Principle of assessment

Use assessment instruments for which *understandable and comprehensive documentation* is available. Further explanation is given in the appendix.

2.5 Trainings-pool model

The trainings-pool model supports and facilitates the transnational mobility of the workforce. It is possible to apply it in the case of workforce transnational movement as well as in case of business place movement (foreign investment).

The program enables participant communication, learning and understanding of new business cultures and successful development of economic contacts among EU countries. Complete program offers maximum 12 months intensive, professional program of development.

It is divided in two training phases:

1) First phase takes place in native country (maximum 3 months):

- intensive learning of hosting country languages for the period of maximum 3 months and participation in seminars regarding business culture of hosting countries organized in native country; training can be completed by self-learning;

2) Second phase in country where participant of the program is going to work (maximum 9 months);

- maximum 6-months of advanced language training and business culture, organized in hosting country;
- maximum 3-months training in companies in hosting countries.

Application of particular measures/activities should be decided upon the results of the training needs analysis before training starts.

a) Initial Module

Initial Module has to ensure proper preparation of participant to intensive module in each country. Training takes part in hosting country language (or in native language) in the form of regular classes, intensive seminars supplemented by intensive self-learning units.

Fundamental features of Initial Module aim to:

- acquire basic language skills of hosting country;
- learn business culture of hosting country;
- simulation of practical situations, which could be encountered by participants in business contacts in each country;
- intercultural communication.

Initial Stage – maximum 3 months:

- general information about hosting country: intercultural communication, global policy affairs, history, policy, society, etc.;
- business management, finances, negotiations, marketing;
- language and culture of the hosting country.

b) Intensive Module

After completion of initial module program, participants will continue full-time intensive training in English language (or in language of hosting country) in organizations of a hosting country.

Program participants will acquire medium-advanced level of language skills (conversation, reading and writing regarding business situations) and understanding of

specific nature and management system, economy and business culture in hosting country and others depending on the needs.

Furthermore the Program offers the participants maximum 3-months training in a suitable company (hosting country). It will enable participants to acquire experience concerning processes of decision taking and business practices of given country's companies.

Participants may take part in cultural events, business meetings and other events arranged by organizers in hosting country.

Intensive Stage:

- intensive language training;
- seminars and courses in the field of management, economics, business culture, communication and others depending on needs;
- practice in company. Preparation of case study depending on individual objectives and needs.

Participants of both Programs may chose additional trainings such as:

- organizational structure and communication in companies of the country;
- behaviour of consumers;
- advertisement strategies;
- marketing;
- production and management systems;
- management of human resources and personnel policy;
- business culture;
- distribution;
- financial accounting systems;
- policy and governmental legislation;
- corporative law and contract practices;
- strategies of access to other companies' markets.

The proposed trainings list may be changed depending on the individual needs of the program beneficiaries.

Model of effectiveness control

Adult learning needs permanent evaluation of process and training effects to allow participants to learn more efficiently. This will on the one hand allow training institutions to adapt and improve their training and on the other hand enable employers to assess the training profitability.

Training effectiveness may be carried out based on the model popularized by Donald Kirkpatrick – one of the most effective tools of training evaluation. This model includes four levels of measuring training effectiveness:

- level of reaction;
- level of science;
- level of behaviour;
- level of results.

Notice: applied method/and level of measuring training effectiveness should be applied according to method and tools used by partners organizing training.

3 ENLARGEMENT OF THE MODEL FOR THE EMPLOYERS/ ENTREPRENEURSHIP

You have decided to employ someone from another Member State. You have a vacancy and have stated what you expect from a potential employee. Now you have to wait for the time when the decisive interview can take place and you can welcome the new employee into the workplace. You have found the new employee he/she has good language skills, knows the organizational culture and has the right qualifications, competences and work experience.

An ideal situation but unfortunately it does not always work out this way (obviously exception breaks the rule).

If you are an employer looking for employees and considering employing foreign workers then there are a few practicalities that you have to consider. You will not only be confronted with various laws and regulations but also with differences in culture.

An employer must consider the regulations in the employment law for foreign workers. The occupational health and safety regulator ensures that employers and employees adhere to these regulations.

As well as the formal procedures it is important to acknowledge that the way people work in the target land differs in certain aspects from what one would expect in their homeland.

The following summary should be used as a checklist to run through when considering employing somebody from another Member State. The "Model of a Trainings Pool for Transnational Mobility" offers support to organizations through specific training and advisory services so that the right choices can be made to ensure that a maximum result can be achieved.

Checklist

- Why have you decided to employ foreign workers?
- Due to lack of supply in the region/country?
- Is the vacancy for a specialist job?
- Financial reasons?
- What do you expect from a foreign worker?
 - That he/she has to be fluent in the language?

- That he/she has to know the etiquette and business culture?
- That he/she has empathy?
- What are you prepared to invest in the new employee?
 - accommodation;
 - travel expenses;
 - training;
 - introduction to the organization, society etc. to ensure that he/she can become accustomed to your organization, the culture and society.

On the basis of the above checklist you have decided to advertise your vacancy internationally (within the EU). The model of a trainings-pool can offer you support via a training program that is focused on the presentation of your vacancy. Attention is paid to the way in which the requirements of the vacancy are portrayed. These differ depending on the country in which the vacancy is placed. It is recommendable to compare vacancies with other employers within the targeted country and to present your vacancy in a similar way. Approach the potential workers directly.

Develop insight into the comparison of education, necessary qualifications and other requirements that the job applicants have to fulfil.

An informative training can also be provided surrounding the customs and standards of the Member State where your new employee comes from. The specifics of this training include:

- standards, norms and values;

For example:

- Does somebody look into your eyes when speaking or is this considered impolite?
- Is it normal to stick up for your opinions ? (what is the relationship between employer and employee?);
- similarities and differences between job applications and interviews.

Specific obligations

consists of the clarification of the steps that have to be taken and the decisions that have to be made before international recruitment can be started.

Businesses/Employers

- Circumstances and reasons surrounding the recruitment of personnel from another Member State.
- Ensure that social security premiums and taxes are paid.

Vacancy specific

- The information that is necessary to be able to evaluate the vacancy in another country.
- Terms of employment, remuneration and the support that the employer can provide surrounding for example the recognition of qualifications and finding adequate accommodation.

Information about the job

- required qualifications;
- description of occupational profile and workers field of expertise;
- occupational risks;
- required competences for the profession/trade;
- driver's licence;
- safety certificate;
- client contact;
- support from the employer with:
 - accommodation;
 - travel and accommodation expenses;
 - training (language, culture, work-related);
 - assistance with the recognition of qualifications;
 - in-company training;
- terms of employment:
 - temporary or permanent, flexible, secondment;
 - period of notice;
- job agreement:
 - date of commencement of employment;

- working hours (quantity, type regular/irregular);
- holiday leave;
- salary;
- social insurance and taxation contribution;
- pension;
- position within the organization.

4 POSSIBLE TRAINING PROGRAMS

This chapter contains the examples of possible training programs which could be used by organizations involved in the procedure of the model application. The presented training programs regarding the branches selected by the project partners are the result of their practices.

4.1 Polish example of training program for selected branch and profession

4.1.1 Profile – computer graphic designer

Requirement: higher education, artistic or informatics profile, knowledge of English which enables communication

Candidate has: higher education (computer science) specialisation - computer graphic designer

Method

Training program will be delivered in a form of class contact sessions built from such activities as: verbal presentations supported with video and internet, discussions, individual and group activities. Class sessions will be enriched with visits to museums, cinemas, tourist attractions and other places where the participant can experience history, culture, live and work situations. Participants are expected to spend some of their time outside of class contact to learn on their own to strengthen the learning results.

4.1.1.1 Initial stage

a) Briefing sessions

At the beginning of every week participants will be gathered by program director and assisting psychologist. Meetings will last approximately 4 hours depending on the participants needs. They will constitute the bridge between different parts of a program and enhance the whole process.

Briefings will be organized and run as informal meetings based on active involvement of all participants. They can be located outside of the typical training room and be connected with social events.

Objectives:

- to present and up-date the structure of the training program;
- to assist participants during the whole training program delivering technical and psychological support;
- to enhance learning process over the whole program;
- to help participants to overcome individual problems that may arise during the training program;
- to stimulate and monitor the training group dynamics that needs to support learning processes.

b) Polish – general language skills

Objective:

The participant on the program will achieve the capacity to communicate in the language of country of destination on a basic level.

Program:

Language program as far as the level of skills acquired is concerned will be delivered according to the recommendations of the Council of Europe and described by Association of Language testers in Europe.

Level A0

Introductory for A levels.

Level A1

A basic ability to communicate and exchange information in a simple way.

Level A2

An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.

Time

The course on each level takes approximately 75 training hours

c) Introduction to travel, work and live in Poland

Objective:

At the end of this program the participant will have a picture of him-/herself as a person aiming to live and work abroad. The participant will understand the possible constraints of such a situation for him/her and possibly for the family. The participant will understand psychological conditions of such a change, how to prepare oneself for such a move. The participant will understand the process of adaptation in the foreign country and its culture.

Program:

- work and life in a foreign country – the process of change;
- advantages and disadvantages of working and living in a foreign country;
- the concept of cultural differences;
- abilities and skills necessary to adapt to a new culture;
- leading values of Polish culture;
- basic standards, norms and behavioural patterns of Polish culture;
- How to prepare to recognize and understand a different culture?

Time:

30 training hours.

d) ABC on Poland

Objectives:

At the end of this program the participant will know all basic information on the country that are necessary to prepare for the journey and long term visit. The participant will have basic technical information to be able to accommodate and live independently in the foreign country.

Program:

- general country image;
- travel to Poland;
- accomplishment of formalities;

- geography and climate;
- money, prices, shopping and banking;
- health care and insurance;
- communication, accommodation and gastronomy;
- post, telecommunication and media;
- organization of working time, national ceremonies;
- religion, religious holidays and ceremonies;
- safety and emergency services;
- household matters.

Time:

30 training hours.

e) European integration

Objectives:

At the end of a program the participant will understand the basic processes shaping contemporary Europe. The participant will be able to put his/her live and work plans into a broad picture of social and political changes.

Program:

- development of Europe XX/XXI cent., history;
- geographical and economical conditions for Europe;
- political and strategic assumptions of European development;
- European society and process of integration;
- East European countries in the process of integration;
- European, multinational cultures;
- economic development and integration in Europe;

Time:

30 training hours.

4.1.1.2 Advanced stage

a) Polish – general language skills

Objective:

The participant on the program will achieve the capacity to communicate in the language of country of destination on a mid-advanced level.

Program:

Language program as far as the level of skills acquired is concerned will be delivered according to the recommendations of the Council of Europe and described by Association of Language testers in Europe.

Level B0

Introductory for B levels.

Level B1

The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.

Level B2

The capacity to achieve most goals and express oneself on a range of topics.

Time

The course on each level takes approximately 75 training hours of class contact.

b) Business Polish – language skills

Objective:

Focused language training program. The participant will develop skills to use specialist language for business, media and IT and communicate efficiently in a work situations.

Program:

- general business Polish;
- business Polish of media;
- business Polish of ICT.

Time:

75 training hours of class contact.

c) Knowing Poland better**Objective:**

At the end of this program the participant will have more detailed information on the country, its history, culture and living. The participant will have the basic information necessary to participate in a social life and understand a new culture.

Program:

- territory, name, national emblems;
- geography and nature;
- history;
- demography, language and dialects;
- social structure;
- political system, administration;
- economy;
- education and science;
- health care and wealth care;
- culture, art and media;
- sport;
- Poland in Europe and world (international affairs, economic liaisons, famous Poles).

Time:

120 training hours.

d) Culture of Poland (business culture)/ cross culture communication**Objective:**

At the end of this program the participant will know ground patterns of the Polish culture. The participant will be prepared to communicate in the multicultural environment and

avoid cultural clashes. The participant will have good understanding of the Polish business culture.

Program:

- characteristic features of Polish culture;
- economic system change of early 90s. vs. cultural (behavioural) change;
- mental and behavioural patterns of life and work in Poland;
- distinguishing patterns of Polish culture in relation to the origin country;
- culture and ethics of Polish business;
- social "interior" of a company, structure and hierarchy, management power;
- communication, change attitude, mobility, entrepreneurship;
- ceremonies and rituals of Polish business culture;
- entering and sustaining social relations.

Time:

60 training hours.

e) Business practice in Poland

Objective:

At the end of the program the participant will know the business system that operates in Poland. The participant will be able to participate efficiently in the business live.

Program:

- reorganization and privatization process of Polish economy;
- types of industry, structure of economy, GDP;
- public and private sector;
- banking and financial system, financing economic activities;
- legal regulations;
- public finance system;
- infrastructure;
- social security and retirement system;

- labour market;
- business environment (organizations and associations);

Time:

30 training hours.

f) Marketing for DTP specialist

Objective:

At the end of a program the participant will have systematic knowledge on marketing theory and marketing practice in Poland.

Program:

- marketing strategies;
- marketing and internet;
- international marketing;
- cultural conditions of marketing in Poland;
- PR and advertisement in Poland;
- co-operation between companies, media agencies, publishers etc.

Time:

100 training hours

APPRENTICESHIP

The participant will attend the apprenticeship in a Polish company and experience Polish business environment over the 3 months.

OUTLINE OF A PROGRAM

Week	Program module	Training hours
I. INITIAL STAGE		
1	Briefing Introduction to travel, life and work in Poland	30
2	Briefing Polish – general language skills – level A0	30

3	Briefing Polish – general language skills – level A0	30
4	Briefing Polish – general language skills – level A0	30
5	Briefing ABC on Poland	30
6	Briefing Polish – general language skills – level A1	30
7	Briefing Polish – general language skills – level A1	30
8	Briefing Polish – general language skills – level A1	30
9	Briefing European Integration	30
10	Briefing Polish – general language skills – level A2	30
11	Briefing Polish – general language skills – level A2	30
12	Briefing Polish – general language skills – level A2	30
II. ADVANCED STAGE		
13	Briefing Settlement in Poland	30
14	Briefing Polish – general language skills – level B0	30
15	Briefing Polish – general language skills – level B0	30
16	Briefing Polish – general language skills – level B0	30
17	Briefing Knowing Poland better	30
18	Briefing Polish – general language skills – level B1	30
19	Briefing Polish – general language skills – level B1	30
20	Briefing Polish – general language skills – level B1	30
21	Briefing Knowing Poland better	30
22	Briefing Polish – general language skills – level B2	30
23	Briefing Polish – general language skills – level B2	30
24	Briefing Polish – general language skills – level B2	30
25	Briefing Culture of Poland – cross culture communication	30
26	Briefing Business Polish – language skills	30
27	Briefing Business Polish – language skills	30
28	Briefing Business Polish – language skills	30
29	Briefing Knowing Poland better	30

30	Briefing Knowing Poland better	30
31	Briefing Culture of Poland – cross cultural communication	30
32	Briefing Business practice in Poland	30
33	Briefing Marketing for DTP specialist	30
34	Briefing Marketing for DTP specialist	30
35	Briefing Marketing for DTP specialist	30
36	Briefing Marketing for DTP specialist	30

4.2 Dutch example of training program for a selected branch and profession

When an organization has taken the decision to employ persons from other member states they will of course want to ensure that both parties are satisfied with the outcome of the selection procedure. Good support and guidance when starting could be of great importance.

It is probably best practice for an organization to introduce new personnel via an introduction program which focuses on all working aspects within the organization. This is an extremely useful instrument which can be used to introduce new employees from other Member States to an organization. It would of course be preferable if the same introduction program could be used that is used for regular local employees, but a standard introduction is not recommendable. In all probability different introduction programs for different positions are already available and it is recommendable to develop different introduction programs for different nationalities. There are many reasons for this including differences in culture, content of the followed education, productivity etc.. Also different understandings of terms like respect for life, management or the elderly can influence the way in which new employees acclimatise to the new situation.

Summary of the trainings for employers/employees/employees in the healthcare sector:

4.2.1 Employer (Hospital)

a) Vacancy analysis

During this module the employer will gain a thorough insight (via a recognizable example) into the recruitment and selection procedure involved when vacancies are made available for jobseekers from other member states.

You will develop a knowledge of terms such as treatment plans, patient dossiers etc. therefore enabling you to note these comprehensively and clearly.

You will also receive tips about how your organization can improve its profile amongst foreign workers.

b) Communication

The new employee will have a working knowledge of the Dutch language but will not be used to the different culture and etiquette. This training pays particular attention to:

- clear communication with each other;
- giving understandable instructions;
- effective work consultations;
- job evaluation and appraisals.

c) Introduction program

Certain aspects need particular extra attention and this training provides that:

- etiquette;
- patient approach;
- care plans and patient dossiers;
- responsibilities;
- the importance of the BIG registration.

4.2.2 Jobseekers (nurses)

a) Language training

Registration of profession.

Terms that are used within the healthcare sector:

- abbreviations, what do they mean and when are they used;
- patient communication skills;
- contact with the patient and their family;
- listening and summarising;
- interpretation of non-verbal communication;
- psychological support and guidance;
- patient approach and your personal role;
- asking questions and clarification of the answers.

b) Recognition of qualifications

- How to register qualifications?
- How can I get recognition for my competences?
- Where and how can I register for the BIG registration?
- What is the BIG registration?

c) Working conditions

- salary systems/remuneration;
- holiday entitlement;
- labour relations;
- organizational culture;
- organizational structure;
- trade union;
- co-operation with management;
- co-operation with colleagues;

- networking;
- management style.

d) Nursing aspects

- definition of responsibilities;
- psychological support and guidance;
- development of care plans;
- written and verbal reports;
- interpretation of non-verbal communication;
- understanding of and been able to deal with:
 - protocol;
 - general regulations;
 - confidential information.

e) Aspects concerning colleagues

- role within the organization;
- how to deal with colleagues;
- personal presentation;
- professional working attitude;
- giving and receiving feedback;
- social behaviour within the organization:
 - specifying personal limitations;
 - company etiquette;
 - standards and values;
 - how to deal with confidential information?

f) Working methods during the training

- grammar repetition;

- reading and listening exercises;
- role-play and simulation;
- writing exercises.

4.3 German example of training program for a selected branch and profession

Training Program: Metal Work

Schedule

The training program consists of separate modules or components, which are again subdivided into several different activities. Each of the modules/components is intended to qualify a participant well enough to fill a job. The level of qualification and the number of modules/components will be geared towards the current vacancies as well as to the individual capacities, qualifications and goals of the participant.

The basic training may take up anything between two and four weeks. This initial phase will be finished with a performance review and preliminary examinations. If a participant has been successful he/she can move on to the next module/component. If a participant has been only partially successful or failed, the module/component has to be either re-taken completely or in parts. It would also be possible to begin with a different module/component. Every module will end with a final examination and a progress report which summarises the level of competence and indicates further potential.

Practical training and work experience

A number of working conditions cannot be adequately realised within the framework of a training company. Therefore it is necessary to integrate a practical training phase into the qualification module of at least 4 weeks in a company or business organization. This phase is intended to indicate potential further training needs which may not have been observable within the framework of a training company.

The main goal of the practical training phase is to place participants in regular employment. Companies which rule out job vacancies to participants may only be chosen

if it seems likely that participants will find a job in another company after a practical training phase in such a company.

It would also be possible to qualify a participant on the basis of special requirements of a particular company or business organization in order to place him/her in paid employment there. The idea to select particular companies which are suited to the theoretical and practical qualifications and competences of certain participants is an important part of the training program which will increase chances to find a job afterwards.

In order to be successful, participants have to be well prepared for the practical training phase. The profile of the company and its demands on a trainee have to be well known in advance. To place someone in a trainee position should only be considered when the main personal and professional qualifications have already been achieved.

In addition to this it is of chief importance for the participants to realise that their individual process of learning will never finish. Being prepared for life-long learning, mobility and flexibility will increase chances to find a job on the modern labour market. A supervisor will direct and evaluate the practical training phase and on the basis of these recommend further instructions.

Contents

The following objectives are planned:

- basics of metal work;
- basics of welding;
- manufacture of basic metal or steelwork constructions;
- assembly and disassembly, mounting engineering;
- installation/assembly of locks and mounting parts;
- machining;
- repair and maintenance of installations/plants, machines, tools and instruments.

Qualified participants will have the opportunity to learn in addition to basic metalwork the operation and programming of numerically controlled machines (CNC).

a) Basics of metal work

Basic Tasks:

- inspection, measurement, scribing, centre punching (inspection of contouring accuracy, measurement of length, scribing and centre punching, inspection of work pieces with angles);
- machining, separation and conversion (working with files, saws, cutting tools, drills, thread-cutters, working with hand and lever saws, cold and warm conversion, stretcher-levelling of sheet metal and profiles);
- jointing (manufacture of bolted assemblies, pin assemblies, soldering of sheet metals and profiles, fusion welding of sheet metals, profiles and components);
- treatment and protection of surfaces (preparation of surfaces, applying of preservation coats and other protection coats, protection of surfaces with coatings and sealings).

Advanced Tasks:

- manufacture of building components or assemblies on the basis of mechanical drawings;
- machining of work pieces or building components on the basis of mechanical drawings (adjustment of machines, drilling, grinding and separation of work pieces with portable and stationary machines, turning and milling if necessary, shearing, sawing and separating of metal sheets and profiles with portable and stationary machines, cold and warm bending conversions, straightening and levelling of profiles);
- maintenance and service of production facilities (execution of maintenance works according to plan, inspection of functional reliability of tools and replacement if necessary, execution of basic disassembly and assembly works).

b) Basics of welding

Basic Tasks:

- learning of gas fusion welding (adjustment of different welding flames, surface-fusion welding with filler metal, welding on material thickness of 1-3 mm, flame-cutting/ plasma welding depending on technical possibilities);
- learning of electrical welding procedures (arc welding, MAG-welding, welding on material with thickness of 2-5 mm).

Advanced Tasks:

- manufacture of welded joints (preparation of work pieces for welding, tacking of work pieces with 1-5mm thickness and welding with different methods, finishing of welding seams).

c) Manufacture of basic metal- or steel building constructions**Basic Tasks:**

Manufacture of parts for basic metal- or steel building constructions (processing of metal by hand or machine; separating, forming, assembling).

Advanced Tasks:

Assisting in the process of manufacture and mounting of building components and elements on buildings (assisting with manufacture of substructures for fronts and casings, manufacture of wall-slits, wall- and ceiling breaks, assisting with insertion and adjustment of building components, assisting with mounting of metal sheets, profiles and building components, assisting with adjustment and setting in concrete of building components in the ground, assisting with erection of ceilings, fronts, walls and roofs).

d) Assembly, disassembly, mounting techniques**Basic Tasks:**

- discriminate different kinds of assemblies, preparation of building components or building assemblies and mounting units for the different kinds of assemblies;
- assisting with disassembly or assembly works as well as mounting works: dismounting and mounting of basic building components and building assemblies as well as securing them in different kinds of grounds.

Advanced Tasks:

- execution of assembly and disassembly works according to instructions (assembly and disassembly of building parts and building components, adjustment and alignment);
- mounting of building parts and building components according to instructions: mounting of building parts and building components in different grounds as well as the corresponding mounting units.

e) Assembly of locks and mounting parts

Basic Tasks:

- assisting with assembly and adjustment of locks, mountings, door openers and simple door locks (discrimination of locks, mountings and door locks, electronic openers and their function, assisting with assembly in building parts).

Advanced Tasks:

- assembly and setting up of locks, cylinders, fittings, door locks, door openers as required.

f) Machining

Basic Tasks:

- manufacture of turning- and milling parts;
- foundations of occupational health and safety in machining with special consideration of environmental issues;
- reading, applying and constructing of technical documents;
- alignment and clamping of tools and work pieces from different materials;
- application of mechanical production processes according to necessary technology of conventional turning and milling machines.

Advanced Tasks:

- programming and manufacturing on numerically controlled machines (CNC);
- single part drawings, sketches, general drawings;
- tooling sheet, tool data sheet, quality control plan;
- machining processes and tools;
- machining parameter cutting material;
- technological data, edge geometry, machining performance, tool life;
- surface quality, cooling lubricants;
- clamp technology for tools and work pieces;
- quality control, selection of testing instruments;
- ISO tolerances, form and position tolerance;

- functioning of CNC machines, position measuring systems, actuation systems;
- coordinate system, zero points and reference points;
- control modes;
- dimension modes;
- program configuration, syntax;
- preparatory functions, additional functions;
- documentation of data backups;
- production costs, economic efficiency, standards of product quality.

g) Repair and maintenance of plants, machines, tools and devices

Basic Tasks:

- foundations of occupational health and safety in machining with special consideration of environmental issues;
- tool instruction, material instruction, technical documentation, disassembly and assembly of basic tools and devices.

Advanced Tasks:

- reading and understanding instruction manuals and regulations of machine tools and plants, technical documentation, control technique diagrams;
- systematic of troubleshooting and its elimination;
- sources of supply, buying of spare parts and calculation of costs;
- preventive maintenance.

h) Psychological support and advice, social and cultural training

Psychological support and advice is an essential part of the training program. It will help participants to overcome individual problems and personal crises that may arise during the training program, increase motivation and enhance learning processes.

i) Goals of psychological support, social work and cultural training

The main objective of psychological and social support is not only to enable the participants to reach their qualification goals but also to gain a realistic view of their personal and occupational competences. In addition to professional qualifications, social key qualifications such as reliability, responsibility and endurance have to be advanced.

Self-development, positive self-esteem, teamwork including the ability for meaningful communication, giving and receiving feedback are of chief importance for the long-term success of the training program.

This will be even more important, if participants plan to live and work in a foreign country. In this case the concept of cultural difference, personal/social abilities and skills necessary for adapting to a different culture, value system and life-style need to have a special focus.

Job Application Training

The application documents will be compiled and completed during the time of the training program. Participants can use computers and will learn how to write an application, fill in application forms etc..

They will also learn how to prepare themselves for a job interview, how to behave and present themselves in a job interview, how to get information about the company or business organization they are intending to apply to.

It has to be emphasised, that job application training will be geared towards the individual needs and goals of each participant.

APPENDIX 1

COUNTRY PROFILES

1.1 Poland

The profile of Poland elaborated by Polish Partner.

	REGION	LUBELSKIE
	COUNTRY	Poland
General Information About the Region	1. Location and total area	Lublin voivodship is located in the middle-east part of Poland It borders with voivodships: podlaskie, mazowieckie, świętokrzyskie and podkarpackie. Area: 25 155 square kilometres. (12% of Poland's area)
	2. Is it lying on the border region ?	Yes, Lubelszczyzna borders with Belarusia and Ukraine
	a) Length of border	The length of the voivodship border is 1,100 kilometers, 445 kilometers (39,5%) which are the borders of Poland, 182 kilometers of the border with Belarusia, 277 kilometers with Ukraine.
	b) number of border crossings	Belarusia: land passage:4, railway passage: 1. Ukraine: land passage: 5, railway passage: 3.
	c) arrivals to and departures from a region	-
	3. Population (total)	2 181 000
	a) In urban areas	46,8%
	b) In rural areas	53,2%
	4. Population by age	-

5. The density of population	88 persons per square meter
6. Working and not-working age population	<p style="text-align: center;">Population at post-working age: 0-14 – 17,2% 60/65 years and more – 13% Population at pre-working age: 15-59/60 – 69,8%</p>
7. Level of industrialization	800 to 1000 people work in the industry (sections C, D I E of Statistical Classification of Economic Activities in the European Community) 10000 inhabitants.
8. Gross domestic product/per capita	3538, - €
9. Gross value added	<p>Added gross value in the Lublin region is 4 % of national share. Unfavourable structure of added gross value mostly appears in the lower than national share in added gross value of the industry (17,5% in comparison to 23,6% of the country) and lower development of service industry (48,5% AGV in comparison to 50,9% of the country), whereas the agriculture share is higher in lubelskie voivodship as far as making the added gross value of the country (5% in comparison to 3,1% of the country). Productivity of work, which stands for added gross value for every single worker, the average is 35% lower than in the scale of the country. It refers to all sectors of market, while particularly big difference occurs in the industry and agriculture, where productivity in the region is lower than country average, respectively: 14,2% and 33,3%. Low measures of added gross value per worker in specified sectors confirm this unfavourable structure of voivodship's economy and underline its low competitiveness and innovative character.</p>
10. The specific features of a region according to the employment market	<p>According to the specification of the voivodship, the most significant group on the labour market are the country people. It's the group which is particularly at risk of unemployment, besides the registered unemployment there is problem with high unregistered unemployment, which results mostly from the fact that the big amount of countryside people doesn't fill the criteria indispensable to get the status of unemployed, because they possess farms bigger than the law regulations stipulate.</p> <p>More than half of unemployed population are inhabitants of the rural areas. The percentage index of unemployed people who live in rural areas, in reference to all unemployed in the voivodship is between 53%-54%.</p>

Education, Economy, Labour Market	1. Unemployment rate	17,5 %	
	2. Education (amount of graduates by fields and level of education)	-	
	3. The value of production per worker by the sectors of the economy	Point 9	
	4. The amount of registered companies (public sector and private sector)	Number of manufactures	
		LUBELSKIE VOIVODSHIP	598
		Public Sector	89
		Private Sector	509
		Polish Classification of Activities section	
		Mining	x
		Manufacturing	280
Electricity, gas, and water supply		34	
Construction		69	
Wholesale and repair Hotels and restaurants		114 5	
Transport, storage and communication		34	
Real estate		38	
Education		x	
Health and social work	5		
Other community, social and personal service activities	14		
5. The employed persons by ownership sectors (public sector and private sector)	<i>Data from 31.12.2003</i> General: 309785 (public sector: 180927 (58,4%), private sector: 128858 (41,6%))		
6. The employed persons by the sections and divisions of the economy	No data		

8. Job offers in relation to amount of unemployed by occupational categories		Number of registered unemployed	Number of offers reported to PUP
	Politicians, government officials, professional activists	3	3
Directors of big and middle-sized enterprises	339	123	
Directors of small enterprises	250	27	
Physical, mathematical and engineering science professionals	1368	391	
Life science and health professionals	1118	273	
Education professionals	1839	1176	
Other professionals	6685	880	
Associate professionals	11924	744	
Life science and health associate professionals	6974	562	
Basic vocational teachers and instructors	99	73	
Other professionals	7059	4459	
Office clerks	5786	4838	
Customers service clerks	1106	338	
Personal and protective services workers	8260	1785	
Models, salespersons and demonstrators	12120	3272	
Farmers	2390	12	
Gardeners	1360	25	
Woodsmen and fishermen	410	95	
Farmers and fishermen working for their own needs	658	0	
Miners and building workers	11941	2927	
Workers of metal-working and mechanics	18171	2245	
The labour administration notifies 3500 vacancies at present, 29.200 unemployed people were reported on due date in July 2006			

9. Job offers by the sectors of economy and the occupational categories	Excess professions in lubelskie voivodship in 2004			Job offers reported	Number of unemployed per 1 offer	
	Dietitians and nutritionists			13	95,9	
	Vegetable and animal farmers			0	446	
	Farmers and fishermen working for their own supply			0	428	
	Electronic devices mechanics			8	15,5	
	Technician farmer, forester, others			28	97,8	
	Food technologists			15	87,5	
	Philologists and interpreters			12	49,5	
	Pipeline system mechanic			1	81	
	Furriers and related			0	81	
	Fruit, vegetables, oil seeds processing machine's operators and related.			3	92,3	
	Deficit professions in lubelskie voivodship in 2004			Job offers reported	Number of new registered unemployed per 1 offer	
	Archivists and museumists			44	0,7	
	Administration employees, secretaries and related.			2858	0,4	
	Librarians and scientific informers			145	0,3	
	Screen process printers and related			15	0,5	
	Manufactures of wood machine operators			48	0,1	
	Stationery goods machine operators			13	0,7	
	Backup workers in traffic , water offence and related.			963	0,7	
10. Unemployed persons by educational level, fields of education, profession, age	Level of education of unemployed					
	General	Higher education	Post secondary	Secondary	Vocational	Primary
	164.752	12.114	42.329	13.576	51.903	44.830

<p>11. Employing of foreigners - formal requirements</p>	<p>Employing a foreign worker is not easy. It's necessary to go through complicated and long term procedures. The employer is obliged to arise to voivode with application of getting the work permission for the foreigner who must submit all necessary additional documents. If some of them are missing or the application for letting the foreigner work is filled with mistakes, the procedure may be prolonged. The job seeker is also obliged to collect and to submit all the documents which will certify his or her competence. Legal regulations regiment foreigner's access to Polish labour market, and are based on a recognition access rule. Foreigners may work only after administrative decision, which is a work permission.</p> <p>The Polish employer, the same as foreign one (operating on the Polish market), and even a person who is not economically active can employ a foreigner worker. The procedure of getting the administrative decisions letting for legal work for foreigners is similar for everyone, no matter the occupation or status. Vectored decisions result from „Employment and Unemployment Counteract Act”, and specified rules are included in executive ordinances of Minister of Economy, Labour and Social Politics. Amongst them the leading importance has the act which refers to detailed rules and procedures of work permission for foreigners. A foreigner can work on country territory if he or she has the work permission granted by voivode appropriate on account of employee's residence. There are certain foreigners discharged from this obligation; those who have ex. permission for settlement , refugee status decreed in Poland or those who enjoy the right to temporary protection on the territory of Poland.</p> <p>Condition of granting the work permission to foreigners is getting in advance the promise for employee, that he or she will get the work permission as well as an appropriate visa or permission for staying for short term residence.</p>
<p>12. Possibilities of employment of foreigners:</p>	
<p>a) The most required occupational categories (3 examples with explanation)</p>	<p>According to job offers: Sellers, office clerks, administration employees 1.1.1 Data taken from Regional Labour Office:</p> <p>Professions, in which employers have the biggest trouble with finding appropriate candidates to work (<i>according to Employee's research - 2004</i>): Sales agents and sellers, teachers (foreign languages especially), waiters, doctors, designers, computer system analysts.</p>
<p>b) The most required professional competences and professional qualifications (3 examples with explanation)</p>	<ol style="list-style-type: none"> 1) additional courses in acquired profession and practical skills referred to work, not certified. 2) computer literacy 3) specialist qualifications <p>(rarely pointed: knowledge of foreign languages) (Employee's research conducted by Regional Labour Office - Lublin - 2004r.)</p>

	<p>c) The sectors of economy with the biggest chance of getting a job (3 examples with explanation)</p>	<p>Most often PKD sections amongst registered work offers: industrial processing – 21,95%; wholesale and retail , auto repair, personal and domestic goods selling – 17,02%; public administration and national defense; obligatory social and common insurance, health insurance – 15,02%, construction – 9,46%.</p> <p>4.1.2 Data taken from Regional Labour Office -Lublin</p>
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1.2 The Netherlands

The profile of the Netherlands elaborated by the Dutch partners.

Region

Groningen	Drenthe
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COUNTRY

Groningen The Netherlands	Drenthe The Netherlands
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General information about the region

1. Location and total area (2004 Source CBS)

Groningen	Drenthe
To the north side of the Netherlands total surface 2967.90 Km ² of which 2335.98 km² country and 631.92 Km ² water	To the north - East side of the Netherlands total surface 2680.37 Km ² of which 2451.98 km² country and 38.38 Km ² water

2. Is it a lying on the border region?

Groningen	Drenthe
Yes	Yes

a) Length of border

Groningen	Drenthe
56 km	51 km

b) Number of border crossings

Groningen	5	Drenthe	6
Inclusive the border crossing for bicycle the total for Groningen en Drenthe is			
	15		

c) Arrivals to and departures from a region

Groningen & Drenthe	1500 people from Germany working in the Netherlands 2300 people from the Netherlands working in Germany
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3. Population (total 2005 Source CBS)

Groningen	Total 575.072 of which 285.544 Male 289.528 Female	Drenthe	Total 483.369 of which 239.152 Male 244.217 Female
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a) In urban areas

Groningen	Total 235.380 People 96.830 in Very strong urban areas 51.480 in urban areas 87.070 in reasonable areas	Drenthe	Total 130.150 People 33.070 Strong urban areas 97.080 reasonable areas
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b) In rural areas

Groningen	Total 339.700 People 125.390 in less rural areas 214.310 in real rural areas	Drenthe	Total 353.220 People 115.400 in less rural areas 237.820 in real rural areas
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**4. Population by age
2005 source CBS**

Groningen										Drenthe									
< 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 45	45 - 65	65 - 80	> 80		< 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 45	45 - 65	65 - 80	> 80	
32.131	31.919	32.293	35.182	45.463	165.228	149.043	60.714	23.099		29.084	30.179	30.151	28.612	22.674	130.292	134.421	58.594	19.362	
Total population on 31 December 2005 574.469										Total population on 31 December 2005 484.437									

5. The density of population

<p>Groningen</p> <p>2005 source CBS</p> <p>246</p> <p>Total number of houses by km2 country on 1 January (Exclusively recreation houses). 106</p>	<p>Drenthe</p> <p>183</p> <p>Total number of houses by km2 country on 1 January (Exclusively recreation houses). 75</p>
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6. Working and not working age of population

<p>Groningen</p> <p>2005 source CBS</p> <p>393.000</p> <p>Total population 15 – 64 years Working population 252.000 Employed population 228.000 Unemployed population 24.000</p>	<p>Drenthe</p> <p>313.000</p> <p>Total population 15 – 64 years Working population 209.000 Employed population 194.000 Unemployed population 16.000</p>
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7. Level of industrialization

<p>Groningen</p> <p>Most important branches of industry</p> <ul style="list-style-type: none"> - extraction and distribution of gas; - starch/starch derivatives; - sugar, - paper and paperboard/paper products; - basischemie; basis metal; shipbuilding <p>5,9%</p>	<p>Drenthe</p> <p>5,5%</p> <p>n/a</p>
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8. Gross domestic product / per capita (2003 Source CBS)

<p>Groningen</p> <p>Regional economic totals</p> <p>BBP 19.841 min. Euro BBP per capita 35.000 Euro Correction exploitation surplus 8 totally gross exploitation surplus 9.902</p>	<p>Drenthe</p> <p>Regional economic totals</p> <p>BBP 11.074 min. Euro BBP per capita 23.000 Euro Correction exploitation surplus 4 totally gross exploitation surplus 4.146</p>
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9. Gross value added (2003 Source CBS)

Groningen	Added value 17.706 min. Euro
Drenthe	Added value 11.074 min Euro

10. The specific features of a region according to the employment market

Groningen Drenthe

Natural gas extraction affects growth in northern part of the country

Economic growth was moderate in Groningen in 2005 and above average in the province of Drenthe. This is mainly due to natural gas extraction. In Groningen the volume of gas extracted in 2005 was smaller than in 2004, whereas the volume of gas extracted in Drenthe increased in 2005. If mineral extraction is not taken into account, the growth rates for the northern provinces change, i.e. 1.4 percent for Groningen and 1.5 percent for Drenthe. On the other hand, the national growth rate shifts from 1.5 percent to 1.8 percent, if mineral extraction is left out of account.

North- Netherlands has a number of specific sectors with considerable increase potentials in terms of knowledge and innovation, which has been recognized by the government as such. It concerns in the first place the three key areas energy (Energy Valley), water (Frisse water alliance) and sensor technology (ASTRONJ/ Lofar). Within these technology areas the north in potential can work in the international top. There are several large institutions present there and lay close links with oriented companies, which as well as the institutions more and more operate at global level. Moreover have privileged also other (topics) sectors in the north an appreciation for the national economics, such as life sciences, ICT, chemistry, agribusiness, metal/shipbuilding, care economy and tourism. The large cities form the fire point of institutions and intensive activity in much of these sectors in the north.
(Source: SNN, OP Noord-Nederland 2007 – 2013)

Education, Economy, Labour Market

1. Unemployment rate (SOURCE CBS 2005)

Groningen	9.6 % net labour market Participation 58 %
Drenthe	7.6 % net labour market Participation 61.9 %

2. Education (amount of graduates by fields and level of education)

Groningen		Drenthe			
	Total x 1 000	Primary education	Senior secondary vocational education	Higher professional education	
SBI '93 ± 2001	236	62	110	65	
Total SIC'93	7	1	5	.	
Agricltural / fishing					
Groningen		Drenthe			
	Total x 1 000	Primary education	Senior secondary vocational education	Higher professional education	
SBI '93 ± 2001	197	64	93	41	
Total SIC'93	8	5	3	.	
Agricltural / fishing					

Mining and industry usefulness companies	38	16	18	5
constructions	15	7	7	1
Trade	28	9	15	3
Hotel and catering industry	5	2	3	.
Transport / communication	15	5	7	3
Financial institutions	9	1	4	3
Business services	27	5	12	10
Government education	17	3	8	5
Healthcare	20	1	4	15
Other services	42	7	20	15
Unknown	8	2	4	2
4	1	1	2	

Level of education of working people **2003**
 Primary education **66.000** People
 Secondary education **115.000** People
 Tertiary education **70.000** People

Mining and industry usefulness companies	34	17	13	5
constructions	18	10	6	1
Trade	27	10	15	2
Hotel and catering industry	6	3	3	.
Transport / communication	9	4	4	1
Financial institutions	6	1	3	2
Business services	18	3	9	6
Government education	18	3	10	5
Healthcare	11	1	2	9
Other services	31	5	17	9
Unknown	6	1	4	1
3	1	1	1	

Level of education of working people **2003**
 Primary education **61.000** People
 Secondary education **106.000** People
 Tertiary education **48.000** People

3. The value of production per worker by the sectors of the economy

Groningen

BBP **19.841** min. Euro
 BBP per capita **35.000** Euro
 Correction exploitation surplus **8**
 totally gross exploitation surplus **9.902**

Drenthe

BBP **11.074** min. Euro
 BBP per capita **23.000** Euro
 Correction exploitation surplus **4**
 totally gross exploitation surplus **4.146**

4. The amount of registered companies (public sector and private sector) 1. Jan 2006 Source CBS

Groningen	
SBI '93	
Total SIC'93	26.280
Agricultural / fishing	4.030
Mining and industry	1.725
constructions	2.270
Trade	6.160

Drenthe	
SBI '93	
Total SIC'93	24.350
Agricultural / fishing	4.660
Mining and industry	1.405
constructions	2.215
Trade	5.830

Hotel and catering industry	1.365
Transport / communication	1.110
Financial institutions	540
Business services	4.355
Government education	275
Healthcare	925
Other services	1.620
	1.910

Hotel and catering industry	1.235
Transport / communication	755
Financial institutions	455
Business services	3.605
Government education	250
Healthcare	820
Other services	1.295
	1.820

5. The employed persons by ownership sectors (public sector and private sector)

(Source Lisa 2005)

Groningen

2005	Establishments to activity	
	Amount of companies	Amount of Jobs
Agriculture / fishing	4.140	10.330
Mining and industry constructions	1.860	37.660
	2.270	13.610
Trade	7.150	39.060
Hotel and catering industry	1.650	9.530
Transport / communication	1.230	15.150
Financial institutions	550	4.950
Business services	5.400	33.350
Government education	170	16.710
	1.000	21.510
Healthcare	1.880	45.130
Other services	2.700	9.870
Total	30.000	256.840

Drenthe

2005	Establishments to activity	
	Amount of companies	Amount of Jobs
Agriculture / fishing	4.660	11.970
Mining and industry constructions	1.500	30.150
	2.380	14.280
Trade	6.770	35.030
Hotel and catering industry	1.370	8.200
Transport / communication	880	8.300
Financial institutions	510	4.530
Business services	4.800	19.060
Government education	100	12.840
	880	10.960
Healthcare	1.360	31.990
Other services	2.470	8.110
Total	27.670	195.430

6. Employed persons by sections and divisions of the economy Source LISA 2005

Definitions: Number of jobs irrespective of duration, including temporary jobs.

Groningen		Drenthe	
Sector	Employed people according to Sector	Sector	Employed people according to Sector
Total SIC'93	255.434	Total SIC'93	200.570
1 Agricultural	13.492	1 Agricultural	14.491
2 Industry	41.399	2 Industry	30.059
3 constructions	15.264	3 constructions	14.136
4 Trade	37.296	4 Trade	35.857
5 Hotel and catering industry	9.343	5 Hotel and catering industry	7.806
6 Transport / communication	15.004	6 Transport / communication	8.061
7 Financial institutions	6.176	7 Financial institutions	4.853
8 Business services	33.464	8 Business services	19.918
9+ Government / education	35.617	9+ Government / education	25.184
11 Healthcare	39.110	11 Healthcare	32.006
12 Other services	9.269	12 Other services	8.199

7. The rate of unemployment by the professions categories

(Source CWI)

Groningen		Drenthe	
Unemployed	Total	Unemployed	Total
	50.458		50.458
Unknown	1.204		1.204
elementary professions	12.955		12.955
lower not-specialist professions	32		32

lower agrarian professions Agriculture	1.204	
lower mathematician, scientific professions	17	
lower technical professions	3.321	
lower transport professions	3.337	
lower (para) medical professions	54	
lower administrative, commercial professions	5.550	
lower security professions	517	
lower healthcare professions	3.402	
middle teacher transport -, sport professions	114	
middle agrarian professions	262	
middle mathematician, scientific professions	45	
middle technical professions	3.462	
middle transport professions ed	72	
middle (para)medical professions	229	
middle administrative, commercial professions ed	4.930	
middle legal, government, security professions	108	
middle linguist, cultural professions	183	
middle professions in the field of behaviour and society	825	
middle healthcare professions	2.042	
higher pedagogical professions	823	
higher agronomist professions Agricultural	51	
higher mathematician, scientific professions	55	
higher technical professions	354	
higher transport professions	18	
higher (para) medical professions	187	
higher administrative, commercial, economic professions	1.581	
higher legal, government, security professions	65	
Higher linguist, cultural professions	517	
Higher professions in the field of behaviour and society	904	
Higher healthcare / nurse	117	
managers (bachelor work - and thinking level)	134	
scientific pedagogical professions	339	
scientific agronomist calls	48	

scientific technical professions	144
scientific (para) medical professions	139
scientific economic, administrative professions	106
scientific legal, government, security professions	149
scientific professions in the field of behaviour and society	239

8. Job offers in relation to amount of unemployment by occupational categories Discrepancy ultimo 2006 (Source CWI 2006)

Groningen & Drenthe

Total	NWW 1	Number of open jobs	Number of jobs by jobseeker	Number of jobseekers by job
Unknown	10			
elementary professions	1.016	486	0,48	2,09
lower not-specialist professions	5	6	1,2	0,83
lower teacher sport professions	4	5	1,25	0,8
lower agrarian professions Agriculture	127	30	0,24	4,23
lower mathematician, scientific professions	4	1	0,25	4
lower technical professions	423	548	1,3	0,77
lower transport professions	473	215	0,45	2,2
lower (para) medical professions	16	2	0,13	8
lower administrative, commercial professions	799	285	0,36	2,8
lower security professions	55	1	0,02	55
lower healthcare professions	387	138	0,36	2,8
middle teacher transport -, sport professions	26	8	0,31	3,25
middle agrarian professions	43	13	0,3	3,31
middle mathematician, scientific professions	9		0	
middle technical professions	488	380	0,78	1,28
middle transport professions	8	1	0,13	8
middle (para) medical professions	82	32	0,39	2,56
middle administrative, commercial professions	993	582	0,59	1,71
middle legal, government, security professions	40	28	0,7	1,43

NWW1 =
directly usable for work

middle linguist, cultural professions	19		0	
middle professions in the field of behaviour and society	128	16	0,13	8
middle healthcare professions	287	150	0,52	1,91
higher pedagogical professions	139	7	0,05	19,86
higher agronomist professions Agricultural	18	2	0,11	9
higher mathematician, scientific professions	16	1	0,06	16
higher technical professions	76	40	0,53	1,9
higher transport professions	6		0	
higher (para) medical professions	43	15	0,35	2,87
higher administrative, commercial, economic professions	373	73	0,2	5,11
higher legal, government, security professions	18	1	0,06	18
Higher linguist, cultural professions	45	6	0,13	7,5
Higher professions in the field of behaviour and society	194	11	0,06	17,64
Higher healthcare / nurse	28	3	0,11	9,33
managers (bachelor work - and thinking level)	30	10	0,33	3
scientific pedagogical professions	38	7	0,18	5,43
scientific agronomist calls	5		0	
scientific mathematician, scientific professions	32	4	0,13	8
scientific technical professions	32	9	0,28	3,56
scientific (para) medical professions	35	5	0,14	7
scientific economic, administrative professions	22	2	0,09	11
scientific legal, government, security professions	24	1	0,04	24
scientific professions in the field of behaviour and society	45	3	0,07	15
managers (scientific work - and thinking level)	35			

**9. Job offers by the sectors of economy -
Job offers in the period June 2005 – June 2006**
(Source CWI 2006)

Groningen & Drenthe

Expectation job offers x 1000

	2006	2007	2008	2009	2010
Job offers 2005-					

Unemployed persons by educational level, fields of education, profession, age

(NWW) provinces Groningen en Drenthe ultimo Jun 2006

	Educational level						
	Nww	Unknown	Primary education	Preparatory secondary vocational education	Senior secondary vocational education	Higher professional education	University education
Total	50.459	2.592	5.235	15.164	20.061	5.193	2.213
Unknown	1.204	12	323	474	280	89	26
elementary professions	12.955	1.142	2.801	5.532	3.155	213	112
lower not-specialist professions	32	5	4	6	13	2	2
lower teacher sport professions	24			6	14	3	1
lower agrarian professions Agriculture	1.204	93	236	479	365	25	6
lower mathematician, scientific professions	17	1		6	9	1	
lower technical professions	3.321	205	424	1.283	1.338	53	18
lower transport professions	3.337	138	308	1.017	1.773	77	24
lower (para) medical professions	54	16	4	12	18	4	
lower administrative, commercial professions	5.550	243	208	1.877	2.820	310	92
lower security professions	517	10	24	170	292	14	7
lower healthcare professions	3.402	246	325	1.414	1.272	112	33
middle teacher transport -, sport professions	114	3		16	75	14	6
middle agrarian professions	262	20	33	69	122	14	4
middle mathematician, scientific professions	45	3	1	2	31	6	2
middle technical professions	3.462	102	216	938	1.954	214	38
middle transport professions ed	72	2	4	17	40	8	1
middle (para)medical professions	559	13	8	47	350	116	25
middle administrative, commercial professions	4.930	138	87	901	2.902	705	197
middle legal, government, security professions	108	6	2	23	65	10	2
middle linguist, cultural professions	183	7	4	27	82	41	22
middle professions in the field of behaviour and society	825	10	12	77	458	231	37
middle healthcare professions ed	2.042	92	141	429	1.217	144	19
higher pedagogical professions	823	6	6	17	97	583	114
higher agronomist professions Agriculture	51			3	21	18	9
higher mathematician, scientific professions	55			1	16	24	14

higher technical professions	354	6	3	28	154	130	33
higher transport professions	18			1	8	8	1
higher (para) medical professions	187	1	2	9	31	128	16
higher administrative, commercial, economic professions	1.581	24	20	129	565	582	261
higher legal, government, security professions	65	1	1	2	16	26	19
Higher linguist, cultural professions	517	13	18	41	103	262	80
Higher professions in the field of behaviour and society	904	21	3	39	190	455	196
Higher healthcare / nurse	117			10	33	67	7
managers (bachelor work - and thinking level)	134		3	24	46	52	9
scientific pedagogical professions	339	4	2	7	13	157	156
scientific agronomist calls	48			4	9	24	11
scientific mathematician, scientific professions	125	2	3	2	2	14	102
scientific technical professions	144	1	3	5	25	63	47
scientific (para) medical professions	139	2	1	2	12	32	90
scientific economic, administrative professions	106		2	4	15	42	43
scientific legal, government, security professions	149		1	1	12	34	101
scientific professions in the field of behaviour and society	239	2	2	4	21	30	180
managers (scientific work - and thinking level)	144	2		9	27	56	50

Unemployed persons by educational level, fields of education, profession, age

(NWW) provinces Groningen en Drenthe per ultimo
June 2006

	Age													Un- known
	15 -20	20 - 25	25 - 30	30 - 35	35 - 40	40 - 45	45 - 50	50 - 55	55 - 60	60 - 65	> 65			
Total	1.243	3.764	4.578	5.685	6.661	7.031	6.387	5.809	5.800	3.382	90	28		
Unknown	2	25	46	72	115	132	172	185	211	226	13	5		
elementary professions	537	1.280	1.256	1.401	1.753	1.860	1.578	1.274	1.208	776	25	7		
lower not-specialist professions	3	2	4	8	5	3	1	3	2	1				
lower teacher sport professions		2	2	4	2	2	2	6	2	2				
lower agrarian professions Agriculture	73	98	130	128	144	169	163	123	112	62		2		
lower mathematician, scientific professions		1	2		1	2	3	6	2					
lower technical professions	98	233	267	359	387	440	412	420	443	257	5			
lower transport professions	54	192	303	398	433	513	439	378	373	247	3	4		
lower (para) medical professions	4	3	4	5	12	9	9	5	2	2		1		
lower administrative, commercial professions	164	544	600	723	768	744	652	554	527	270	3	1		
lower security professions	10	32	58	79	77	83	81	54	29	13		1		
lower healthcare professions	146	374	357	394	408	504	429	341	298	148	3			
middle teacher transport -, sport professions		9	11	10	18	19	16	12	13	6				
middle agrarian professions	11	17	27	35	28	41	30	20	26	26		1		
middle mathematician, scientific professions		2	9	4	4	3	6	6	4	7				
middle technical professions	52	194	217	324	386	419	385	423	610	434	17	1		
middle transport professions ed		2	5	2	6	9	11	8	13	16				
middle (para)medical professions	3	32	40	76	95	74	77	66	71	23	1	1		
middle administrative, commercial professions	42	308	422	592	801	732	587	583	575	280	7	1		
middle legal, government, security professions	4	8	15	16	14	18	8	14	8	3				
middle linguist, cultural professions	1	9	10	30	23	30	28	29	18	4	1			
middle professions in the field of behaviour and society	2	50	74	117	131	113	112	133	71	22				
middle healthcare professions ed	30	198	271	256	324	279	283	184	150	64	2	1		
higher pedagogical professions	2	28	53	68	78	105	136	147	134	72				

	Age														Unknown	
	15 -20	20 - 25	25 - 30	30 - 35	35 - 40	40 - 45	45 - 50	50 - 55	55 - 60	60 - 65	> 65					
higher agronomist professions		2	6	7	13	8	3	2	6							
higher mathematician, scientific professions		1	7	15	3	6	2	8	8							
higher technical professions		2	18	34	29	47	48	41	80							
higher transport professions		1	1	4	2		1	4	2	3						
higher (para) medical professions		6	24	17	25	30	29	26	26	4						
higher administrative, commercial, economic professions	1	29	88	181	198	237	230	210	257	147	2					1
higher legal, government, security professions		4	6	9	4	6	12	11	10	3						
Higher linguist, cultural professions	2	16	31	40	69	72	75	100	83	29						
Higher professions in the field of behaviour and society		20	68	102	118	115	158	155	133	34	1					
Higher healthcare / nurse		5	3	11	16	14	15	17	28	8						
managers (bachelor work - and thinking level)		2	4	7	14	21	19	29	23	15						
scientific pedagogical professions		5	23	29	36	33	45	68	65	34	1					
scientific agronomist calls			4	6	6	7	6	10	7	2						
scientific mathematician, scientific professions		4	31	24	22	11	11	10	5	6	1					
scientific technical professions	1	2	5	12	15	17	21	14	39	17						1
scientific (para) medical professions		6	13	26	18	16	19	17	20	4						
scientific economic, administrative professions		2	8	8	5	19	16	21	17	8	1					
scientific legal, government, security professions			20	19	23	24	11	18	21	13						
scientific professions in the field of behaviour and society		12	33	31	22	31	30	40	27	11	2					
managers (scientific work - and thinking level)		2	2	2	10	14	16	34	43	19	2					

11. Employment of foreigners - formal requirements

Groningen & Drenthe

The Netherlands use the guideline of the EU. In 2007 there is an open market for Goods and persons within the EU

1.2. Possibilities of employing foreigners

Groningen & Drenthe

People who want to work as an official employee in the Netherlands have to speak and understand the language.

In some types of production work its not directly necessarily.
English is an acceptable leagues and in the North regions people understand German.

a) The most wanted occupational categories (3 examples with explanation)

Groningen & Drenthe

Technical professions (secondary and primary level)
lower and middle transport professions
administrative, commercial professions

b) The most wanted professional competences and professional qualifications (3 examples with explanation)

Groningen & Drenthe

Construction sector
Metal sector
Middle technical management
See question 9 and 10

c) The sectors of economy with the biggest chance of getting a job (3 examples with explanation)

Groningen & Drenthe

Administrative and commercial professions (secondary level)
Technical professions (secondary level)
Elementary professions
See question 10

1.3 Germany

The profile of Germany elaborated by German partner.

	REGION	East Friesland
	COUNTRY	Germany
General Information About The Region	1. Location and total area	North-West Germany / 3143 km ²
	2. Is it lying on the border region ?	East Friesland is a border region, lying on the border to the Netherlands
	a) Length of border	approx. 60 km
	b) Number of border crossings	3 border crossings
	c) Arrivals to and departures from a Region	
	3. Population (total)	464.808
	a) In urban areas	154.732
	b) In rural areas	310.076

4. Population by age (2004)	Population by age	
	0 - 5	23550
	5 - 10	27582
	10 - 15	29359
	15 - 20	28823
	20 - 25	25385
	25 - 30	23705
	30 - 35	30317
	35 - 40	38148
	40 - 45	37114
	45 - 50	32271
	50 - 55	30326
	55 - 60	26643
	60 - 65	27844
	65 - 70	28515
	70 - 75	20308
	75 - 80	16606
80 - 85	11522	
85 - 90	4074	
above 90	2716	
Total	464808	
5. The density of population	148 / km ²	
6. Working and not-working age population	Working age(15 – 65 J.) = 300.576 Not-working age = 164.232	
7. Level of industrialization	Below 5%	
8. Gross domestic product/per capita	9.028.300.000,- €	
9. Gross value added	8.463.000.000,- €	
10. The specific features of a region according to the employment market	Important industries are merchant shipping, wind energy, motor industry, special shipbuilding and tourism	

Education, Economy, Labour Market	1. Unemployment rate	<p>11 %, approx. 29.200 unemployed people (June 2006) According to the German law (§16 SGB II) an unemployed person is defined as a person that is</p> <p>(1) temporarily without employment or employed for less than 15 hours a week</p> <p>(2) registered at the labour office and actively seeking for a job with at least 15 hours a week</p>																																												
	2. Education (amount of graduates by fields and level of education)	<table border="1"> <tr> <td colspan="2" rowspan="2">Lower and upper secondary level</td> <td colspan="2" rowspan="2">Abitur</td> <td>technical school, college of higher education</td> <td>University or university of applied sciences</td> <td>not specified</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>without</td> <td>certified vocational training</td> <td>Without</td> <td>certified vocational training</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Vocational training</td> <td></td> <td>vocational training</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>19%</td> <td>66%</td> <td>1%</td> <td>2%</td> <td>1%</td> <td>2%</td> <td>9%</td> </tr> </table>						Lower and upper secondary level		Abitur		technical school, college of higher education	University or university of applied sciences	not specified				without	certified vocational training	Without	certified vocational training				Vocational training		vocational training													19%	66%	1%	2%	1%	2%	9%
	Lower and upper secondary level		Abitur		technical school, college of higher education	University or university of applied sciences	not specified																																							
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Vocational training		vocational training																																												
	19%	66%	1%	2%	1%	2%	9%																																							
3. The value of production per worker by the sectors of the economy	<p>Contribution of the sectors of economy to the gross value added as rate for the value of production per worker by the sectors of economy (Million Euro)</p> <table border="1"> <thead> <tr> <th rowspan="3">Sector</th> <th colspan="5">Business Sector</th> </tr> <tr> <th colspan="2">Industry</th> <th rowspan="2">Hotel and catering industry</th> <th colspan="2">Services</th> </tr> <tr> <th>total</th> <th>of which manufacturing industry</th> <th>total</th> <th>of which public services</th> </tr> </thead> <tbody> <tr> <td>East friesland</td> <td>2713</td> <td>1626</td> <td>1813</td> <td>3939</td> <td>726</td> </tr> </tbody> </table>						Sector	Business Sector					Industry		Hotel and catering industry	Services		total	of which manufacturing industry	total	of which public services	East friesland	2713	1626	1813	3939	726																			
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East friesland	2713	1626	1813	3939	726																																									

4. The amount of registered companies (public sector and private sector)		2004
	Agriculture and Fishing	470
	Industry	1384
	Trade	7691
	transport/communication, Retail Trade	6188
	transport/communication, Wholesale Trade	807
	Hotel and Catering industry	2902
	Transport and Communication	1605
	Financial Institutions	1127
	Housing, Rent and Lease	
	Business Services	4775
Other Services	1464	
	Total	21418
5.The employed persons by the sections and divisions of the economy	A - Q All Economic Sectors	112210
	A + B Agriculture and Fishing	2257
	C – F Mining and Industry	35620
	D – Manufacturing Industry	25029
	E – Energy and Water supply	1408
	F 45 Construction	8759
	G - I Trade	31013
	G Car Trade	18161
	H 55 Hotel and Catering	6392
	I Transport and Communication	6460
	J - Q Services	43362
	J Financial Institutions and Services	3397
	K Real Estate and Housing, Rent and Lease	8724
	L + Q Public Administration	10957
M - P Public and Private Services	20284	
Z Unknown	75	
6. Employment and unemployment by professions and occupational categories	Employment figures according to the economic sectors are listed in Nr. 6 above. Exact figures of unemployment in these sectors are not available.	
7.Job offers in relation to amount of unemployed by occupational categories	The labour administration notifies 3500 vacancies at present, 29.200 unemployed people were reported on due date in July 2006	

8. Job offers by the sectors of economy and the occupational categories

Job offers are sometimes subject to strong seasonal variations. The list below shows the average number of job offers by the economic sectors in East Friesland. Variations appeared especially in the sectors Hotel and Catering as well as in the area of Real Estate and Housing

Agriculture	1,6
Fishing industry	0,1
Mining industry	0,0
Manufacturing industry	3,9
Energy and Water supply	0,9
Construction	4,0
Car Trade?	7,3
Hotel and Catering	27,4
Transport and Communication	5,0
Financia Services	0,2
Real Estate and Housing, Rent and Lease	26,1
Public Services, Government	9,6
Education	3,5
Healthcare	5,1
Other Services	4,3
Private Households	0,2
Other Services	0,0
Unknown	0,8
Total	100,0

9. Employing foreigners - formal requirements

In the Member Countries of the European Economic Area (EEA) (1) the free movement of workers is a fundamental right which permits nationals of one EEA country to work in another EEA country on the same conditions as that member state's own citizens. During a transitional period of up to 7 years from 1 May 2004, certain conditions may be applied that restrict the free movement of workers from, to and between the new member states (2). These restrictions only concern the freedom of movement for the purpose of taking up a job and they may differ from one member state to another.

<p>10. Possibilities of employment of foreigners:</p>	<p>Illustration of important economic sectors with corresponding information about the employment of German citizens and foreigners in percentage</p> <table border="1" data-bbox="325 188 925 584"> <thead> <tr> <th rowspan="2">Economic sector</th> <th colspan="3">Citizenship</th> </tr> <tr> <th>German citizens</th> <th>EU15</th> <th>EU10</th> </tr> </thead> <tbody> <tr> <td>Agriculture and fishing</td> <td>4</td> <td>2</td> <td>3</td> </tr> <tr> <td>Industry</td> <td>18</td> <td>19</td> <td>18</td> </tr> <tr> <td>Construction</td> <td>8</td> <td>8</td> <td>15</td> </tr> <tr> <td>Retail industry; Hotel and catering, Transport</td> <td>25</td> <td>28</td> <td>28</td> </tr> <tr> <td>Financial services; Real estates</td> <td>13</td> <td>16</td> <td>14</td> </tr> <tr> <td>Public administration, Education, Healthcare and others</td> <td>32</td> <td>27</td> <td>23</td> </tr> </tbody> </table>	Economic sector	Citizenship			German citizens	EU15	EU10	Agriculture and fishing	4	2	3	Industry	18	19	18	Construction	8	8	15	Retail industry; Hotel and catering, Transport	25	28	28	Financial services; Real estates	13	16	14	Public administration, Education, Healthcare and others	32	27	23
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<p>a) The most required occupational categories (3 examples with explanation)</p>	<p>low level of qualification: jobs in agriculture– picker in the strawberry and asparagus season reason for demand: low salary, very short time of employment, therefore lack of local workers No special qualification required</p> <p>Skilled worker: approved metal worker approved shipwrights approved welder approved motor mechanics reason for demand: lack of skilled workers Qualification: craft certificate/ certificate of apprenticeship</p> <p>Highly qualified workers: Graduate Engineers for the areas electrical engineering, mechanics, mechanical engineering, reason for demand: lack of skilled workers Qualification: Diploma from university of applied sciences</p>																															
<p>b) The most required professional competences and professional qualifications (3 examples with explanation)</p>	<p>Highly qualified workers: Graduate Engineers for the areas electrical engineering, mechanics, mechanical engineering; Skilled worker: approved metal worker approved shipwrights approved welder approved motor mechanics; low level of qualification: jobs in agriculture– picker in the strawberry and asparagus season</p>																															

	c) The sectors of economy with the biggest chance of getting a job (3 examples with explanation)	Metal industry Shipbuilding Car industry Graduate engineers for the areas listed above
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Population density is a measurement of population per unit area.

A region's **gross domestic product** (GDP) is one of several measures of the size of its economy. The GDP is defined as the market value of all final goods and services produced within a country in a given period of time. Until the 1980s the term **GNP** or gross *national* product was used. The two terms GDP and GNP are almost identical. The most common approach to measuring and understanding GDP is the expenditure method:

$$GDP = consumption + investment + government spending + (exports - imports)$$

Gross value added = Gross Domestic Product - taxes on products + subsidies on products

The value of production per worker = Gross value added / one working person

In economics, a person who is able and willing to work at a prevailing wage rate but is unable to find employment is considered to be **unemployed**. The **unemployment rate** is the number of unemployed workers divided by the total civilian labour force, which includes both the unemployed and those with jobs (all those willing and able to work for pay).

The **private sector** of a nation's economy consists of those entities which are not controlled by the state - i.e., a variety of entities such as private firms and companies, corporations, private banks, non-governmental organizations, and individuals.

The **public sector** is that part of economic and administrative life that deals with the delivery of goods and services by and for the government, whether national, regional or local/municipal. Examples of public sector activity range from delivering social security, administering urban planning and organising national defences. The organization of the public sector (public ownership) can take several forms, including:

Direct administration funded through taxation; the delivering organization generally has no specific requirement to meet commercial success criteria, and production decisions are determined by government. Publicly-owned corporations (in some contexts, especially manufacturing, "State-owned enterprises"); which differ from direct administration in that they have greater commercial freedoms and are expected to operate according to commercial criteria, and production decisions are not generally taken by government (although goals may be set for them by government).

The employed persons by the sections and divisions of the economy – i.e. industry, construction, education, transport, storage, communication etc.

APPENDIX 2

TRAINING NEEDS ANALYSIS

2.1 Context analysis

An analysis of the business needs and other reasons why the training is desired. The important questions being answered by this analysis are:

Who decided that training should be conducted? Why is a training program seen as the recommended solution to a business problem? What has been the history of the organization with regard to employee training and other management interventions?

2.2 User analysis

Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are:

Who will receive the training and their level of existing knowledge on the subject? What is their learning style and who will conduct the training?

2.3 Work analysis

Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps to ensure that the training which is developed will include relevant links to the contents of the job.

2.4 Content Analysis

Analysis of documents, laws, procedures related to the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

2.5 Training suitability analysis

Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine whether training will be effective in its usage.

2.6 Cost-benefit analysis

Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

2.7 Techniques

Several basic needs assessment techniques include:

- direct observation
- questionnaires
- consultation with persons in key positions, and/or with specific knowledge
- review of relevant literature
- interviews
- focus groups
- tests
- records & report studies
- work samples

2.8 Checklist for training needs analysis

It is helpful to have an organized method for choosing the right test for the required needs. A checklist can help in this process. This checklist should summarize the kinds of information discussed above. For example, is the test valid for the intended purpose? Is it reliable and fair? Is it cost-effective? Is the instrument likely to be viewed as fair and valid by the test takers? Also the ease or difficulty of administration, scoring, and interpretation of given available resources should be considered. A sample checklist that may be useful appears on the following page. Completing a checklist for each test considered will assist in comparing them more easily.

Remark: Any types of Needs Analysis, Techniques and Checklists for evaluating a test can be used which are available by partners involved in program organizing.



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