

Annual Meeting of the New Education Forum



The end of
traditional education.



on line | 10th of December, 2020

Organizer:



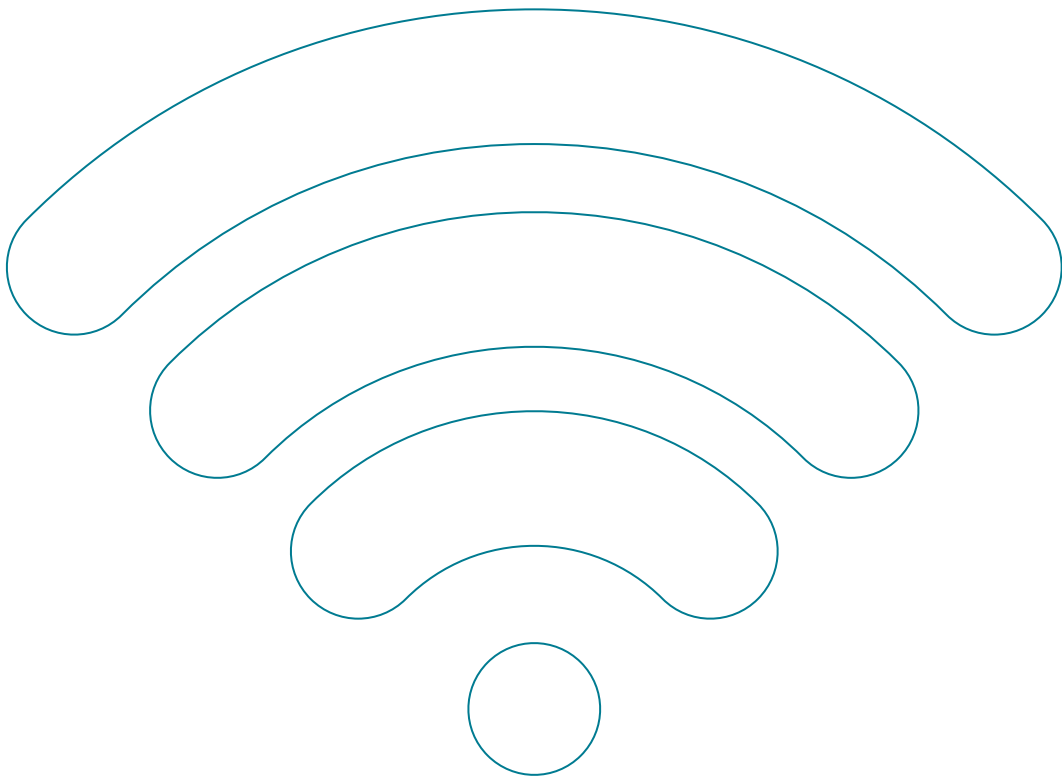
The project From Outdoors to Labour Market benefits from a 3.400.000 € grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The aim of FOLM is to motivate NEETs to come back to studies or labour market thanks to Outdoors Learning.



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About the Center for Innovative Education



How the Center for Innovative Education - CIE works?

THE CENTER FULFILS ITS OBJECTIVES THROUGH:

- Creating partnerships between higher education institutions, vocational learning centers, local and regional authorities aiming at their international development and having positive influence on the local and regional labour market.
- Forming and participating in transnational consortia for EU funded projects aiming at labour market enhancement.
- Sharing and promoting good practices and generating opportunities to develop educative innovations expected by the employers i.e. through organisation of the New Education Forum in Brussels and its Regional Meetings (Warsaw, Berlin, Turin, Edinburgh, Sopot, Opole, Poznań, Aberdeen).
- Developing CIE's own solutions and offering workshops for teachers and trainers, i.e. "Transversal competencies in outdoors", "Vocational schools support", "Mentor".

What is the purpose of CIE creation?

The Center emerged as an evolution of the international platform for social innovation Konkordia (2009 – 2015) with the goal to increase the effectiveness of partnerships between education systems and labour market stakeholders.

THREE AREAS OF CIE'S SPECIALIZATION ARE:

1. Innovative learning methods, especially in vocational learning and training, including quick learning pathways
2. Transversal competencies development in youth, especially through Outdoor Learning
3. Talent development and management.

What is CIE?

Created in 2015, the Center is a Foundation working at the European level with legal seat in Warsaw, Poland and office in Zaragoza, Spain.

Our **MISSION** is to reduce the imbalances between education system and labour market in the European regions and cities, especially those risking depopulation.

Our **VISION** is:

- To be the leader in developing and promoting innovative education tools, which have an effective and measurable influence on the European regions and cities.
- To advise regional and local governments in tailor-made development and implementation of such tools.
- To be a reference point at global level finding solutions for regions and cities meeting labour market challenges.

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Agenda of the Annual Meeting of the New Education Forum

The New Education Forum 2020 the end of traditional education

During this year's meeting we will deliver a summary of the current FOLM project development, we will present CIE ideas for the future (OL Centers) and we will ask for guidance and opinion from the representatives of the European institutions in terms of these plans' implementation. Further we'll discuss potential funding and expansion of the network of institutions interested in the New Education Forum and the Outdoors Learning method.

The extraordinary times of pandemic and post pandemic, strongly encourage discussions on the meaning and use of the Outdoors Learning. This method presently serves as a safe-space alternative for education and with a growing number of those excluded (also partly due to Coronavirus), the demand for it will be growing in the coming months and years.

THEMES

Very concrete selection of topics, supported by videos, presentations, graphics and numbers/ data to rise the attractiveness of the online formula of the Forum and increase the number of the participants. All topics are bound by one main theme: **"Outdoor learning - education solution amidst a pandemic"**

AGENDA:

10.00 – 10.15

Introduction and opening statements.

The end of traditional education? What does pandemic teach us about learning? Outdoor and Adventure learning - a better? more effective? healthier? solution to formal education.

• Joanna BOCHNIARZ

President of the Center for Innovative Education

• Jerzy BUZEK

Member of the European Parliament,
Former President of the European Parliament,
Ambassador of FOLM

Pandemics will keep coming back to us, which means that we need to get used to the fact of at least partial online education. What is the role of school and teachers in it? These concepts need to be remodelled. Transversal competencies will help with quicker adjustment, strengthening internal motivation and opening to new approaches. All these skills are necessary in the unpredictable times such as ours.

• Yves LE LOSTECQUE

European Commission Directorate-General
for Education, Youth, Sport and Culture

Outdoor Learning has many advantages that are worth appreciating, particularly in times of pandemic. It invites young people to the safe, wide spaces of natural environment. The main advantage is that contact with nature strengthens one's transversal skills.

Agenda of the Annual Meeting of the New Education Forum

1st Session: 10.15 – 11.40

Summary of FOLM 2020.

How did Coronavirus affect FOLM?
How does FOLM help youth reengage
on the labour market? Success stories.

- **Maria del Carmen Lopez Cruz**

Management and direction
of international projects in Grupo Femxa

With reference to 32 groups trained by Grupo Femxa and Cantabria's Government in Spain, the speech will aim at underlining an idea of different FOLM stages. Presented pictures of trainers, coaches and mentors show us how they accompanied the FOLM participant to achieve their goals in employment in a blended manner. FOLM is a success in terms of employability, almost 70% Spanish participants have returned to studies or have found a job, and in Spain we are very proud of all of them.

- **Dorota Czarzasta-Wardyn**

Coordinator in the FOLM project

Outdoor learning allows participants to find their predispositions and set goals in a natural way, in line with their personal needs, values and resources. The substantive project team acts as a "sensitive observer" and supports the process of changes taking place within the participant. As a result of the work undertaken, not only the participants, but also the FOLM facilitators change and develop.

- **Aoibhin Ryan**

Senior Project Officer
for the LIT Development Unit

The LIT Development Unit delivers the FOLM project in Ireland. This presentation will explore the challenges COVID has presented and how we have changed in Ireland. We will present our adapted FOLM model which is based on place-based outdoor education and how we continue to deliver FOLM in a safe manner during this challenging time. There will be a focus on how we see FOLM progressing in Ireland in the future so outdoor learning can support more young people.

2nd Session: 11.40 – 12.05

The future of FOLM and Outdoors Learning.

Evolution of the method
and challenges ahead. Dialogue.

- **Dr Jule HILDMANN**

University of Edinburgh

Outdoor Learning is a significant contributor to a 'green recovery' not only from the pandemic, but also out of the climate crisis. The FOLM project is a great example by empowering marginalised young adults towards employability while at the same time nurturing mental wellbeing, citizenship and environmental stewardship. Research and practice in Outdoor Learning are well established and ready to collaborate with decision-makers to reach sustainable societies and economies.

- **Dr Chris LOYNES**

European Institute for Outdoor Adventure
Education and Experiential Learning
(EOE Network)

The European Institute for Outdoor Adventure Education and Experiential Learning (EOE Network) is the European network of professionals including social and youth workers, teachers and educators, academics and students. The purposes of the Institute are to develop theoretical foundations for the field of OAE; to develop professional standards that recognize commonality and diversity; to undertake research and implement projects to influence the quality of practice; and to identify and develop areas of commonality with environmental education.

Agenda of the Annual Meeting of the New Education Forum

3rd Session: 12.05 – 12.30

The new EU budget for 2021–27.

Green Deal and the perspectives for the Outdoor Learning community. Interview.

- **Jorge GIMENO PAWLOWSKI**

ATLAND Consulting

- **Grzegorz RADZIEJEWSKI**

European Commission,
Directorate-General for Budget,
Revenue and Multiannual financial framework

Until December 10th, 2020 the European Union was between different risk scenarios, to name a few: veto coming from Poland and Hungary, multilateral agreement between 25 Member States to activate recovery fund, Brexit and a full agreement to unblock the Next Generation. Happily, this last one is the actual scenario. Thanks to that EU Funds, next year Member States will start using new budget lines as of June, 2021.

4th Session: 12.30 – 12.45

Outdoor Learning Center in Cantabria.

OL applied in regional policies. Presentation.

- **Irene LANUZA MARTÍN**

General Director of Youth
of Cantabria Government

The General Directorate of Youth wants to create an official title of non-formal education and outdoor learning, and thanks to this official title, we want to demonstrate that outdoor learning can also be formative and educational.

5th Session: 12.45 – 13.20

Outdoor Learning adaptation to activate persons with disabilities.

- **Irene DE LOS RIOS GUTIÉRREZ**

Pedagogue in Amica Association

Persons with disabilities have the right to participate fully in society. It is essential to generate accessible and inclusive resources. An example of this is the outdoor learning methodology. Its implementation can bring great benefits to persons by promoting the development of their capabilities through the natural environment and with the necessary supports.

- **Simon WHITE**

Operations Resource Manager,
Venture Trust

Special presentation by Amica followed by panel discussion.

13.20 – 13.35

Closing statements.

- **Joanna BOCHNIARZ**

President of the Center for Innovative Education

As of 2020, the Center for Innovative Education has become an official member of the European Institute for Outdoor Adventure Education and Experiential Learning (EOE Network).

EOE Network

The European Institute for Outdoor Adventure Education and Experiential Learning (EOE Network) is the European network of professionals, from social and youth workers, teachers and educators, academics and students.

The purposes of the Institute are:

- to develop theoretical foundations for the field of OAE
- to develop professional standards that recognize commonality and diversity
- to undertake research and implement projects to influence the quality of practice
- to identify and develop areas of commonality with environmental education

The Institute will achieve this by:

- developing networks and exchanges for academic staff, students and practitioners
- facilitating conferences
- promoting information exchanges through electronic media, publications and congresses
- coordinating collaborative research projects
- developing transnational codes of practice
- developing professional development programmes and core curricula for programmes to achieve an international accepted degree
- monitoring and evaluating the quality of provision



Founded in 1996, the Network has 89 organisational members and 133 individual members from 24 European countries and some from further afield with an interest in the field in Europe. The Network also operates a very active closed Facebook group with 1065 members. This is a platform for sharing knowledge, looking for partners and offering training, conferencing and internship opportunities. Our 2021 conference Children and Nature will be our 19th.

The Network has supported a range of projects, most recently:

- a collaborative Erasmus Mundus Masters programme, Transcultural European Outdoor Studies
- The European Network of Outdoor Centres
- Several publications the latest being the books 'The Changing World of Outdoor Learning in Europe' and 'The Routledge International Handbook of Outdoor Studies'.

The Network works entirely by voluntary effort and achieves its purposes by encouraging members to collaborate to seek resources and partners for each project. Please visit our website to find out more. You may also like to become a member. It is free.

Speakers



Joanna Bochniarz

CEO
The Center for Innovative Education

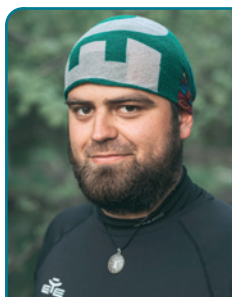
CEO of the Center for Innovative Education and co-creator of the New Education Forum. Since 2004 she is a creator of educational programs addressed to school communities, business, national and regional governments. Previously a business lawyer at the international law firm (1994-2009). She is University of Warsaw and ESADE Business School alumni.



Dorota Czarzasta-Wardyn

Coordinator in the FOLM project

At the Food Bank in Olsztyn, she coordinate the FOLM project. Her work is also related to social animation provided to individuals, non-governmental organizations, entrepreneurs and local governments both in Poland, in EU countries and in countries associated with the EU and NATO. Privately, she is a mother of three boys who is fascinated in cooking dishes seasoned with joy and a smile.



Józek Borowski

Trainer in FOLM Project

He is a social activist, coordinator, leader of trainers and mentor of the Food Bank in Olsztyn in the FOLM project "from outdoors to the labor market". The leader of expeditions in the travelers' club Soliści and the President of Bank Żywności Szczecin im. Jacek Kuroń. Privately, a traveler with an endless passion to explore the world.



Dr phil. Jule Hildmann

Senior Research Fellow
in Outdoor Environmental Education
at the University of Edinburgh,
Scotland/UK

She is a lead researcher in FOLM. Her research and teaching explore the benefits of nature experience for personal and social growth and wellbeing within a framework of sustainability, as well as the leadership perspective of how to facilitate these learning processes with outdoor experiential learning as pedagogy. Jule has qualifications in formal and non-formal education as well as outdoor learning and counselling.



Jerzy BUZEK

Member of the European Parliament,
Polish Prime Minister (1997-2001),
Chair of the European Parliament
(2009-2012), Poland

Member of the European Parliament continuously since 2004 and its Chair in 2009-2012. He is a member of the Committee on Industry, Research and Energy. In the years 1997-2001, he was the Prime Minister of the Polish Government, which began negotiations regarding Poland's membership in the European Union. He is the Knight of the Order of the White Eagle.



Irene Lanuza Martín

General Director of Youth
of Cantabria Government

She graduated in Law from the University of Cantabria in 2016. She majored in Administrative Law and Public Administration, combining her academic activity with her professional activity, as assistant to political groups, at Cartes City Council, from April 2018 to May 2019. Nowadays, she is the General Director of Youth of Cantabria Government.

Speakers



Maria del Carmen Lopez Cruz

Management and direction of international projects in Grupo Femxa

Bachelor of Law. USC. Specialized in Trade International by Chamber of Commerce Vigo. She has a high certificate in Training for employment--National Employment Services. She is a Head of International Project at Grupo Femxa from 2014. She has been associated with Grupo Femxa since 2010. Among other things, she was responsible for VET training office in Grupo Femxa.



Jorge Gimeno Pawlowski

President ATLAND Consulting

He is responsible for institutional relations at CIE. Founder of Atland Consulting - a company that advises public and private institutions on issues of European affairs and international relations. He specializes in social innovation projects.



Yves Le Lostecque

European Commission Directorate-General for Education, Youth, Sport and Culture

Head of the Sport Unit in the European Commission. He joined the Commission in 1993, where he worked as a lawyer in DG Internal market. He was then responsible for inter-institutional issues in DG Education and Culture and served as the assistant of two directors general, Odile Quintin and Jan Trzuszczński. He also spent two years as a member of the cabinet of the Romanian Commissioner, Leonard Orban.



Grzegorz Radziejewski

Policy Coordinator and Economic Analyst in DG BUDG, European Commission

He has worked in the Commission since 2012, when he joined to become Deputy and then Head of Cabinet of the Budget Commissioner Janusz Lewandowski. In 2014-2019 he was a Member of Cabinet of the Commission Vice-President Jyrki Katainen, where he was working on the green growth, circular economy, energy union, transport, and budget.



Dr Chris Loynes

Reader in Human Nature Relations | Centre for National Parks & Protected Areas

He is reader in Outdoor Studies at the University of Cumbria. He also consult in the UK and internationally for universities and experiential education organisations. Since becoming an outdoor education teacher and then youth worker, he has had an interest in both adventure and environmental education. He currently lecture and research Outdoor Studies with a special interest in human nature relations.



Irene De Los Ríos Gutiérrez

Pedagogue in Amica Association

Master's Degree on intervention and socio-educational innovation; Specialist on social pedagogy, educational intervention and social welfare and Degree on Pedagogy from the University of Oviedo. Since 2011, she has worked at Amica supporting persons with disabilities by contributing to the discovery of their capabilities and coordinating national and European social innovation projects from the area of innovation and knowledge management.

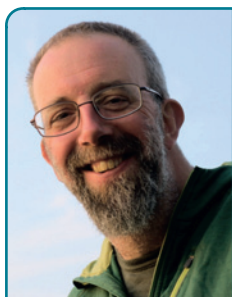
Speakers



Aoibhín Ryan

Senior Project Officer
for the LIT Development Unit

She is part of the LIT development unit and works as the FOLM co-ordinator. She has a keen passion for the outdoors. She graduated with a Master of Science in Outdoor Education from the University of Edinburgh in July 2019. Her research was based on how outdoor education and the Irish language can help develop a stronger relationship to place.



Simon White

Operations Resource Manager,
Venture Trust

Simon has worked in the outdoor education sector for over 20 years, working with school children of all ages, as well as adults, both those attending management training courses and those working to improve their lives. He currently manages the wilderness operations for Venture Trust – delivering expedition places for up to 400 people a year.

FOLM

Aims of FOLM:

The aim of FOLM is to motivate NEETs – youth who are not in education, employment or training to come back to studies and/or labour market. 42-months project will involve 90 young people in pilot stage (30 in each beneficiary country) and 900 young people in delivery stage (300 in each beneficiary country), total of at least 990 youth. Project Partners will use the Outdoor Learning approach to create an alternative, appealing and engaging means to connect with NEETs. Through the programme participants will recognize strengths/talents, strengthen soft skills, build self-esteem/self-awareness and fortify attitudes for employment. NEETs will then build their professional career paths, learn about labour changes and prepare for job seeking. Finally, the FOLM will provide job matching through outreach to employers' organizations, promotion, mentoring and trail employment.



Some FOLM facts

Youth unemployment:

- > in Warmia – Masuria, Poland => **21,9%**
- > in Cantabria, Spain => **36,1%**
- > in Ireland => **12%**

About FOLM – “From Outdoors to Labour Market”

From Outdoors to Labour Market

Challenges FOLM addresses:

The main challenge this Project will address is that of lack of engagement of NEETs in labour market-oriented training courses. An inability to find a first job deflates self-esteem, which causes many young people to disengage from training programmes. Traditional intervention forms do not sufficiently address youth's needs and interests, which results in a low success rate. NEETs need a tailored programme that keeps their interest and engagement while also developing life skills

that enable them to (re)enter employment. Youth need to be brought towards awareness and appreciation of their individual talents and skills. Formal education systems often fail to provide such experience, which makes it hard to build career paths adequate to their interests and capabilities. This results in higher youth unemployment. These challenges were diagnosed by CIE in MENTOR and Effective Education (<http://ciedu.eu/wp-content/uploads/2016/09/EfektywnaEdukacjaRaport.pdf>).



Finances:

Total value of FOLM exceeds € 4.000.000.
The project “From Outdoors to Labour Market” benefits from a 3.400.000 € grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.

FOLM Partners:

- > in Warmia – Masuria, Poland - beneficiary country:
Center for Innovative Education, Food Bank in Olsztyn
- > in Cantabria, Spain - beneficiary country:
Cantabria Government, Grupo Femxa
- > in Scotland – Expertise Partners:
University of Edinburgh, Venture Trust

REPORT

Benefits of outdoor learning for persons with disabilities

“
If I tell you, you'll forget it.
If I show you, you might remember.
But if I make you practice,
you'll learn it.”

(Jerome Bruner, 1956)

INTRODUCTION

At the present time, it is known that the person builds himself/herself thanks to the experiences accumulated throughout his/her life, in the different contexts in which he/she develops (family, social, formative, work...). These experiences promote the acquisition of learning, enrichment and the development of skills and capabilities thus shaping a stronger base in each person.

However, the current reality is that, today, there are many people in the world who have difficulty accumulating life experiences. Sometimes this situation is due to the person's own limitations, physical, psychological, social barriers, discrimination, lack of opportunities, etc... Which has an impact on their autonomy, independence, exercise of their rights, exercise of an active role in society to promote change and, ultimately, to develop their own life project.

In order to face this reality and generate change, there is a key factor: to promote actions aimed to achieve inclusive policies, which allow generating opportunities for participation to the person, offering the necessary support and accompaniment, which promote the accumulation of experiences oriented to the discovery and development of their capabilities. These policies should be ensured on the basis of the **International Convention on the Rights of Persons with Disabilities** (United Nations, 2006), in particular Article 9 on Accessibility; the **European Disability Strategy** (European Commission, 2010) and the **European Pillar on Social Rights** (European Commission, 2017) and we must not forget the **Agenda 2030 of the Sustainable Development Goals** (United Nations, 2015) which aims to pursue equality between people, protect the planet and ensure prosperity, leaving no one behind.

Accessibility should be a common axis a key and mandatory strategy in inclusive policies because it is “*the precondition for persons with disabilities to live independently and participate fully*

in society on an equal footing”, as set out in the introductory section of the International Convention on the Rights of Persons with Disabilities (2006).

Universal design “*to all new goods, products, facilities, technologies and services must ensure full, equal and unrestricted access to all potential consumers, including persons with disabilities, in a manner that takes full account of their intrinsic dignity and diversity*” is another commitment made by States committed to the Convention.

Amica (Spain) is an entity created in 1984, a reference in social innovation, dedicated to the field of disability and conceived with the mission of “*discovering the capabilities that are in each person, relying on limitations, autonomy, the exercise of rights and participation with responsibilities in the community, so that it becomes the protagonist of their life and the necessary social change*”.

Amica aims to be a resource to promote networks of support and accompaniment to the person in the community, through collaborative innovation projects generating, in this way, new opportunities for persons to promote an active life, perform a job, actively participate in society and most importantly, make decisions about their own lives.

In this sense, the organization, for 36 years, has been developing a Model of Support and Accompaniment to the person in the environment, based on the discovery of the capabilities. During this time, more than 8,000 persons with disabilities and their families have received support from the entity. Over the years, a constant of the organization has been to look for innovative formulas, adapted to the interests and needs of persons, always concluding that the success of these formulas and solutions have had a common basis: Focus on person's capabilities and contact with the environment.

REPORT

Focusing on capabilities not disabilities

Amica has opted to work with persons with different types of disability as a reflection of **human diversity**. It's about valuing each other's individual capabilities, leaving their limitations, which affect them, in the background. Every person is different and that makes him/her unique. Pay attention to each person as being individual. As a result, the type of disability that affects him/her is not as important as the personal capabilities and characteristics integrated into the human being. We have made a change of vision regarding the role that disability plays, trying to make his/her capabilities the protagonists of his/her life and demonstrating that disability can be a mere circumstance.

Contact with the environment

Amica, following its participation in the process of developing the **World Health Organization's International Classification of Functioning, Disability and Health (2001)** understands the environment as the set of **environmental and personal factors** surrounding a person and influencing their lives. For this reason, the entity's resources must be developed in the community in contact with others and also with nature. Precisely, this last element, contact with the natural environment is the axis of various resources and projects developed by Amica.

Over the course of these 36 years it has been possible to see that the **natural environment is the right solution to discover capabilities** in many persons, many of whom had not been successful in other contexts, thus obtaining great personal results.

Currently, the resources and services developed by Amica to support the person with disabilities (all types of disability) throughout his/her life are: social care, multidisciplinary assessment, child care, rehabilitation, personal and home support, training, employment, promotion of autonomy, accommodation, leisure, free time and culture. As a transversal axis to all of them is to offer support to the person taking advantage of the resources that the natural environment offers us since the experience has allowed us to observe that the benefits for persons are numerous at the physical, cognitive, emotional level as well as in terms of autonomy and socialization.

Amica develops various training-labor programs and projects linked to nature and the environment that involve the implementation of actions and tasks by persons with disabilities in the natural environment. These projects aim to **create employment opportunities**, in social entrepreneurship and generate personal projects by providing services to the community.

Specifically, Amica has 3 special employment centers:

- *Amica Laundry and clothing production:*
Dedicated to the manufacture of uniformity, industrial washing and clothing rental.
- *Amica environment:*
Dedicated to environmental outreach activities, waste management and natural environment recovery.
- *Diversia Employment:*
Maintenance of the environment, protection and custody of the natural territory and agricultural activities.

Precisely, Diversia Employment is constituted from one of the most important challenges that Amica has assumed throughout its trajectory: Diversia Campus Project (Valencia, Spain) conceived as a reference space in Social Inclusion, Employment and Environmental Education. It is a natural environment of 567 hectares crossed by a flowing river, which has extensive forests, vineyards, olive groves, irrigated lands with ditches, some built by the Arabs more than 800 years ago. It is an immense place full of history, which has a huge farmhouse of the nineteenth century, where groups (associations, schools, entities ...) can accommodate and enjoy a few days in nature and organize meetings in which to exchange knowledge and experiences between family, professionals, organizations, experts, researchers...

“ Look deep into nature and then
You'll understand everything better.”

(Albert Einstein)

Diversia Campus aims to become a reference socio-labor resource for social entities, universities, research and entrepreneurship centers, enhancing social participation and inclusion, community development, the autonomy of the most vulnerable and excluded persons, and the full exercise of their rights in institutions and families, Campus Diversia aims to show to the society the capabilities of persons with disabilities, as protagonists of the recovery and care of natural spaces with great ecological value, producing direct benefits to the community.

Campus Diversia stands as a unique and pioneering project in Europe, representing the double strategy "nature and disability" and adding axes of "green social training-employment", recovery of depopulated rural territories, generation of sustainable circular economy, energy transition, measurable impacts on persons with any degree of vulnerability, etc...

The development of this large project reaffirms the belief and commitment of the natural environment and outdoor learning as an indispensable tool in the Amica Model to support the person with disabilities to overcome their limitations and contribute to the discovery of their capabilities.

REPORT

Developing a person's capabilities through outdoor learning

Since its inception, Amica has been developing a **model based on the person's capabilities**. Each individual tries to carry out a personal itinerary tailored to their interests, needs and capabilities with the aim of promoting their personal promotion and social participation.

This **personal itinerary** is based on an accompanying model based on a global and individualized support of persons, seeking the approach of these resources to their environment and the essential family collaboration.

To do this, the support to the person is organized and planned based on 4 key processes:

- **Knowledge of the person's capabilities:**
Know the capabilities and limitations of each person as well as the barriers and facilitators of their environment (personal, family, cohabitation, educational, formative, labor and community).
- **Promotion of autonomy:**
To maximize the autonomy of each person to achieve their personal goals. From childhood to adulthood, preventing situations of dependence.
- **Accompaniment in the environment:**
Organize and coordinate with each person the support in the family, social, school and work environment, to increase their active participation and decision-making.
- **Participation with prominence:**
Get the person to enjoy their basic citizenship rights and participate with responsibilities in the community. It is intended to change the gaze of society, to change the gaze of the other, involving the whole of society on the universality of the phenomenon of disability in the human being. Generating activities open to the whole community, **overcoming specific and special models** for persons (to overcome the model based on institutionalization by moving towards deinstitutionalization taking into account the diversity of the human being). This approach prioritizes persons who, because of their disability, have greater difficulties in accessing training and employment.

To promote the key processes indicated above the following phases should be taken assessing the identity of the person to enhance their participation in actions linked to the natural environment, according to their circumstances and above all to their personal desires.

1. **To know the capacities and limitations of each person as well as** the barriers and facilitators of their personal, family, coexistence, training, work and community environment, through objective assessment of adaptive skills and competences by applying tests of skills, personality, intellectual, physical, communication capability. All this should be complemented by the assessment of each person's environment.

2. **Definition of personal goals:** A crucial aspect is to support the person to be able to decide and define what he/she wants to do with his/her life. We start from the idea that every person must have aspirations in life, specific goals and challenges, constituting the engine that drives him/her to overcome and move forward day by day. In this sense, there will be persons whose goal is to get a job, others to become independent alone or with their partner and / or friends, others lead a life as active as possible... Likewise, there will be persons who can decide where they want to orient their future, that is, towards a more creative aspect, others in the natural environment or in a space with fewer stimuli or more control...

As long as the person verbalizes his/her interest in developing his/her activity in contact with the natural environment and considers himself/herself appropriate for it, after the assessment of capabilities and limitations, it will be when an itinerary tailored to his/her needs will be designed in this context.

3. **Personalized itinerary design:** Based on the life objectives set by the person, through the necessary support, he/she will be guided to get involved in one or the other resource. A plan will be developed, understood as a roadmap to follow and which will be reviewed periodically.

An essential element in this process of defining the personal project is the **training** understood as an essential aspect for:

- Compensate for inequalities between persons who are at a disadvantage socially relative to the general population.
- Acquire basic and concrete knowledge, linked to situations of daily life and/ or work.

These aspects are directly focused on article 24 of the International Convention, which highlights the need to ensure an **inclusive education system at all levels and throughout life**.

Based on this perspective, when the person develops their skills and increases their competencies according to their interests, their level of motivation increases and their self-esteem improves because they are being given the opportunity to put their skills into practice as well as to open the up to new horizons being able to concrete where they want to focus their life.

For this reason, the person's itinerary includes training actions tailored to their situation in which transversal skills are worked, depending on the direction they want to take in their life, bringing great benefits. We refer to issues such as:

- Self-knowledge, discovery of new capabilities and value other forgotten capabilities.
- Boosting self-esteem
- Emotion management, (emotional self-regulation).
- Skills for practical life and development of the environment,

REPORT

- Motivational to arouse their interest,
- Soft Skills such as teamwork, taking responsibility, resolving conflicts, communicating effectively...
- Development of positive attitudes based on participation, collaboration, cooperation, mutual support, active listening;
- Opportunities to establish relationships (expand the support network) with social agents of the environment (family, professionals, neighbors, community resources...) through which to establish friendships based on respect, tolerance, exchange intergenerational experiences,
- Acquisition of new knowledge based on discovery, experimentation and a natural (non-artificial) context based on collective talent based on the idea that "some people learn from each other" and "everyone learns from everyone".
- Management and use of leisure and free time.

Taking into account the ideas mentioned above, the definition of personal goals and personalize itinerary design can coincide over time and overlap.

Another observation to be emphasized is the development of such actions through the natural environment, for many people, are much more effective and motivating. This fact is because the resources that nature offers arise in a spontaneous, unforced way, which leads the individual to assume and face certain challenges, leaving his/her comfort zone. This circumstance allows the person, little by little, to acquire new skills and knowledge and their desire to show them and put them at the service of other people or the community increases considerably.

4. *Participation of the person in resources adjusted to their needs and interests.*

At this point, Amica, always taking into account each person is unique, has developed a wide variety of flexible resources in order to conform to human diversity, as we pointed out in previous lines.

In each of these resources, each person has an active role, has his/her place to develop his/her talent and show it to others and this undoubtedly includes natural spaces.

Having equal opportunities as a basic guideline can enable the actual participation of persons and their recognition as full citizens.

Making access to community services a reality, having the support that enables the exercise of the right to govern them, and promote their status as full citizenship. It also involves articulating mechanisms that compensate for inequalities, defending the person as being the object of rights, regardless of their limitation, and the age at which their disability has arisen.

In this respect, our professional performance aims to promote the development of support to persons who allow their participation in society, understood as the act of getting involved in actions and tasks of community life, outside the family sphere, sharing the decision-making that affects them of community life, leisure and free time, religious beliefs, human rights, political life and citizen activity.

Participation benefits the person in their self-esteem, promotes insertion into social relationship networks, increases cognitive ability and social skills, enhances critical thinking and helps meet other needs.

It is crucial to develop resources in the natural environment for all people, accessible and inclusive. These resources, these opportunities should be oriented to all people regardless of the type of limitations and / or disability they have (physical, intellectual...). It is not people who have to adapt to resources, but it is resources (spaces, activities, supports...) that must meet and ensure minimum requirements for accessibility and inclusion. They must be flexible and individualized. Any human being should have the opportunity to enrich themselves from the natural environment, since it is a right and also a necessity. In this way, a person must have the professional, technical, etc. support that allows him/her to access and enjoy these resources on an equal footing.

Some examples:

Through the Diversia Campus Project, the world's largest Accessible Ecological Orchard is being developed (thanks to the work of many persons with and without disabilities). It is a space of more than 70,000 square meters with trees, plants and native fruits in which all people, including those with reduced mobility or other difficulty (communicative, cognitive, sensory...) will be able to enjoy direct contact with nature, transiting without difficulty and knowing, enjoying and contemplating the environment around them. This will be possible thanks to the facilitator elements that will be made available to people as accessible information and presented in different formats, to facilitate knowledge of the environment to all people; Technology that promotes autonomous and safe travel for people who need it.

From another perspective, Special Employment Centers, which are a first job opportunity for many persons with disabilities after the training process has finished, Sometimes, persons with disabilities, due to their limitations, do not have the same opportunities as others to access the ordinary labor market. Generating employment opportunities should be a basic pillar as it is an essential activity to participate in economic life and achieve personal emancipation.

REPORT

The maintenance and care of natural spaces, work in the countryside, the revitalization of rural areas, etc. are needed activities for the sustainability of the planet and the enrichment of depressed areas. Traditionally, in the field of disability there has been a tendency to provide formative/labor opportunities to persons in enclosed, controlled spaces, with very specific and targeted activities and sometimes this situation does not fit with the needs and interests of persons. Offering other types of alternatives with the necessary support, through natural spaces allows many people to definitely find their place and be more receptive to participate, socialize, learn, collaborate...

Sports activities, adventure in contact with nature also offer a unique opportunity for the individual to be able to develop on a personal and social level, as well as acquire ethical values from another dimension. In the same way as in the above examples, generating opportunities for participation in this playful and sporting area is also a right, as reflected in article 30 of the International Convention. It is essential to promote the support and mechanisms necessary to ensure access to such activities. An example of this is the Inclusive Trail organized by the entity in which nearly 400 persons with and without disabilities participated. The organization of this competition was driven not only by professionals, also by persons with disabilities, families and other community agents (neighbors, other associations, etc.) reflecting social change generated by such actions.

5. Valuation of results in persons in terms of autonomy, rights and participation in the different areas of their life (family, social, training, work, playful...). The goal is to value each person as the axis of all activities, discovering their capabilities and enhancing their talent in equality between men and women. Periodically, the designed itinerary is reviewed with the person, analyzing together whether the person is moving towards the proposed personal goals.

In relation to the natural environment it is important to assess whether the person feels good, if he/she is receiving the necessary support for his/her adaptation to the environment and acquiring the proposed skills, if the natural environment is the equal means to deploy his/her skills...

In short...

Anyone, regardless of their limitations, should be able to access any natural environment resource, as long as the person decides. It is a human right and is an obligation and responsibility on the part of entities and organizations to contribute to this mission. If the organizations want to promote the participation of the person with disabilities in this type of context it is essential to have a good knowledge of the person in order to promote the overcoming of his/her limitations possibly compensated with his or her capabilities and the necessary support.

How to support and accompany the person to contribute to his/her development through the outdoor learning

Support and accompaniment to the person is not a unique task of professionals. Also it is a role of the family and other social agents involved such as friendships, neighbors, volunteers, politicians or others who are part of the resources of the environment. In collaboration, all people have an important role in providing a support network for persons with disabilities.

Role of the professional

In our professional work it is basic the **attitude of respect, of tolerance**. Respect for the decisions of the person, even if we do not like him/her, the person is exercising his/her right to decide freely. Tolerance and treatment considered with their customs, beliefs and limitations. Accepting the person as is essential. It is therefore necessary to maintain a permanent balance between our roles of seeking an adequate quality of life, often through education-training, with respect for the way of life of the person. The innovations, changes, proposals that we consider to be improvement for the life of the person must be raised with great tact, without imposing. Demonstrating the advantages but giving time to assimilate them. The role of the professional is intended so that the person can be managed even if he/she does not progress in his/her rehabilitation. Independence does not condition progress.

A fundamental requirement of the professional is to have a vision based on human diversity, a fundamental component of individuality. Professionals should understand that every human being is unique, with a life project. Person needs other people to believe in his/her capabilities as a being full of possibilities if he/she has opportunities. People should not be classified by their disability. His/her particular characteristics must be put first before disability. For this reason, it is essential that the professional is able to design plans and itineraries aimed at enhancing the qualities of each person in defining their life goals.

The attitude of the professional should be of support on the same footing, it is necessary for the independence of the person, acting as a facilitator element, at the same time the person should be supported in the enjoyment and defense of his/her rights, even if the person for his/her limitations cannot demand them.

Get identification and **empathy** with the supported person and his/her family to learn to know how he/she feels, know his/her needs, expectations and desires, while also maintaining the balance between the colloquial and daily routine with the sense of the support provided. The professional must provide the support while permanently maintaining a warm relationship by joining the technical quality with human warmth.

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Provide opportunities for the person to learn how to do things for themselves, depending less and less on others. Enhancing their capabilities in the face of their limitations.

The utmost care **with intimacy** is one of the best kept and appreciated treasures. It is essential to ensure confidentiality not only of the information we have of the person but also of other aspects observed in its environment, family... To enhance absolute respect so that the person reaches dignity as a human being.

On the other hand, the professional must provide **trust** to the person through know-how and the words that are transmitted. The closeness with which the professional should address the person should not be confused with a friendship and family relationship. The role of the professional is to accompany, not to judge. The relationship should allow for cordial and complicity links but not superiority. Who else knows about his feelings is the person himself. Our "daily work" has to be governed by agreement with the person.

The professional attitude is based on a solid model of **teamwork**, characterized by:

- The richness of teamwork above individualities.
- The sharing of knowledge and exchange of ideas.
- The permanent update and review.
- Complementarity among members (interdisciplinary and interdependent).
- Defining objectives and joint decision-making.
- Consensus as a method of agreement.
- The vocation of service.
- Effective coordination.
- Innovation and continuous improvement.
- It is essential that the team of professionals is formed according to quality criteria, in a dynamic based on each person bringing the best of him/her and receiving great institutional support to his work. This entails enthusiasm and concern to improve by reflecting on projects, resources and services to support people.

Also, supporting the natural environment requires **specific competencies** such as:

- Enjoy contact with nature.
- Have basic knowledge about the natural environment (Interpretation, explanation of natural processes).
- Have notions about environmental education and/or leisure and leisure (methodological strategies, revitalization, motivation...).
- Master some techniques linked to environmental sustainability in the natural environment or predisposition to learn them.
- Knowledge in first aid and action in emergency situations.

Family role

The family has a key role in **promoting the autonomy and independence** of their family members. It is right to recognize every part of each person's identity is due to family factors. Having family support, on an emotional level is vital for every human being. In this way, there is a greater motivation to face the challenges that are presented to us.

Experience shows that **collaboration** between families and professionals, such as support agents and facilitators of the person in the natural environment contribute to making the results much better. Believing in their possibilities and in their future opens up a whole world of opportunities.

The attitude to which we appeal set aside the overprotection that is often perceived in family environments. Fear, restlessness, lack of trust in the person is a barrier that prevents progress in personal, social development...It is important to support the family to be able to **accept and respect the decisions and opinions** of their families, contributing to overcoming limitations and promoting their rights.

Sometimes it is necessary to demonstrate that the natural environment is the most appropriate context for the person since it is surrounded by an environment where significant values of coexistence, collaboration, mutual support are generated and in which the appropriate supports are offered to provide a safe and pleasant environment and especially in community. This type of action will allow ending stereotypes based on an institutional model through which the person is considered to be better off in a closed environment, with fewer stimuli, away from the community and limiting their participation and opportunities for inclusion. Actively involving families in such processes is crucial for any type of methodology, resource or service to contribute to success in terms of outcomes in person in terms of equal opportunities.

Role of other social agents

Performing activities preferably outside the organization, along with others, and supporting the person only when he/she needs it, is the dynamic we understand **respect the right to live independently and to be included in the community** (art. 19 of the Convention) and is part of our mission.

The creation of networks of support and collaboration between members of a community will allow creating an ecosystem based on the same principles and values that will promote the development of opportunities for persons with disabilities. The network between organizations, universities, colleges, associations of neighbors, cultural associations, political organizations, etc... will help develop new solutions to the needs of people tailored to their needs and interests. The case of the outdoor learning methodology is a good example. The experiences that the person will live in the natural environment will depend not only on the professional and family support, but on the contributions of other people in the community, at different levels.

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For example, the development of new initiatives, on most occasions, goes through political and institutional support so that they can be a reality. In this way, politicians and rulers need to gain a positive view of disability.

Another different example may be that of a retired person who for many years has been dedicated to developing a certain productive task and now voluntarily decides to show it to others to continue with the activity.

Actively engaging in the activities of an association (neighborhood, cultural, sports...) promotes the right of the person to feel part of the community and to participate as another member, increasing their chances of acquiring and developing our knowledge, skills, strategies...

Results in people

All present, Amica has supported many people who have been able to increase their autonomy and independence thanks to the benefits that apprenticeships and experiences experienced in the natural environment have brought them.

Just figures...

In 2019, Amica has supported more than 1,800 people, including:

- 34 people have trained in environmental activities
- 21 people have achieved a job related to the natural environment (landscape recovery, crop recovery, forestry, invasive species... etc.)
- 229 people have received support in relation to activities related to leisure, sport and culture.

These figures show the results and effectiveness that a perspective based on the combination of capability discovery, in the natural environment and adequate supports can generate. However, much more representative are the testimonies and opinions expressed by persons with disabilities when it comes to being asked about the benefits of being able to develop their personal, social, formative and work skills in the natural environment through the different experiences and challenges that are given to them to be able to overcome each day. Here are some examples:

When asking about the most positive aspects of staying in contact with nature, some reflections are:

*"... It makes me **feel good about myself** being in touch with nature."*

*"Seeing that your work makes the landscape better gives me great **personal satisfaction**"*

*"Plant a plant and see that thanks to the care given to it, it grows and becomes more and more beautiful, gives flowers, fruits, children... **makes me feels great, because of the work I've done**"*

*"When I'm in an outdoor space I can **breathe better**"*

*"Working in an open space makes it quieter and **more comfortable** to work, while working in an enclosed space makes me overwhelmed and I feel more irritated"*

*"You need **teamwork and get along very well with colleagues** in order to do my job well. It is very important to **have everyone's opinions** to make our work more effective and creative"*

*"... I have met more people who like to work in nature and be able to talk about topics related to our work (machinery, tools, plants...), as well as other personal topics. **Now I have new friends.**"*

*"Doing teamwork makes me **feel like a family** because I work so hard, I feel happy, tucked in. etc."*

CONCLUSIONS

- The outdoor learning methodology is beneficial for all people, including persons with disabilities, as long as the person's decision regarding their needs and interests is respected.
- In order for this type of methodology to be enriching and positive, the supports (professionals, family, social...) must be offered, Necessary to overcome or compensate for limitations and the discovery of their capabilities should be promoted.
- Support networks (professionals, families and society) play a facilitating role in contributing to equal opportunities and making resources accessible and inclusive to all people. Changing society's gaze towards a positive approach to disability is a primary task.
- The acquisition of knowledge, skills and strategies in the natural environment in many cases is the solution that many people need and therefore the development of resources in this direction should be promoted.

In short, today's society has the Sustainable Development Goals as one of the most powerful tools to contribute to equal opportunities for all people. This great Global Compact based under the paradigm of "equal access", "universal access", "non-discrimination", "design for all people" must be made the most of so that the exercise of the rights of persons with disabilities is a reality for which no longer needs to be fought and vindicated. Developing, from the beginning, new methodologies, programs, services and resources is the great challenge that we face but that our experience guarantees that is possible.

Irene de los Ríos Gutiérrez

Pedagogue in Amica Association
(Spain)



Smart City
Poznań

Together we create smart city



We discuss the future of the City with residents, scientists and practitioners every year. Of multiple ideas and remarks we select those which will contribute to making Poznań a city of our dreams to the greatest extent. We select areas which guarantee development and enhance the quality of life and we improve them.

This is what the idea of a smart city is about.

Jacek Jaśkowiak
Mayor of Poznań

REPORT

City of Poznań: Implementation of the 2020 survey

This brochure presents the results of the third edition of the survey "Personnel needs of entrepreneurs in the Poznań agglomeration against the background of the socio-economic development of the region. Diagnosis, forecast, monitoring", carried out by ASM Centre for Market Research and Analysis at the request of the Career Counselling Centre for Youth in Poznań. The main objective of the study was to determine the personnel needs of entrepreneurs in the Poznań agglomeration against the background of the directions of socio-economic development of the region and to compare the data obtained with the results of previous editions of the study conducted in 2014 and 2017.

This brochure presents the results of the analysis of quantitative data collected using computer-aided telephone surveying (CATI) technique. The surveys were conducted in the period from 6 to 22 May 2020 with the participation of representatives of enterprises from the Poznań agglomeration. Obtaining a 600-person survey sample required contact with 1468 people from the list constituting the survey report. This means that the share of effective surveys was 40.87% and was 8.63% higher than the wave realised in 2017.

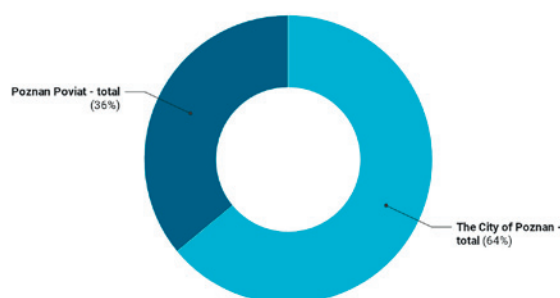
Survey sample characteristics

The surveyed population consisted of all national economy entities registered in the REGON register (i.e. legal persons, organisational units without legal personality, natural persons conducting business activity, as well as local units of the said entities), having their registered office or local branch in the territory of Poznań or one of the seventeen municipalities of the Poznań agglomeration. The population structure is dominated by enterprises located within the administrative boundaries of Poznań¹ - in the survey sample selection these proportions were taken into account. As far as the size of the region's companies is concerned, 96% of them are microenterprises (employing up to 9 people), most of which are natural persons conducting business activities, 3% are small enterprises (from 10 to 49 employees), and less than 1% are medium-sized and large enterprises (50 people and more). Thus, a stratified and disproportionate survey sample selection was applied, covering a larger number of companies with more than 10 employees and a smaller number of micro-enterprises than is apparent from population distributions.

I. CSO data – information on the number of national economy entities according to REGON register, 2019.

Chart 1. Structure of the survey sample including the location of the company's headquarters or branch, n=600

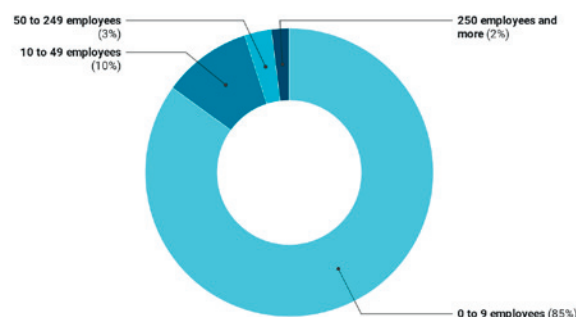
The City of Poznań - total / Poznań Poviát - total



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Chart 2. Structure of the survey sample with respect to the size of employment in the company, n=600

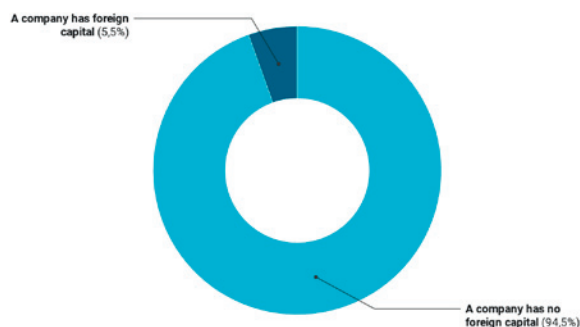
0 to 9 employees/ 10 to 49 employees/
50 to 249 employees/ 250 employees and more



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Chart 3. Structure of the survey sample, including foreign capital, n=600

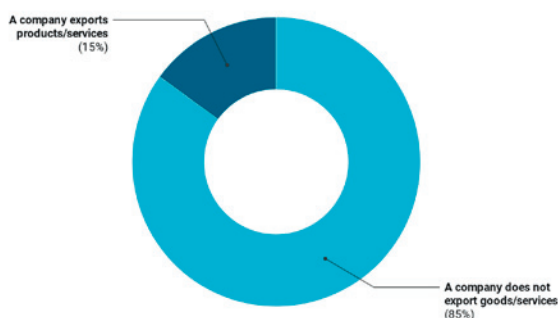
A company has foreign capital/
A company has no foreign capital



Narzędzie: Datawrapper

Chart 4. Structure of the survey sample including export of products/services, n=600

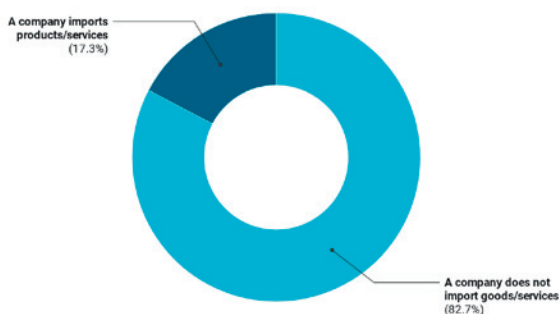
A company exports products/services/
A company does not export goods/services



Created with Datawrapper

Chart 5. Structure of the survey sample including import of products/services, n=600

A company imports products/services/
A company does not import goods/services



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Background to the survey

The lowest values of the registered unemployment rate in Poland have been recorded in the Wielkopolskie Voivodship for a decade - according to the data of the Central Statistical Office (GUS) there was a decrease from 3.8% in October 2017 to 2.8% in December 2019. In the Poznan agglomeration at the end of December 2019 the rate reached a record 1.1%².

The outbreak of the COVID-19 epidemic has introduced great uncertainty into the economy of Wielkopolska. In March 2020, there was a significant drop in the number of job offers submitted, both in relation to the previous month (by about 39%) and last March (by about 40%). In the Poznan agglomeration, in March this year, the number of job offers submitted fell by about 33% in relation to the previous month and by about 25% in relation to March 2019.

In the first quarter of 2020, the companies of the Poznan agglomeration signalled their intention to lay off a total of 1,877 employees from 14 poviats - for comparison, in the first quarter of 2019 there were 253 employees from 7 poviats³. The unemployment rate gradually increased from March to June 2020, when it reached a relative stability of 3.7% for the province⁴ and 1.8% for the Poznan agglomeration⁵.

The second quarter of 2020 saw a calming of the economic situation. In the Wielkopolskie Voivodship, as part of the so-called anti-crisis shield, as of 8 July 2020, 3802 entrepreneurs were covered by aid, and the total amount of support exceeded PLN 765 million (PLN 765 310 549)⁶. In June 2020, the number of vacancies submitted to PUPs [*Powiat Job Offices*] not only increased, but was also 19% higher than at the same time in 2019⁷.

The described changes in the last year were reflected in the presented results.

2 CSO data, december 2019.

3 Provincial Job Office [WUP], WUP Information Bulletin in Poznan, April 2020.

4 Business Insider Poland, Unemployment up. There are estimates of the Ministry, in: <https://businessinsider.com.pl/twoje-pieniadze/praca/stopa-bezrobocia-w-polsce-szacunkowe-dane-mrpijs-zaczewiec-2020/d96qwy0> [accessed on 3.08.2020].

5 Own calculations of Observatory of Economy and Labor Market of the Poznan Agglomeration.

6 Provincial Job Office in Poznan, Anti-crisis Shield COVID-19, <https://wuppoznan.praca.gov.pl/dla-pracodawcow-i-przedsiębiorcow/tarcza> [accessed on 3.08.2020].

7 Central Statistical Office data: in June 2020, increase in job offers by 19% compared to the previous year (2019) of the same period.

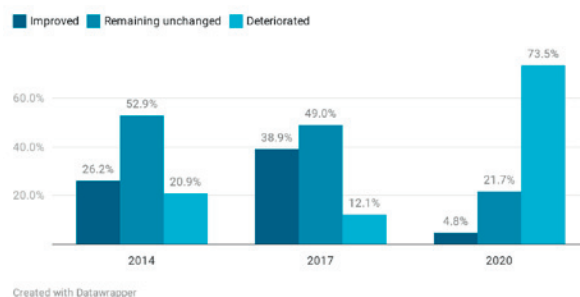
REPORT

The visible decline in the mood of entrepreneurs in the agglomeration

In the 2020 edition of the survey, there was little optimism in the opinions of entrepreneurs of the Poznan agglomeration concerning the current economic situation of the voivodeship. The ratio of positive to negative evaluations was reversed. In 2017, there was a higher percentage of respondents who assessed the situation as more favourable, and the difference between it and the percentage of people according to whom the deterioration occurred was 25 percentage points. In 2020, in the opinion of the vast majority of respondents (73.5%), the economic situation in the Wielkopolska region deteriorated. The fall in entrepreneurs' moods and reversal of the positive trend observed in the previous edition of the survey was connected with the COVID-19 epidemic.

Chart 6. Comparison of the assessment of the current economic situation in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609

Improved/ Remaining unchanged/ Deteriorated



Business environment

Entrepreneurs have also given a negative assessment of the changes that have taken place in their own companies over the past year: 62.3% of respondents stated that the economic situation in their company had deteriorated in the last year (one in three claimed that it remained unchanged). In 2017, half of the entrepreneurs (49%) indicated that in comparison with the previous year, the situation in their companies remained unchanged (one in three claimed that it had improved).

In spite of the crisis situation, entrepreneurs did not anticipate the liquidation of companies, but they did anticipate the necessity of redirecting resources from the current drive for development

to actions aimed at achieving stability. At the time of the study, around 70% of companies predicted that wages would be maintained at the current level for the coming year, which is in line with the 2014 result. Only one in ten of those surveyed believed that wages would rise, and one in five is expected to fall. In 2017, more than a third of respondents believed that wages would increase.

Slightly more optimistic entrepreneurs assessed the company's current development prospects for the next three years - 41% estimated that the company would grow and almost half (47.8%) that it would maintain its current level of development.

Chart 7. Comparison of the assessment of the current economic situation in a company in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609

Improved/ Remaining unchanged/ Deteriorated

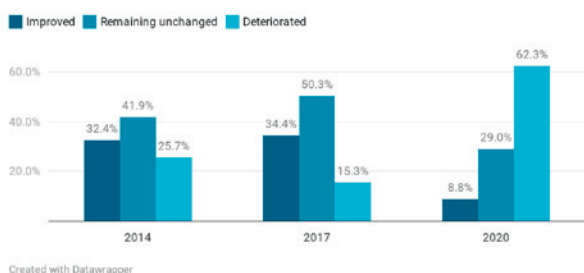
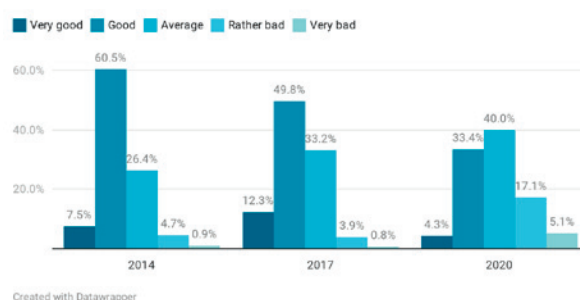


Chart 8. Comparison of the assessment of the company's condition in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609

Very good/ Good/ Average/ Rather bad/ Very bad



REPORT

Chart 9. Comparison of the assessment of the wage development outlook over the next twelve months in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609

Wages will increase/ Wages will remain at the current level/
Wages will decrease 55.8% of employers surveyed saw problems in companies



Chart 10. Comparison of the prevalence of problems in the three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609



More than half of the respondents (i.e. almost three times more than in 2017) indicated the problems their companies were experiencing at the time of the survey. Entrepreneurs were able to choose from up to three problems from the available cafeteria - most indications were given by problems with reduced demand for the company's products/services (67%; as many as five times more indications than in 2017), problems with high payloads of contributions from ZUS and NFZ (40.8%) and problems with liquidity (31.6%).

As 8.6% of the respondents spontaneously gave the answer "current (and very diverse) problems are related to the coronavirus epidemic", this category of answers was also added to the table. The problem with the epidemic affected primarily companies with more than 50 employees (approx. 20% of indications), and also companies from the City of Poznan than from the Poznan Poviast (10.9% vs. 3.7%).

It is worth noting that despite the crisis, large companies still had personnel shortages - 60% of them indicated problems with personnel shortages (in companies of other sizes, it was between 7% and 16% of indications).

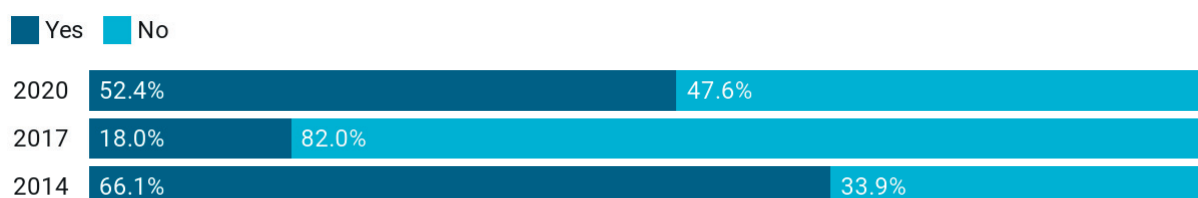
REPORT

What problems do entrepreneurs expect?

The results of the 2020 edition of the survey also revealed a significant increase in the percentage of companies anticipating problems within the next 12 months of the survey - from 18% in 2017 to 52.4% in 2020. This gives a result similar to that of 2014 (66.1%). The structure of the forecasted problems is similar to that of the problems occurring at the time of the survey. Entrepreneurs most often mentioned: the risk of reduced demand for the company's products/services (62.9%), problems with the high burden of social security and NFZ contributions (44.3%) and problems with financial liquidity (36.7%). As far as the future is concerned, an additional category of answers was also noted,

including spontaneous indications of problems related to the pandemic crisis (5.5%). Companies employing between 50 and 249 people (25% of the responses) were particularly worried about problems in this category. Companies employing more than 250 people expected further difficulties with a lack of employees (40% of indications) and problems with credit (20% of indications). On the other hand, companies with foreign capital, importing companies and companies with revenues higher than PLN 5m were afraid of export problems. The pessimism of entrepreneurs is also revealed in the fact that almost $\frac{3}{4}$ of them do not expect the financial results from last year to improve.

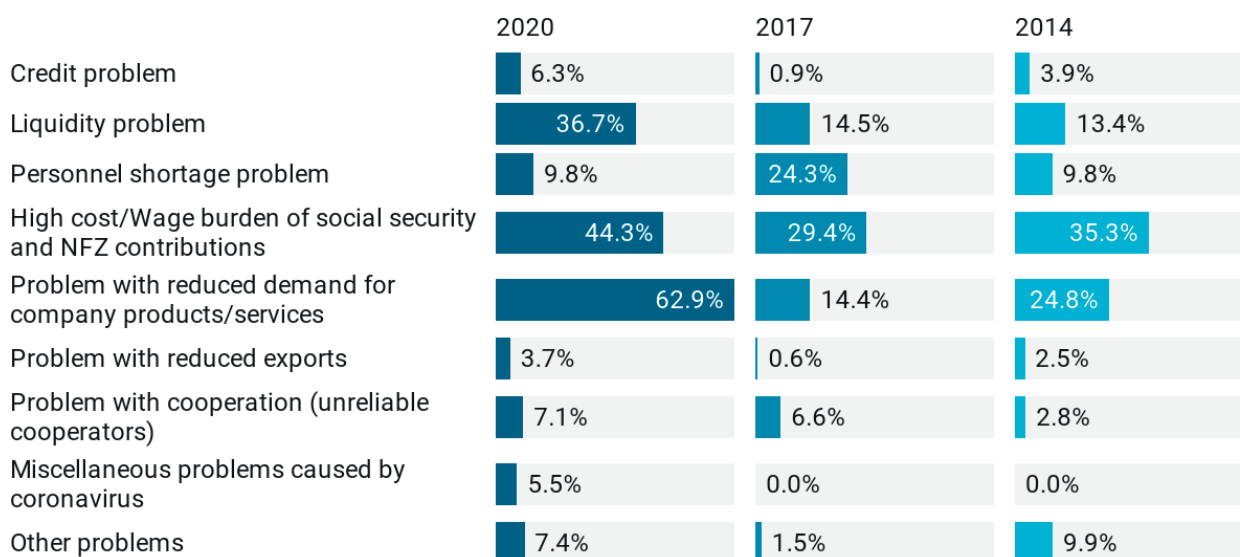
Chart 11. Comparison of forecast of occurrence of problems within the nearest 12 months in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609



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Chart 12. Comparison of forecast of occurrence of problems within the nearest 12 months by the category in three editions of the survey: 2020, 2017, 2014 ; 2020: n=314; 2017: n=108; 2014: n=402

Credit problem/ Liquidity problem/ Personnel shortage problem/ High cost/ Wage burden of social security and NFZ contributions/ Problem with reduced demand for company products/services/ Problem with reduced exports/ Problem with cooperation (unreliable cooperators)/ Miscellaneous problems caused by coronavirus/ Other problems



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REPORT

Personnel needs of entrepreneurs

In the survey in 2020, significantly more entrepreneurs than in 2017 declared employing new employees in the 12 months preceding the implementation of the survey (30% vs. 16%). It was more often decided to hire new people by importing companies, companies exporting goods/services, as well as those with high revenues.

77.1% of the companies participating in the survey in 2020 kept the employment level at the same level in the last 12 months preceding the survey. This was slightly more than in 2017 (72.3%) and 2014 (71.2%).

In comparison with the data from 2017, the percentage of companies in which employment increased (from 15.5% to 9.6%) decreased slightly. At the same time, the percentage of organisations in which the number of employees decreased (12.2% in 2017 vs. 13.3% in 2020) remained at a similar level.

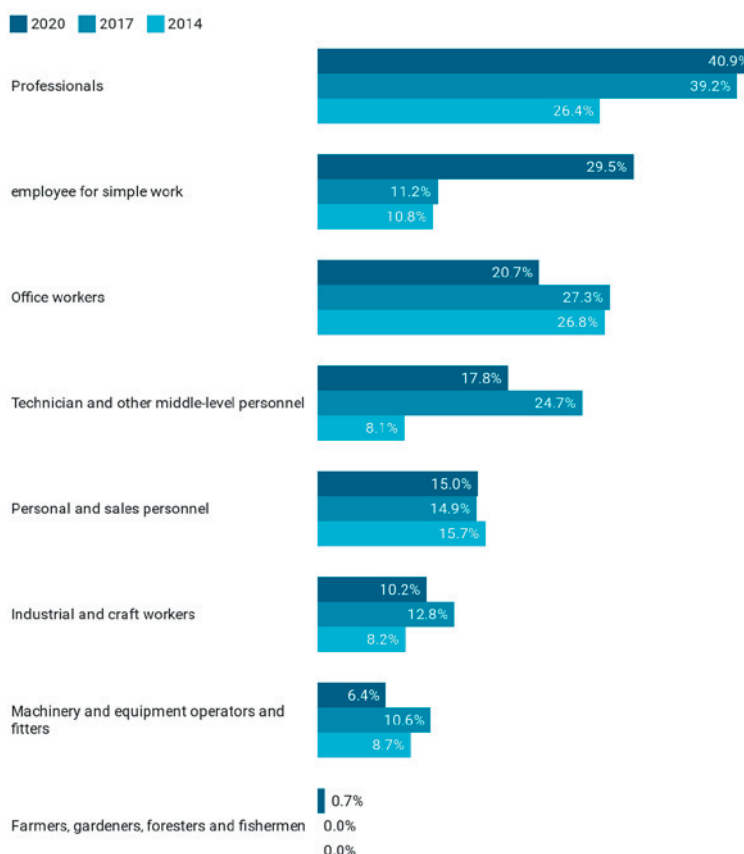
The declared scale of redundancies or departures in the survey in 2020 was similar to that of previous years (fewer than 30% of companies were made redundant). The redundancies or departures of employees were more frequent in companies with the highest net revenues, exporting and importing companies. The observed differences in proportions are sometimes large, e.g. as many as 77.5% of companies with revenues of over PLN 5 million admitted that they had made employees redundant or left, while at the same time in companies with revenues of up to PLN 100 thousand this ratio was about 12%.

The redundancies or departures declared by the respondents most often concerned: specialists (40.9%), employees in simple work (29.5%), office workers (20.7%) and technicians and other middle-class personnel (17.8%)⁸. In companies with more than 250 employees, the most frequent dismissals or leaving of personnel were simple work employees, as well as technicians and other middle-level personnel, while in companies with foreign capital, the most indicated were simple work employees (54.9%).

⁸ Division of occupations (or in principle large professional groups) according to the Classification of Occupations and Specialities for the needs of the labour market of 7 August 2014. - consolidated text (Journal of Laws of 2018, item 227).

Chart 13. Dismissals and leaves from work by types of professions in three editions of the survey: 2020, 2017, 2014; 2020: n=166; 2017: n=158; 2014: n=185

Professionals/ Technician and other middle-level personnel/ Office workers/ Personal and sales personnel/ Industrial and craft workers/ Machinery and equipment operators and fitters/ Employee for simple work



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REPORT

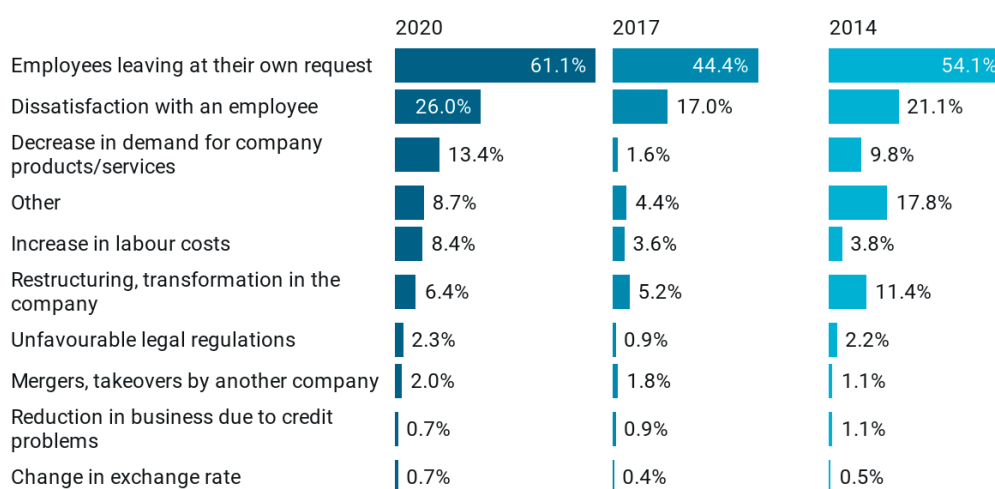
The reason for the redundancies was, in the vast majority of cases, the departure of an employee at his/her own request - 61.1% of the indications. The next mentioned reason was dissatisfaction with an employee (26% of indications) and a decrease in demand for the company's products/services (13.4%). The two main reasons for redundancies were the same as in the 2017 edition of the survey, but in 2020 the respondents indicated them more often.

8 out of 10 companies stated that within the next 12 months of the survey, employment in their organisations is expected to remain at the current level. 14.3% of companies expect an increase in employment and 4.5% a decrease.

Within 12 months of the survey, 22.1% of respondents declared that they planned to hire new employees (35.2% of such responses in the 2017 edition and 29.4% in the 2014 edition). Entrepreneurs from the Poznan agglomeration most often stated that they intend to employ specialists (44.2%), employees for simple work (24.8%), as well as office employees and technicians and other middle-level personnel (about 20% each).

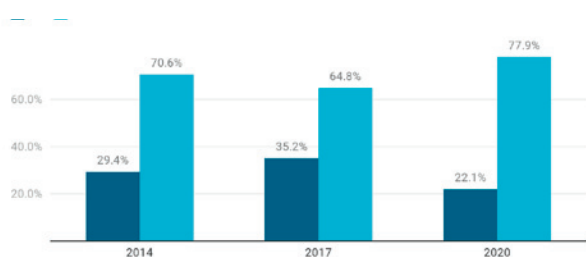
Chart 14. Comparison of the reasons for the redundancy/ departure of new employees in the three editions of the survey: 2020, 2017, 2014; 2020: n=166; 2017: n=158; 2014: n=185

Decrease in demand for company products/services/ Reduction in business due to credit problems/ Increase in labour costs/ Change in exchange rate/ Dissatisfaction with an employee/ Unfavourable legal regulations/ Mergers, takeovers by another company/ Restructuring, transformation in the company/ Employees leaving at their own request/ Other



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Chart 15. Comparison of plans of employment of new workers in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609



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Entrepreneurs were also asked for their opinion on the expected demand for the professions in the Poznan agglomeration and to indicate up to three answers. The respondents most often indicated: specialists (43.5%), technicians and other middle-level personnel (31.1%), workers and industrial workers (22.7%) and employees for simple work (22.6%).

REPORT

Employers' expectations of job applicants

EMPLOYEES WITH EXPERIENCE AND KNOWLEDGE OF THE INDUSTRY WANTED

Employers were asked to choose the three elements of professional preparation that they believe are most important when hiring a new employee. Entrepreneurs most often indicated that they expect from candidates mainly professional experience (51.8%) and industry knowledge (49.9%). These were the most frequent employer choices also in 2014 and 2017.

Taking into account the size categories of enterprises, a candidate's experience is particularly important for companies employing more than 250 people (83.3%) and for companies with income higher than PLN 5 million (65.2%).

INCREASED INTEREST OF EMPLOYERS IN THE COURSES AND TRAINING COMPLETED BY A CANDIDATE

It is worth noting that between 2017 and 2020, there was an almost twofold increase in the importance attributed by employers to the courses and training completed by a candidate in the recruitment process (from 12.6% to 20.2% of employers' indications). However, much less important for employers than

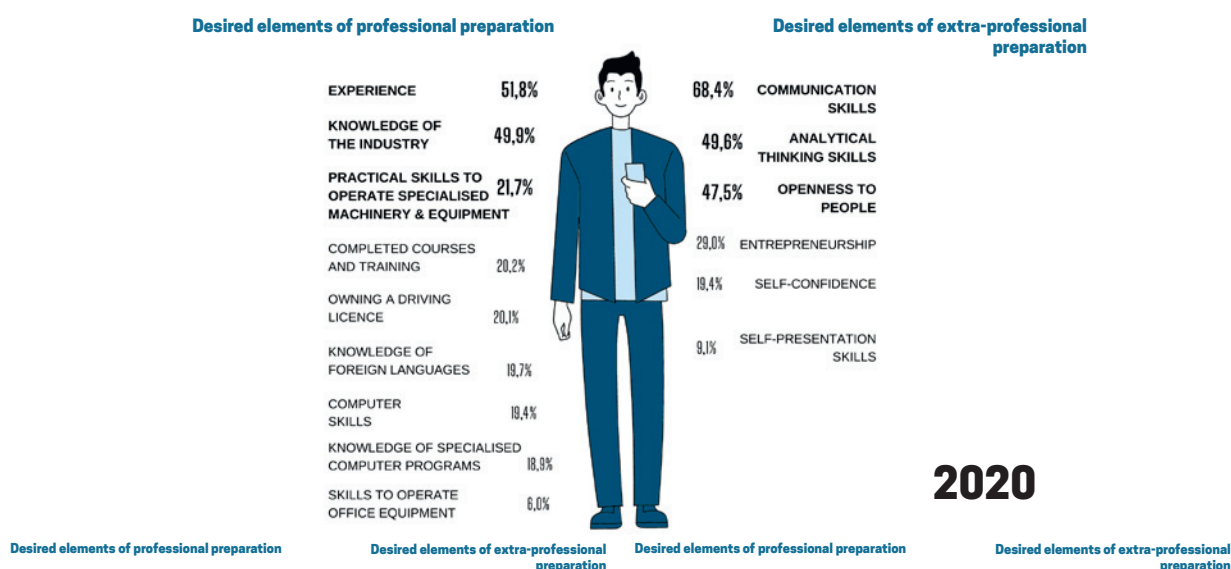
in the previous edition of the survey are now: knowledge of specialised computer programmes (from 29.1% in 2017 to 18.9% in 2020) and knowledge of foreign languages (down from 24.2% to 19.7%). This may be due to the fact that employers are primarily looking for employees for lower positions, where there is no need to use foreign languages. However, knowledge of foreign languages is expected in companies with foreign capital (52.6% of indications in companies with foreign capital).

WHAT ELEMENTS OF EXTRA-PROFESSIONAL PREPARATION DO EMPLOYERS EXPECT FROM FUTURE EMPLOYEES?

Employers were also asked to choose the three elements of extra-professional preparation which, in their opinion, are the most important when selecting an employee. The most frequently indicated by employers were: communication skills (68.4%), analytical thinking skills (49.6%) and openness to people (47.5%). These three competences are from 2014, despite changes in the size of the indications, the most expected from job candidates. Although there has been a general decline in the importance of analytical thinking skills in relation to the 2017 employers' declarations, it is worth bearing in mind that this year this competence was indicated by as many as 75% of large companies and 75% of companies with foreign capital. Compared to the 2017 edition of the survey, the importance of openness to people increased in the total number of surveyed entrepreneurs by almost 10%.

Infographic. Comparison of the frequency of desired elements of professional preparation in three editions of the survey: 2020, 2017 and 2014.

Experience / Completed courses and training / Knowledge of the industry / Practical skills to operate specialised machinery and equipment / Knowledge of foreign languages / Owning a driving licence / Skills to operate office equipment / Computer skills / Knowledge of specialised computer programs

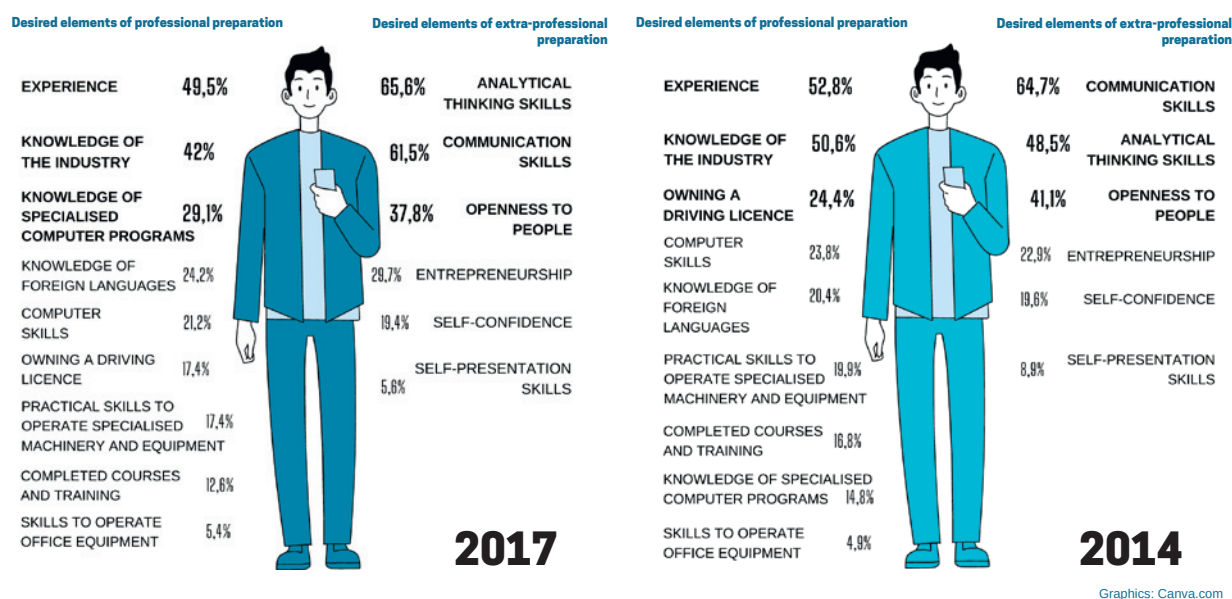


REPORT

Infographic. Comparison of the frequency of desired elements of extra-professional preparation in three editions of the study: 2020, 2017 and 2014

Entrepreneurship/ Analytical thinking skills/ Communication skills/
Openness to people/ Self-confidence/ Self-presentation skills

Ways to recruit new employees



32.9% OF COMPANIES RECRUITED EMPLOYEES IN THE LAST 12 MONTHS

Compared to 2017, the percentage of companies that have recruited staff in the last 12 months has increased very slightly in 2020 (from 28.8% to 32.9%). In 2014 the result was slightly higher (35.9%).

In the 12 months preceding the implementation of the survey, exporting companies, importing companies and high-income companies were recruiting employees more often than others.

EMPLOYERS SOUGHT OUT WORKERS THROUGH INTERNET ADVERTISEMENTS OR THROUGH PRIVATE CONTACTS

Companies that recruited employees in the 12 months preceding the survey were most often looking for job candidates by placing an ad on the Internet (63.1%) and using the recommendation (45.3%). A common practice indicated by 20.6% of companies is to consider job applications of persons who sent their application documents to the future employer on their own initiative and not in response to the advertisement.

What distinguishes the 2020 results from the previous editions of the survey is the significant increase in the popularity of the recruitment methods indicated. Companies used online advertisements twice as often as in 2017 (increase from 32.3% to 63.1%), sought candidates by order twice as often (increase from 20.5% to 45.3%) and more than twice as often considered the offer of a candidate who applied for a job on their own initiative (increase from 8.3% to 20.6%).

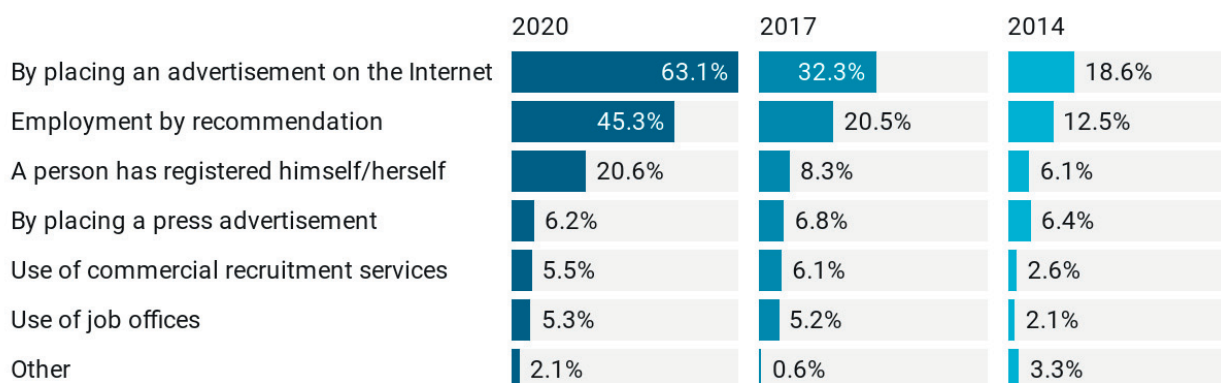
Also:

- Commercial recruitment services were most often used by companies with foreign capital and companies with revenues exceeding PLN 5 million per year (over 20% of indications),
- The offer of job offices has been relatively rarely used. Their recruitment services were used mainly by companies with revenues between PLN 100-200 thousand and more than PLN 5 million (about 13% of indications) and companies with foreign capital (almost 10% of indications),
- 25% of companies with 50-249 employees posted job offers in the press.

REPORT

Chart 16. Comparison of percentage share of recruitment methods of new workers selected in three editions of the survey: 2020, 2017, 2014; 2020: n=197; 2017: n=172; 2014: n=218

By placing an advertisement on the Internet/ Employment by recommendation/ A person has registered himself/herself/ By placing a press advertisement/ Use of commercial recruitment services/ Use of job offices/ Other



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Participation of employees in lifelong learning

IN THE LAST YEAR, TRAINING FOR EMPLOYEES WAS PROVIDED IN ALMOST 50% OF COMPANIES

Compared to 2017, the percentage of companies that declared to have provided training to their employees increased in 2020 (from 36.5% to 46.9%).

Companies with high incomes have indeed more often declared that they have directed their employees to training.

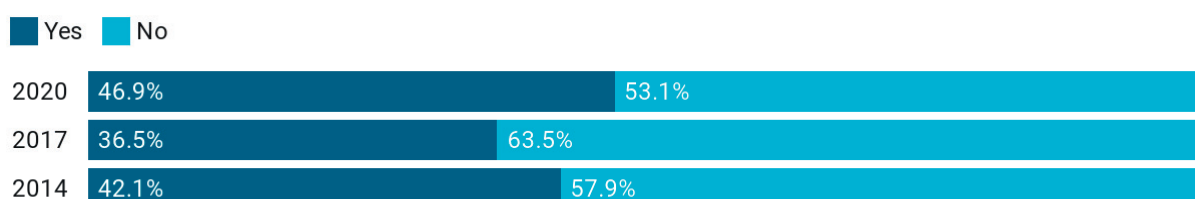
All companies with more than 250 employees and almost 95% of companies with 50-249 employees have engaged employees

in training over the last 12 months. In the case of smaller companies, the percentage of such indications was 46.1% for micro companies and 60.4% for small companies respectively.

The training was most often organised by the employer (55.4% of indications) or "other institution" (40.5%) - in this category, employers most often indicated the company's business partner (i.e. supplier of products/services). Every fifth company cooperated with non-governmental organisations in this area. Companies made little use of the services of the Poviát Job Office (only 2.9% of indications) and the Provincial Job Office (2.5% of indications) in this area. The list of the most frequent training organisers has not changed significantly since 2014.

97% of the companies declared their satisfaction with the results of the trainings. The satisfaction rate with the effects of training has remained at this level since 2014.

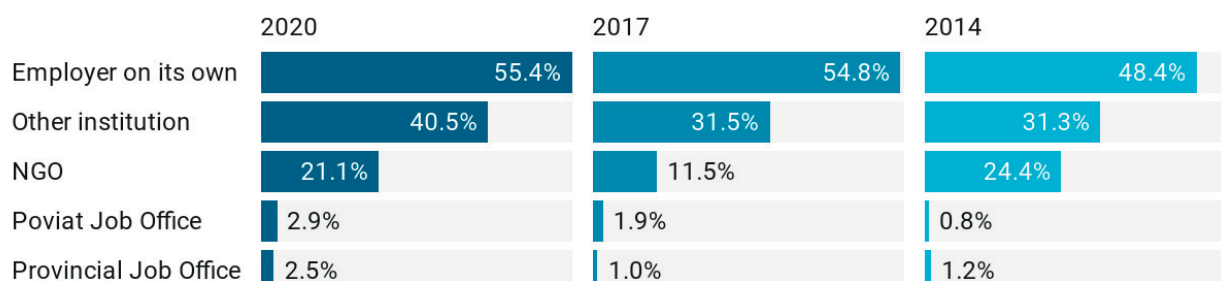
Chart 17. Comparison of change in the scope of participation of workers in trainings in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609



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Chart 18. Comparison of percentage share of the organisers of trainings selected in three editions of the survey: 2020, 2017, 2014; 2020: n=281; 2017: n=219; 2014: n=256

Employer on its own/ Poviát Job Office/ Provincial Job Office/ NGO/ Other institution



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Cooperation between companies and labour market institutions

ONLY 16.5% OF EMPLOYERS DECLARED COOPERATION WITH INSTITUTIONS SUPPORTING THE LABOUR MARKET

In the case of companies with revenues above PLN 5 million, this percentage is much higher, amounting to 47.4% in 2020. Also, the size of employment is related to the frequency of such cooperation - the bigger the company, the more often such cooperation occurs.

The percentage of companies cooperating with labour market institutions has decreased in relation to the data from 2017 (from 28.4% to 16.5%) and is close to the result recorded in 2014 (13.3%).

In comparison with data from 2017, the list of labour market institutions with which entrepreneurs cooperate has also changed. More companies cooperate with the Poviát Job Office in Poznań (increase in the percentage of indications from 37.5% to 57.8%). However, a significant decrease occurred in cooperation with commercial employment agencies (from 16.3% to 8.4%) and career offices (from 11.7% to only 5.2%).

It is worth noting the diversity resulting from the size and type of companies:

- Cooperation with employment agencies is mainly undertaken by medium-sized and large companies (25% and 42.9% respectively), companies conducting export activities (36%) and importing companies (22.6%),
- NGOs are most often chosen by medium-sized and large enterprises (25% and 28.6% respectively) and companies with foreign capital (24.5%),
- Cooperation with career offices is undertaken mainly by companies employing over 250 people (28.6%), and companies with foreign capital (33.4%),
- Voluntary Labour Corps, in turn, are the most popular among companies with foreign capital (28.8%) and in the group of companies with revenues between PLN 200-600 thousand.

Cooperation with labour market institutions concerns mainly: job offices (declaration from 40.5% of companies), organisation of internships and apprenticeships for potential employees (36.2%) and participation of company employees in trainings (27.1%). These three areas were most frequently indicated by entrepreneurs also in previous editions of the survey. It is worth noting that in comparison with the 2017 data, the percentage of companies declaring cooperation with labour market institutions in the field of job placement has significantly decreased (from 57.7% to 40.5%).

SINCE 2017, THE EVALUATION OF SATISFACTION WITH COOPERATION HAS REMAINED FAIRLY HIGH

More than two-thirds of the companies that have started cooperation with labour market institutions considered this cooperation to be 'rather positive' and one in four companies to be 'definitely positive'. The percentage data indicate that the companies rated their satisfaction higher: with revenues of up to 200 thousand PLN, without foreign capital, from the city of Poznan and those not engaged in import/export.

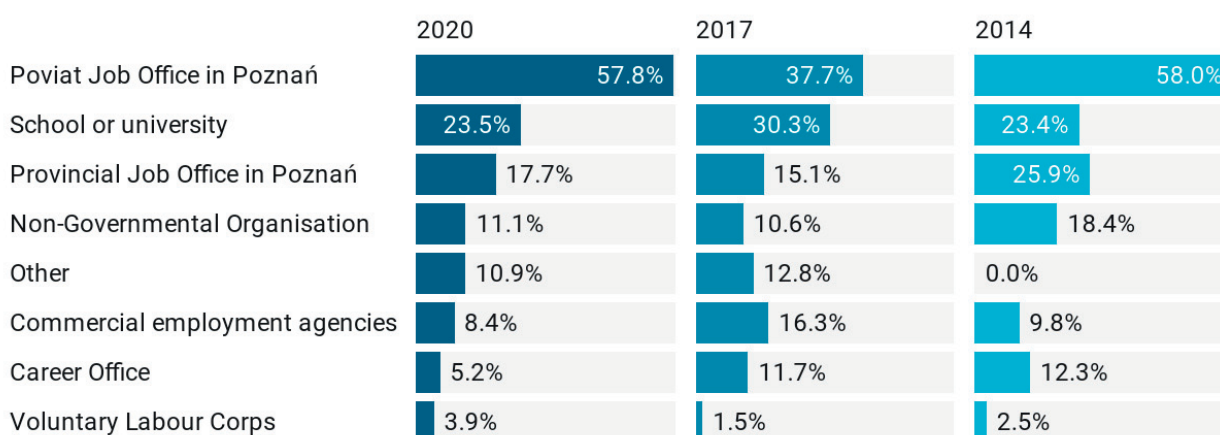
Chart 19. Comparison of percentage share of employers cooperating with the institutions of labor market in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609



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Chart 20. Comparison of percentage share of the cooperation established with institutions of the labor market of particular types in three editions of the survey: 2020, 2017, 2014; 2020: n=99; 2017: n=170; 2014: n=80

Provincial Job Office in Poznan/ Poviát Job Office in Poznań/ Non-Governmental Organisation/ Career Office/ School or university/ Voluntary Labour Corps/ Commercial employment agencies/ Other



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Chart 21. Comparison of percentage share of particular forms of cooperation undertaken with the institutions supporting labor market in three editions of the survey: 2020, 2017, 2014; 2020: n=99; 2017: n=170; 2014: n=80

Job agency/ Participation in training courses/ Participation in conferences/ Advice on obtaining European funds/
Advice on labour law/ Internships and traineeships/ Other

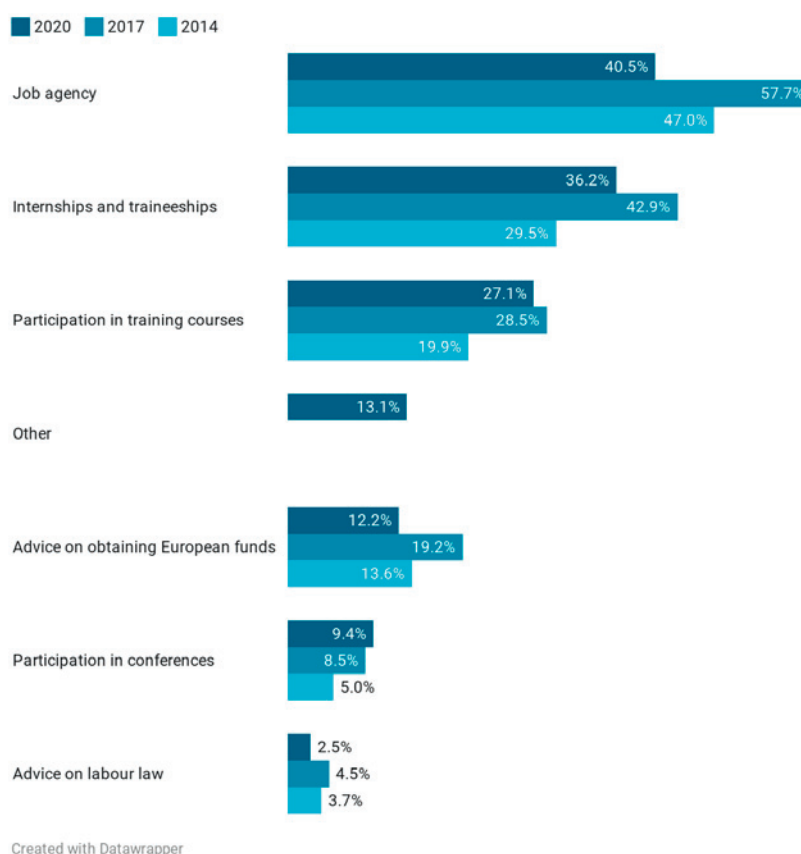
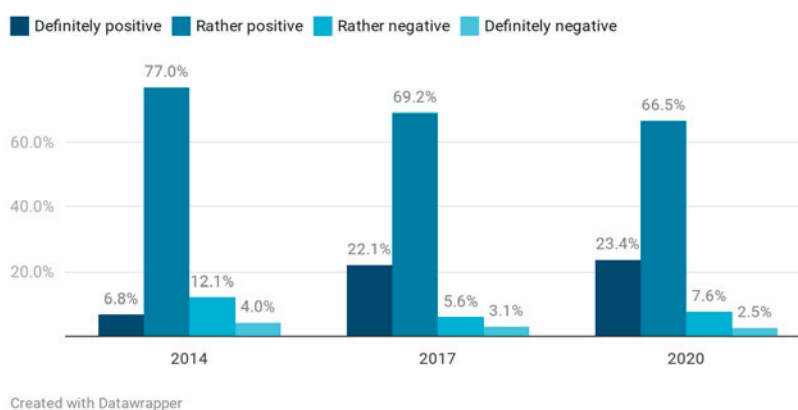


Chart 22. Comparison of assessment of cooperation with institutions of labor market in three editions of the survey: 2020, 2017, 2014; 2020: n=99; 2017: n=170; 2014: n=80

Definitely positive/ Rather positive/ Rather negative/ Definitely negative



Cooperation between companies and educational institutions

ONLY ONE IN FOUR EMPLOYERS HAS DECLARED THAT THEY COOPERATE WITH EDUCATIONAL INSTITUTIONS

In comparison with data from 2017, in 2020 the percentage of companies cooperating with educational institutions increased marginally (from 21.4% to 25%).

Companies that cooperate with educational institutions most often choose to cooperate with universities (51.5%) and vocational schools (29%). 23% of companies have chosen the category "other". The respondents mentioned among others: primary schools, post-secondary schools, training companies.

Compared to 2017 results, fewer companies cooperate with universities (from 58.4% in 2017 to 51.5% in 2020). In 2020, more employers than in 2017 cooperate with vocational schools (increase from 24% in 2017 to 29%). Definitely more companies also cooperate with vocational counselling centres (from 3.8% to 15.9% of indications) and with the education authority (increase from 2.7% to 15.5%).

Companies and educational institutions undertake joint activities in the area of internships and apprenticeships (declarations by 44.4% of entrepreneurs) and through participation in educational events, including conferences, fairs (43.9%). Recruitment of employees and consultancy in the area of obtaining funds from European funds was indicated by just over 12% of companies, and the vocational training class by less than 4%. Approximately 30% of respondents chose the 'other' category and indicated, among other things: training, provision of services, joint projects, and issuing decisions.

EMPLOYERS DECLARE THAT THEY PARTICIPATE IN EDUCATIONAL EVENTS

In comparison with data from 2017 in 2020, employers more often indicated cooperation in the area of internships and apprenticeships (from 36.4% to 44.4%). The most noticeable change concerns participation in educational events - more than doubling the number of indications compared to the previous edition of the survey.

Almost all companies expressed their satisfaction with the cooperation with educational institutions, and one in three indicated the maximum possible evaluation of this cooperation ("definitely positive").

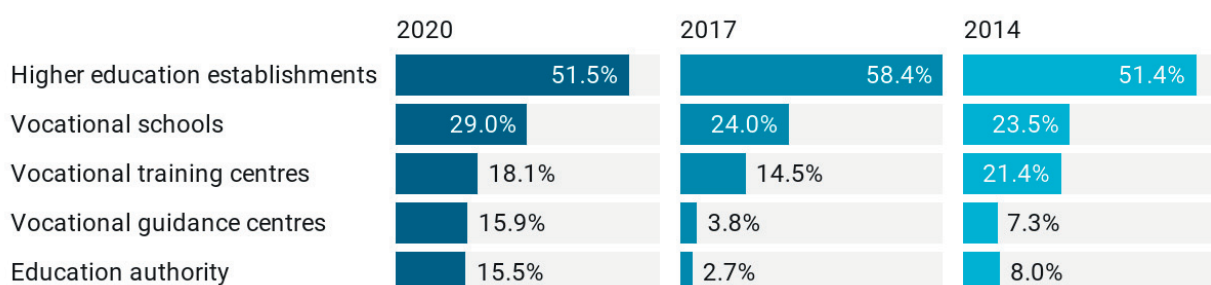
Chart 23. Comparison of percentage share of employers cooperating with the educational institutions in three editions of the survey: 2020, 2017, 2014; 2020: n=600; 2017: n=600; 2014: n=609



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Chart 24. Comparison of percentage share of cooperation undertaken with the educational institutions of particular types in three editions of the survey: 2020, 2017, 2014; 2020: n=150; 2017: n=128; 2014: n=136

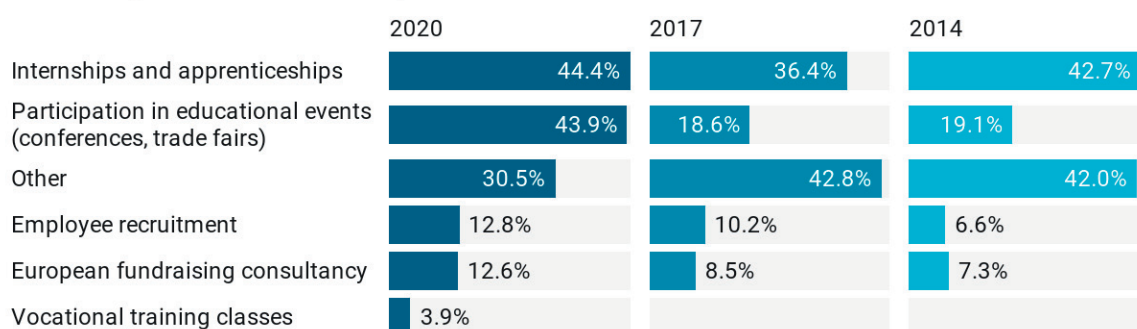
Vocational schools/ Higher education establishments/ Education authority/
Vocational training centres/ Vocational guidance centres/ Other



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Chart 25. Comparison of percentage share of particular forms of cooperation undertaken with educational institutions in three editions of the survey: 2020, 2017, 2014; 2020: n=150; 2017: n=128; 2014: n=136

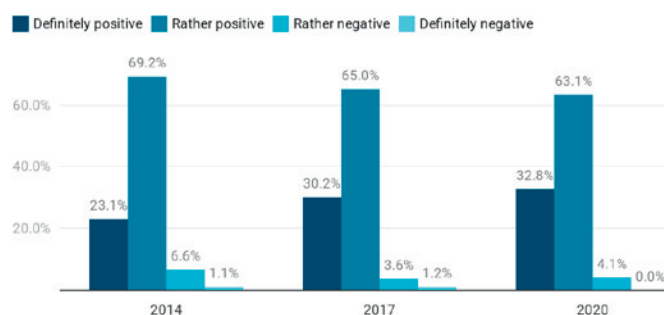
Employee recruitment/ Participation in educational events (conferences, trade fairs)/ vocational training classes / European fundraising consultancy/ Internships and apprenticeships/ Other



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Chart 26. Comparison of assessment of cooperation with educational institutions in three editions of the survey: 2020, 2017, 2014; 2020: n=150; 2017: n=128; 2014: n=136

Definitely positive/ Rather positive/
Rather negative/ Definitely negative



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RECOMMENDATIONS

- Teachers should pay more attention to develop soft skills, in particular to support students in developing communication skills, analytical thinking skills and an attitude of openness to people.
- Educational institutions should pay more attention to the practical preparation of high school and college students for future professional work, in particular by organising apprenticeship and internship programmes for young people to enable them to gain work experience and get to know a particular sector.
- Preparing high school and college students to enter the labour market by organising workshops by schools and universities on effective job search. It is important that the curriculum includes issues related to the most popular ways of conducting recruitment by entrepreneurs, i.e.: placing job advertisements on the Internet, „on recommendation“ employment and processing applications sent by candidates on their own initiative.
- Undertaking of activities by educational institutions and institutions supporting the labour market aiming at establishing and intensifying cooperation with entrepreneurs.
- The local government authorities should enter into a dialogue with the central authorities on the modification or supplementation of legal acts with captions, which will make it possible to intensify and design new actions in the area of regulation of the arrival, stay and employment of foreigners, especially in the face of obstacles to free migration related to the COVID-19 pandemic.
- Implementation by labour market institutions (with the use of knowledge and support of municipal research units) of activities aimed at explaining what factors are behind the high rate of employees leaving at their own request in enterprises of the Poznan agglomeration. Thanks to appropriately designed and conducted research projects, it would be possible to develop support for employers in terms of keeping an employee in the company, building identification of employee teams, etc.

Invitation

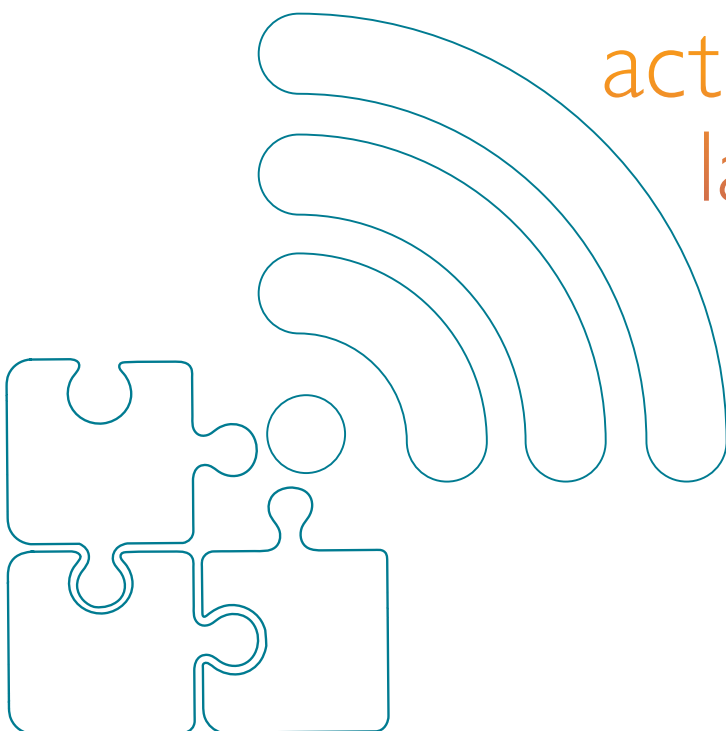
to the New Education Forum
2021



November 2021 | Brussels



From social
activation to
labour market





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