



## ESF Transnational Platform

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### **Development Zone - an innovative model of acquiring needed skills to the labour market (TCA)**

**TCA - <https://ec.europa.eu/esf/transnationality/TCA-2379>**

**TCA acronym:**

Development Zone

**Country of submission:**

Poland (PL)

**TCA Title in another language:**

Strefa Rozwoju - innowacyjny model zdobywania kompetencji potrzebnych na rynku pracy

**Call for projects:**

PL 2016 Coordinated Call under Priority Axis IV Social innovation and transnational cooperation, Measure 4.3 TC

**Partnering projects:**

**Partner project:**

[Development Zone - an innovative model of acquiring the skills needed in the labor market](#) [1]

**MAs approval status:**

Approved

**Country:**

Poland (PL)

**Project budget for transnational cooperation: € 208771.00**

[FAIB](#) [2]

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Board Member

**Total TCA budget for transnational cooperation: € 208771.00**

**Main contact organisation:**

[FAIB](#) [2]

**Rationale & objectives:**

The main objective of the project is to develop and implement a model of Development Zone - a new solution that would be created thanks to the cooperation with the English partner in thematic area 4: Aligning the access to learning throughout life by formal, informal and non-formal all ages, raise awareness, improve the skills and competences of the workforce and promoting flexible learning pathways including through career counselling and acknowledgment of acquired competences. The objective of the project is to develop and implement innovative solutions which expands the knowledge and skills of Polish middle and high schools teachers in terms of supporting young people with the skills and competencies required in the changing labor market. The team activities will include 50 educational experts and 100 students. Including selected educational institution. This goal will be achieved by:

- creating an innovative model, the recipient will be educational institutions
- checking whether innovation works
- implementing of the model to the Polish national policy
- disseminating of recommendations for implementation.

Added Value:

- strengthening of the role of guidance in educational institutions
- initiate cooperation of leaders from the target groups with the business sector (commercial market) to solve the problem
- practical relevance to the needs and resources of the educational institutions
- opening educational institutions for innovative solutions applied so far mainly in business and science
- strengthen relations and cooperation between the educational institutions, the science sector and business in aim of supporting innovation
- different conditions and potential of all partners which gives possibility of experience and knowledge exchange.

### **Problem addressed**

- Lack of professional qualifications which are desired on Polish labour market - insufficient level of soft skills among candidates for employment.
- Cooperation of the schools with employers usually limited to the organisation of practical work at the employer's placement. From 2012 it is possible in Poland to organise formal involvement of employers in educational program; however, only 5% of the educational institutions use them.
- Among the most frequently cited soft skills that are lacking in training programs are: customer relations, communication skills, manners, self-presentation skills and learning characteristics which guarantee the appropriate quality of the work, responsibility, discipline, integrity, reliability, diligence, thoroughness, accuracy.
- School principals report the need to adapt the teaching process in the schools to the needs of local employers. Globalisation of the economy results in various processes. There is a need for new types of services and informations what effects emergence of new professions and disappearing old profession.
- A significant barrier to the formation of young people adapted to the labour market are the low qualifications of the staff, lack of access to education techniques and technologies used by employers. -low flexibility of curricula teaching unions and the inability to reconcile the requirements of implementation of the curriculum with the capabilities of the employers.

### **Work programme and working methodology:**

Project activities will focus on adaptation to Polish conditions, solutions functioning in the British educational system (including the assessment method Development Center, a web portal with

descriptions of occupations, Student coaching, internships, work samples), which can be implemented in the Polish educational institutions.

Working on this innovation guarantee: constant cooperation of British and Polish experts, study visits in the UK, the creation and operation of a virtual platform with products created on the project and development of e-publications. The adequacy of this innovation model to the educational needs, youth and adults in Poland will guarantee an emphasis on education meta skills and embedding in to the realities of local labor markets.

Implementation of a transnational cooperation project consists of 6 stages:


1. Development of a solution in cooperation with a transnational partner;
2. Testing of the developed solution in the project target group, with possible support from the transnational partner;
3. Analysis of the effects of the tested solution, taking into account the opinions of expert(s) and the support of the transnational partner;
4. Development of the final version of the product (model, tool or solution), ready for implementation, taking into account the results of testing and the analysis, including the support of the transnational partner;
5. Actions related to practical implementation of the solution, also taking into account the support of the transnational partner;
6. Development of recommendations for institutions of the user (that may also be a beneficiary or national partner(s)) in order to ensure that the solution developed under the transnational cooperation project is efficient and sustainable.

Actions 1, 3, 4 must include a transnational partner, whereas for stages 2, 5, and 6 actions involving a transnational partner are not mandatory.

As an ESF call for proposals was not made available by the ESF Managing Authorities, of the United Kingdom on the EST TP website, here after is some information of the English partner organisation (see further information in the attached TCA document):

- One Terrene International  
58 Eade Road, London, England
- Contact: Paris Constantinou

**TCA agreement:**

 [uow\\_324.pdf](#) [3]

**Date of signature of TCA:**

Wednesday, 12 October, 2016

- Employment
- Youth employment
- Learning & skills
- Partnership

**TCA status:**

Green -

**Editorial status:**

Published

No (use calculated budget field instead)

**Activities:**

Training and education

Exchange of information and material

Study visits

Creation of practical tools for diagnosis, implementation, monitoring and evaluation

Joint development (of products, strategies, methods, etc.) with, or without, parallel testing and implementation

**Target groups:**

Including those who are learning in school or university

Administration (public entities including public employment services, education and training institutions)

**Calculated total budget (€):**

208771

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**Source URL:** <https://ec.europa.eu/esf/transnationality/TCA-2379>

**Links**

[1] <https://ec.europa.eu/esf/transnationality/TPI-410>

[2] <https://ec.europa.eu/esf/transnationality/faib-414>

[3] [https://ec.europa.eu/esf/transnationality/sites/esf/files/TCA/agreements/uow\\_324.pdf](https://ec.europa.eu/esf/transnationality/sites/esf/files/TCA/agreements/uow_324.pdf)

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