

School and Firm – Hand in Hand

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School and Firm – Hand in Hand

Name of the project:**Project promoter:****Project partners:**

School and Business Go Hand in Hand

The Vysočina Region with its registered office in Jihlava

Vysočina Education, an educational establishment for follow-up training for education specialists and a service centre for schools, an organisation financed from the regional budget

District Chamber of Commerce, Jihlava

Secondary Construction School in Jihlava

Czech Agricultural Academy in Humpolec, secondary school

Secondary Technical School in Žďár nad Sázavou

The Champagne-Ardenne Region, France

Partner region:**Project description:**

The objective of the project is to enhance relationships between schools and businesses in both regions by integrating the competent local government authorities (offices), defining new forms of practical training and establishing collaboration between local authorities and business managers.

Aid scheme:**Project type:****Implementation period:****Project scope and objectives:**

The Lifelong Learning Programme – the Comenius Regio Partnerships

Non-investment

August 2011 – August 2013

The project focuses on defining new approaches for school-business relationships, emphasizing the role of commercial chambers, enhancing interest in apprenticeship and career consulting.

The selected „schools and business“ topic shall be divided into four sub-topics:

1) relationships between schools and businesses

2) the role of chambers and apprenticeship

3) courses and career and the process of selecting a future career

4) the evaluation of relationships between schools and businesses

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Comenius Regio – BEST PRACTICE

Partner region: the Champagne-Ardenne Region
Mobility to: Reims, Chalons en Champagne
Date: 16.–19. 10. 2012
Observed school/institution: Rectorat of Reims

Name of the Best Practice Example:

The orientation of school pupils for their future careers

Description of the situation: The project is aimed at informing pupils about professions and work possibilities.

Objectives of the used approach: Providing information about work possibilities in the future pupil's life.

- Professional orientation even at primary schools.
- The work of orientation centers in France.
- The analysis of pupil's abilities by professional psychologists.
- The routing of a pupil for a future career or obtaining some education.
- Pupils of upper primary schools have mandatory practice in companies.
- The work of educational and professional consultants in schools, career guidance.
- Working with difficult pupils, individual approach, specialized programs.

Your personal opinion to the chosen Best Practice Example:

"We were informed about the structure of education in France. Then we were given information about working with young people and their orientation towards the future life."

"I really like the focus of the French educational system on the pupils' professional orientation since the upper classes of primary schools."

"I highly appreciate the elaboration of pupils' orientation system while choosing an appropriate field of study, but also the way to assist in the case of pupil's failure, to recommend a new course of preparation for future employment."

"I can see the further plus for pupils and students in the possibilities of study even during the occupation or reaching education after a certain period of practice in the firm."

Possibility of the implementation in the Czech Republic:

Czech schools deal with similar issues.

It is very necessary for the Czech education system to focus more on the work with pupils during the orientation and the choice of further study or occupation according to the pupils actual abilities as it is done in France.

Primary schools pupils should be more acquainted with the firms and other business activities by means of excursions so that they could create an idea about their future real life and work.

Comenius Regio – BEST PRACTICE

Partner region:	the Champagne-Ardenne Region
Mobility to:	Troyes
Date:	16.–19. 10. 2012
Observed school/institution:	C IO Troyes CENTRE D'INFORMATION ET D'ORIENTATION Information center and courses

Name of the Best Practice Example:

Tools and methods of work with young people

Description of the situation: CIO offers assistance to students in finding their future work and school after primary school. They also help students who failed. They offer help to primary schools, secondary schools and schools with a higher type of education. CIO staff work both in the center and also go to schools.

CIO activities are based on the act of the rights to education and information about, study opportunities at schools, searching of perspectives. Present the known and the unknown crafts, not just those of the maximum interest, but also crafts that pupils meet do not. Promote interest in the various levels of education, promoting the interests of learning with a vocational certificate.

Used methods:

A picture of worker and an analysis of his activities, working environment, workplace of the organization, work clothing, relation to other workers, assumed responsibility.

For consultant's texts and videos of some trades and labor positions are used. To use imagination work video without audio or only audio record of the profession. Are used. Then, Excursions in factories and presentations of professionals are also used. Advisors use websites with 500 types of crafts and their description.

Objectives of the used approach: Help pupils in the search of the field of study, school, their future employment.

Help students who failed.

Help disabled students.

Your personal opinion to the chosen Best Practice Example:

"I was fascinated by the existence of the organization that offers young people a helping hand in choosing their future careers. Even more important for young people, where parents failed to fulfill this role or have the ability to perform it."

Possibility of the implementation in the Czech Republic:

I would welcome the establishment of an organization that would help young people when the family fails, not only in the search for future employment, but also in the solution of study and other problems and also psychological help to pupils and teachers.

Comenius Regio – BEST PRACTICE

Partner region:	the Champagne-Ardenne Region
Mobility to:	Bar-sur-Seine, Chalôns en Champagne
Date:	16.–19. 10. 2012
Observed school/institution:	Lyceum Val More, Centre d'Information et d'Orientation

Name of the Best Practice Example:

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Description of the situation: The profession adviser from the Centre of information and orientation introduced methods, with the help of which they support students to reveal their both strong and weak sides. Students also have occasions to find out information about all professions and working possibilities.

Objectives of the used approach: One profession adviser has 1 000–1 500 students, that's 25 schools. Advisers are included in the education government department. There are about 4 000 advisers in France but this number is lower than it is necessary. As far as the education is concerned one adviser has to have at least the school leaving certificate, the psychology study and a two-year practice. Advisers also visit basic schools, they introduce particular professions and positions using videos about what individual jobs mean. Practitioners on the videos talk about their jobs and about the facts that influenced their decisions to choose their jobs etc. So it is a great motivation. About 500 professions are described in this way in details. Pupils have disposable references of the internet pages about these jobs. Every region issues records about profession possibilities. These documents are available at every school.

Pupils do their CVs and their images about what they would like to do. However, they mostly don't know the job, what it means. According to the advisers we are not allowed to „box“ (divide) the pupils and tell ahead for what they are suitable or not. The adviser using interviews with a pupil about his/her image about a certain job, psychological analysis and worked videos about different occupational professions recommends the job for the certain pupil. But the decision is up to pupils and their parents. It is needful to involve into the profession choice not only parents and pupils but also schools and firms. Representatives of companies are invited to meetings with pupils, parents and schools. Pupils have possibilities to visit companies and be acquainted with the practice and the profession.

Your personal opinion to the chosen Best Practice Example:

“The project was interesting and contributive. I have found that they have similar conditions for study and problems with students like in our country. However, in some spheres they are ahead because for a long time they have been solving some problems connected with a great number of immigrants, lack of interest in some professions and students' problems how to find jobs. And these troubles start to appear in our country nowadays, too.”

Comenius Regio – BEST PRACTICE

Possibility of the implementation in the Czech Republic:

Our school also starts to be attended by students who don't have any awareness about what particular professions mean. They come with the idea that they like working with animals but when they shall start training, they are surprised at all they have to do. And that is why I can see creation of information materials about particular professions (printed, photos, videos) for students very interesting and contributory. If there will be there a cross-section of work stock, problems as well as pleasures and enjoyment and moreover if it will be presented by successful workers, then it will be contribution to students and their motivation or even decision to start a certain work or to start the study. So far it isn't determined who will shoot these "spots" and who will pay for them. It was also inspiration that every school has its own education adviser who solves educational and pedagogical problems at schools which are always increasing. We also don't have this. It is a question of finances if the school has them or not.

Comenius Regio – BEST PRACTICE

Partner region:	the Champagne-Ardenne Region
Mobility to:	Troyes
Date:	16.–19. 10. 2012
Observed school/institution:	Academie de Reims C IO Troyes CENTRE D'INFORMATION ET D'ORIENTATION Information center and courses

Name of the Best Practice Example:

Further education for teachers

Description of the situation: Further education of teachers is an essential part of teaching. During the visit, we visited schools, and from my handsome particularly familiar with the operation of the institution Center information and orientations Centre d'Information et d'Orientation). Here they assist students with the selection of a job. This is for school solved by external services, teachers and school counselors to deal with this. Teacher training in this area is lacking.

Objectives of the used approach: Further education for teacher in the field of career counseling, participation of teachers, schools and businesses.

Your personal opinion to the chosen Best Practice Example:

"I'm intrigued by the concept of diversity of career counseling for students."

"In the Czech Republic there are counselors at schools – teachers, who they had to undergo specialized study, and they help pupils at school."

Possibility of the implementation in the Czech Republic:

The French system is not in terms of Czech legislation is fully applicable, further education in the Czech Republic is solved on a national level institutions NIDV, at the regional level the regional educational institutions accredited by the Ministry of Education in our region such as Vysocina Education (established by the Authority of Region) or private training companies.

Comenius Regio – BEST PRACTICE

Partner region:	the Champagne-Ardenne Region
Mobility to:	Châlons En Champagne Charleville Mézières
Date:	25.–28. 3. 2013
Observed school/institution:	1) Regional Council Châlons en Champagne 2) Lycée François Bazin 3) Lycée Bazin 4) Company PSA (Peugeot – Citroën)

Name of the Best Practice Example:

Lycée François Bazin – technological platform

Description of the situation: We visited Lycée François Bazin on Tuesday 26. 3. 2013. I was interested by technological platform which is based on cooperation between schools and firms. This platform is in operation in whole France. Under the term of platform the pupils manufacture ordered products for firms. This duty to work for external firms is determined in school law. The money from these orders are appointed for school not for pupils (it is prohibit). Thanks to their pupils The LFB earned 26 000 eur in year 2012. 812 pupils study in this school but only 54 pupils achieve professional (special) graduation. The rest of pupils achieve the general graduation. It is obvious that French pupils also prefer humanistic field of study.

Objectives of the used approach:

- close cooperation between pupils and firms
- support of firms and young graduates
- increase the concern for professional (special) graduation among pupils
- opportunity to obtain employment in cooperating firms.

Your personal opinion to the chosen Best Practice Example:

"I think that cooperation between schools and firms work much more better in France than in Czech republic. Schools cooperate with firms since low class and firms have opportunity to choose talented pupils for their practice. With the most talented pupils is concluded employment contract during the study (pupil is both pupil and employee). I would increase the interest in technical field of study by their better propagation."

Possibility of the implementation in the Czech Republic:

- Better cooperation between schools and firms.
- The firms should have opportunity to obtain young, talented staff interested in concrete profession.

Comenius Regio – BEST PRACTICE

Partner region: the Champagne-Ardenne Region
Mobility to: Chalons En Champagne
Charleville Mezieres
Date: 25.–28. 3. 2013
Observed school/institution: Lycée Etion Charleville-Mezières

Name of the Best Practice Example:

Surveillance of problematic pupils and help to them

Description of the situation: Some pupils are leaving school because of various reasons before they reach leaving certificates.

Objectives of the used approach: To return pupils back to educational system and reach their reintegration back to everyday education.

Your personal opinion to the chosen Best Practice Example:

"In France the school is under an obligation to monitor a pupil who left the school for one more year. In this period the pupil is offered a chance to return to school several times by a telephonic or written appeal."

"A psychologist may visit the pupil after an agreed arrangement. He analyses the situation and offers him return back to educational system. If the pupil decides to return, he is placed in a special study group. There he and a few others work individually and there is great effort to catch up with lost work. If the knowledge handicap is successfully levelled, the pupil returns back to a common class, if not he has a chance to repeat the next school year. the advantage of the system is that pupils don't stay as unemployed juveniles but they keep contact with the school and form some necessary life routines."

Possibility of the implementation in the Czech Republic:

For sure It would be suitable to use this practise in the Czech republic. Unfortunately we would surely collide with financial barrier which wouldn't enable schools to employ teachers and psychologists for a limited number of problematic pupils. At the present teachers' salaries are at their bottom levels and if there aren't at least 27 pupils per a class, schools have problems with financing.

Comenius Regio – BEST PRACTICE

Partner region: the Champagne-Ardenne Region
Mobility to: Chalôns En Champagne
Charleville Mezieres
Date: 25.–28. 3. 2013
Observed school/institution: Lycée Bazin and lycée Etion

Name of the Best Practice Example:

Tools and methods of work in secondary schools with pupils with learning difficulties

Description of the situation: Secondary schools offer voluntary assistance for failing pupils who is failing from one or more of subjects. Group of pupils with time unlimited integration is created. Teachers work-educate pupils with different levels of reached education in one subject. Reason is to find out failing pupils. Failing pupils are specially educated with aim to catch up regular level of education and after that incorporate them to regular educational process. Ardenne coordinator position has irreplaceable role. He ensures cooperation between secondary schools in process of integration failing pupils to the education system and work integration.

Objectives of the used approach: Assistance to students with reason to manage their problem schoolwork and integrate students back into the regular educational process. In case of student education failing a different subject of education is offered them. Offer different field of work integration to failed pupils.

Your personal opinion to the chosen Best Practice Example:

"I was interested in existence of this type of education which helps to failing pupils. This special education allows pupils manage problem with their schoolwork or find them different education and employment."

Possibility of the implementation in the Czech Republic:

I would welcome this type of assisted education process for failing pupils in our secondary schools. Special educators/teachers can help to young people with solving their learning problems, employment and integration into life.

Photos

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