



# European Network of Public Employment Services

PES Annual Mutual Learning Conference

'How to prevent unemployment in a changing world of work?'

Workshop 8 "Young people transitioning to employment"

Discussion paper



Written by Eamonn Davern  
SEPTEMBER 2019

## **EUROPEAN COMMISSION**

Directorate-General for Employment, Social Affairs and Inclusion  
Directorate B — Employment  
Unit B1 — Employment Strategy

*E-mail: [EMPL-PES-SECRETARIAT@ec.europa.eu](mailto:EMPL-PES-SECRETARIAT@ec.europa.eu)*

*European Commission  
B-1049 Brussels*

The European Network of Public Employment Services was created following a Decision of the European Parliament and Council in June 2014<sup>1</sup>. Its objective is to reinforce PES capacity, effectiveness and efficiency. This activity has been developed within the work programme of the European PES Network. For further information: <http://ec.europa.eu/social/PESNetwork>.

This activity has received financial support from the European Union Programme for Employment and Social Innovation "EaSI" (2014-2020). For further information please consult: <http://ec.europa.eu/social/easi>.

## **LEGAL NOTICE**

This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

---

<sup>1</sup> DECISION No 573/2014/EU.

## Table of contents

INTRODUCTION .....	4
Why is youth unemployment especially important? .....	4
What is the current situation in the European Union? .....	4
How did the crisis affect young people? .....	4
1. CHALLENGES FACED BY YOUNG JOBSEEKERS – OBSTACLES TO INTEGRATION .....	4
1.1 Council Conclusions on Young People and the Future of Work .....	4
1.2 Barriers facing young labour market entrants .....	5
1.3 The changing world of work and labour market segmentation .....	5
2. MANAGING TRANSITIONS AND EXCHANGING INFORMATION ON LABOUR MARKET SKILLS NEEDS.....	5
2.1 Understanding and planning for labour market changes .....	5
2.2 Successful school-to-work transitions .....	6
2.3 PES – Education sector cooperation and information exchange.....	6
3. MEETING SKILLS NEEDS - ACHIEVING A BALANCE BETWEEN VOCATIONAL AND TRANSVERSAL SKILLS TRAINING .....	6
3.1 What determines the mix of provision? .....	6
3.2 Balancing different interests to decide the right mix of skills in vocational programmes? .....	7
3.3 Assessing future skills needs .....	7
3.4 Where to acquire transferable skills.....	8
4. SUPPORT STRUCTURES FOR YOUNG PEOPLE .....	8
4.1 Opportunities from the Youth Guarantee for new services and measures .....	8
4.2 Success from the Youth Guarantee.....	9
4.3 Equipping young people to deal with rapidly changing labour market situations...	9
4.4 The role of Public Employment Services .....	9
4.5 EU Skills Agenda .....	10
4.6 A youth-friendly future strategy.....	11
5. GOOD PRACTICE EXAMPLES ON THE GROUND .....	11
5.1 The “MolenGeek” Tech Ecosystem Brussels - Belgium .....	11
5.2 Building Bridges to Education – Denmark.....	12
5.3 Alliance for Initial and Further Training – Germany .....	12
REFERENCES .....	13

# Introduction

## Why is youth unemployment especially important?

Unemployment levels are a crucial economic indicator, and youth unemployment is considered as a separate issue as it is invariably higher than that of other age groups. This has been attributed to a number of structural factors. Youth unemployment is defined as the unemployment rate of a country's labour force aged 15 to 24 years old (i.e. from the earliest point at which mandatory school education ends).

## What is the current situation in the European Union?

Young people in the European Union often have lengthy school to work transitions (STW). In the European Union (EU), unemployment increased considerably during the financial crisis, particularly so amongst young people. Lack of experience is an obstacle for young people seeking employment; this is now being compounded by changes in production with increasing automation and digitalisation.

The seasonally adjusted EU youth unemployment rate for May 2019<sup>2</sup> was 14.3%. This has gradually decreased in recent years and is now below the pre-crisis (2<sup>nd</sup> quarter 2008) level of 15.6%. However, there are considerable variations amongst Member States (MS), ranging from 40.4% in Greece, 31.7% in Spain, and 30.5% in Italy to 6.3% in the Netherlands and 5.1% in Germany.

## How did the crisis affect young people?

Callendo et al. (2019) noted that Member States (MS) had differing capacities to re-integrate youth during the crisis. This led to concentrations of youth unemployment in some countries identified by Hernanz and Jimeno (2017). Men experienced greater problems than women in (re)integrating during the crisis, though NEET<sup>3</sup> rates still remain higher for women. Carcilio et al. (2015) and O'Higgins (2014) found that, in relative terms, young people with high levels of education were more strongly affected by the economic crisis, whilst a Bertelsmann Foundation report (2017) reported that youth with a migration background from non-EU countries generally saw the largest absolute increase in unemployment over the crisis.

# 1. Challenges faced by young jobseekers – obstacles to integration

## 1.1 Council Conclusions on Young People and the Future of Work

The European Council, in recent Conclusions on Young People and the Future of Work<sup>4</sup>, has recognised that it is vital that young people are assisted to deal with technological changes. These include demographic trends, jobs becoming obsolete, new skills demands, the growth of non-standard employment (NSE) with new employer-employee relationships through the platform economy, and increasingly precarious working conditions. MS are called to ensure smooth school-to-work (STW) and work-to-work transitions.

---

<sup>2</sup> Source Eurostat.

<sup>3</sup> NEET – young person Not in Employment, Education or Training.

<sup>4</sup> Draft Council Conclusions on Young People and the Future of Work Brussels 29 April 2019 8754/19.

## **1.2 Barriers facing young labour market entrants**

The EU Study on the Youth Guarantee in the light of Changes in the World of Work (European Commission 2018a) found that all MS experienced challenges related to the skills that youth bring to the labour market, but that specific skills-related challenges varied due to macro-economic and structural factors. The study further commented upon the greater relevance of supply-side as opposed to demand-side factors, especially the lack of job-specific vocational skills and experience, and a mismatch between the supply and demand of skills (especially STEM/ICT) for the available jobs. The study found that challenges for young people differed significantly according to the skill levels and/or other characteristics of disadvantage. The lack of coordination between employment, social and education support services was especially relevant.

## **1.3 The changing world of work and labour market segmentation**

A key challenge facing young people is increasing labour market segmentation due to changes in the nature of work. Young people are increasingly overrepresented in temporary or part-time employment, particularly in casual and atypical precarious work (European Commission 2018b) (Eurostat 2018).

Whilst young people are more likely to find themselves in non-standard forms of work (NSW) (European Commission 2017), research (Quintini and Martin 2014) points to the failure of education and training systems (including VET) to equip young people to deal with skills mismatches, thereby exacerbating skills deficits and adversely affecting employability.

In addition to macro-economic influences, many studies including European Commission (2018c), the World Economic Forum (2016) and UKCES (2014) have identified key structural challenges such as increasing competition from non-EU countries beyond manufacturing sectors and blue-collar work, and demographic change (particularly in the economic dependency ratio). Research from the World Bank (2018) has commented upon an increased blurring of the boundaries of firms, along with changing production patterns and employment trajectories, particularly influencing what work people do and how. This can have a disproportionate impact on harder-to-integrate people including young jobseekers.

# **2. Managing transitions and exchanging information on labour market skills needs**

## **2.1 Understanding and planning for labour market changes**

Wilson et al. (2016) have noted that anticipating labour market skills needs is an essential feature of a modern economy. With increasingly rapid labour market transitions, the rationale for skills forecasting has also shifted from detailed top-down planning of the labour force to informing labour market actors on changes about the labour market.

The changing world of work with the 4<sup>th</sup> Industrial Revolution is increasing the need to understand what changes are taking place and their impact on labour market supply and demand. Good cooperation between key actors such as PES and education providers is essential to facilitate necessary exchanges of information.

The focus of skills and labour market prediction is now almost exclusively on micro (rather than macro) level planning, hence the importance of actors investing to improve the capacity of labour market information, to enable both the quantitative and qualitative analysis necessary to support forecasting. Different user groups and institutions also have varying requirements and uses for information. PES are likely to be more interested in

shorter-term analyses in comparison to education and training providers, and individuals seeking career guidance will be more likely to require a longer-term perspective.

## **2.2 Successful school-to-work transitions**

Hadjivassilou et al. (2018) found that the economic recession has particularly affected the speed, quality, and sustainability of the integration of disadvantaged groups. An EU study (European Commission 2018a), noting differences in MS capacity to (re)integrate youth, concluded that whilst economic recession does not necessarily imply continuing mass youth unemployment, there has most likely been a shift in demand between skills and occupational groups, affecting the labour market position of groups of young people. Skills, attitudes and values developed in the education system need to be practised and further advanced in workplaces. A 2010 European Lifelong Guidance Policy Network report emphasised that timely acquisition of skills can have fundamental positive and long-lasting impacts on future career trajectories. Individuals therefore benefit from early intervention in the education system to support managing their own career path through development of career management skills.

## **2.3 PES – Education sector cooperation and information exchange**

Though most PES are legally required to offer career guidance to young people, only a few provide specialised career management advice. Most use external providers, and the education system invariably manages referrals itself. Local PES / education system cooperation in career guidance is often informal. STW could be aided by formalised cooperation agreements involving ministries, universities, business chambers, NGOs, national agencies and private companies.

PES tend to play a minor role in school career guidance sessions. Ideally, students, teachers, parents and counsellors/coaches should have easy access to evidence-based, up-to-date careers information e.g. on apprenticeships, and second-chance education. PES expertise on labour market issues, including trends on skills demand and future growth sectors, can be deployed to provide career guidance for schools. PES and education sector actors could jointly participate in jobs fairs, promoting employment growth in “sunrise” industry sectors, while developing awareness-raising materials targeted to meet specific target group information needs, thereby supporting positive transitions.

Specialised career counselling experts could be provided by PES, and parent involvement could be encouraged to ensure that labour market developments do not further disadvantage vulnerable young people. Most PES have little involvement in initial school-based or work-based vocational training. However, PES often have high levels of involvement in the provision of entry-level jobs and in some cases provide significant input to apprenticeship training including through the provision of personal counselling.

# **3. Meeting skills needs - Achieving a balance between vocational and transversal skills training**

## **3.1 What determines the mix of provision?**

A 2010 OECD study, *Learning for Jobs*, identified three main factors determining the mix of training provision in specific vocational and general (soft) skills: student preferences, employer needs, and capacity limitations. The study concludes that the best balance between these factors depends upon a number of issues; including – crucially – financing (who pays for the training), the age of students, the breadth and orientation of programmes, and the perceived predictability of labour market needs. Transversal skills

are noted as particularly necessary as adaptability to fast-changing workplace requirements becomes increasingly important.

OECD also noted that vocational and educational training (VET) programmes directly benefit employers through provision of skills for jobs or careers. In this regard, leaving the determination of the nature of programme provision to students is unlikely to provide the best labour market fit. Culpepper (2006) identified some positive implications from student choice but saw a need to minimise inaccurate perceptions, emphasising that, whilst it is necessary to take student preferences into account, an entirely choice/market-based model should possibly be avoided.

### **3.2 Balancing different interests to decide the right mix of skills in vocational programmes?**

Employers' requirements may differ from young people's preferences and wider social/political policy objectives. Declining, unattractive occupations still need to recruit, though technological adaptation can reduce and sometimes eliminate labour demand. Smits (2007) acknowledged that employers are well-placed to identify the best skills mix but can overstate the importance of occupational skills and pay insufficient heed to generic skills that are particularly important to encourage labour mobility productivity and growth. However, employers may not wish to encourage the development of transferable skills to counter turnover. Smits concluded that as all workers, especially those in less-skilled low-technology jobs, were at an increasing risk of being made redundant through technological change, transversal skills acquisition was vital to enable successful transitions.

A successful labour market in an ever-changing environment requires that students be provided with both specific occupational skills – to facilitate labour market entry – and broader transferable skills. Teamworking, communication, and the ability to learn new skills are becoming increasingly important in the modern labour market. Some transferable skills themselves provide an essential underpinning to the development of new technical occupational skills.

Though the relative balance of vocational and transversal skills is a subject of much debate (Kilpatrick, Hamilton and Falk 2001), there is a broad consensus that effective skills provision through VET should support smooth labour market transitions without the need for further training. Hoeckel (2010) found a tendency in Austria for people with weak academic skills to be directed towards vocational tracks, leading to incorrect assumptions about the efficacy of the VET system. Kuczera (2016), in a study of practical training in VET qualifications across OECD countries, found that significant proportions of VET training programmes are used for the provision of more general education.

The OECD (2010) has identified three main approaches to balancing student preferences and employer/labour market needs: regulating workplace training, VET authorities informing provision strategy through skills needs assessment, and designing career guidance curricula to stress the benefits of career paths which are likely to be more consistent with future positive transitions. It has also noted that a range of incentives, including targeted grants to students, subsidies, and tax breaks for companies to provide specific workplace training, can increase training supply. In the absence of other measures, VET authorities can introduce "off the job" practical training to redress deficits.

### **3.3 Assessing future skills needs**

To be of value, VET programmes must meet future labour market needs. Neugart and Schomann (2002) reported that most OECD countries undertake occupational assessments over a five- to ten-year horizon. An Irish study (EGFSN 2007) explains how skills needs assessments feed into national skills strategies. Gaaskov (2000) and a DEST study (2006) describe how the assessment of future skills needs informs planning of VET provision in

Australia. Neugart and Schomann (2002) and Richardson and Tann (2007) noted that though some sectoral needs are more stable than others, overall it can be difficult to predict future skills needs at the occupational level due to the rate of technological change. Studies therefore tend to suggest that predictions are of more use at labour market level.

The EU Skills Panorama<sup>5</sup> is a website developed by Cedefop, presenting information on skill supply and skill mismatches. It aims to improve the capacity to assess and anticipate skills needs to help make education and training systems more responsive to labour market needs and to improve skills supply and demand matching. It contains information enabling to identify trends and anticipated changes.

Many studies (notably Ghost 2002 and Smits 2007) have identified the high value placed by employers on general transversal skills in the changing world of work, especially in high technology sectors. A United States study of skills requirements to address technical changes in occupations – particularly from computerisation (Autor, Levy, and Murnane 2003) – found that general transversal skills, especially communication and problem solving, were increasingly important for the labour market as a whole, including for blue-collar occupations. Levy and Murnane (2004) found that sound basic skills, and certain transversal skills, were essential for the successful acquisition of increasingly technical occupational skills. Schneeberger and Nowak (2007) found a lack of soft skills to be a common reason for unsuccessful apprenticeship applications in Austria.

Self-recognition of general skills needs remains a problem. UK data studied by Bynner and Parsons (2006) highlight limitations in people identifying their own skills needs. A further UK study (Basic Skills Agency 1997) confirms this, also noting a lack of awareness on the part of many students that successful completion of many technical courses also requires general transversal skills. The study highlights a degree of stigma attached to participating in transversal skills programmes. Solga and Kohlrausch (2009) suggested that work experience in school programmes could partly address this issue.

### **3.4 Where to acquire transferable skills**

Research suggests that workplaces provide an especially good environment for the acquisition of soft skills. Aarkrog (2005), in a study of sales assistants in Denmark, found that soft skills were best acquired on the job, also noting that it was easier to develop professional skills in workplace training than to transfer theoretical classroom-acquired knowledge into practice. Lasonen (2005), in a study of workplace training in Finland, found that this delivery method particularly supported the development of practical soft skills, especially entrepreneurship. The OECD (2010) found training for entrepreneurship to be highly relevant but often neglected in traditional VET programmes. The Flemish Agency for Entrepreneurial Skills (Syntra Vlaanderen) is cited as an especially good example of incorporating entrepreneurial training into VET programmes.

## **4. Support structures for young people**

### **4.1 Opportunities from the Youth Guarantee for new services and measures**

The chief European policy response to addressing youth unemployment as a consequence of the crisis has been the 2013 Youth Guarantee<sup>6</sup> (YG). This recommended that all people under the age of 25 years should receive a good quality offer of employment, continued

---

<sup>5</sup> EU Skills Panorama <http://ec.europa.eu/social/home.jsp?langId=en>.

<sup>6</sup> Council Recommendation of 23 April 2013 on establishing a Youth Guarantee (2013/c 120/01).



education, an apprenticeship or a traineeship within a period of four months of becoming unemployed. The starting point for delivery of the YG is the registration of young people with an employment service and the identification of the relevant authority to lead the implementation. The key YG principles are partnership working, early intervention and activation, supportive measures enabling labour market integration, use of EU funds, assessment and continuous improvement of the scheme, and its swift, continued adaptation to national, regional, and local circumstances.

## **4.2 Success from the Youth Guarantee**

The underlying philosophy of the YG – early intervention with a personalised approach – was introduced to address the issue of rising youth unemployment, including long-term unemployment and inactivity (Eurofound 2015). The YG approach often addresses these challenges by providing unemployed youth with short-term activation and a perspective in employment or education. The YG and the Youth Employment Initiative (YEI) have supported reductions in youth unemployment rates since 2013 (European Commission 2018b).

## **4.3 Equipping young people to deal with rapidly changing labour market situations**

A 2010 OECD/G20 study concluded that young people’s career prospects in the changing world of work were best protected by doing everything possible to prevent students dropping out of school, promoting a combination of work and study, and offering all young people the opportunity to pursue a “second chance” qualification. The EU review (European Commission 2018a) of the Youth Guarantee in light of changes in the world of work notes a number of changes to reform or strengthen education and training systems and their role in STW transitions. Reforms instigated at least to some extent by the YG have been identified in a number of EU Member States seeking to improve the labour market relevance, quality, and attractiveness of VET.

## **4.4 The role of Public Employment Services**

The (2014) Decision establishing the European PES Network<sup>7</sup> lists under its objectives “Supporting the most vulnerable social groups with high unemployment rates, especially young persons not in employment, education, or training.”

Though the national YG coordinator in Austria is the Ministry of Labour, the PES has a key role in the management of the scheme. The PES cooperates with other actors, in particular with youth centres, schools, and federal ministries, to deliver outreach. A 2018 study (European Commission 2018d) of PES YG implementation reported a high degree of success in Austria, with the country performing well on most indicators. This was attributed to strong cooperation with relevant youth organisations, well-developed, appropriate and customised services, and a reasonable balance between resources and outputs. An emphasis on prevention, flexible training, and a willingness of companies to offer combined training and internships provides a bridge for disadvantaged young people to overcome the barriers and challenges of a changing labour market and to access apprenticeships.

The Portuguese PES (European Commission 2018d) emphasised that a key problem had previously been the lack of awareness among young people of the support available. With the assistance of the ILO, the PES has improved the availability of information including by enhancing its web-based platform. Portugal now reports sustainable outcomes above the EU average (European Commission 2016b). Of particular note is the introduction of a

---

<sup>7</sup> Decision No 573/2014/EU of the European Parliament and of the Council of 15 May 2014 on enhanced cooperation between Public Employment Services (PES).

personal manager to design a customised system of support with personalised employment plans for disadvantaged young people. An EU study has particularly stressed the positive impact on (re)integration through the development of strong cooperation with private entities.

The PES in Sweden is the national YG coordinator. It collaborates with municipalities, large companies, career guidance and youth services, education institutions, unions, and civil society actors. The Swedish government (2018) describes a situation where many young people do not complete upper secondary education. A 2016 PES Benchmarking External Assessment report noted many challenges for young people in a particularly high-movement youth labour market. These included low motivation, high unrealistic expectations, and difficulties in providing sustainable employment, with high incidences of short-term contracts.

The PES has identified two groups especially disadvantaged in a rapidly changing labour market, namely young people with illnesses and disabilities, and those facing poverty and social exclusion. It has therefore stressed the need for good cooperation with the health care and social insurance systems. The PES stresses the need for sound political governance (through close inter-agency coordination) enabling holistic support and effective prioritisation (with NEETs the top priority clients). The most effective ALMPs described were traineeships combining up-skilling and high-quality on-the-job work experience.

The growth of continued education offers (European Commission 2018e) has provided an opportunity for young people with low levels of skills and qualifications to (re)enter the education and training system. ALMPs, bridging courses, and second-chance education programmes are also equipping young people with the skills needed to compete for jobs in rapidly changing sectors of the labour market. Education and training systems will need to be increasingly agile to deal with unknown future developments in the evolution and organisation of work due to ever more rapid technological changes. The 2018 Employment and Social Developments in Europe report (European Commission 2018c) stated that “much will depend on whether or not education and training systems are agile enough to respond to fast-changing technological opportunities”. This will necessitate equipping young people with dynamic skills such as adaptability, resilience, and career management skills.

## 4.5 EU Skills Agenda

The Skills Agenda for Europe<sup>8</sup> was adopted in June 2016, introducing a number of actions to equip EU citizens with better skills. Notable amongst the initiatives in the Agenda is the European Framework for Quality and Effective Apprenticeships<sup>9</sup>, which aims to increase the employability and personal development of apprentices with assistance from EU Apprenticeship Support Services<sup>10</sup>. It stresses the need for tracking young persons, career guidance, effective partnerships between support services, and the advantages from training including a workplace component. The European Alliance for Apprenticeships reported (2019) that 900,000 apprenticeship places had been mobilised for young people.

---

<sup>8</sup> A New Skills Agenda for Europe Communication from the Commission to the European Parliament, Council, Economic and Social Committee and Committee of the Regions COM (2016) 381 final 10.6.2016.

<sup>9</sup> Council Recommendation of 5th March 2018 on a European Framework for Quality and Effective Apprenticeships (2017 13161/17).

<sup>10</sup> EU Apprenticeship Support Services <https://ec.europa.eu/social/main.jsp?catId=1147>.

A Recommendation on Key Competencies for Lifelong Learning<sup>11</sup> (2018) aims to better prepare people for changing labour markets, especially fostering the development and acquisition of key competencies, with a particular emphasis on digital skills. The Digital Skills and Jobs Coalition<sup>12</sup> brings MS companies and education providers together to take action to boost digital skills beyond IT professionals. A Recommendation on Graduate Tracking<sup>13</sup> seeks to improve the understanding of graduates' performance post-training; initial findings are expected by the end of 2019.

#### **4.6 A youth-friendly future strategy**

The 72<sup>nd</sup> session of the United Nations General Assembly (2018) organised a dialogue on Youth and the Future of Work to support the 2030 Agenda for Sustainable Development. The conclusion was that it is vital to tap into the potential of work-based learning to expose young people to the future world of work in a meaningful manner. Therefore, one should connect the supply and demand sides of the labour market through quality apprenticeships and VET.

An EU study (European Commission 2018a) concluded that the YG presented opportunities to address challenges faced by young people and stemming from the changes in the labour market. The study deemed of paramount importance to ensure that basic skills are provided, including ICT, and recommended that this approach be supplemented by integration of, and expanded possibilities for, non-formal learning and associated certification systems.

The YG can also provide a frame for the expansion of VET and work-based learning, along with improved collaboration between stakeholders. The YG can act as a catalyst for improved quality and more efficient sharing of labour market information, enhanced career guidance, and more effective job search assistance. In this regard, one should focus on making a strategic use of funding to channel resources towards support for young people in successfully managing rapid labour market transitions, along with targeting and tailoring PES assistance and ALMPs to meet the needs of (especially disadvantaged) young people.

This paper concludes with a brief overview of some good practices which support the (re) integration of young jobseekers with a focus on developing skills suited for careers in the context of the future world of work. More information is available on the PES Knowledge Centre<sup>14</sup>.

## **5. Good Practice Examples on the ground**

### **5.1 The “MolenGeek” Tech Ecosystem Brussels - Belgium**

The chief objective of MolenGeek is to develop the entrepreneurship skills of young people through the promotion of and accessibility to new technologies. This is achieved through the creation of workspace and training opportunities to allow young people (jobseekers and those not in employment, education, or training – NEETs) to develop their digital skills, IT projects and/or services. InnoGeeks – an awareness-raising programme involving schools – introduces young people aged 11-18 years to coding, robotics, and internet safety. MolenGeek was founded in 2015 with the launch of events promoting new technologies and entrepreneurship. In March 2016, MolenGeek opened its first coworking

---

<sup>11</sup> Council Recommendation of 22nd May 2018 on key competencies for life-long learning (2018/c 189/01).

<sup>12</sup> Digital Skills and Jobs Coalition <https://ec.europa.eu/digital-single-market/eu/digital-skills-jobs-coalition>.

<sup>13</sup> Council Recommendation of 22 November 2017 on Tracking Graduates (2017/0100).

<sup>14</sup> <https://ec.europa.eu/social/main.jsp?catId=1163&langId=en>.

space, followed by a coding school in March 2017. The partners involved in the initiative include the Brussels Region PES (Actiris), Brussels Formation (the official body responsible for vocational training in the Brussels Region), Free Brussels University, Samsung, Google, Innovitis (Brussels Institute for Research and Innovation), Digital Belgium, and Regional SMEs.

## **5.2 Building Bridges to Education – Denmark**

This programme was implemented between 2016 and 2017, supporting young people aged 18 to 29 years and not enrolled in mainstream education. Recipients are targeted through analysis of the Danish cash benefit system to identify clients facing the greatest challenges to entering and successfully completing educational study courses. The scheme is organised by the Ministry of Education, the Danish PES, and partner vocational training institutions. Clients first sign up for “bridging courses” at the PES. Within a few days, they are placed at a vocational school where they study regular courses to start developing relevant labour market skills. Encouraging development of general skills, confidence building, and social inclusion are especially important in early stages of the programme. Each participant has a mentor supporting them throughout the programme and beyond. The mentor helps them to select courses and traineeships at vocational schools and enterprises. On average, participants spend 3 months in the programme, although this can be longer depending on their needs. After the “bridging course”, the mentor supports the client until they enrol in mainstream education. Participants take part in courses to upgrade their basic skills – i.e. language and mathematics – in traineeships leading to employment in specific enterprises and in short general traineeships to clarify the kind of VET which clients wish to pursue.

## **5.3 Alliance for Initial and Further Training – Germany**

The Alliance operated from 2014 to the end of 2018. It comprised employer organisations, trade unions, Federal Ministries of Economics/Energy, Labour/Social Affairs, Education/Research, the Migration/Refugees Integration organisation, PES, and regional representatives. The objective was to improve the quality and attractiveness of dual vocational training in Germany in order to reduce the number of young people without school certificates. Clients were placed in training with a path leading to a dual vocational qualification as soon as possible. The aim was also to reduce skills mismatches and to increase both the number of training places and the number of companies willing to provide training. Another intention was to reduce the number of people in the transitional phase from school to work by directing them to VET courses, especially in growth sectors, and by strengthening VET through measures allowing more people with vocational qualifications to enter higher education. As a bridge to vocational training, more entry-level qualifications were offered to participants, and a number of specific training and labour market intervention measures were introduced for migrants. The programme introduced quality standards agreed by the stakeholders to provide internships of value to both employers and students. Employers were encouraged to provide occupational training, and those that had been unable to offer any training in the previous year offered support and advice. Chambers of Commerce encouraged companies to participate and offer training places.

## References

- Autor D H, Levy F and Murnane R J (2003) "The Skill Content of Recent Technological Change. An empirical exploration" Quarterly Journal of Economics Vol 118 No 4 pp 1279-1333.
- Basic Skills Agency (1997) Staying the Course. The Relationship between Basic Skills Support, Drop Out, Retention and Achievement in Further education Colleges. Basic Skills Agency, London.
- Bertelsmann Foundation (2017) "An Incomplete Recovery Youth Unemployment in Europe 2008-2016", Bertelsman Stiftung Gutersloh Germany.
- Callendo, M, Dheret, C, Hadjvassiliou K, Kluve J, Pastore, F, Stoterau J and Tubbicke S, (2019) "Study on the Youth Guarantee in light of changes in the world of work-Implementation of the Youth Guarantee. Intervention Models, Sustainability and Relevance "Publications Office of the European Union Luxembourg.
- Cariglio S, Fernandez R, Konigs S, Minea A, (2015) "NEET Youth in the Aftermath of the Crisis: Challenges and Policies "OECD Social Employment and Migration Working Papers, No 164. OECD Publishing Paris.
- Catch 16-24 UK Commission for Employment and Skills (UKCES) Report (2014).
- Culpepper R A (2006) "The Role of Perception of Future Extrinsic Outcomes and Person-Environment Congruence in Career Choice "Journal of Organisational Culture, Communication and Conflict, Whitney Press, Vol 10, No 2.
- DEST (Department for Education Science and Training) (2006) Skilling Australia 2005-2008 Commonwealth State Agreement for Skilling Australia's Workforce, Commonwealth of Australia Canberra.
- Education in Sweden Swedish Government information October 2018 <https://sweden.se/society/education-in-sweden>.
- EGFSN (Expert Group on Future Skills Needs) (2007) Tomorrow's Skills, Towards a National Skills Strategy [www.skillsireland.ie/press/reports/skills\\_strategy/pdfs/egfsn070306\\_skills\\_ststrategy\\_report\\_webop t.pdf](http://www.skillsireland.ie/press/reports/skills_strategy/pdfs/egfsn070306_skills_ststrategy_report_webop t.pdf).
- EU PES Network Summary report of external benchlearning assessment 2016.
- Eurofound (2015) Beyond the Guarantee. Lessons learned in the First Year of Implementation. Background Document prepared by Eurofound as a contribution to the informal EPSCO meeting of 16-17 July 2015. Publications Office of the European Union, Luxembourg.
- European Commission (2016a) The Youth Guarantee and Youth Employment Initiative three years on, European Commission Directorate General for Employment, Social Affairs and Inclusion, Brussels.
- European Commission (2016b) Assessment report on PES Capacity <http://ec.europa.eu/social/BlobServlet?docId=16967&langId=en>
- European Commission (2018a) Study on the Youth Guarantee in the light of changes in the world of work.
- European Commission (2018b) Youth Guarantee and Youth Unemployment Initiative Fact Sheet, 27/6/2018.
- European Commission (2018c) "Employment and Social Developments in Europe. Annual Review 2018" Directorate General for Employment Social Affairs and Inclusion. Luxembourg Publications Office of the European Union.
- European Commission (2018d) Implementation of the Youth Guarantee by the Public Employment Services – Success factors and key challenges Directorate General for Employment Social Affairs and Inclusion Brussels.
- European Commission (2018e) Continued Education Offers under the Youth Guarantee. Experience from the ground. Directorate General for Employment Social Affairs and Inclusion. Luxembourg Publications Office of the European Union.
- European Commission (2019) Skills Agenda Fact Sheet 9/4/2019.

- Eurostat (2018) How common is temporary employment in your country?
- Fogel W, and Mitchell D, "Higher Education Decision – Making and the labour market "in M. Gordon (ed) Higher Education in the labour market, New York, McGraw Hill, (1973).
- Ghost S (2002) "VET in Schools the Needs of Industry "Unicorn, Journal of the Australian College of Education Vol 28 No 3 pp 61-64.
- Hadjivassiliou K.P, Tassinari A, Eichorst W, and Wozny F (2018) "How does the performance of School to Work Transition Regimes vary in the European Union?" in O'Reilly J, Leschke J, Ortieb R, Seeleib-Kaiser and Villa P (eds) (2018) Youth Labour in Transition, Inequalities, Mobility, and Policies in Europe, Oxford University Press.
- Helbling, L A, Imdorf C, Ayllon, S and Sachi S (2016) "Methodological challenges in the study of scarring effects of early job insecurity", NEGOTIATE working paper no 6.1.
- Hernanz V and Jimeno J F (2017) "Youth Unemployment in the EU" CESifo Forum 18(20 2017 03-10) Online: <https://www.cesifo-group.de/DocDL/CESifo-Forum-2017-2-hernanz-jimeno-youth-unemployment-june.pdf>.
- Hoeckel K (2010) Learning for Jobs OECD Review of Vocational Education and Training Austria OECD Paris Available at [www.oecd.org/dataoecd/29/33/45407970.pdf](http://www.oecd.org/dataoecd/29/33/45407970.pdf).
- Kilpatrick S, Hamilton V and Falk J (2001) Issues of Quality Learning Apprenticeships in Rural and Remote Australia CRIRA Sydney.
- Kuczera M, Learning for jobs and skills beyond school OECD (2016).
- Labour Market Anticipation. Lessons from around the world. Rob Wilson (ed) Warwick University Institute for Employment Research (2016).
- Lasonen J, (2005) "Workplace as Learning Environments. Assessments by Young People after Transition from School to Work" [www.bwpat.de/7eu](http://www.bwpat.de/7eu).
- Learning for Jobs OECD Study (2010).
- Levy F and Murnane R J (2004) How Computers are Creating the Next Job Market, Russell Sage Foundation.
- Neugart M and Schomann K (2002), Employment Outlooks. Why Forecast the Labour Market and for Whom? Discussion Paper FS 1 02 – 205, Wissenschaftszentrum Berlin für Sozialforschung.
- O'Higgins N (2014) "Institutions and youth labour markets in Europe during the crisis "in P. Tridico & Marnica L (Eds). Economic policy and the financial crisis (pp 90-114) Abingdon Routledge.
- Quintini G and Martin S (2014) "Same but Different: School to Work Transitions in Emerging and Advanced Economies "OECD Social Employment and Migration Working Papers, No 154, OECD Publishing.
- Richardson S and Tan Y (2007) Forecasting Future Demands. NCVER Adelaide.
- Schneeberger A, Novak S, (2007) Hemmende und fordernde Faktoren der Lehrlingsaufnahme. Ergebnisse einer Lehrbetriebsbefragung. IBW Bildung & Wirtschaft No 41, [www.ibw.at/html/buw/BW41.pdf](http://www.ibw.at/html/buw/BW41.pdf).
- Smits W (2007) "Industry-specific or Generic Skills? Conflicting Interests of Firms and Workers "Labour Economics No 14, pp 653-663.
- Solga H and Kohlrausch B (2009), Erhöht dualer Schulalltag die Abschlussquote und die Berufsfähigkeit von Hauptschüler/innen? Erste Ergebnisse einer Projektevaluation des SOFI. Mitteilungen aus dem SOFI, Vol 7, No 3. Göttingen, [www.sofi-gottingen.de/fileadmin/SOFI.../Mitteilungen\\_7.pdf](http://www.sofi-gottingen.de/fileadmin/SOFI.../Mitteilungen_7.pdf).
- What is the Future of Work? World Economic Forum Report (2016).
- World Bank, Framing the Future of Work, Job Notes No 6 (2018).
- Youth and the Future of Work, Report (1<sup>st</sup> June 2018) of UN General Assembly session celebrating 100<sup>th</sup> anniversary of the ILO United Nations HQ New York May 30<sup>th</sup>, 2018.