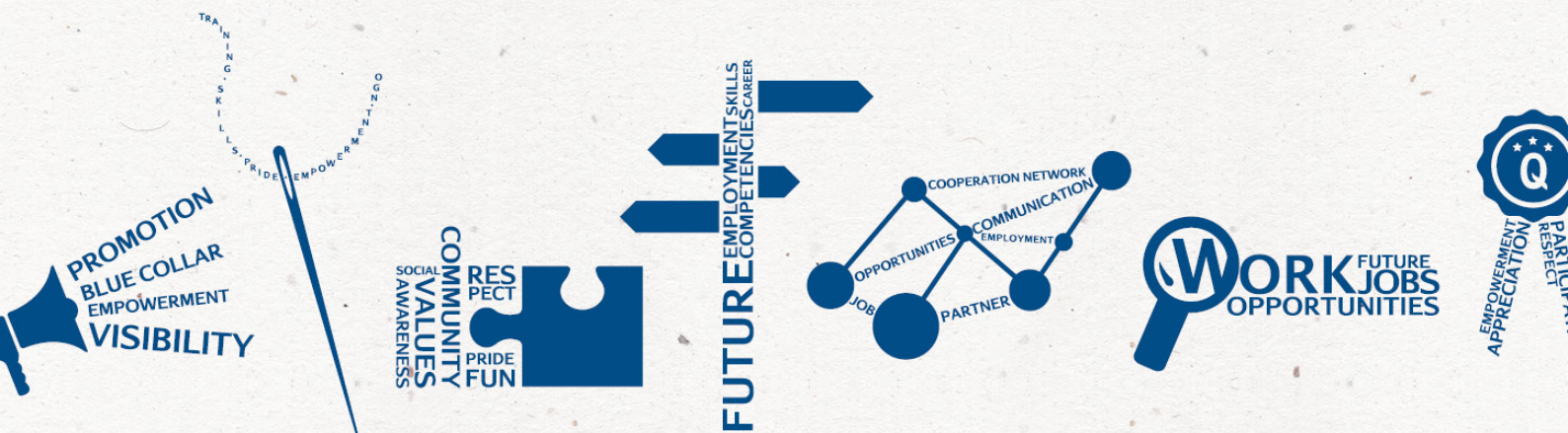




4.2 HOW TO ORGANISE "SCHOOL INTO INDUSTRY" EVENTS



HOW TO ORGANISE "SCHOOL INTO INDUSTRY" EVENTS



What Is It Useful For

"School into Industry" events are a tool to provide students with a **practical insight** into decent Blue Collar employment opportunities and actual working conditions. The objective is that participants can take more **informed decisions** about their professional career and might also opt for occupational profiles which they previously have not taken into consideration due to a **lack of information and orientation** as well as misleading prejudices.

At the same time, **linkages between companies and educational institutes** are being strengthened, which can lead to a better harmonisation of teaching and learning content with actual labour market requirements.

The term "School into Industry" refers to events where students e.g. from technical schools are **invited to a company for a specific period of time** to obtain a **practical insight** into the production processes and related occupational profiles, work environment and ethics.



When To Use

The tool should be used where **better orientation and information** of students about decent Blue Collar employment opportunities is desired, with a focus on **practical and realistic insights**. Companies might also use such events as part of their **recruitment policy**, where students are attracted to the company already at an early stage. It can be applied e.g. by NGOs, companies, professional associations, schools, training institutes and public institutions.



How Long Does It Take

- 1-2 months for conceptualisation and mobilisation of partners
- 1 month for coordination between company and educational institute
- Implementation can vary from 1 to 3 days, or in form of an internship, up to 3 months



What Is Needed

- A person in charge to steer and manage the overall process
- A company with decent and representative Blue Collar work places
- Budget for transport and lunch bags for students



Examples

The concept has been successfully realised in the printing and packaging sector in Greater Cairo, Egypt.

It might also be applied in other sectors or other profiles which fulfil the following criteria:

- Require a formal technical training
- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain occupations
- Have considerably low retention rates among Blue Collar workers



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

IDENTIFICATION OF KEY OBJECTIVES

As a starting point, the initiating institution should clearly define the objectives for the “School into Industry” event. This could include:

- **Information of students** about decent Blue Collar employment opportunities in a specific sector / job profile / occupational field
- **Provision of orientation** through information about required skills and capabilities, including work ethics as well as career perspectives
- **Acquaintance with actual work life and required capabilities** through hands-on experiences and interaction with workers of a company
- **Change of misleading perceptions** with regard to Blue Collar employment

2

IDENTIFICATION OF RELEVANT COMPANIES AND SCHOOLS

Based on the objectives defined above, the most suitable partners for the event will need to be identified. Depending on the type of the initiating institution this includes:

- **Host companies** (should represent a positive but realistic model of the sector and have an active HR department)
- **Schools or training institutes** (should focus on educational programmes and topics which are in line with the occupational profiles of the host companies)

Once identified, the idea of the “School into Industry” event should be shared and discussed with partners. Once a format and design have been agreed upon **suitable dates** should be set.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

3

DESIGN OF THE PROGRAMME

In general, the following three **different formats** of "School into Industry" can be taken into consideration. They differ in the degree of practical acquisition of skills and capabilities as well as in the level of effort and resources required for preparation and implementation from the side of the company:

Visit to a company (1-2 days)

A **group of students** visits the company where the production process and related occupational profiles are being presented. The visit can be combined with orientation sessions and exchange with managers and employees of the firm. Students will have the opportunity to **look into several job profiles throughout the day(s)**. Typically, in this format, the number of students which can be accommodated by the firm is higher than in the following two formats and resources required for preparation and implementation are lower. At the same time, students only get an insight without actually being involved in the production process.

Short internship (2-3 days)

A number of students (maximum 5 per company) will be invited to **actually take part in the production process** of a company for a few days. This includes an overview of the overall process as well as learning how to operate machines (shadowing). The idea is to let the students take over certain duties of the Blue Collar workers, to get an in-depth insight and obtain first practical experience. This format is more resource intensive and requires careful preparation and briefing of employees, also in terms of safety and security. Typically, the number of students that the company can accommodate in this format is smaller than for a visit. Besides merely informing the participants this tool can lead to a better understanding of job requirements as well as emotional ties to the sector / company due to an actual first work experience.

Internship (2-3 months)

A number of students (1-2) will be **integrated into the production process** of a company for a longer time period. Again, the idea is to actually let the students take over specific tasks after an in-depth introduction to the production process as well as on topics of quality and security. Obviously, students will obtain a good introduction to the world of work and more detailed practical knowledge in this longer internship. At the same time, students will be able to **build more stable relationships** with the company and chances for their future employment at this firm will considerably increase. From the perspective of the company, this can also be considered a test phase for hiring new qualified juniors.

4

IMPLEMENTATION OF THE PROGRAMME

No matter which format, for **mobilisation** of the students it is advisable to conduct general information and orientation session at school prior to the visits in order to introduce the activity and present the benefits of attendance. Interest can furthermore be increased by including a representative of the sector in this session.

Depending on the format, the following elements should be taken into consideration:

- **Introductory session at the company** to inform the participants about the sector and the profiles, the company, the rules of the visit and how they should behave during their stay
- **Walking tour** through the companies premises, including production areas
- **Exchange** with managers, HR staff as well as Blue Collar workers presenting their tasks
- Detailed **introduction** to each production step, operation of machines, quality requirements, safety and security topics
- **Practical implementation** of production steps by the students, supervised by an employee

- **Wrap-up session** at the end, to collect feedback on the visit / internship
- The exact programme should be agreed upon by all partners and **each element needs to be carefully prepared**. This includes the preparation of the introduction and wrap-up session, mobilising a suitable person who guides the visitors through the company and briefing of employees responsible for the students during their stay.

In general, all employees in charge of visits and/or internships should be **motivated and skilful**, while being patient and open to such activities. The key objective will be to **arouse curiosity and a certain enthusiasm** for the sector in terms of employment opportunities, skills development and career chances.

5

EVALUATION

During the wrap-up session the **students** can express their opinions about the visit / internship and in how far this activity helped to take an employment in this sector into consideration or not. This can be done based upon a questionnaire.

At the same time, the **managers and employees of the company** as well as **contact persons of the participating schools and training institutes** should also be interviewed to find out in how far this visit / internship helped to enhance awareness and to provide information about employment opportunities in this sector. The feedback collected should then be taken into consideration for future similar events.



BLUE COLLARS
YOUTHGIZMO
DECENT JOBS JOB SEEKER
NATIONAL EMPLOYMENT
EMPLOYMENT
OPPORTUNITIES
RESPONSIBILITY
EGYPT
DEVELOPMENT
SUPPORT





WHAT TO OBSERVE

The following lessons learnt should be observed:



For the **timing of the event** certain phases such as examination periods or vacations have to be taken into consideration.

Ideally, **supervisors from the schools / training institutes should accompany the visit / internship**. This will ensure that the preparation and debriefing of the students can also be done during school lessons, while at the same time supervisors will also be more informed about decent Blue Collar employment opportunities.

Besides technical details and specifications, also consider to include aspects of **gender diversity, quality and work ethics**. This will raise early awareness among students that in addition to skills and qualification, work ethics is an important factor for professional work and employability.

During the exchange with employees of the company, **success stories of Blue Collar workers within the company** should be highlighted. They are in general highly motivating as they actually prove that the sector offers realistic career chances.

Always also highlight **employment opportunities for women**, in particular in cases where they make up the majority of this visitors' group.

Any involvement of the **manager of the company** (such as a short introductory speech) will contribute to an overall positive appreciation of the company and its commitment.

For the introductory session, one could also take into consideration the **preparation of a briefing note** which can be distributed to the students before their visit (i.e. through their supervisors) and studied in detail before the event. Besides information, this could also include some rules and notes on the visit/internship itself, such as safety guidelines and the encouragement to ask questions.

Companies should not underestimate the **effort required for preparation and supervision** of a group (in particular in cases where more practical work is included). This might be more applicable in medium sized companies with an active HR/training department.

Ideally, the event is **not an isolated activity**, but could be one element of a **close exchange between companies and schools / training institutes**. This could also cover a more detailed communication on labour market requirements in terms of skills and capabilities and derived teaching and learning contents.

The "School into Industry" event should in addition be **combined with other elements** for higher effectiveness, such as the presentation of job profiles (see [chapter 3](#)), other job orientation measures (see other tools in this chapter 4) as well as integration into communicational and promotional strategies (see [chapter 2](#)).