

## Proceedings e report

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# A Guarantee System for Youth Policies “One Step Ahead” Towards employment and autonomy

edited by  
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**To the memory of  
Karl-Heinz Dullmaier**



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## Foreword

*Gianfranco Simoncini*

*Regional Minister for Economic Activities, Employment and Training, Tuscany*

We intend to go further and be more ambitious with this report, as well as make a contribution to the discussion underway on the issue of youth policies in Europe through the sharing of best practices of the regions with the Commission and other European institutions.

We want to take on the commitment to systematise methods, operational proposals and initiatives of the various regions in a document that is meant to be a working base for all territories of the European Union that will be implemented in the coming season for programming of Community funds and specifically the European Social Fund (ESF) in terms of strengthening the tools for preventing and combating youth unemployment.

This document is in continuity and compliance with several important addresses and studies recently elaborated by the European Commission and with the last *Eurofound report* on NEET young people (Eurofound, 2012a):

- Implementation of the “opportunities for young people” (European Youth Opportunities Initiative - YOI) launched by Commissioner Andor in December 2011, 20th
- The European Commission’s Communication “Rethinking education: investing in skills for better socio-economic results” of 20 November 2012
- The European Commission Communication “Moving into Employment”, 5 December 2012
- The proposal for a recommendation of the Council establishing a Youth Guarantee of 5 December 2012
- The Commission’s proposal for a new European framework for quality internships of 5 December 2012
- The Council of the European Union’s Recommendation on Establishing a Youth Guarantee, 5 March 2013
- The Commission’s Communication on Youth Employment Initiative of 12 March 2013

It also takes into account the *lessons learned* in the initiatives promoted by the Regional Governments, both independently (i.e. Tuscany’s Giovanisì project) and in coordination with each other, also using European resources (the OSA-One Step Ahead project - joined, in addition to Tuscany, by Wales, the Basque Country, Styria, Jämtland Region, Baden-Württemberg). These assets can be put together with the Commission’s objectives for harnessing joint efforts, enhancing effectiveness, and to direct as many resources as possible towards youth.

The study has the objective of analysing methods and operational proposals, particularly effective, which may be usefully *transferred* to other contexts and may *contribute to implement* the 2014-2020 programming period to address the youth question in an articulate way. It is our ambition to plan more intervention schemes

designed within a European context, to deal with an emergency, that of youth employment, which only by a supranational and community effort can find the chance for an effective response.

The Document we present below, prepared within the framework of the OSA-One Step Ahead project, was submitted for consultation by all Regional Governments adhering to Earllall - European Association of Regional and Local Authorities for Lifelong Learning and by additional institutional and non institutional actors involved in youth issues.

### ***Final document: A system of guarantees for young people. The contribution of regional policies***

#### *Reference context*

Youth unemployment has reached alarming levels in the EU and shows no sign of decreasing:

- More than one young person out of five is not able to find work;
- The NEET phenomenon is gaining an alarming dimension; there are almost 7.5 million young people (aged 15-24) that are not registered in any training, education or working programme;
- 30.1% of unemployed people aged under 25 have not worked for more than 12 months.

These are just some of the figures offered by the European Commission on 5 December 2012 that highlight how the exclusion of young people from the labour market is clearly the most worrying indicator of the economic crisis.

Even though these phenomena are recorded at very different levels in the various EU countries, we believe that, in the context of this complex structural and cyclical situation, it is necessary to act with absolute urgency on all levels, reinforcing the conformity between European interventions at both a regional and local level, to implement an entirely multi-level strategy.

The focus on young people is the real challenge that Europe must face in the coming years.

To successfully address this, it is indispensable to develop a real employment policy with marked complementarity between the European and national levels.

#### *Welfare models*

There are various **welfare models** within the Member States and Regional Governments and this is also the case for youth policies. Some of these are more focused on the role of the family, others on work, and others again on the individual and the State.

It cannot be said that one system exists that in itself is better than another nor if implemented in isolation would be able to improve significantly the condition of young people. This is the reason why integration between the various approaches rather than the quest for an overall better system is advisable and necessary.

The provision of European policies must be based on the assumption that the **most significant differences are not between welfare models, but between regions**. It is necessary to prevent a young person's place of birth from determining his/her entire life-cycle, whilst encouraging interaction between regional vocations, skills and youth expertise. For this to occur it is necessary to consolidate a European policy for young people based on local, national and transnational approaches.

### **Improve the integration of policies**

The issue of young people has always been the subject of the policies of the EU Member States, even if often lack of coordination and conformity has resulted in improvements that are often poor and of little significance.

Today of positive note is the fact that an increasing number of National and Regional Governments have included youth policies in their agendas in an integrated policy that ranges from employment to health, revenue to schools, economic development to commerce and from culture to social aspects.

Concrete integration and complementarity of both policies and tools are absolutely necessary to increase the quality and the impact of actions aimed at young people.

Integrated intervention systems and transverse strategies are the keys to success and the only route to achieve real and long-lasting improvement in the condition of young people.

In this respect, the implementation of a youth agency/office that functions as an interface between young people and institutions and that offers a direct consultancy and information service on "possibilities" (educational, training, professional, etc.) available in the region, is a good practice that should certainly be encouraged and promoted.

### **Implementation of life-cycle strategies**

Today the objective of Governments should not so much be the provision of short-term measures connected with the various transition phases of the young persons' life, but rather personal and professional growth courses that accompany them throughout their life-cycle.

Alongside concrete and specific measures related to autonomy, work and the family it is important to offer access to a variable-duration course that offers opportunities of various types and levels, guarantees the development of talent and increases social inclusion to those in need. This involves offering assurance to young people, in their various life-cycle phases and for the time required, periods of accompaniment that include personalised and individualised programmes and made-to-measure packages that lead them towards the realisation of objectives.

These objectives range from the completion of scholastic cycles to the acquisition of qualifications or specific professional skills, access to the first or second job and the creation of a business and its management, to insertion in quality social networks and participation in social life, etc.

We therefore propose that the European Institutions encourage the commitment of National and Regional Governments in the implementation of institutionalised measures in support of the life-cycle of young people.

### **Objectives and measures in accordance with the entire life-cycle of the young**

During the years of economic crisis a wide range of measures connected with both the entire life-cycle and the periods of transition have been adopted. The experience of Regional Governments demonstrates how important it is to provide measures that aim to:

- **Complete the training period and encourage the acquisition of the right skills.** The study period must lead to the acquisition of real skills that can be used in the labour market. To this end it is necessary to reinforce the connection between school and the workplace.
- **Encourage insertion and development in the labour force,** through the provision of incentives that aim to promote and diffuse the use of tools such as apprenticeships and internships, improve guidance and counselling services, the development of entrepreneurship, competence and mobility between different jobs and different countries.
- **Limit disadvantageous situations** through the monitoring of the individual's life stages and consequently the implementation of relevant measures for each transition.
- **Develop an adequate social and cultural life,** through the promotion of the evolution of quality social networks, conferring new tasks and functions to the existing cultural infrastructure so that they are able to respond constantly to the various and changing needs of the young.
- **Foster independence and parenthood,** guaranteeing basic dignified conditions to allow the individual to conduct an independent and autonomous life.
- **Offer income support and taxation incentives,** via salary allowances, forms of taxation assistance and bureaucratic simplification that favours the increase of employment and the creation of businesses by the young.

At the same time, the experience of Regional Governments shows how important it is to offer measures that operate simultaneously and systemically on the various levels of the youth population so as to support progression towards adult age.

The young population is rather heterogeneous and for this reason it is necessary to adapt measures to their real needs that change with the reference target. In this sense, three macro categories, each with different requirements, can be identified:

- **Early school leavers**

This category includes young people at risk of abandoning scholastic studies. Prevention and guidance measures must be implemented for these young people, directing them towards more appropriate courses that are suitable to their respective skills and aspirations.

- ***NEETs (Nor in education, employment and training)***

These are the young people that must be first intercepted and then re-directed and re-inserted in a training, education or professional course. For this category it is fundamental to implement motivational, guidance and specific professional measures that meet the individual's needs.

- ***Talent***

These are the young people who have concluded a training course and have gained specific skills and specialisations but who at times suffer from being too qualified and consequently are not able to find a place in the workforce. The promotion of talent means offering this group the chance to grow and train at a high level, but also find concrete and dignified employment opportunities.

Young people must be inserted in a sustainable and long-term programme that does not focus solely on fast solutions that improve the short-term employment rate but also aims to resolve definitively the problem of youth access to the workforce.

Within this programme our hope is that the best practices and methods are subject to suitable organisation and systematisation at a European level in terms of:

- public policies and operative methods that act on the transitions involved in the process of the autonomy of the young worker;
- regional integrated policy systems for young people to address unemployment and the difficulties related to emancipation and the ability to "construct a solid trusted front line with all those involved, including placement services, instructors, social parties, employers or youth organisations".

The following are amongst the most important actions and measures, also strongly recommended by the Commission that must be adequately implemented in the regions:

- ***Guarantee for the young***

The assurance that, within a given time period from the completion of scholastic studies or the conclusion of professional training, young people will receive a qualitatively acceptable training or work experience offer. Measures of this type would permit the limitation of a maximum period of inactivity thus ensuring that young people do not become discouraged or lose faith.

- ***Internships***

Programmes such as internships should be developed that allow the young to acquire useful experiences and skills that can be applied to the labour market. These measures should be supported by strong cooperation between institutions, companies, training institutions and social parties so as to create synergies and complementarities that enhance and enrich training programmes.

- ***Traineeships and the combination of school and work experience***

Intended as a method of approach to training that enhances the combination of theoretical and practical learning in the company.

This mix ensures a greater connection and integration of the education and employment system; an integration that makes the transition from school to work less complex for the young people concerned.

- ***Policies for business start-ups***

These must be seen as an opportunity to offer young people to reward their desire for autonomy and the development of innovative ideas, enhancing talent and at the same time supporting the SMEs (Small and Medium Enterprises) that are the primary engine of growth in employment and in the European Union. In this regard, the promotion of business and/or professional start-up through tools such as micro-credit are positively considered.

- ***Mobility for work***

This is a tool to help solve local imbalances between demand and supply of labour and thus contribute to a better integration of the market and encourage the reciprocal exchange of good practices.

These measures should serve as a basis for designing new flexible and continually evolving actions schemes.

In addition, to significantly improve the condition of young people in their journey towards independence and adulthood, it is necessary to promote a system, involving both the public and the private sector, in which potential and talent is recognised as an engine of development.

This means offering a “win-win” scenario, encouraging the business community to take an active role in the growth and education of the young.

Changes in careers and professional skills must be taken into account, legitimizing and promoting new forms of youth employment that have not yet been established (as part of the ITC, in terms of co-working, etc.).

Our aim is to devise more schemes conceived within a European context, including innovative interventions, to address an emergency, such as is youth unemployment, for which an effective response can only be found through supranational and united effort. For this reason, the European regions, which are at the heart of the EU programme for cohesion policies, undertake to identify a shared path aimed at the activation of effective measures in favour of the young population.

### **Three driving themes: exploit the potential of creating jobs in key sectors**

Europe is currently facing profound structural changes. Our economy will have to undergo a radical change in the next decade to address these challenges and turn them into opportunities. It would be opportune to direct investments and public policies to areas that represent important sources of growth and employment. In this regard, the Annual Growth Survey 2012 (European Commission, 2011b) has identified three “strategic” areas:

#### ***The green economy***

In the recession that has hit our economies, this sector has seen an increase in jobs and forecasts indicate that this increase will remain firm.



It is more necessary than ever before to invest in those sectors such as energy efficiency and renewable energy that still have great growth potential and could absorb a large quota of the young population.

### ***Health and social services***

Employment in these sectors is growing rapidly due to the ageing of the population and the consequential expansion of services to better meet the new demands.

### ***Information and Communication Technologies (ICT)***

The demand for ICT professionals is constantly increasing. Employment among ICT professionals has grown by about 3% each year and demand has exceeded supply. The development and use of ICT applications will assume a major role in increasing the international competitiveness of European enterprises.

Improving the ICT knowledge and skills in companies and those of European workers, would undoubtedly be extremely far-sighted, even if this requires considerable effort in terms of education and development policies of employees' skills.

### ***Transferability of measures and implementation in the 2014-2020 ESF***

We believe that regional and local authorities, generally already competent in the implementation of policies relating to employment, education and training, constitute the most appropriate level in the assessment of requirements and the needs of regions and local contexts.

In this sense, the European funds for common policy, in particular the European Social Fund, but also the ERDF (European Regional Development Fund) and the funds for the Agricultural Policy (EAFRD) are fundamental tools for the support of integrated development policies.

In particular, the ESF will be an essential tool for the regions to ensure the growth and maintenance of employment levels focusing on the most vulnerable in the labour market, namely young people and women, to promote access to education and the achievement of high levels of education and skills and combat early school leaving, promoting policies of inclusion through participation in the labour market of various disadvantaged categories (disabled, immigrants, the elderly, workers at risk, drop outs, women).

In the 2014-2020 planning period, the quantity of funds, will directly affect the regions' ability to develop policies that are effective and responsive to the real needs of young people in the area.

We believe that all those actions, moreover strongly "recommended" by the Commission, such as the Youth Guarantee, apprenticeships and quality traineeships, policies for the entrepreneurial start up of young people, mobility aimed at work, alternating school and work, must find an adequate realisation in the territories, but must also have a starting point to plan new patterns of action that are flexible and evolving.

This is why the European regions, which are at the heart of the EU programme for cohesion policies, undertake the identification of a shared path aimed at the activation of effective measures in favour of the youth population.



## **1. A best performer and jobless generation**

*Paolo Federighi*

### **1.1. The best generation ever**

The global rise of youth unemployment, the fact that even in developed countries live some of the 290 million unemployed young people aged between 15 and 24 years has prompted *The Economist* (27th April 2013) to talk about the “jobless generation”. First of all the phenomenon does not equally affect all countries in the world, in which some have seen an increase in the number of young people with decent jobs, and above all this is true for many, but not for all of them.

Young people who belong to the Y and Z generations (born the former between 1980-1996 and the latter after 1996) are probably the most fortunate in the history of the twenty- and thirty-year-olds in Europe. Infant mortality has never been so low. Epidemic diseases have drastically decreased. For decades, the cases of young Europeans dying in war are rare. Deaths on the workplace are gradually decreasing, as are serious accidents. Education levels increased significantly everywhere, and since the 2000's all major firms have adopted a policy of talent development and growth. Never in the past as today have so many young people had the opportunity of being employed in types of work that are rich in intellectual content, and are able to move freely - not only out of necessity - in a global labour market, frequently changing employer.

From this point of view there has been no lack of public and private policies - so far - aimed at ensuring a skill supply to some extent meeting the needs of economic growth. They confirmed, albeit with contradictions that we will examine later, the availability of young people ready to enter the job market with the skills required and ensuring “a more skilled workforce that thanks to new models of work organisation (would be) able to contribute to technological change and adapt to it” (European Commission, 2010).

Thanks to this, part of the young people in the younger generation is facing a more promising future than in the past.

There is not yet a better future for all young people. The processes of polarisation, the increase of the distance between different ranges of belonging are harsh at all levels: from training to work. The solution for a reduction of the gap must aim at taking a step forward, without sacrificing support to the best and envisaging the best opportunities for growth to everyone.

### **1.2. A future full of opportunities for learning**

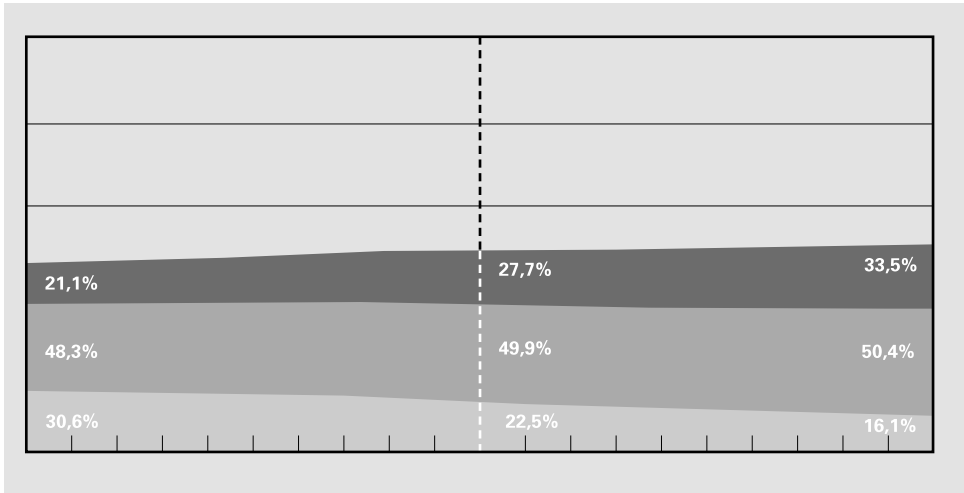
Young people today are faced with it the possibility of a future of continuous learning guaranteed primarily by their productive capabilities and supported by the various training opportunities both on and off the job.

With the increase of high knowledge-intensive work and less physical effort work, the maximum level of productivity is moving progressively towards older ages. Support for the steady growth of their skills will be possible because it can ensure returns on investment in training. Thus they will have a future of constant training growth.

Some indicators are unequivocally positive for these groups of young people:

- a. the increase in the number of employees with a higher level of qualifications is a factor that will cause an increase in the propensity and the demand for learning. "The baseline scenario projects that between 2010 and 2020 the labour force of Europe (EU-27+) aged 15+ holding high-level qualifications will increase by more than 15 million" (Cedefop, 2010:50).

Box 1 - Supply trends in labour force (15+) by qualification, EU-27+



Source: Cedefop (IER estimates based on E3ME and StockMOD)

The increase of 5.8 points in the percentage of highly skilled workers leads to the increased need for intervention in the maintenance and development of skills possessed and constantly exposed to the risk of obsolescence because they are higher. Eurostat research and surveys confirm that the segment of the population participating more than others in lifelong learning activities consists of the population with high levels of education.

The analysis of participation in education and training as found by the Eurostat survey shows that over the nine years considered, the propensity to participate is doubled because of the level of education.

Box 2 - Participation in formal or non-formal education and training by educational attainment - % [trng\_lfs\_10]. Age 25-64 years

Isced levels 1997	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>0-2</b>	3,3	3,6	3,7	3,7	3,6	3,8	3,9	3,8	3,9
<b>3 and 4</b>	8,3	9,5	8,8	8,5	8,2	8,3	8,1	8,0	7,6
<b>5 and 6</b>	17,1	19,5	18,5	18,0	17,5	17,5	16,9	16,7	16,0
<b>All</b>	8,5	9,8	9,5	9,3	9,1	9,2	9,2	9,1	8,9

Source: Eurostat data

- b. The changing occupational structure of employment, together with the

growing number of jobs that are becoming increasingly knowledge- and skill-intensive increases the dynamics of the professional growth of workers. "Many jobs (...) require more highly-skilled/qualified people than in the past changes in the skills/qualification composition within each of these job categories" (Cedefop, 2010:71).

"There is a clear trend of increasing requirements with an increased deployment of high and medium-level qualified people, and a decrease of those with low qualifications. On qualifications, however, an increase in skills requirements is expected in all jobs" (Cedefop, 2010:70-71).

This means that almost 15 million workers will be affected by processes of up-skilling that will be achieved through training both on- and off-the-job and will be accompanied by processes of horizontal and vertical mobility within the same company or that will affect companies even in varied productive sectors.

### 1.3. New work conditions

With regard to working conditions, over 60% of young workers believe that "The organisation I work for motivates me to give my best job performance" (see Box 3). The figure is certainly encouraging (even though it concerns 2 young people out of 3).

Box 3 - The organisation I work for motivates me to give my best job performance. Young under 30 yrs



Source: Eurofound Data Base 2013, [www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010\\_11\\_07.htm](http://www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010_11_07.htm)

The data is correlated to the ability of workplaces to offer value to the persons employed, i.e. to ensure conditions for growth and well-being. The hypothesis that the work conditions of young people - or at least the majority of them - are generally satisfactory would have some confirmation here.

It's a fact that all workplaces offer a context that has its own learning potential.

This means that all firms help the people who work for them to grow simply because it is impossible to think of a company that does not base its existence on its ability to produce knowledge with respect to what to produce, how to produce, who to sell to and how to sell (Vicari, 2008:55). The firm exists because it is a cognitive system in which growth is the result of technological progress produced by the very economic work and no longer just from external transfer: "technological advance comes from things people do" (Romer, 1994:12) and "arises (...) because of intentional actions taken by people who respond to market incentives" (Romer, 1990:71).

This is why work is central to the growth of young people and is the factor that, after school, makes the difference. Work is the place where you can learn to become independent. The growth of people in the workplace is achieved in three different ways:

- a. The **self-directed learning**, i.e. training based on individual commitment and fed by individual characteristics (perception, emotions, attitude, capability, motivation, memory), as well as the opportunity for learning experiences in which to release their potential. This means understanding what type of training may help the individual generate the processes of self-directed learning and knowledge production.
- b. The person's **participation** in situations where new knowledge is created, not yet codified, that does not yet exist in the organisation, but is obtained through the work of its members. This type of work includes the situations in which a person is asked to be part of a research project, as well as the less complex and more common analyses of work errors made, sometimes aimed at learning from mistakes made.
- c. But when knowledge already exists inside or outside the organisation, the **transfer** actions put in place aim at having the person acquire knowledge, whether or not codified, through special transfer actions. This type of action includes the usual training opportunities (on workplace safety, for example), and OJT (On the Job Training).

#### 1.4. Workplaces with high training potential

The growth of skills and therefore workplace performance depend on the factors that create the training potential of a workplace. "We learn through work tasks, from colleagues and work mentors, through trial and error, by solving challenges and changing job positions, as well as through the continuing training that employers may provide" (Cedefop, 2011:17).

Analysis of the training potential of workplaces in Europe sheds light on a framework that highlights the existence of real and potential problems, as well as a range of young people who live in contexts that guarantee jobs with a high potential for personal and professional growth.

Among all the factors taken into consideration by the Fifth European Working Conditions Survey (Eurofound, 2012b) we can focus on some that, even in view of research on Human Resources Management (Minchington, 2010; Ulrich, and Brockbank, 2005) have a direct impact on the Learning Value Proposition that a workplace offers young people who are part of the organisation, in exchange for

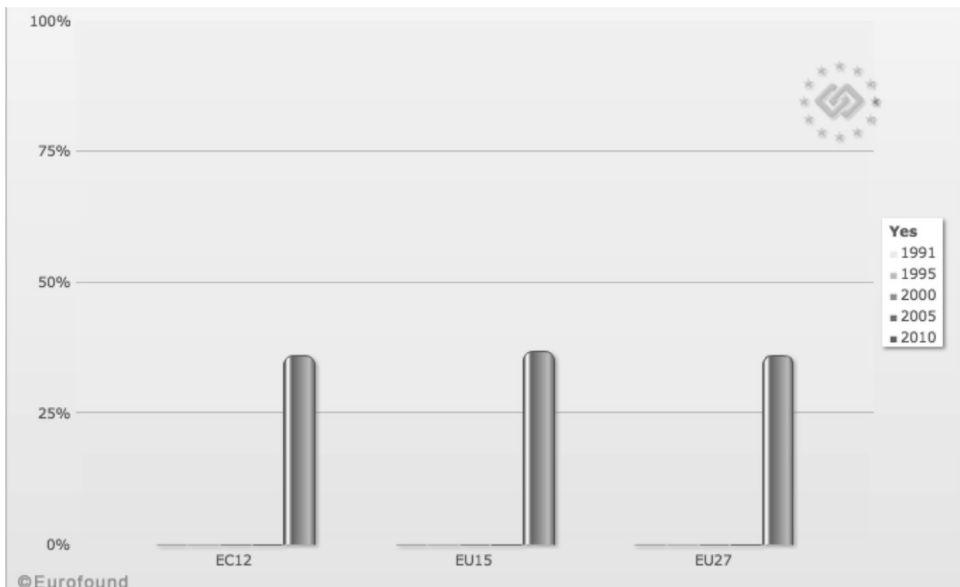
their services. The value consists in the learning opportunities offered - structured and not - stimulated or directly produced by factors which we describe below (in addition to Eurofound, 2012b see also Bassanini, 2005; Simpson, 2009):

### a. Work content

The work contents are the primary source of learning for the worker. The variety of tasks, the challenges faced, the degree of autonomy, feedback received from colleagues and managers, the opportunity to be part of a team, the technologies with which they work are a daily source of learning, whether or not encoded. The Fifth European Working Conditions Survey provides data on the various components of this factor.

For example, if we consider the answer to the question: “Have new processes or technologies been introduced in the workplace in the past three years?”, we see that about 36% of young people have a job that puts them in constant contact with artifacts that represent the capitalisation of the know-how accumulated by the company and, at the same time, intervene with the production of new knowledge. There still remains a substantial presence of young workers excluded from the use of technology and, therefore, engaged in jobs with minor challenges and educational content.

Figure 1 - Technology use by occupation, employees under 30 year old (%)



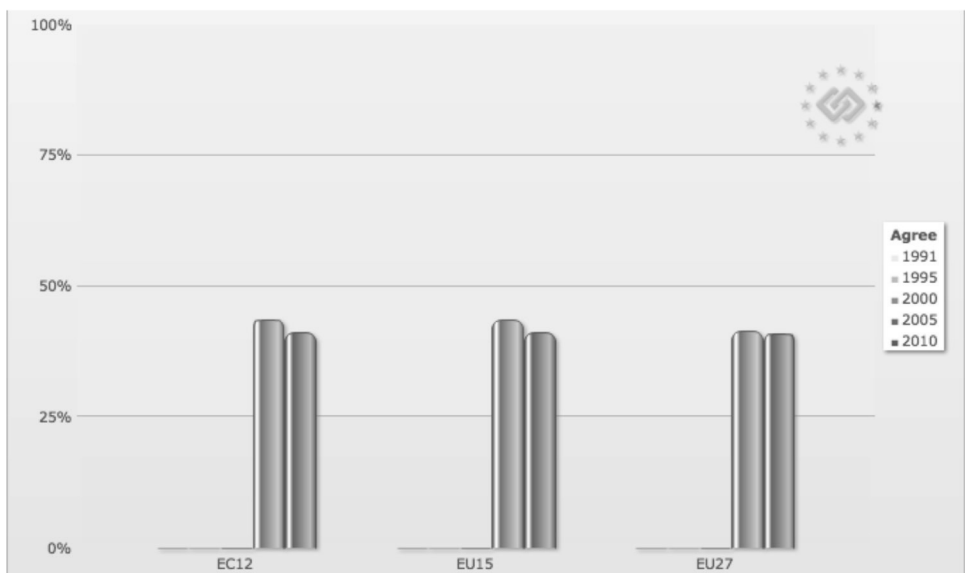
Source: Eurofound (2012b)

### b. Career perspectives

The possibility to be engaged in work that offers prospects for promotion, security and personal growth is a factor that increases motivation and enhances the commitment to continuous improvement. The possibility to have one's own development plan urges the young worker to increase their professionalism and to build their future roles by changing different jobs, accompanied by other forms of learning.

The results of the Fifth European Working Conditions Survey show how the expectation of good prospects for career advancement are widespread among a significant part of young employees (over 40%). The expectations of a promotion are present among all the levels of workers. This means that a substantial number of employees are immersed in training processes of evaluation and self-evaluation, acquisition of new knowledge through daily work and different types of structured learning opportunities, through participation in projects and managing new challenges. The positive picture that emerges with respect to on-going dynamics does not exclude the need to question the adequacy of the percentage of people involved in the processes of career development, and whether the productive organisations concerned offer contexts capable of shaping the development of the skills of people through professional development. In addition, the unequal distribution of opportunities heavily concentrated among the ranges with higher levels of qualification should be recognised.

Figure 2 - My job offers good prospects for career advancement . Under 30 years old employee (%)



Source: Eurofound (2010), [www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010\\_08\\_09.htm](http://www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010_08_09.htm)

### c. Affiliation

The ethical and cultural dimension of a workplace is an important factor for the professional growth of people, a precondition for sharing the objectives of an organisation. The educational potentials of work are determined by the wealth of meanings that an individual finds within his own productive organisation. A job may be considered “full of meaning when it is done responsibly, not only for the way it is done, but in relation to the product and the consequences it generates, it opens us up to another often neglected dimension of the organisational models: the ethical and moral correctness of the workplace” (Morin, 2004:7). The results of the Fifth European Working Conditions Survey show how “only a small proportion of workers suffer from the absence of a feeling of work well done or doing useful work, there are substantial differences between sectors. (...) Around 9% of workers report that their work ‘always’ or ‘most of the time’ involves carrying out tasks that conflict with their personal values. The variation between sectors is not large, but value conflicts appear to be most prevalent in construction and least prevalent in industry and education” (Eurofound, 2012b:56).



Figure 3 - Your job involves tasks that are in conflict with your personal values. Under 30 years old employee (%)

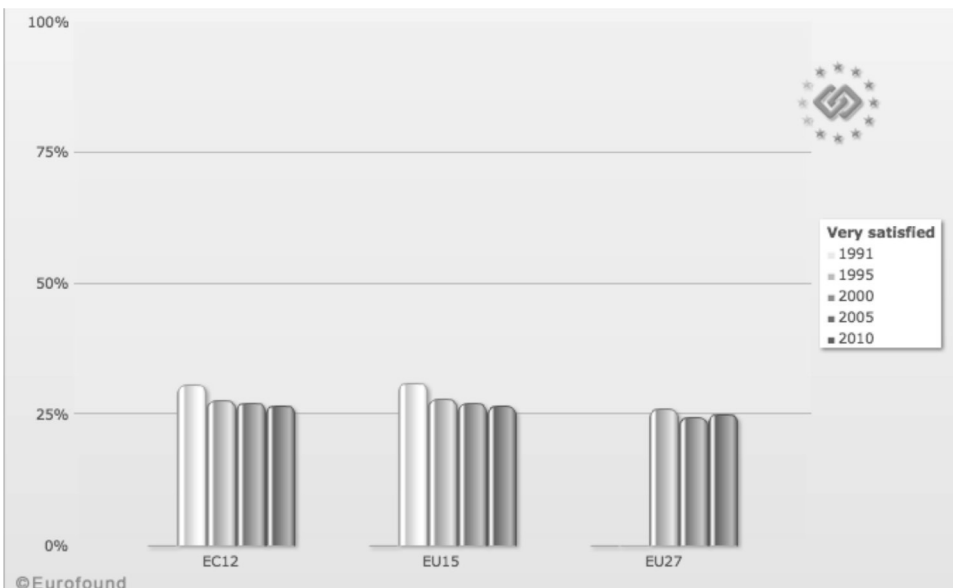


Source: Eurofound (2010), [www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010\\_06\\_05.htm](http://www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010_06_05.htm)

**d. Benefits**

The work conditions, time and rhythms, meaning the chance to dedicate the time necessary for reflecting on work and relationships, hygienic and health conditions (noise, physical risk, etc.), respect for diversities (age, gender, physical and cultural characteristics) are factors that determine the quality of the workplace since it is a learning environment. The degree of satisfaction with respect to working conditions is significant because it judges the “learnability” of the workplace, or its usability for cognitive purposes.

Figure 4 - Satisfaction with working conditions over time, by occupation under 30 years old employee (%)



Source: Eurofound, (2010), [www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010\\_11\\_04.htm](http://www.eurofound.europa.eu/surveys/smt/ewcs/ewcs2010_11_04.htm)

The results of the Fifth European Working Conditions Survey show how “the differences in satisfaction with working conditions for different groups of workers are largely in line with the differences for intrinsic rewards and positive elements of the job. The same groups of workers who commonly report high levels of intrinsic rewards and positive job elements often also have high levels of satisfaction with working conditions” (Eurofound, 2012b:86).

Specifically concerning young people under the age of 30, we see that satisfaction with work done is stated by 1 youth out of 4. Although this is a definite minority, the data indicates the existence of people who have a chance for positive work experience.

However the downward trend should be recognised in the percentage for the years of the recent economic crisis.

### **e. Employment contracts**

Research considers the type of employment contract to be one of the key tools that influences and can foresee and regulate all or part of the factors considered above. It can encourage professional growth by linking wage increases to the contribution in terms of skills that an individual guarantees to the organisation, or link them to seniority. In addition, the relationship between types of employment contracts and propensity for training is a subject of research. A widespread concern with the recent diffusion of flexible employment practices, such as temporary labour contracts, is that these contracts may be detrimental to economic performance because temporary workers are less likely to be trained.

The results of research in this area do not give consistent results.

Some report exactly contrary evidence showing that the demand for education is higher among young people who have unstable employment.

According to LLL2010, “in almost all countries inactive persons have a much higher chance for participating in formal learning than regularly employed (either full-time or part-time) or unemployed persons. Among the unemployed this is only the case in the Wallonian part of Belgium, in Spain and in Finland.

On the other hand, labour market status seems to make no significant difference to participation in Estonia, the Netherlands, Norway and the UK, meaning that unemployed or inactive persons have the same chance of participation in formal adult education as those with a regular job. Working part-time seems to be a supporting factor for participation of employed individuals in formal adult education in Austria, Germany, Denmark, Finland, Ireland and Sweden, meaning that part-time workers have a greater chance for participation in these countries than full-time workers.

We conclude that ‘formal adult education’ and ‘labour market status’ are both interrelated and dynamic during the period of participation in formal adult education. Individual participants may combine work and study differently during the various periods of their programmes, but not completely at will” (LLL2010, 2011:113-114).

## 2. The increasing polarisation

Paolo Federighi

### 2.1. The exclusion of young people: some indicators

Compared to a part of young people who will have excellent opportunities for growth and employment, there will be significant processes that increase distances with respect to the less gifted and the less fortunate. This trend towards a strong polarisation is the yardstick of the effectiveness of public policies for the functions that reduce unmotivated exclusion phenomena.

To describe the size of the challenge posed to public policies that pursue equity goals, we can take the following indicators as a reference since they have been sufficiently monitored over the last decade:

- Persons with low education attainment level, defined (Eurostat) as the percentage of people of a given age class having attained an education level (Isced 0, 1 and 2).
- Early leavers from education and training defined (Eurostat) as the percentage of the population aged 18-24 having attained at most lower secondary education and not being involved in further education or training.
- Young people neither in employment nor in education and training (NEET), the population of a given age group and sex who is not employed and not involved in further education or training.
- The ability of students 15-year-olds to use written information in situations which they encounter in their life. The data are coming from the Programme for International Student Assessment (PISA). In PISA, reading literacy is defined as understanding, using and reflecting written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society. Such students have serious difficulties in using reading literacy as an effective tool to advance and extend their knowledge and skills in other areas.

Box 4 – Overview of four indicators of educational hardship

Early leavers from education and training % of the population aged 18-24 with at most lower secondary education and not in further education or training

geo\time	2004	2005	2006	2007	2008	2009	2010	2011
<b>EU (27 countries)</b>	16	15,8	15,5	15,1	14,9	14,4	14,1	13,5

Source: Eurostat data

Persons with low educational attainment, by age group : from 25 to 64 years

geo\time	2004	2005	2006	2007	2008	2009	2010	2011
<b>EU (27 countries)</b>	31,6	30,6	30,1	29,3	28,7	28	27,3	26,6

Source: Eurostat data

Low reading literacy performance of pupils

Share of 15-year-old pupils who are at level 1 or below of the PISA combined reading literacy scale

geo\time	2003		2006			2009		
<b>EU (27 countries)</b>	20,8	(s)	22,6	(s)		19,6	(s)	

Source: Eurostat estimate

Young people not in employment and not in any education and training (in % points of NEET rates)  
Age From 20 to 34 years

geo\time	2003		2006			2009		
<b>EU (27 countries)</b>	20,8	(s)	22,6	(s)		19,6	(s)	

Source: Eurostat data

The data shown (Box 4) refer to various problems: the lack of qualifications, the low level of skills possessed, loss of use of the skills possessed. However, they are indicative of the size of the phenomenon of educational exclusion and processes of reproduction.

The data that most directly concern CVET (Continuous Vocational Education and Training) policies of young people is related to persons with low educational attainment. They are in gradual decline, but the reduction trend is slow. It is a group of people that will negatively influence the growth possibilities of their own children.

The data concerning the other three targets point out that there is a substantial pool of potential supply from the low skilled population. NEETs with upper secondary, post-secondary non-tertiary, first and second stage of tertiary education (levels 3-6) qualifications, could be an exception which in 2011 reached 11.8%. However, we must keep in mind the risk of obsolescence of their skills due to the fact that they do not use them.

The implementation of social inclusion policies through CVET has to deal also with other competing factors. Research shows that associated to the low skilled condition are other factors such as (OECD, 2012):

- the higher risk of unemployment: "The average employment rate for individuals with a lower secondary qualification was 69.1 % for men and 48.7% for women, while the average employment rate for individuals with a tertiary-type A (largely theory-based) qualification was 88.3% for men and 79.3% for women in 2010" (OECD, 2012:120)
- the drop in participation in forms of social life: people "with higher levels of educational attainment are generally more likely than those with lower levels of attainment to engage in social activities" (OECD, 2012:10)
- lower participation in the political life of their country: "On average, the gap in the voting rate between adults with high and low levels of education (25-64 year-olds) is 14.8 percentage points. This gap widens considerably to 26.8 percentage points among younger adults (25-34 year-olds). For younger adults in Germany, the corresponding figure is 49.6 percentage points" (OECD, 2012:202)
- the greater propensity to conflict with different ethnic groups: "In all the OECD countries surveyed by the International Civic and Citizenship Education Study (ICCS) 2009, lower secondary school students (grade 8) with higher measured levels of civic competencies (i.e. knowing and understanding elements and concepts of citizenship) showed higher levels of supportive attitudes towards equal rights for ethnic minorities (OECD, 2012:203)
- lower life expectancies: "On average, among 15 OECD countries, a 30-year-old male tertiary graduate can expect to live another 51 years, while a 30-year-old man who has not completed upper secondary education can expect to live an additional 43 years" (OECD, 2012:202).

The combination of these conditions increases the complexity of implementing effective educational policies, as it requires complementary and synergic approaches among various types of policies.

Below we will analyse the challenges for public policies starting from the demand for skills expressed by the labour market as a context factor where public policies have limited room for intervention, to move on to the analysis of the processes of polarisation effect of education and training policies and the training and educational conditions in the workplace.

## 2.2. Skills demand and polarisation processes

The prospects of young people subject to processes of exclusion from training will make their integration in the labour market more difficult. This will occur even in the presence of high academic qualifications.

The **demand for skills** expressed by the labour market can predict the skills that will grow through work and those that will soon become obsolete due to lack of use. Analysing the past decade, “what we would normally expect is that demand for workers rises as the skill content of these occupations increases in a linear fashion. The picture is instead U-shaped, as predicted by job polarisation, and it is the result of an approximately 20% increase in the demand for low-skilled and high-profile occupations between 2000 and 2010 and a 4.5% decrease in the demand for middle-skilled occupations” (Maselli, 2012:23).

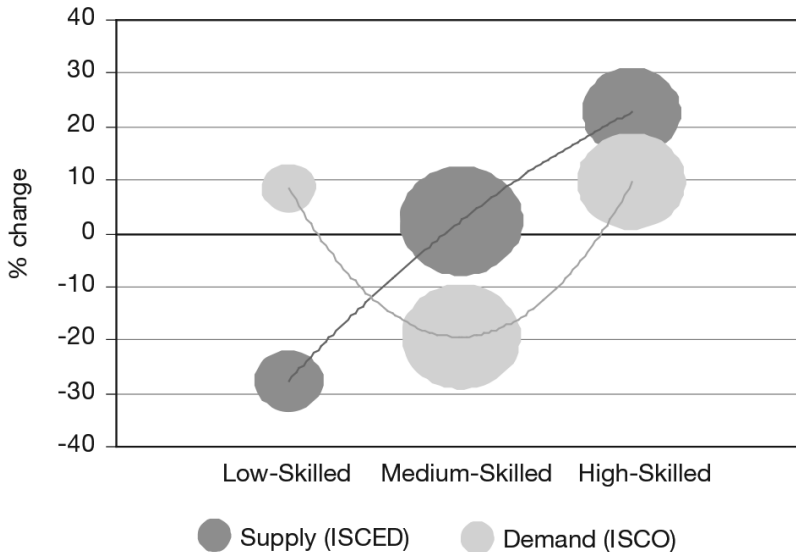
Figure 5 - Job Polarisation in EU27, 2000-2010



Source: NeuJob elaboration of Eurostat – Labour Force Survey data (quoted in Maselli, 2012:23)

This situation can lead to a future mismatch between the supply of skills and labour supply, “There is a trend towards **polarisation on the labour demand side** with respect to occupations in most European countries, whereas on the supply side, the trend is towards a linear upskilling of the population. Depending on the speed of these changes and on the skill content of current demand and supply, there is a risk that in some countries a skill mismatch problem will arise. More specifically, there is a risk of vertical mismatch, meaning that there is no correspondence between the formal qualification demanded by a certain job and the qualification of the worker. (...) The vertical mismatch can be of two types: overqualification or unfilled demand” (Maselli, 2012:26).

Figure 6 - Demand and Supply of Work with Respect to Skills/ Tasks in the EU27, 2010-2020



Source: NeuJob elaboration of Eurostat – Labour Force Survey data (quoted in Maselli, 2012:26)

This situation could present three types of dynamics:

- The demand for low skilled labour justifies keeping part of the population in these educational conditions, possibly increasing the development of non-cognitive skills required by professions falling within the scope of services to people. Only in a few countries such as Italy, Greece and Denmark, the number of low skilled workers is too high with respect to future requests from the labour market;
- The under-utilisation and thus the possible dispersion of the middle skilled workers, or upgrading them. "This category risks losing the most from the future potential equilibrium, especially in Germany, Austria, Hungary, Slovakia, Slovenia, the UK and the Baltic states" (Maselli, 2012:30);
- Substantially maintaining the current level of high skilled workers.

Whatever happens, the polarisation process calls into question the value of diplomas held by young people. For many of them, the labour market does not take this into account. If, however, we assume that some form of rationality guides and will guide the logics of access to the labour market, it is possible to consider that the selection criteria are more focused on the actual skills possessed, from previous careers and the randomness of the encounter between labour demand and supply through their own social networks (including virtual ones).

### 2.3. The exclusion of young people as a result of credentialism

The phenomenon of polarisation demolishes the illusion of correspondence between the level of certifications held by the individual and the quality of work expected. This depends not only on matching problems between education and work, and not even on possible overqualification phenomena, i.e. young people who possess skills superior to those required by the labour market. This phenomenon is also the result of rules and processes that assign the school and qualifications a function of regulation for accessing certain professions. Research (Collins, 1979)

showed that qualification systems can serve more as a barrier to admission to a social class than a function of identifying the skills actually possessed. The main purpose of high academic qualifications would not serve to indicate the skills acquired, as much as it would the selection of new members in order to preserve the earnings and prestige of some professional groups protected by monopoly regulations, regardless of the professional skills transmitted. The existence of jobs with these characteristics can “lead to a credentialism rather than a more more skilled work force”, i.e. urge a large number of people to acquire important certifications from the cultural point of view, but not professional (Dokery et al., 2012:5). The PISA study on the actual literacy and numeracy skills possessed by fifteen-year-olds and the PIACCS research have demonstrated the limits of credentialism and the limited relevance of qualifications in relation to information about the skills a person actually possesses and, in particular, on the problem-solving skills.

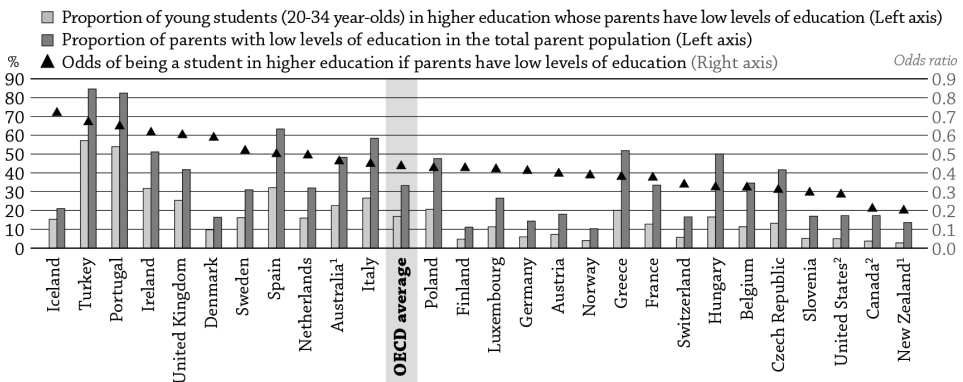
### 2.4. The reproductive function of the school system

The reproductive function of the school system is also to be added to the phenomenon of credentialism.

Over the last few decades the number of young people who have access to the educational system has steadily increased, and their period of stay within the systems has also increased. Despite numerous reform measures, school fails to attend to the duties of growth of young people. It suffers from mechanisms that perpetuate social differences.

“The odds that a 20-34 year-old will attend higher education are low if his or her parents have not completed upper secondary education. On average across OECD countries, young people from families with low levels of education are less than one-half (odds of 0.44) as likely to be in higher education, compared to the proportion of such families in the population” (OECD, 2012:104).

Box 5 - Participation in higher education of students whose parents have low levels of education (2009)



**Note:** The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Countries are ranked in descending order of the odds of attending higher education.

Source: OECD, 2012:102

“The chance that a young person whose parents have not attained an upper secondary education will attend higher education is limited”. On the contrary, “In general, students whose parents have higher levels of education are more likely to enter tertiary education. On average, a 20-34 year-old from a highly educated family is almost twice (1.9) as likely to be in higher education, as compared with the proportion of such families in the population” (OECD, 2012:104).

In conclusion, “On average across OECD countries, approximately half of 25-34 year-old non-students have achieved the same level of education as their parents: 13% have a low level of education (ISCED 0/1/2), 22% have a medium level of education (ISCED 3/4), and a further 15% have attained tertiary education (ISCED 5/6). More than one-third (37%) of all young people have surpassed their parents’ educational level, while 13% have not reached their parents’ level of education (OECD, 2012:108)”. The results of the “filtering” functions carried out by the educational systems are largely determined by factors not concerning the merits or the potential of individuals, but rather on social factors. This phenomenon, while being common to all the OECD countries, varies depending on the quality of education systems. However, the limited functionality of the school systems highlights the function of the CVET policies and adult education with respect to the duty of expanding access to paths of personal and professional growth.

This duty refers to the first transition between school and work, as well as to the overall need to make use of the training lever in subsequent transitions that characterise adulthood and may be the origin of loss of human potential for the company and risk a worsening of the conditions of life and work for the individuals and the social groups they belong to. Such policies have three types of objects:

- The social capital present in a territory, i.e. the transformation of European cities and regions into a learning hub by strengthening the learning infrastructures (institutions, actors, networks, services) that enable access to the various stages of the process of the knowledge value chain (acquisition, storage, dissemination, application, innovation) in all fields of knowledge;
- The human capital in the labour market, i.e. the increase of workplaces with high educational potential and opportunities for personal and professional growth through the mobility and development of persons employed;
- The individual aspirations, needs and individual possibilities for managing one’s life cycle, i.e. the individual demand for personal growth resulting from various possible transitions (from parenting, career development, mobility into the labour market, pensioning) and belonging (ethnicity, gender, age, physical condition).

## **2.5. Imbalances among young people in employment**

The training potential of the workplace is the key growth factor after the end of initial education. Public policies must nevertheless take into account the fact that the successive growth processes are determined by the individual’s ability to manage the diversities that will be faced as a young worker and the quality of training potential on the workplace.

Additional polarisation processes depend on the differences between types of companies in which a young person is employed, and by qualitative differences between their cognitive contents of the different types of work.

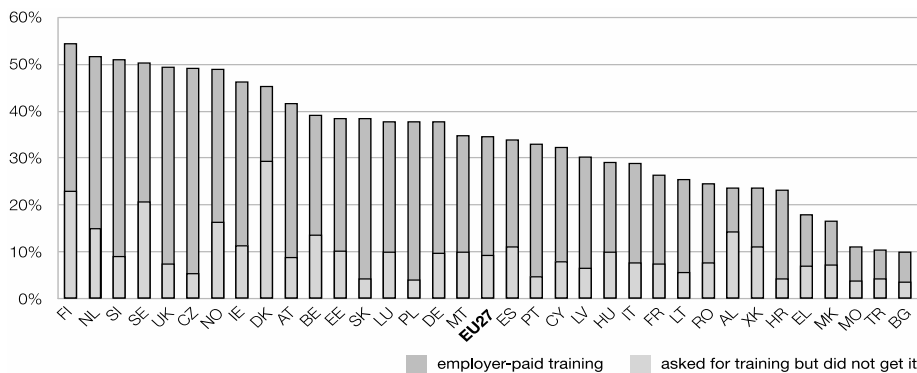


### a. Imbalances among companies

Workplace learning is a resource for professional and personal growth that reveals large imbalances between companies of countries, and productive and employment sectors. Imbalances affect the level of capability for companies to offer training opportunities, as well as the level of training potential present in the workplace.

The most important imbalances are those between **industries in various countries**. No matter what indicator is taken into account, it is common to note that the best performers are five times higher than the low performers. Over half of the employees in Finland, the Netherlands, Slovenia and Sweden had training over the previous 12 months whereas fewer than one in five had done so in Bulgaria, Greece, Montenegro, Turkey and the former Yugoslav Republic of Macedonia. In countries where a greater share of employees had received training in the previous 12 months, it was also often the case that more employees had asked for training but had not received it (Eurofound, 2012b:104). This shows how the differences accumulate and how the absence of a training supply can result in a weak demand.

Figure 7 - Employer-paid training requested and provided, by country (%)

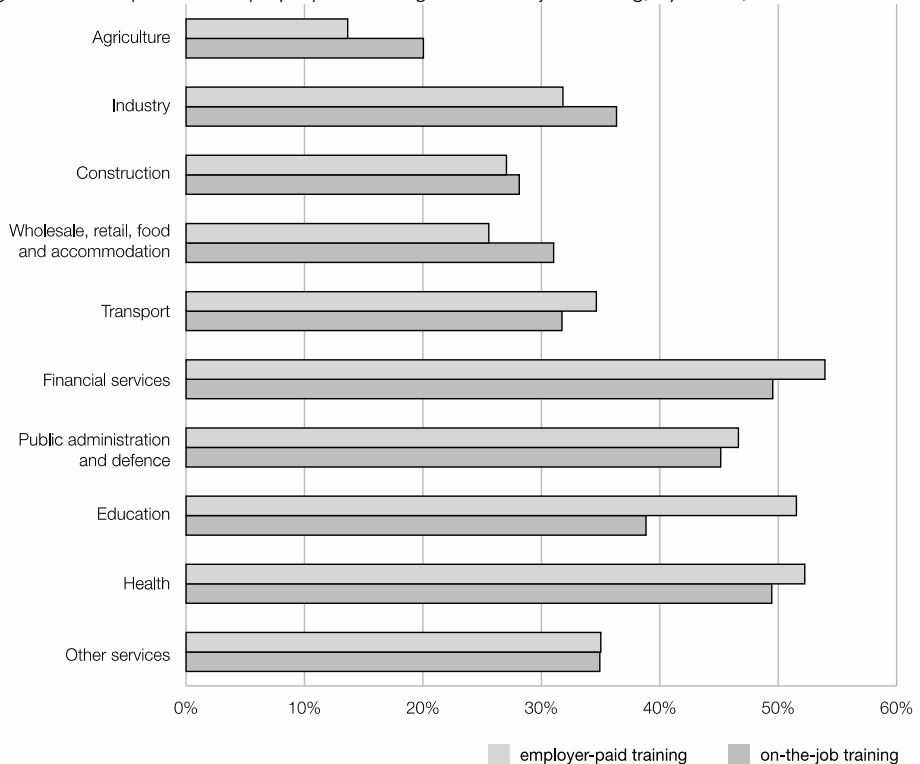


Source: Eurofound 2012b:104

“Even when controlling for observable individual characteristics, country effects account for almost 1/2 of the explained variation in training participation. In fact, differences associated with country of residence remain, ceteris paribus, larger than differences associated with industry, occupation, education, age and firm size. Other factors, thus, concur in explaining the difference across countries” (Bassanini et al., 2005:77-78).

A further reason for the imbalance concerns **the company’s training quality**. We have already seen how the level of company training potential varies depending on the economic sector. “Employer-paid and on-the-job training are most common for employees working in the health, education, public administration and defence, and financial services sectors. These sectors are also the ones with the biggest proportions of workers (15%–20%) reporting that they need further training to cope well with the duties their job entails. The EWCS training indicators on employer-paid training and on-the-job training are associated with each other, meaning that an employee who participates in one will probably also receive the other (Eurofound, 2012b:103).

Figure 8 - Participation in employer-paid training and on-the-job training, by sector, EU27 (%)



Source: Eurofound, 2012b:103

The different capability and ability to invest in training should also be kept in mind based on the **size of the company**. “Large firms train more than small ones. This is not surprising for several reasons: i) the collection of information, the definition of a training plan and the establishment of a training facility involve fixed costs and scale economies; ii) small firms might find more difficult to replace a worker who temporarily leaves for training; and iii) small firms might have fewer opportunities to fully reap the benefits of training through internal reallocation of workers” (Bassanini et al., 2005:65-66).

#### *b. Imbalances between workers*

Imbalances between companies inevitably have an impact on workers which, depending on the **employment sector**, will have various opportunities for professional growth.

Imbalances between workers are also connected to the **type of work** and the training potentials, in addition to or inconsistent with those in the workplace.

Eraut, for example shows how to classify the training potential of different jobs depending on the amount of time a worker can reflect, the mode of cognition that he can enact, the types of processes in which he is involved. Each job can combine several of these approaches to learning. However, only the types of jobs that offer metacognitive employment opportunities and reflective types of knowledge would offer the most favorable conditions for growth (Eraut, 2007:20).

Box 6 - Interactions between time, mode of cognition and type of process

Type of Process	Mode of Cognition		
	Instant/Reflex	Rapid/Intuitive	Deliberative/Analytic
<b>Assessment of the situation</b>	Pattern recognition	Rapid interpretation Communication on the spot	Prolonged diagnosis Review, discussion and analysis
<b>Decision making</b>	Instant response	Recognition primed or intuitive	Deliberative analysis or discussion
<b>Overt actions</b>	Routinised actions	Routines punctuated by rapid decisions	Planned actions with periodic progress reviews
<b>Metacognitive engagement</b>	Situational awareness	Implicit monitoring Short, reactive Reflections	Monitoring of thought and activity, reflective learning Group evaluation

For the CVET public policy, the task is to distinguish between the **different inequalities**, those that can offset them with educational interventions based on principles of fairness and, most importantly, how to help young people to progress, if they are capable, to work at a higher analytical and metacognitive content.

The imbalances that result from the workplace or are a consequence of an unequal distribution of opportunities accumulated over a lifetime (the possession of low levels of qualification) are more difficult to remove through training. This is not impossible, but it requires highly personalised and challenging interventions from a financial point of view. In addition, it is a matter of working with an extremely limited impact, which at a European level affects every year about 2% of the low skilled workers aged between 25 and 65 years (Maselli, 2012:29). The impact is therefore inferior to the annual increase in the number of young people entering adulthood lacking an adequate level of linguistic skills (the 2009 PISA data show that 17.7% of fifteen-year-olds are low achievers in reading).

On the other hand, the data found by general research shows that the ranges of low-skilled and manual workers are those who derive less benefits from structured training, and by each of the factors that determine the training potential of a jobplace. For public policies, the challenge is twofold. It means enhancing the opportunities for **acquiring new skills during adulthood and at the same time reducing the number of low-skilled young people**. Education and training are complements, learning begets learning. The 2009 PISA data are unequivocal. The countries with the highest number of fifteen-year-olds with good performance are also those with the higher performance workplace training.



### 3. Propensity to youth training and public policies

*Paolo Federighi*

#### 3.1. The propensity of young people to up-skilling

In the 2000-2010 decade, the demand for up-skilling was consistent and steady, though not equally distributed. (Beblavy et. al., 2012:29).

“Findings for the EU27 average show that:

- High skills increase over all cohorts (excepted for older cohorts in rare cases), but the effect is strongest for the youngest cohort.
- Low skills generally decrease, but the effect is strongest for the youngest cohorts (less clear-cut than for high skills).” (Beblavy et. al., 2012:16).

The following data show the behaviour of the various cohorts over the decade in consideration. The most significant data for our study consists in the behaviour of the cohort from 25 to 34 years, which is shown by the comparison between the level of qualification held in 2000 with the one held 10 years later when the same cohort was between 35-44 years old. Here are the figures relating to EU-27 and those for Germany, Italy, Spain, Sweden and the United Kingdom. Austria is not included in this analysis since the data for 2000 are missing.

*Box 7 - Cohort analysis using the LFS macro data*

#### **EU27 Average**

		<b>low</b>	<b>medium</b>	<b>high</b>
2000	From 25 to 34 years	25.7	51.4	22.9
2010	From 35 to 44 years	23.8	48.3	27.9
2000	From 35 to 44 years	30.7	48.3	20.9
2010	From 45 to 54 years	28.9	48.4	22.7
2000	From 45 to 54 years	39.1	42.4	18.5
2010	From 55 to 64 years	38.4	42.5	19.1

It should be borne in mind that the European average, while positive, was affected by significant imbalances detectable in the performance of various countries. Given the results of Luxembourg or Bulgaria, with rates of decline in the low skilled between 6% and 10%, we have countries such as Italy where the pattern is negative.

**Germany**

	<b>low</b>	<b>medium</b>	<b>high</b>
From 25 to 34 years	15.4	62.1	22.4
From 35 to 44 years	13.2	58.7	28.1
From 35 to 44 years	15.4	58.0	26.6
From 45 to 54 years	13.5	59.9	26.6
From 45 to 54 years	18.8	55.8	25.4
From 55 to 64 years	16.9	57.8	25.4

**Italy**

	<b>low</b>	<b>medium</b>	<b>high</b>
From 25 to 34 years	40.7	48.7	10.6
From 35 to 44 years	40.8	43.4	15.8
From 35 to 44 years	48.6	40.4	11.0
From 45 to 54 years	48.9	39.1	12.0
From 45 to 54 years	60.6	29.3	10.1
From 55 to 64 years	61.8	27.5	10.7

**Spain**

	<b>low</b>	<b>medium</b>	<b>high</b>
From 25 to 34 years	44.5	21.6	33.9
From 35 to 44 years	40.7	23.9	35.3
From 35 to 44 years	56.3	19.5	24.3
From 45 to 54 years	52.5	21.8	25.6
From 45 to 54 years	72.3	11.7	16.0
From 55 to 64 years	67.9	14.3	17.8

**Sweden**

	<b>low</b>	<b>medium</b>	<b>high</b>
From 25 to 34 years	12.8	54.1	33.1
From 35 to 44 years	12.7	50.2	37.1
From 35 to 44 years	17.9	50.9	31.2
From 45 to 54 years	18.7	51.4	30.0
From 45 to 54 years	26.0	43.1	30.9
From 55 to 64 years	30.4	42.1	27.5

**United Kingdom**

	<b>low</b>	<b>medium</b>	<b>high</b>
From 25 to 34 years	31.2	37.3	31.5
From 35 to 44 years	22.2	40.3	37.5
From 35 to 44 years	34.0	36.9	29.2
From 45 to 54 years	25.7	41.2	33.0
From 45 to 54 years	37.3	34.5	28.2
From 55 to 64 years	31.9	40.6	27.5

The propensity for skill development (measured here by participation in activities that issue certification classifiable in the ISCED framework) is present in most of the European countries considered. High skilled young people increase everywhere, even in countries where the level was already high 10 years earlier. The low skilled decrease everywhere, even in countries where 10 years earlier a low level was registered. In this respect, Italy is an exception, seeing a slight increase in the low skilled people (probably due to the inability of integration by the immigrant population and the weak development policies at post secondary and university education levels).

The differences between countries are significant. A young man born in Italy has one-third less likelihood of finishing his university studies than someone born in Sweden, or the United Kingdom or Spain. In addition, for every three young low skilled people living in the UK, one has the chance to take a step forward over the next ten years, while in Italy this probability is almost nothing, and in Germany and Spain restricted to one in 10.

The conclusion is the following:

- the propensity of young people to up-skilling exists
- it is expressed more within favourable institutional frameworks.

The propensity to invest in upgrading skills is distributed unevenly across the various age groups. It waxes and wanes due to the use that people make of them. Skill upgrading, in the case of young people, can be seen as adapting and enhancing the skills needed in working life and not achieved in school, in the second case it can be used to ensure training through the extension of working life. Taking into account that "in almost all countries inactive persons have a much higher chance for participating in formal learning than regularly employed (either full-time or part-time) or unemployed persons." (LLL2010, 2011:113).

Box 8 - Participation in formal education and training by age groups from 25 to 34 years- % [trng\_lfs\_09]

<b>GEO/TIME</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Europea Union (27 countries)</b>	7,1	8,2	8,2	7,9	8,0	8,0	8,2	8,4	8,5

Source: Eurostat data

The study of the motivations that lead young people to return to training shows a very different picture in support of the thesis of the need to increase the responsibilities of individuals in managing their learning. A policy of self-directed learning involves the allocation of decision-making powers to the individual and the right to follow what motivates individuals and businesses to take recourse for training. The challenge for public policies is for the various territories to have training courses that meet the various motivations present there. The opposite route: motivate citizens to participate in the existing supply does not favour inclusion (LLL2010, 2011:124, 129).

On the grounds of policies, this means not acting exclusively through the predetermined offer of more opportunities. The assumption of responsibility by individuals can be supported through policies that act on the demand side, i.e. the construction of highly personalised paths. This is certainly based on the availability of learning resources (supply), but also relies on the existence of policies and measures that free the individual training demand, attributing powers of choice to the individual and the enterprise, even by reducing economic barriers (vouchers, tax deductions, etc.) and time barriers (paid educational leaves, etc.). The absence of this type of policy is at the expense mainly of low skilled workers and small businesses.

### **3.2. The national and local contexts make the difference**

What makes the difference between the possibilities of access to opportunities for taking a step forward in training is the area in which young people live and work. The most important differences, those that create inclusion or exclusion and overcome the weight of any other factor are the territorial ones. Depending on the country of residence, a person, regardless of their social group, can have a hope of participation in educational opportunities even 30 times less than those existing in the countries with best performance.

*Box 9 - Participation in formal or non-formal education and training by age groups From 25 to 64 years - % [trng\_lfs\_09]*

GEO/TIME	2011
Belgium	7,1
Bulgaria	1,2
Czech Republic	11,4
Denmark	32,3



Germany (including former GDR from 1991)	7,8
Estonia	12,0
Ireland	6,8
Greece	2,4
Spain	10,8
France	5,5
GEO/TIME	2011
Italy	5,7
Cyprus	7,5
Latvia	5,0
Lithuania	5,9
Luxembourg	13,6
Hungary	2,7
Malta	6,6
Netherlands	16,7
Austria	13,4
Poland	4,5
Portugal	11,0
Romania	1,6
Slovenia	15,9
Slovakia	3,9
Finland	23,8
Sweden	25,0
United Kingdom	15,8
Iceland	25,9
Norway	18,2
Switzerland	29,9
Croatia	2,3
Former Yugoslav Republic of Macedonia, the	3,4
Turkey	2,9

Source: Eurostat data extracted on 18.11.12

The comparison between levels of opportunities at the regional level shows how these differences affect the citizens who live within the same best performing country, yet resident in the less favoured regions.

Box 10 - Participation of adults aged 25-64 in education and training by NUTS 2 regions (from 2000) - % [trng\_lfse\_04]

GEO/TIME	2011
Baden-Württemberg	8,8
Bayern	7,2
Berlin	9,6
Brandenburg	7,2
Bremen	9,2
GEO/TIME	2011
Hamburg	10,3
Hessen	9,5
Mecklenburg-Vorpommern	7,7
Niedersachsen	6,4
Nordrhein-Westfalen	7,1
Koblenz	7,3
Saarland	7,8
Sachsen	7,3
Sachsen-Anhalt	6,7
Schleswig-Holstein	7,5
Thüringen	8,3

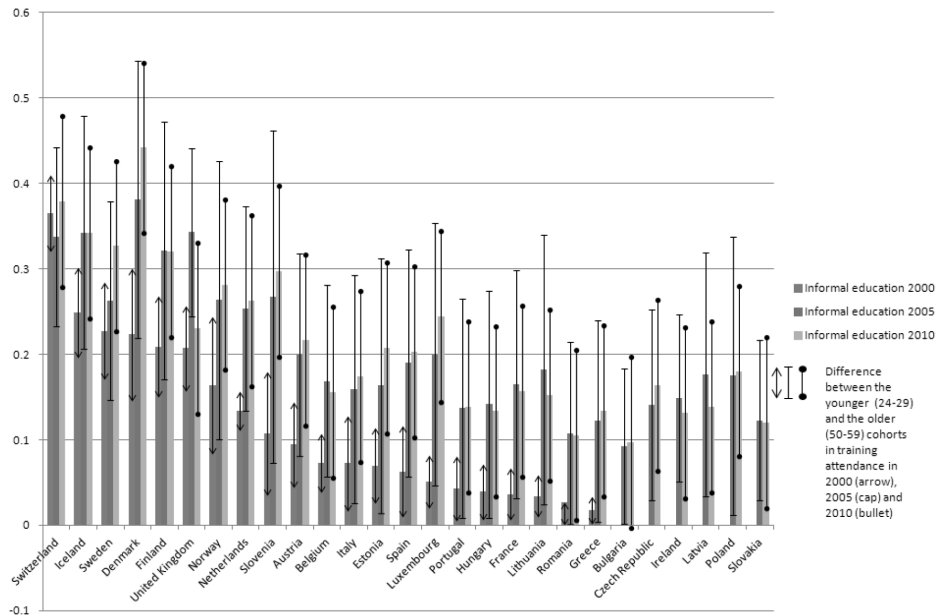
Source: Eurostat data extracted on 18.11.12

The conclusion is that what makes the difference is not made by history and national policies, but rather on their ability to have an impact on cultures, economies and the conditions of the population of the various territories.

From this point of view, the focus shifts from the analysis of the distances between countries, to the comparison of progress made at national and regional level in a given period. The comparison of the degree of positive impact of public policies is more significant than the analysis of the positioning of a territory in European ranking. This figure gives an idea of the likely future, and changes the traditional ranking of European, National and Regional Governments.

NeuJobs research provides useful feedback about it. "Figure ... shows the development over the years 2000, 2005 and 2010. It allows examining the evolution of workplace training up-skilling through generations instead of following specific cohorts. The figure shows that training participation increased particularly in countries where attendance was low in 2000. Those countries are gradually catching up with the best performers. This progression is mainly due to the new young generation who invest much more in up-skilling than their predecessors. In the Nordic countries and Switzerland, where training attendance is the highest in Europe, up-skilling grew less than in the South and East of Europe (excepted in Denmark where participation rose considerably between 2000 and 2005)." (Beblavy et al., 2012:13).

Figure 9 - Participation in workplace training (24-34 and 50-59)



Source: European Labour Force Survey Micro data, cohort averages weighted with frequency weights

### 3.3. The institutional framework amplifies the weight of the exclusion factors

The analysis of the weight of exclusion factors from training confirms the influence of institutional contexts, and also the need to have policies that reduce the effects of demographic barriers (such as gender, age, family responsibility, small settlement barrier) and social barriers (early school dropout, unemployment or out of labour force, part-time or temporary work contract combined with low level of labour market integration barrier), low status barrier (like manual work). The combination of these variables covers only part of the panorama of disadvantaged groups identified by research. The concept varies from country to country, as well as the policies adopted to contrast it.

The barriers already identified has been the object of the comparative analysis of the data AES carried out by LLL2010 aimed to investigate the demographic and sociological barriers and the underlying causes of participation in formal adult education.

“From the demographic perspective, this analysis revealed the presence of gender inequalities in particular for mothers who have family responsibilities to take care of a young child in the family. From the viewpoint of sociological obstacles, the multivariate analysis proved the significance of interruption in studies as an underlying mechanism for returning to formal adult education: longer interruption decreased the odds of participation in lifelong learning, particularly in those countries where attendance rates were smaller” (LLL2010, 2011:129).

These results show that participation in training is the combined product of the action of various policies and the result of their effectiveness with respect to the factors set out above.

This is the main explanation of the differences between countries. The conclusions of the LLL2010 research on the weight of the working conditions, provide an explanation: "Individual participants may combine work and study differently during the various periods of their programmes, but not completely at will. Available space for individual decision in this matter is expanded or restricted by institutional settings (e.g. availability of grants, leave schemes or part-time programmes). Socio-economic factors (e.g. average income) and local labour market conditions also co-determine the participant's choices when balancing continuing formal education and economic necessities. This means that institutional and socio-economic factors together influence both the opportunity for taking up formal adult education on one hand and the likelihood to opt for a particular way to (not) combine work and study on the other." (LLL2010, 2011:114).

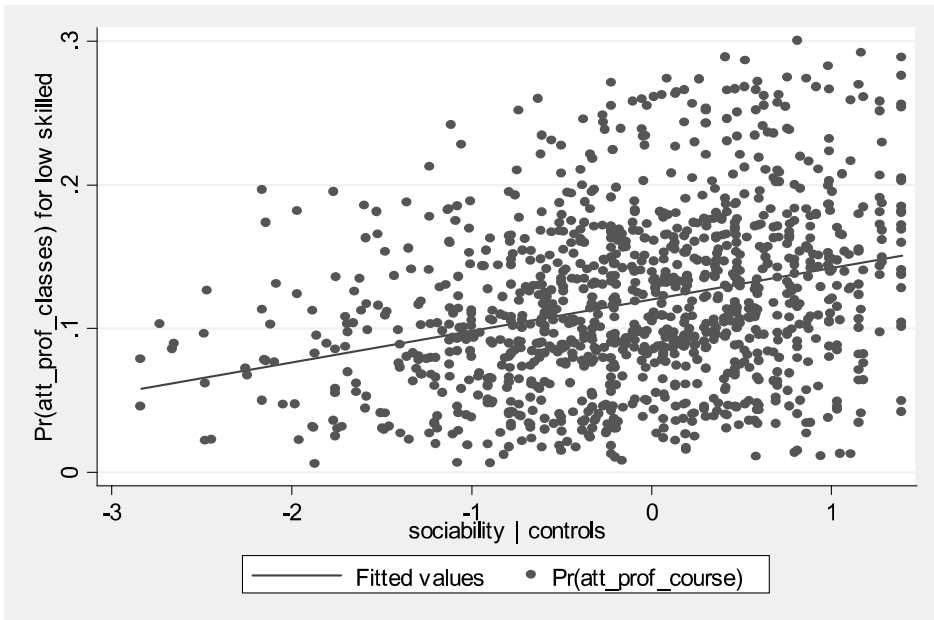
### **3.4. The availability of social capital is a source of growth**

The growth of skills is related to the opportunity of being part of networks and local or other communities, that stimulate and support individual learning needs. The exclusion from quality networks is a source of marginalisation processes. The richer and more dynamic the network of friends, acquaintances, relationships of reciprocity and trust, access to social activities, the greater the social capital you have. Robert B. Reich (1991) adopted the expression "dynamic learning communities" giving them a key role in international competition and the ability to foster the growth of the participants through constant informal exchange, depending on needs.

The NeuJobs research provided evidence of how membership in social networks has a positive effect on the ability to access opportunities for CVET and adult education: "all types of social capital (considered) have a significant and positive effect on adult learning. The size of the effect varies across the different measures between increasing the probability of participating in adult learning by 0.04% to increasing the probability by 17%. Across all measures of adult learning we identified that one more unit of the perceived importance to be socially active increases the probability of participation in adult learning by the most (17%) and that one additional friend increases this probability by the least (0.04%). We also find that the supportiveness of the social network increases the probability of participating in adult learning by nearly as much as an additional unit in the perceived importance to be politically and socially active." (Thum et al., 2012:3).

The following graphs show the predicted probabilities of attending professional classes and the relationship with social capital measures given a set of controls. The graphs show that the effect is positive given the control variables for all three education levels (Thum et al., 2012:11).

Figure 10 - Scatter plot between the predicted probability to attend a professional class and the sociability scale for the low skilled



The weight of closeness and belonging to networks and dynamic learning communities draws the attention of public policies to all the supports that facilitate prosperity (from the old infrastructure to the newest, to social life in its traditional and virtual forms). Participation in non-formal training activities measures only part of this phenomenon.

Box 11 - Participation in non-formal education and training by age groups from 25 to 64 years- %

GEO/TIME	2003	2004	2005	2006	2007	2008	2009	2010	2011
(European Union (27 countries))	5,3	7,3	6,9	6,8	6,7	6,9	6,7	6,7	6,4

Source: Eurostat data extracted on 18.11.12

During the years 2003-2011 it is precisely this type of activity to have witnessed a slow decrease in participation. One should ask to what extent this phenomenon deprives citizens of an important component for developing skills.

### 3.5. Conclusions

There are processes going on of polarisation of society and the labour market. **The differences between various levels of young people are growing like never before.**

Public policies must prevent and reduce the effects of polarisation. They produce loss of human potential and undermine social cohesion.

Public policies have produced positive effects for some young people, whereas they have proven to be ineffective or even harmful to others. The damage, for example, was done to those young people who, despite having invested years of their lives in training systems, have ended up without learning outcomes. However, they have gradually extended by including various areas of intervention (from economy, to health, to work) and various targets.

These policies have had the characteristic of a strong segmentation in levels of young people and in transitions. Segmentation is sometimes criticised because it has effects of stigmatisation. The risk exists, but the fact remains that the appropriate measures and systems should be activated to respond to the needs of particular groups of the population. The limit lies rather in the permeability of the various systems, i.e. in their effectiveness with the objective of bringing every individual in the shortest time possible towards paths of independent living.

We have seen that the public policies of the EU countries have not yet removed the social reproduction processes from the systems, barriers to the recognition of individual merit, tolerance towards workplaces that waste the potentials of growth and development of younger and older workers.

For these reasons, the lesson that we draw from the phenomena must be examined in two dimensions.

In the first place, we have to continue or strengthen - as appropriate - a policy that allows all young people, because of the position in which they find themselves, to improve their status and in any case make a step forward. In this sense, it is certainly sensible to place the focus and priority of public and private policies now on the growth of talent, now on the reduction of early school leavers, now on the NEETs. But this is not enough.

Consequently, in the second place, it is a matter of not limiting interventions to a juxtaposed management of the various sectoral policies. The simple juxtaposition of policies gives limited results. Greater coordination by them could increase quality and impact, constructing proper integrated intervention systems. Transverse policies are the key to success, the inevitable route for obtaining real, long lasting improvement of young people's condition.

This principle is not intended to increase the efficiency of public policies, although necessary.

The goal is to provide all young people with the full range of opportunities for growth and development in all sectors. No young person should be segregated within social or health or cultural or sports policies. Through public policies, everyone should be given the opportunity to have access to the various pathways that lead to excellence. Everyone must be considered a potential talent. This is the way to overcome the limits of social reproduction and to reward merit, freeing the ambitions of those who would otherwise be excluded or segregated in inadequate positions and roles with respect to their potential.

## 4. Models, strategies and objectives of youth regional policies

Paolo Federighi. Contributions by Bittor Arias, Andrea Bernert-Bürkle, Steven Fletcher, Bianka Gerlitz, Anna Hansen, Peter Härtel, Michaela Marterer, Sergio Pacini

### 4.1. Clusters of welfare models in youth policies

Before analysing the youth policies implemented by the Regional Governments of Baden-Württemberg, Jämtland Region, the Basque Country, Tuscany, Wales and Styria it is appropriate to mention the diversity of welfare models where policies and measures are involved.

Welfare models are certainly the product of public policies - fiscal and social - however they are first of all artifacts of the culture and traditions of a country, modified through social projects and conflicts through which the new distribution rules for access to goods and services by the different recipients are determined.

As a rule, starting from the second half of the last century, studies on welfare identified three different models of welfare correlated to various ideological inspirations or social projects (Esping-Andersen, 1990):

- *Social-Democratic welfare state* is based on the principle of universalism granting access to benefits and services based on citizenship.
- *Christian-democratic welfare states* are based on the principle of subsidiarity and the dominance of social insurance schemes, offering a medium level of decommodification and a high degree of social stratification.
- *Liberal regime* is based on the notion of market dominance and private provision; ideally, the state only interferes to ameliorate poverty and provide for basic needs, largely on a means-tested basis (Ferragina et al. 2011:584)

This differentiation was then taken up and examined by subsequent studies applied to the field of youth policies. We quote a summary in Box 12 pointing out that such an articulation was also adopted by the Youth research (Isfol for DG Employment, Social Affairs and Inclusion, 2008).

Box 12 - Previous classification models

GEOGRAPHICAL CLASSIFICATION	ITALY AND SPAIN	UNITED KINGDOM	GERMANY AND AUSTRIA	NORDIC COUNTRIES
Gallie, D. and Paugam, S. (2000)	Centralised model <sup>1</sup>	Community-based model <sup>2</sup>	Protective model <sup>3</sup>	Universalistic Model <sup>4</sup>
Esping-Andersen 2001 welfare models	Familistic-southern model of the Mediterranean countries <sup>5</sup>	Liberal model of Anglo-Saxon countries <sup>6</sup>	Corporate model of the continental countries <sup>7</sup>	Scandinavian mode <sup>8</sup>
Sapir (2006) welfare models classified by equity/efficiency <sup>9</sup>	Social system that offers neither equity nor efficiency	Efficient but inequitable social model	Social model that provides greater equity but less efficiency	Social model that provides both equity and efficiency

Recently, the CSEHYP project<sup>10</sup> has in turn proposed a typology of models at the conclusion of research on the structure of welfare policies, education and

<sup>1</sup> Mediterranean Model; Greece, Italy (hybrid), Portugal, Spain. Target: Specialised groups of youth; Youth sector: Major youth sector.

<sup>2</sup> Ireland, United Kingdom. Target: disadvantaged youth, Youth sector: minor or no youth sector.

<sup>3</sup> Austria, Belgium, (France), Germany, Liechtenstein, Luxemburg, The Netherlands. Target: whole generation of youth and disadvantaged people - Youth sector: Major youth sector.

<sup>4</sup> Denmark, Finland, Norway, Sweden. Target: whole generation of youth; Youth sector: Minor or no youth sector.

<sup>5</sup> Greece, Italy, Portugal and Spain.

<sup>6</sup> Ireland and United Kingdom.

<sup>7</sup> Austria, Belgium, France, Germany and Luxemburg.

<sup>8</sup> Denmark, Finland, Sweden and The Netherlands.

<sup>9</sup> On the sustainability of social models faced with globalisation, it seems to emerge that the inefficient models are not very sustainable (continental and Mediterranean), and that they must stand up to more compelling sustainability constraints. The Anglo-Saxon and Nordic model would therefore seem more sustainable than the continental and Mediterranean models that require reforms for greater efficiency by reducing disincentives to growth and employment.

<sup>10</sup> The issue is about combating social exclusion among young homeless populations and investigating - in a comparative perspective - on homeless paths among local white, local ethnic groups and migrant young men and women, and appropriate reinsertion methods (2011), [www.moviesie.com/cyh](http://www.moviesie.com/cyh).

training systems, labour markets, youth unemployment policies, gender relations and representations of youth across the EU-27 countries.

They highlighted a liberal (Anglo-Saxon), a universalistic (Nordic), a subprotective (Mediterranean), an employment-centred (continental) and a post-socialist (central and east European) model of welfare provision, including related youth transition regimes. In a report on all the research relating to youth policies carried out within the 7th Framework Programme of the DG Research of the European Commission (2012) the following summary of the models in Europe are reported:

“The **liberal** welfare approach relies on individual responsibility, with young people facing pressure to enter the workforce and to become economically independent as soon as possible. Although the labour market has a high degree of flexibility it also carries much insecurity for youth and considerable risks of social exclusion. Without extra key support they are socially excluded.

The **universalistic** welfare approach reflects the individualisation of life courses in the frame of integrated and comprehensive education systems. Young people are regarded as belonging first of all to the education system and everyone over the age of 18 is eligible for supportive education allowances. Labour market policies also leave space for individual decision-making. This model has a principle of equal opportunities. However, it relies on cooperation with families in the creation of the equal opportunities (...).

The **subprotective** welfare approach lacks reliable training pathways into the labour market. That creates inequalities among youth depending on the resources of their families of origin. Long dependency on families leaves young people without a formal position and status. According to data from CSEHYP and YIPPEE, young people with disadvantaged family backgrounds are at a very high risk of unsuccessful or delayed transitions to autonomous life in these countries.

The **employment-centred** welfare approach divides youth by the school system: different tracks in education separate pupils from the age of 10 or 12 according to their performance. A two-tiered division of social security favours those who have already been in regular training or employment, while others are entitled to a lesser form of social assistance. For the youth with disadvantaged backgrounds, this model is clearly exclusive and stigmatising.

**Post-socialist** welfare approaches vary from country to country, having a variable welfare mix of policies from the socialist past and copied from contemporary Western societies, with specific adaptations to the different countries' needs. This model is rather close to the subprotective welfare states, with public structures often being experienced as extremely unreliable” (European Commission, 2012: 27-28).

#### **4.2. Re-interpretation of models in the regional perspective**

The modeling proposed in the research just cited still requires a reinterpretation if used as a key for interpreting regional experiences if considered in this study, at least for some cases.



#### 4.2.1. About the employment-centred welfare approach

##### **Baden-Württemberg**

Youth policy in the German Federal State of Baden-Württemberg is not a standard field of policy. A wide variety of policy areas have an influence on the lives of young people living in the south-west of Germany, like:

- Education policy
- Economic policy
- Labour market policy
- Social policy
- Family policy
- 'Classic' youth policy, which only covers part of all of the strategies and activities related to young people in Baden-Württemberg

The main political objectives from which the concrete strategies and measures derive are as follows:

- All young people should have the chance to have an independent and responsible social life.
- Every young person who is willing and able to complete education or training should be given the opportunity to complete a vocational training or qualification programme.
- Everybody should have the same educational opportunities, including socially, culturally and financially disadvantaged young people.
- Efforts must be made to combat the impending shortage of skilled labour and to mitigate the negative consequences of demographic development for the economy and society.
- The employability of young people and their ability to complete education and training form one of the most important objectives of school and vocational education.
- The personal interests and strengths of individual children and young people should increasingly become a focus.

Many activities to support young people in Baden-Württemberg are employment-centred. They focus on a successful transition from education to work because good and save jobs are regarded as the most important basis of an independent life. During the past years, rather low unemployment rates among young people have been achieved by a strong co-operation of all sectors of society including politics, the economy and the social partners (employers, their associations and Chambers and associations of employees), the educational sector (schools, universities, further education, e.g. the *Volkshochschulen*), public administration and executive bodies, non-Governmental organisations such as churches, various welfare associations, sports and cultural institutions etc. The reform of the welfare system that is now even more related to employment than before also contributed to the good development on the labour market in Baden-Württemberg.

The German system is therefore often called an employment-centred welfare model.

## Styria

With regard to measures that relate to the area of work, youth employment has been identified as a priority. Here, the objectives are to reduce youth unemployment, to create better opportunities for disadvantaged young persons with the aim of achieving their integration in the labour market, and to optimally support young persons in their career choice. Incentives need to be offered to get more qualified young persons interested in an education pathway that allows them to acquire additional qualifications via an apprenticeship (e.g. apprenticeship with A-levels or license for entrepreneurship (*Unternehmensführerschein*)). Also, it is necessary to launch a qualification campaign for persons without formal training and poorly qualified persons.

To satisfy these demands, it has been decided to develop a regional education plan for Styria that sets out the strategic framework for the coming years. This plan will feature adequate school structures that take into account topographical conditions as well as problem zones in urbanized areas. It will be based on clearly defined education standards, and its boundary conditions as well as priorities will consider current developments in our society. Apart from the continuation of existing support systems such as language consulting, school social work and career guidance, it will also involve a content-related focus on disciplines such as the natural sciences, engineering, art and movement.

In addition to the universities, the universities for applied sciences also represent an important facet of the academic education offer. Styria continues to be committed to the existing universities for applied sciences and ensures co-financing on the basis of the national framework programme of the federal Government for the development and funding of universities for applied sciences (2011 to 2013) during this legislative period, in line with the requirements formulated there.

Other policy framing principles and documents Styria are

- Adult education/advanced training strategy within the framework of lifelong learning in Styria. Guidelines, priorities, visions and measures for the period 2011 to 2015 – Resolution of the Styrian parliament, December 2011.
- Styrian Qualification and Employment Programme, Office of the Styrian Provincial Government, May 2010.
- Styrian employment contract, contract between the Provincial Government, *Arbeitsmarktservice* (Public Employment Service), social partners 2007-2013.
- Network of departments for youth work and youth policies.
- Services and offers for youth outside of school – Youth Section of the Province of Styria.

### 4.2.2. *About the liberal welfare approach*

## Wales

The following definition of the UK welfare model, which has been adopted by several European studies, is partially valid for Wales and is useful to identify differences in the over-arching Welsh approach and the balance of policies in Wales as compared to other European approaches. Since devolution of key policy areas from the UK Government and the first National Assembly for Wales in 1999, Wales has progressively developed a distinct approach to youth policy from that in England. This divergence increasingly challenges identification of a single 'UK Welfare model', although many areas of welfare are not devolved to Wales and many devolved policy areas still retain common UK-wide characteristics as compared to other parts of Europe:

“The **liberal welfare approach** relies on individual personal development and responsibility, with young people facing pressure to enter the workforce and to become economically independent as soon as possible. Although the labour market has a high degree of flexibility it also carries much insecurity for youth and considerable risks of social exclusion. Without extra key support they are socially excluded. Public policies are community based approach more than family based”.

Instead the Welsh youth policy approach relies on the following components:

- There is no specific theme within the Programme for Government’s twelve themes for ‘youth in the 16-32 cohort’, and measures that target specifically or will be of benefit to such youth are included across all themes (OSA Regional Monograph-Wales, 2012:27). However, recent developments within the Welsh Government have increasingly aligned resource and policy to address policy needs for the 16-24 cohort, particularly within the policy sphere of youth employment and progression. The Welsh Government within its Programme for Government uses a range of approaches to target policy and resource interventions where needed. For example, measures include targeting to a variety of age, disadvantage and geographic criteria, amongst others, allowing flexibility in approach as fits the policy (OSA Regional Monograph-Wales, 2012:28).
- There is a particular emphasis on creating changes in the adult (post-16) cohort by investing significantly in the early, and in many instances the very early stages of an individual’s life cycle in order to address disadvantage. Wales has a particularly strong programme of interventions aimed at infants and their early years, at parents and at families (OSA Regional Monograph-Wales, 2012:28).
- In schools, priorities include improving standards in literacy and numeracy, and to reduce the impact of deprivation on educational achievement.
- For those moving into Further Education (FE) (post-16) the Programme aims to provide access to good quality provision with no barriers to participation. Further Education includes the tertiary study of both the vocational and academic learning routes below higher education. In Higher Education (HE), the aim is to transform the sector so that HE increasingly supports the economy in Wales, whilst providing the appropriate financial support to students. (OSA Regional Monograph-Wales, 2012:28) The high level of opportunities for post-16 learning and the range of policies giving financial support to post-16 learners significantly encourages further learning and the attainment of skills by youth, as opposed to low skilled and early entry into the labour market as implied by the ‘UK welfare model’. The policies do support ‘individual personal development and responsibility’ and have a focus on youth becoming ‘economically independent’ but significant support is provided to support youth in reaching their full potential and to help them secure high quality and sustainable employment. Wales is increasingly divergent from England in its policies for supporting youth financially throughout post-16 learning, offering a higher level of financial support than England in many policy areas.
- The principle of investing in skills is one guiding aspect of the Welsh Government’s approach to Growth and Sustainable Jobs, with further integration of skills with economic, education, procurement and planning policies to deliver greater benefits to the Welsh economy.

- The principles of investing in infrastructure, skills, innovation and improving the business environment guide the Welsh Government approach. This includes further integrating economic, education, skills, procurement and planning policies to deliver greater benefits to the Welsh economy, encouraging greater levels of private sector investment and employment, increasing the links between academia and business, and positioning Wales as a low carbon, green economy.
- Family and social policies that are targeted at or will have a beneficial impact on outcomes for young people in the 16-32 cohort can be found across the themes of the Programme for Government. The Aims include: better health for all with reduced health inequalities; high quality, integrated, sustainable, safe and effective people-centred services that build on people's strengths and promote their well-being; making communities in Wales safer through reductions in anti-social behaviour, crime (including the fear of crime), substance misuse and the incidence and impact of fires as well as effective co-ordination of emergencies; creating a fair society free from discrimination, harassment and victimisation with cohesive and inclusive communities; enriching the lives of individuals and communities through our culture and heritage.
- Reducing poverty, especially persistent poverty amongst some of the poorest people and communities in Wales, and reducing the likelihood that people will become poor, remains a significant priority addressed by a cohesive, cross-cutting approach. Ensuring that people have a high-quality, warm, secure and energy-efficient home to live in is a contributory policy for reducing such poverty. There is a strong component to addressing the issue of disadvantage through community-based, geographically focussed programmes, identifying communities with significant levels of disadvantage and providing additional support.

#### *4.2.3. About the subprotective welfare approach*

Public policies are always held in a defined context. Good or bad, even unconsciously, they have this context as their reference. In Tuscany the reference context is very detailed and complex. In this region typical aspects of Italian favouritism are found, often very pronounced.

On the one hand the high degree of favouritism, which often leads to localism unable to be far-sighted, yet at the same time is a constant and stubborn attachment to the elements of the centuries-old tradition in the field of social achievements and experiences of social mutuality.

Therefore the Tuscan model is a set of complex activities that tend to hold together specific public policies, public policies that are general and aimed at maintaining the existing elements of social cohesion, in some cases, from the thirteenth century, and private policies linked together by family adhesion. Let us think about interventions that ensure an efficient system of medical emergency, still connected to the mercies founded in Florence in the mid 1200s, or to steps aimed at safeguarding historical traditions rooted in small groups of people and communities, but which represent the identity value of places and communities, and which in the end make the community function as the first social group of reference, even during difficult economic times.

The approach of policy is always a two-pronged approach with respect to these characteristics.

On the one hand there is a tendency, often rightly so, but with little success especially now in times of crisis, to look beyond, even if trying to hold together tradition and innovation, warning of the dangers of excessive particularism, which does not allow being measured as a system region on the national and international level. This is the classical approach, and in this fundamental context, activities relating to great choices of infrastructure strategy, macro economic policies, on the international position of tourism, on dimensional choices for local public services, and on strategies for cultural systems, to name a few.

This is also the classic theme of the metropolitan city and the policies of institutional reorganisation.

In these small contexts, often it is not good and often very expensive. Only a constant and tenacious and effective intervention of the public regulator may affect these strategic sectors. In other fields, public policies find important support in conditions of private activities that are being enacted independently and they then support these public policies. In these interventions, public policies always play a decisive role but should not, by themselves, support and guarantee an effective and comprehensive solution to the problems.

This does not mean they are not necessary. It does mean that the context in which they move is different from the previous one.

In the first case the lack of public policies is nullifying for the fulfillment or unfulfilment of a given event. In the second case, public policies help, often in a decisive way – if we think about the redundancy funds and the redundancy funds in derogation of the past few years - surpassing even long times of difficulty, but they do not act alone in the economic system. They are helped by pre-existing external conditions.

This pre-existence in Italy is often called 'family'. There is no need to repeat the rhetoric of the family and its various meanings, even lexical. And not enter into a sociological context that does not belong to us completely and says in several analyses from Touraine (globalisation and the end of social movements) to Bauman (liquid life), about the crisis of the social system and the fragmentation of society and indicates the foundation of the new system in the subject and in the individual.

Yet in Italy the family, as the basis of the social system, is not dead.

The crisis has triggered the network of family protection, a characteristic of national identity with almost a third of Italians (31 percent) who live with their mother. These data are reported by Censis-Coldiretti 2012, titled "Crisis: live together, live better" (*Crisi: Viver insieme vivere meglio*) from which it is clear that 31% of Italians live with their mother and as many as 42.3% has a mother who lives at most thirty minutes away (Coldiretti-Censis, 2012).

Among the policies that are related to fighting the crisis are those more in support of the family and its members in greater difficulty, in particular women and, more specifically, those who work.

The effectiveness of public policies implemented, e.g. by the Tuscany Region in the "Giovanisi" project, depends on maintaining the conditions of the social system of reference.

Beyond the objective difficulties of the public budget, the effectiveness of limited resources depends on how these policies interact with how the social model in the region functions. The family in this context is at least a structure that facilitates operating conditions and maximises, or at least tends to do so, the investments that take account of its existence. One might reflect on the universality or specificity of this institution.

We must not disturb history to be able to say that the link between Italy and Catholicism is one of the central elements of this condition of the family in Italy; nevertheless even in the secular world the concept of economic value of the family has now been established, maybe declined in different forms and structures, but still able to form the basic core of the Italian social system.

Public policies cannot ignore this.

### **4.3. Youth policies for educational and professional growth**

In times of economic crisis, those involved in youth policies may feel forced to look for quick, easy solutions to the problems posed by the worsening work and education conditions of young people. The results, however, always betray the expectations because the living and working conditions of young people are the result of a variety of factors, therefore no single policy measure - nor several together - can guarantee any substantial change. What is needed is a balanced system of measures with adequate impact capacities. The problem is connected to the complexity of youth policies due to the fact that youth is characterised by numerous transitions. The possibility and the way in which each individual passes the tests related to a transition can influence the next path, even in a negative way. The problem stems from the fact that the tests and the "obstacles" that each individual must overcome when young may be characterised by factors that discriminate against people not on the basis of merit or individual qualities, or criteria based on fairness.

Public policies are intended to correct the distortions in the various transitions.

The transitions from youth and that mark the path towards achieving autonomy are numerous, and vary according to the positions held by each young person in various life cycle stages. Limiting ourselves to consider the possible positions of a person with respect to education and training, we have distinguished between young people involved in the system of education and VET, compared to young people engaged in vocational training, work experience, compared lastly to young people who do "other things", the NEETs, i.e. not affected by any of these positions which are the object of training policies and active labour market policies (see Box 13).

These different starting positions can evolve and be declined on the grounds of a young person's age. From these positions, a young person starts his own pathway through the various transitions and life cycles, which from leaving secondary education will lead to the first job, higher education, economic independence and parenthood.

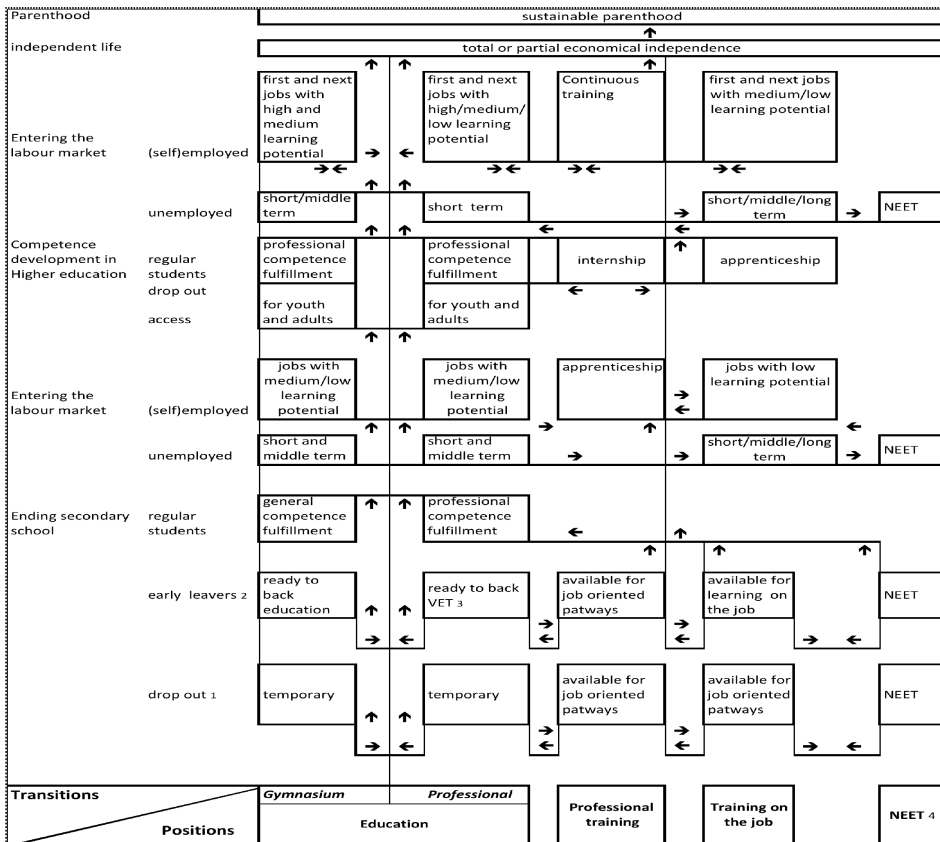
Among young people there are those who reach maturity without the need for special support, other than that available in private, social and public life. It is the function of public policies to ensure that this result is extended to all those who deserve it. Therefore it is necessary that none of the transitions be left to chance, i.e. that they are not monitored through interventions that prevent injustice and the loss of talent. Each transition from one situation to the next - for example, from student to apprentice - is a transition which, if mishandled, produces exclusion and delays or denies inclusion in work. Each passage actually has the function of filtering, i.e. to guide people towards alternative life paths, more or less desirable. At each step, the growth prospects of a young person are being challenged. The dysfunctions of cultural mechanisms, built by society over time, through which the future of a person is predetermined, have effects that are difficult to recover. These are the steps, the transitions that need to be corrected and managed by youth policies through measures inspired by fairness and merit. Each transition

can be associated to devices that select those who act independently, those who need support or recovery, those who have substantial need for social protection and support, those who pass through the mechanisms of social protection or exclusion.

In Box 13 we have tried to present synthetically the various possible paths open to a young person because of the starting position at the time of becoming a "youth". The picture is not complete; consideration is not given to all the factors that contribute to the growth of young people: from social networks to cultural life, mentioned in other sections of this book.

However, this pattern highlights one of the results of this study; we refer to the fact that public policies are more effective when their coverage of the different transitions and life conditions of a young person is more extensive. To achieve this, public policies must preside over each of the transitions that are represented in the diagram by arrows pointing to the types of measures that accompany young people to one of the possible positions achievable. In the chapters that follow, details will be provided about the different measures taken at the regional level to support these transitions.

Box 13 - Fields of youth policies interventions according to youth transition phases and conditions



Notes:

1. Pupils who drop out before the end of secondary education
2. Early leavers population aged 18-24 having attained at most lower secondary education and not being involved in further education or training
3. VET-Vocational Education and Training
4. NEET-a young person who is not in education, employment, or training

We now analyse the meanings of the graph in the field of youth policies:

1. Drop-outs. The measures may accompany young people in searching for:
  - a. A new placement in the systems that they have dropped out of, or in qualifying activities or work activities even if created with a prevalently educational aim. This set of measures is to prevent the passage to NEET and, if it happens, their possible recovery.
  - b. Leaving activities of recovery and entering into situations with a higher educational content, with greater growth prospects, including reinstatement in formal education
2. Early leavers. The measures can be of different types depending on whether they are aimed at helping young people to:
  - a. Re-enter the education system for the attainment of a degree higher than that held, or in qualifying activities or work activities even though created for prevalently educational purposes. This set of measures is to prevent passing to NEET and, if necessary, possible recovery.
3. Regular students. The measures are aimed at improving the quality of secondary education and facilitating the transition to work or further study at the higher education level.
4. First entry into the labour market. The measures that accompany this phase are characterised by various tasks:
  - a. Encourage the reduction of unemployment and inactivity times
  - b. Ensure the quality of work done
  - c. Encourage growth through contracts alternating study with work
  - d. Prevent passing to NEET and eventual recovery of young people exiting the labour market and exiting training
5. Competence development in higher education. The related measures are largely absorbed by the support provided to university systems, as well as to the advanced professionalisation of young people. More specifically we can address the measures that support the following transitions:
  - a. Access of both young people and young adults to higher education
  - b. The prevention and recovery of drop-outs
  - c. The development of a culture of production and acquisition of skills required by the labour market
  - d. The promotion of measures to improve the access of graduates to the labour market (spin-offs, entrepreneurship, apprenticeship, internship, etc.)
6. First entry into the labour market of high skilled young people. The measures that accompany this phase are characterised by various tasks:
  - a. Encourage the reduction of unemployment and inactivity times
  - b. Ensure the quality of work performed, its high learning potential, even through continuing education
  - c. Promoting access through employment contracts for high skilled workers or through entrepreneurship and innovation support, also activating special fiscal policies
  - d. Prevent the transition of young people to NEET and if necessary their eventual recovery
7. Independent life and parenthood. The measures that accompany these transitions act on all the components of social policies.



#### 4.4. Programmes, projects, policy measures

In all actualities under consideration, youth policies are part of numerous sectoral policies: from the revenue office, to economic development, to health, school, and work.

There are general programmes to bring interventions into synergy with the various sectors (the "Giovanisi" project, in Tuscany, for example). This has led to the unification of policies within a single decision-making location, precisely because of the extension of policies to coordinate. This option led rather to the cross-interpretation of the various policies, to monitor them and the possibility to highlight steps or transitions unattended by public policies, to activate new interventions. Monitoring and evaluating policies can assume the function of verifying the existence of general policies that do not respect the principle of non-discrimination of people because of their age (valid principle in cases where the rules of positive discrimination cannot be applied). They can perform the function of address, but not the management responsibilities distributed among various decision-making bodies.

The solutions adopted in the cases studied are varied. It goes from taking the responsibility of coordination by the President of the Regional Government, to the creation of a special policy for young people, to the signing of regional protocols and contracts, to the approval of an appropriate framework law.

The horizontal and cross-sectoral nature of youth policies makes them dependent on the strategies and the results of systems of general interest, non-specialised with regard to specific age groups (from health care, to the labour market, to prisons). This prompts Governments to operate through various types of intervention calibrated to the expected results. Thus, for example, with respect to the objectives to be achieved in the short term and which do not involve immediate transformation of systems, there is generally the option for interventions typically assigned to projects with objectives and time limitations.

For these reasons, our attention will be directed mainly to the analysis of the measures taken by Governments in relation to the different stages of young people's life cycle, differentiating them according to their conditions.

These are identified as policy-making units, through which policies are made and upon which their effectiveness depends. The measure is intended as a *policy implementation tool*, consisting of objectives, actors, beneficiaries, tasks, tools, resources. It is an object that facilitates an analytical approach and allows analysis of the effects and the impact of a policy (see Ch.6.1.).

In dealing with measures of regional policies, it must be remembered that the Governments considered have various powers. They operate under three different forms of State:

1. **Federal States** (Germany, Austria).

In these cases, in particular for Germany, it is not always possible to distinguish clearly between the regional powers and the national ones.

2. **Regionalised States** (Italy, Spain and, partly, Wales)

In these cases, one must remember that some regions have legislative power, some others are limited to administration.

### 3. Unitary States (Sweden)

In unitary states there exists only administrative self-Government at provincial and local levels of Government. In Northern Europe there was a stronger tradition of local autonomy or self-Government. Sweden's 290 municipalities are run according to national legislative and regulatory frameworks. Municipal responsibility for schools is based on the Swedish commitment to self-Government and democracy (Federighi and Torlone, 2010:9).

## 4.5. Policy objectives

The analysis of the general objectives of youth policies is used to identify the general framework of the aspirations of a Government, sometimes difficult to translate or identify in concrete action plans.

The analysis of the objectives assumed by regional policies focus on some priority areas such as education and training, work, culture, everyday life.

Let us examine quickly some of the different forms that can be found in documents of the regions considered:

### a. Education and training

The reference to the individual right of young people to education and training is common, the reference age can vary on the basis of national standards. This right is identified with the permanence of young people in educational institutions for a certain number of years, or until they achieve a diploma. Reference to the idea of employability is an element of innovation of the objectives, in particular if it is associated with consideration of the learning outcomes of young people. What matters is not only the degree obtained, but the actual skills acquired at the end of studies.

This gives rise to new formulations of the goals that express the commitment to growth of the quality of education offered to young people. Although present in only one case (Baden-Württemberg), appearance is significant among the general objectives of regional policies to recognise the need that "the personal interests and strengths of individual children and young people should increasingly become a focus". This objective leads policies to recognise that the school should "enable students to choose their own focus areas according to their aptitudes and interests and to distinguish themselves as individuals". This is an important evolution of the concept of the right to education and training, no longer understood in terms of "one school for all", but the recognition of differences and individual propensities.

### b. Work

Access to employment is the common goal of youth policies of all Governments. On the one hand, in some cases there is explicit reference to ensuring the supply of a skilled workforce to meet the needs of the economic system. At the same time, this function is also presented from the point of view of the young person, i.e. facilitating their access to the labour market and, in particular, creating conditions to begin a career in the best way. Attention to the educational quality of the workplace is also associated with this.

### c. Daily Life

The progressive delay by a growing number of young people in transition to adulthood has led regional public policies to take on objectives related to the quality of everyday life. Hence the adoption in Wales of the objective to ensure that people have a high-quality, warm, secure and energy-efficient home to live in, accompanied by the objective of ensuring high quality, integrated, sustainable, safe and effective people-centered services that build on people's strengths and promote their well-being. These objectives contribute to reducing poverty among young people, and its consequences. In this framework there is growing attention to the NEETs and to the need to encourage the creation of new families and parenting.

### d. Culture and social life

The theme of cultural and social life of young people occurs among the strategic regional objectives with different purposes, owing to the specificity of each individual situation. In regions with strong ethnic identity, the defence of language and cultural heritage becomes an objective linked to the defence of the right to equality in education and employment in relation to ethnic and linguistic majorities. The objective is also assumed in other regions with the function of enriching the cultural and social life of young people and at the same time, in particular for peripheral regions, to increase the regions' ability to attract and retain young people who aspire to live in lively and dynamic cities.



## 5. Analysis of the dynamics of growth of young people at a regional level

*Paolo Federighi. Contributions by Bittor Arias, Andrea Bernert-Bürkle, Steven Fletcher, Bianka Gerlitz, Anna Hansen, Peter Härtel, Michaela Marterer, Sergio Pacini*

### 5.1. Comparative elements

The purpose of this chapter is to provide some information about the main indicators on which youth public policies act, promoted by Regional Governments and aimed at encouraging the transitions from school to the autonomy of adult life.

We also took into account data on the evolution of the active and inactive population, employed and unemployed in each of the regions included in the study. We have examined the dynamics in the course of a decade (2000-2009), taking advantage of the Eurostat databases. However, the purpose of this study is centred mainly on the measures with training content capable of taking young people one step ahead in their growth process. This result is produced by a set of policies and, with regard to accessing and staying in the labour market, it is the result of economic policies, as well as labour policies and the more or less flexible related models. Here we limit ourselves to consider the participation of young people in the labour market as a general reference that indicates the challenges and impact of training policies.

Within the limits of this study, we will examine the results and trends over a decade of the conditions or behaviours of young people compared to some basic indicators concerning phenomena such as early drop-out, the NEETs, the achievement of a qualification in tertiary education, participation in lifelong learning.

The data on the **early school leavers** in the different regions show positive results everywhere. The rate of decrease - between 2008 and 2009 - has fluctuated from a low of 4.3% (in Wales), up to 13.4% in South Austria and 10.6% in the Basque Country. The tendency toward improvement is significant and not necessarily connected to the presence of a model (dual, for example). Here we are faced with a field of intervention highly exposed to national and regional public policies, where the prevention of drop-outs can be made by measures of retention, feasible by reducing the inefficiencies of training systems or through measures alternative to training. It should be noted, however, how the increasing difficulty of low-skilled young people to find a job may have a discouraging effect with respect to the choice of dropping out of formal education. This could mean that staying in school is the result of a postponement of the moment of entering the labour market. If we take into account the Pisa and Piacis data we know that an increase in staying in the school system does not always correspond to an increase in knowledge and skills. Finally, the comparison between the different regions shows that the differences between regions are significant. Depending on the region in which a young person lives, the chances of becoming an early school leaver may rise by 2.48 times. Moreover, data show that with regard to the specific phenomenon of early school leavers the comparison between EU Member States has a partial meaning. Since sector policies also depend on regional policies and the phenomenon in question has deep historical and cultural roots, the comparison between regional dimensions of different countries modifies the usual rankings. Specifically, it can be seen how regions of Spain show performance close to those in regions of Sweden.

The data relating to young **NEETs - not in education, employment and training** show a trend opposite to that of early school leavers: no region between 2008 and 2009 has seen a reduction in the number of young people in this condition. This may mean that in times of economic crisis and restrictions in public finance this is the class of the population that is most vulnerable. The concept of NEET is very broad. According to Eurostat, in 2011, 7.5 million young people aged 15–24 and an additional 6.5 million young people aged 25–29 were excluded from the labour market and education in Europe. The concept of NEET includes - according to the definition of Eurofound (2012a:24) - “Five main subgroups within the NEET population may be identified:

- the conventionally unemployed, the largest subgroup, which can be further subdivided into long-term and short-term unemployed;
- the unavailable, which includes young carers, young people with family responsibilities and young people who are sick or disabled;
- the disengaged: those young people who are not seeking jobs or education and are not constrained from doing so by other obligations or incapacities, and takes in discouraged workers as well as other young people who are pursuing dangerous and asocial lifestyles;
- the opportunity-seekers: young people who are actively seeking work or training, but are holding out for opportunities that they see as befitting their skills and status;
- the voluntary NEETs: those young people who are travelling and those constructively engaged in other activities such as art, music and self-directed learning”.

Each of these subgroups poses specific problems and refers to specific policy measures. However, to explain the ineffectiveness of the policies implemented it would be well to consider the possibility that, probably, the policies and measures taken are unable to attract some of these young people - we refer to the “inactive” - who, under other conditions, could build a pathway of life made of training and working in the formal economy. There is a parallel youth world, outside of social control, of which we still know little (exit dynamics, growth potential, risk factors, relationships with the informal economy, etc.).

In the regions considered, from one to two young people every 100 live in this condition. Here too, the comparison between the different regions shows that the differences between the regions are significant. Finally, the data show that with regard to the specific phenomenon, comparison between EU Member States has a partial meaning. For various subgroups, the possibilities of exiting the NEET position depend on regional policies. This is why the comparison of regional dimensions of different countries fails to grasp the differences produced by these policies and which change the usual rankings in relation to European benchmarks. Specifically, it can be seen how the regions of Italy present performances close to those of regions of Sweden and the best ones of Wales.

Data concerning **young people with tertiary education qualification** show how there is not a positive relationship between the regions with the highest percentages of high skilled young people and the employment rate.

This relationship is found only in Baden-Württemberg.

Staying in the school system has the effect of delaying entry into the labour

market until a later age, with no guarantees of employment corresponding to the studies carried out and the level of qualification attained. Over-education and low quality of the training received, together with mismatching with respect to the demand for labour and low competitiveness compared to young people from other regions or continents help one to understand the limitations of this indicator. Furthermore, as Eurofound (2012a:17) points out "It is important to highlight that in this recession youth unemployment has affected all young people, regardless of their educational attainment". On the other hand, the analysis of regional data confirms that "People with at least upper secondary education are in general much less likely to be unemployed, much more likely to participate in the labour force, and more likely to have higher earnings compared to those with lower levels of education" (Eurofund, 2012a:6).

Data on the participation of young people in lifelong learning show a weak correlation with the youth regional public policies. The region that has the best performance in the field of youth employment (Baden-Württemberg) shows a tendency to stagnation of performance below the European average and a participation rate of less than half that of Wales and Jämtland Region. This should be interpreted in the light of the fact that, in all countries, participation in lifelong learning is only marginally supported by public policies. It mainly depends upon the economic commitment of businesses and households. This produces a selection of public participation in the more educated and more advantaged classes and, therefore, a highly selective function of lifelong learning, which is entrusted mainly to market rules.

Nevertheless, as we have already seen, a strong propensity to training and, in particular, upgrading exists in young people. Young people between the ages of 25 and 34 are the citizens who more than others engage in continuous improvement activities. In all countries they belong to the regions covered by this study, between 2% and 6% of young people between the ages of 25 and 34 used lifelong learning in order to obtain certification of higher education. If we consider that also a part of unemployed young people has used this opportunity, we understand how public policies can produce greater levels of equity in an area particularly exposed to the rules of the education market.

## **5.2. People with tertiary education qualifications**

The indicator published in Eurostat and taken into account in this study, (*edat\_lfse\_12-Persons aged 30-34 with tertiary education attainment*) relates to people who have reached the so-called ISCED Level 5 (A or B) in their education. This level of tertiary education (higher education) takes at least 2 years and requires the successful completion of secondary education. Level 5B in particular encompasses practice related courses of studies and vocational colleges as well as master craftsman training; Level 5A (university level) encompasses other higher education below the level of doctorate studies. Qualifications that are part of so-called dual vocational education are not included.

A high proportion of inhabitants with a tertiary education qualification is an important factor for the economic competitiveness of a country and a region. Thus, for example, in its summary of the study "Tertiary Education for the Knowledge Society", the Organisation for Economic Co-operation and Development (OECD)

pointed out that, in “The widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high-quality tertiary education more important than ever.” (OECD, 2008:2).<sup>11</sup>

Box 14 - Eurostat-Table: edat\_lfse\_12-Persons aged 30-34 with tertiary education attainment, by NUTS 1 level (%) (Last update: 20-01-2011)

GEO/TIME	2009	2008
Baden-Württemberg	33.1	29.8
Basque Country	41,0	38,5
Centro (IT)	22.8	23.6
South Austria	19.7	20.7
Norra Sverige	36.1	34.5

Box 15 - People aged 30-34 with tertiary education attainment – females (%)

GEO/TIME	2009	2008
Baden-Württemberg	30,8	26,6
Noroeste (ES)	51,5	51,1
Centro (IT)	29,2	28,5
Südösterreich	21,3	21,1
Norra Sverige	43,0	40,4
Wales	40,2	38,2

Source: OSA project indicators (NUTS 1 level) – extracted from Eurostat database 20-01-2011

Box 16 - People aged 30-34 with tertiary education attainment – males (%)

GEO/TIME	2009	2008
Baden-Württemberg	35,6	32,9
Noroeste (ES)	36,4	37,5
Centro (IT)	16,5	18,6
Südösterreich	18,0	20,2
Norra Sverige	29,7	29,0
Wales	39,9	32,1

Source: OSA project indicators (NUTS 1 level) – extracted from Eurostat database 20-01-2011

### Baden-Württemberg

Overall, the trend towards tertiary education qualifications in Baden-Württemberg has been clearly rising. This is demonstrated by the relatively large jump between 2008 and 2009 from 29.8% to 33.1%. The 2010 figure now available of 33.4% confirms the continuing rise. The 2010 Education Report Germany also comes to the conclusion that the trend towards higher education entrance qualifications and higher education qualifications is continuing. (See. Author Group Education Reporting 2010, p.10).

<sup>11</sup> See OECD comment on the study on [www.oecd.org/document/35/0,3746,en\\_2649\\_39263238\\_36021283\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/35/0,3746,en_2649_39263238_36021283_1_1_1_1,00.html).



When a longer period is considered, the OECD also identified that, "In Germany, as in almost all other OECD countries, there has been a significant expansion in tertiary education in the past few years (OECD, 2008:20." Thus the number of university and university of applied science graduates in Germany rose by more than a third between 2000 and 2008 to 260,000 a year now<sup>12</sup>.

### **The Basque Country**

The Basque Country also leads the ranking of European regions under study showing a higher proportion of people aged 30 to 34 with higher education level. Around 41% of the Basque population aged between 30 and 34 years has higher education.<sup>13</sup> This improves the target set for education by the so-called 2020 European Strategy (40%) and the average of the EU27 (32.3%) and the state average (39.2%).

It is comparatively high the proportion of young people between 20 and 29 years which are advanced graduates in science and technology (27.2 per thousand), while still keeping the challenges of attracting a much higher percentage of young people into vocational education (although in recent years a slight increase has been identified, probably reflecting the difficulties of entering the labour market) and that of bringing a greater number of women to more technical areas.

### **Jamtli**

A regional programme for lifelong learning is being produced during 2011 and 2012. One of the key areas pointed out in this programme is the transitions from upper secondary school to university/vocational training or into working life. Also completing upper secondary school will be an important area to work on, in order to give youths the opportunity to apply for higher education.

The educational level in Jamtli is a little below the average in Sweden. This might be due to the employment opportunities of the region, where there are many small- or medium sized companies, many are self-employed. There are few jobs which require higher education, but also few low-skilled jobs. Most employment opportunities are within various crafts, which make vocational training important in the region.

There is a trend that women more often than men tend to get a tertiary education. During the past five years there has been an increase in the proportion of women with tertiary education, while the proportion of men has remained quite stable, in the Jamtli as well as in Norra Sverige.

After the economic downturn in 2008 it is clear that more people chose to study, which can be seen in the increase of the number of university students (from 348,177 in 2007 to 359,627 in the autumn of 2008 and 388,008 in 2009-all Sweden). This indicates that education might not be everyone's first option, if work can be found. In 2010 18,322 students (in Sweden) claimed they studied to avoid unemployment. Looking at youths' occupation three years after finishing secondary school around 30% have started on a university education.

<sup>12</sup> "Graduates of so-called "dual education" are not taken into account in the Eurostat category. This is despite the fact that they come very close to the definition submitted in the ISCED 5B category, which states, "Tertiary-type B programmes (ISCED 5B) [...] focus on practical, technical or occupational skills for direct entry into the labour market, although some theoretical foundations may be covered in the respective programmes. They have a minimum duration of two years full-time equivalent at the tertiary level." (OECD Glossary of Statistical Terms. <http://stats.oecd.org/glossary/detail.asp?ID=5441>) 60 % of young people in Baden-Württemberg complete such dual vocational education. If this figure is taken into account, it can be seen that a considerably higher number have been through theoretically and practically comprehensive education relevant to the workplace. This probably also explains the relatively low unemployment rates among young people, despite the comparatively low tertiary education graduate figures. This assumption was also confirmed by an assessment made by the OECD expert Kathrin Höckel at the presentation of the study "Education at a glance" and an OECD country study for vocational education in Berlin on 7 September 2010. Based on the results of these studies she identified that, "Vocational education in Germany [...] [makes] a significant contribution to the integration of young people into the employment market and [...] [is] a decisive factor for the low youth unemployment in international comparison."

<sup>13</sup> Figure for 2009. In 2010 the percentage was 43.7%. (02/2013).

## **Styria**

Among the people in the south of Austria aged 30-34 years 20% have reached a higher educational level.

This percentage lies 3 percent-points below the Austrian average and is far below the percentage in most regions in comparison.

The percentage improves just slightly over the time-period observed.

Females are better off concerning this indicator as their percentage of higher education lies around 3 percent-points above average (and around 6% above their male colleagues).

## **Tuscany**

In the 30-34 age range, which we can consider employment consolidation of competences acquired, the population of Central Italy having the highest level of education does not exceed 22.8%, clearly below the EU 27 average (32.3%). The results for Central Italy partially reflect the situation of Tuscany, which is placed on the lowest values of this territorial aggregate due to the different existing structural configuration between the regions included in such area on the NUTS 1 level.

Overall, it is evident that, even compared to most of the other European regions under examination, a negative differential emerges for Tuscany, the fundamental causes of which are to be researched in the still weak demand for highly skilled work in the regional economy, and in the progressive drop of job opportunities in the public sector – teaching in particular – following the national measures for containing public expenditure.

In recent years in particular, the difficulties in entering the labour market, the difficulty in stabilising temporary work and the modest difference in earnings between university graduates and non-graduates have discouraged many young people from continuing with higher education. This has therefore determined a reduction of attendance and incidence in relationship to the population. Even with respect to the share of university graduates, Tuscany is still far from achieving the 40% goal placed by Europe for 2020; according to the most recent data available, the share of university graduates in the region is 32.6% (Irpst, 2011).

## **Wales**

In comparison with other OECD countries in 2005, Wales ranked in the middle in terms of persons qualified to degree (tertiary) level but had a relatively longer tail of persons with low or no qualifications. A third of the Welsh population had obtained at most low qualifications. The proportion with tertiary qualifications in Wales was lower than the UK but similar to the OECD average with 28% of its adult population having obtained tertiary qualifications. The proportions of 25-34 and 45-54 year olds attaining tertiary education were similar to the OECD averages. Younger people in Wales were more likely to be qualified to this level than previous cohorts. However several countries that ranked below Wales for the 45-54 age group - such as Ireland, Spain and Korea - had significantly higher proportions of young people with tertiary qualifications compared with Wales.

### **5.3. Early leavers from education and training**

Eurostat defines “Early leavers from education and training” as “persons aged 18 to 24 fulfilling the following two conditions: first, the highest level of education or training attained is ISCED 0, 1, 2 or 3c short, second, respondents declared

not having received any education or training in the four weeks preceding the survey.”<sup>14</sup>

Box 17 - Eurostat-Table: edat\_ifse\_16-Early leavers from education and training by NUTS level 1 (%) (Last update: 20-01-2011)

GEO/TIME	2009	2008
Baden-Württemberg	9.5	10.1
Basque Country	12,6	14,1
Centro (IT)	13.5	14.5
South Austria	7.1	8.2
Norra Sverige	11.6	12.3
Wales	17.6	18.4

### Baden-Württemberg

The number of young people leaving education and training early in Baden-Württemberg is relatively low in comparison with the OSA project regions at 9.5 % in 2009.

In 2000 the proportion of “early leavers” was still at 15.1%, from then on it fell overall despite slight fluctuations upwards and downwards. The renewed slight increase in 2010 could be a result of the economic crisis. As a result of the crisis the situation on the apprenticeship market in Baden-Württemberg in 2009 and 2010 was tough and it was particularly difficult for young people with lower educational qualifications to find an apprenticeship place. Newly created school apprenticeships were obviously only able to compensate for these difficulties in part. The situation on the apprenticeship market improved markedly again in 2011, so that medium term downwards trend could be halted, also taking into account the consequences of demographic change and a range of education and training initiatives for young people, which are described in more detail in the policy analysis.

What is noticeable is that in Baden-Württemberg the education drop out rates among women and men are roughly the same and in 2009 exactly at the same level. In other regions men had higher - in part significantly higher - drop out rates. This is covered by the observation that young men more frequently succeed in the transition from school to an apprenticeship than young women (Diehl et al., 2009). This imbalance exists among both youths with a migrant background and youths with German nationality. One reason for this seems to be that male youths (62 per cent) have a greater interest in dual training than female youths (50 per cent) (BiBB, 2009).

### The Basque Country

The rate of early dropouts in the Basque Country in 2009 stood at 12.6%, against 14.4% of EU 27 and 31.2% for the rest of the state.<sup>15</sup> However, the Basque region does not reach the target set by the 2020 European Strategy (below 10%).

Regarding gender, in all regions studied early school leaving is more common among men. The most pronounced differences occur in the Basque Country, where men double the rate of early women school leavers.

<sup>14</sup> [http://epp.eurostat.ec.europa.eu/portal/page/portal/product\\_details/dataset?p\\_product\\_code=T2020\\_40](http://epp.eurostat.ec.europa.eu/portal/page/portal/product_details/dataset?p_product_code=T2020_40) (02/2013).

<sup>15</sup> In 2010 the percentage of the Basque Country decreases to 10.8%.

### **Jamtli**

Jamtli has among the highest rates of youths completing their education in Sweden. 81% of all youths in Jamtli complete their upper secondary education – a three-year-long programme – within four years. Not everyone go to upper secondary school, but 99% do.

About 10% of those who attend upper secondary school attend an individually modelled programme, often with fewer subjects than the ordinary programmes offer. The reason for this is often that they have low motivation or social problems (drugs, family problems) and schools want to offer them an opportunity to complete their education with extra support and lessened workload. However, people from the individual programmes tend to drop out of school more often than others. If those programmes are excluded when looking at how many youths complete their education the rate would be 87%. Those who do not finish their education within four years are not all early school leavers. Some finishes after five years, or they transfer to a folk high school when they have turned 18.

### **Styria**

The south part of Austria – Styria is a part from - as well as Austria as a whole has reached this target yet. 7,1% leave school early in South-Austria whereas 8,3% nationwide do so in 2010.

Since several years the south of Austria performs slightly better than the rest of the country does. Although the rate of both areas improve over time, the gap remain more or less stable.

If we look at gender differences at last, we can conclude, that (in contrast to many other regions) in Austria and in the southern part of the country females are not less (and males not more) affected from early school leaving.

### **Tuscany**

In general, the reduction of drop-outs seen in central Italy between 2008 and 2009 can even reflect the drop in job demand caused by the crisis and therefore less pressure for young people to abandon their studies in order to enter the job world early. Those who drop out of secondary school early are offered the possibility of completing their educational cycle through a specific form of apprentice contract, in which the experience of entering a job place is accompanied by training contents that allow the young person to achieve a professional qualification and conclude secondary studies.

In Tuscany, the analyses of recent years show that the increasing trend for students to achieve a diploma has been mitigated by the weight of young immigrants. Tuscany has 77% of students entering upper secondary school, slightly higher than the national average (75.8%). Concerning the type of school students have enrolled in during the last decade, there has been an increase in lyceums, at the expense of a moderate drop in the number of students enrolled in professional schools.

As in other regions, when Tuscany was faced with the increase of its population participating in various forms of apprenticeship, there was also a high increase in the number of people excluded from education and training, especially between 2000 and 2005. Even though it is quite difficult to gather data (in particular for the non formal activities) because it must be interpreted cautiously, the variation of the population not involved in learning activities would be +87.8% in the period under

examination, in the case of population 15 years old and over, and +35.4% in the adult population between 25 and 64 years old. One may legitimately suppose that, in addition to the greater weight of the older groups, among which there is less likelihood of participation, the rapid growth of the number of immigrants had substantial influence, most of them doing jobs requiring low qualifications, excluded from ongoing training routes or more education.

## Wales

Wales has a higher proportion of adults without qualifications than the UK average.

Box 18 - No qualifications (cohort 15 years old at start of final year of compulsory school education)

	2005	2008	2010
<b>Leaving full-time education with no qualifications</b> (percentage)	2.2	1.6	0.8

Source: Welsh Government<sup>16</sup>

Box 19 - Working age population highest qualification

<b>Working age population highest qualification</b> (percentage)	1999	2003	2009	2010
<b>No qualifications</b>	20.2	17.3	13.7	12.1
<b>Degree level qualifications</b>	21.6	24.2	29.6	30.6

Source: Levels of Highest Qualification of Working Age Adults<sup>17</sup>

## 5.4. Young people who are not in employment, education or training

Box 20 - Eurostat-Table: Young people aged 18-24 not in employment and not in any education and training, by NUTS1 region (%) (Last update: 28-01-2011)

GEO/TIME	2009	2008
Baden-Württemberg	9.4	8.5
Basque Country <sup>18</sup>	9.9	-
Centro (IT)	16.4	14.9
South Austria	10.5	7.9
Norra Sverige	15.2	12.5
Wales	19.5	16.6

### Baden-Württemberg

Baden-Württemberg has a high placing in the OSA regions ranking in the employment area. Compared to the other regions, the proportion of young people between 18 and 24 in Baden-Württemberg who were not in employment, education or training was lower in 2009, at 9.4%. In 2008 Steiermark at 7.9% achieved a somewhat better figure than Baden-Württemberg at 8.5%.

As in all regions participating in the OSA project the number of young people who are not in employment, education or training rose in 2009 as a result of the crisis.

<sup>16</sup> [http://wales.gov.uk/ \(02/2013\)](http://wales.gov.uk/ (02/2013)).

<sup>17</sup> Welsh Government from Annual Population Survey-Office for National Statistics, [http://wales.gov.uk/topics/statistics \(02/2013\)](http://wales.gov.uk/topics/statistics (02/2013)).

<sup>18</sup> Percentage of people aged between 16 and 22 years (inclusive) who do not perform any work or any type of study (regulated or not).

However, a glance at more up to date regional employment market figures shows this has fallen significantly again, primarily in 2011.

The official unemployment figures published by the Federal Employment Agency are well below those published in Eurostat. Thus in December 2009, the Employment Agency measures an unemployment rate of 4.9% among 20 to 25 year olds (taken from the Bundesagentur für Arbeit 2010). The reason for this is that the Federal Employment Agency's figures only show part – even if the larger part – of under-employment.

They do not record a so-called “hidden labour reserve”. A hidden labour reserve includes everyone who is basically prepared to take up employment but who does not appear in the official statistics for various reasons in times of difficulty on the employment market. Some of them who have lost their jobs have given up looking for a job, discouraged because they cannot see any real chances. The term “hidden unemployment” is sometimes used in this connection.

### **The Basque Country**

The rate of young people in the Basque Country neither studying nor working is comparatively low (in fact, some recent studies suggest that at state level it is not as high as it has often been pointed out either, because the fact that the activity rate is not 100% in any age group has not been taken into account). Some studies indicate that in 2011, in fact, in this community, NEETs rate is lower than YEETs (in employment and education or training).

### **Jamtli**

The number of NEETs has increased rapidly during the past two-three years. Jamtli has a worse position than Norra Sverige. The conservative Government, which has been in power since 2006, changed the employment policies. They withdrew many of the previous benefits for employers taking on people for work placements, giving various kinds of benefits to employers who employed people with disabilities, long term unemployed people etc. This might be one possible explanation to the rising figures in NEETs after 2008.

### **Styria**

The percentage of NEET in Austria as well as in the south of the country is nearly 9% and compared to other regions rather low. Although the NEET-concept is different to the definition of early school leavers their percentage within the age cohort is nearly the same.

Females like in most other regions are not more affected than males. Gender-differences that can be observed over time lie within the confidence interval and therefore are not subject to interpretation.

### **Tuscany**

In all of the regional data under examination, the quantitative substance of NEETS in Central Italy is placed on intermediate values (in 2009 at 16.4% of young people in the 18-24 age range), reflecting a situation that so far has not taken on socially devastating aspects, yet which the economic crisis has clearly

accentuated, focussing national public attention on this phenomenon that had not had particular attention. From the specific analyses already mentioned, in this case the Tuscany data do not seem to differ substantially from those of the widest Central Italy apportionment, identifying a NEETS percentage of around 16%.

Among the causes that are felt to have a negative influence on the exclusion of young people from both employment and training, on the one hand emerge the poor correspondence of formal educational qualifications with what is required by the labour market, and on the other hand the difficulty of leaving the precariousness of temporary contracts that go on for years and offer very low pay.

In recent studies (Irpel, 2010) the problem of the difficult transition of young people to adult status is confirmed by the fact that they stay in the family of origin after age 24: 57% of young people aged between 25-29 years remain in their family of origin; 31% of young people 30-34 years also remain. The relationship between the long times for leaving the family of origin and the poor opportunities for a stable job and the progressive consolidation of a professional profile is obvious. The fact that young people stay in their family even after finding a job is highly connected to the quality - in terms of income, security and protection - that such job can offer. The wait-and-see attitude and uncertainty about the chance to improve one's condition, even within a context of quite penalising rental markets (which the Tuscan Region tries to face today with specific measures regarding housing for young people), in the long term determines weakening of human resources present and the reduction of the innovative contribution to the economic system, typical of the work of young generations.

## Wales

The definitive source in Wales for estimates of the proportion of young people who are NEET in Wales is the annual Statistical First Release (SFR). Other sources used by the Welsh Government are more timely but recognised to be less statistically robust statistics. The following sources are used by the Welsh Government:

- Statistical First Release, *Participation of young people in education and the labour market* using education data sources and the Annual Population Survey (APS);<sup>19</sup>
- Annual Population Survey (ONS);<sup>20</sup> and
- Careers Wales Pupil Destinations from Schools in Wales survey.<sup>21</sup>

The most recent results from these sources are:

- *SFR basis* - at end 2011(p), 12.1 per cent of 16-18 year olds were NEET (13,800) compared with 11.5 per cent (13,500) at end 2010. The series shows that the proportion of young people who are NEET has ranged between 10-12 per cent over the years 1996 to 2011 accounting for around 12,000-15,000 young people;
- *APS basis* - For the year ending Quarter 4 2012, 11.8 per cent of 16-18 year olds were estimated to be NEET, compared with 13.3 per cent for the year ending Q4 2011. Estimates of NEET rate based on the Annual Population Survey show

<sup>19</sup> <http://wales.gov.uk/topics/statistics/?lang=en> (02/2013).

<sup>20</sup> [http://data.gov.uk/dataset/annual\\_population\\_survey\\_for\\_wales](http://data.gov.uk/dataset/annual_population_survey_for_wales) (02/2013).

<sup>21</sup> <http://destinations.careerswales.com/> (02/2013).

similar levels and trends to those for the SFR, fluctuating between 10-13 per cent.

- *Pupil Destinations basis* - As at Nov 2012, 4.2 per cent of Year 11 leavers were NEET compared with 4.4 per cent in 2011.

## 5.5. Lifelong learning

Box 21 - People participating in general or vocational Education or Training (25-64 years, all)

GEO/TIME	2008	2009	2010
Baden-Württemberg	8,8%	8,8%	8,8%
Pais Vasco	13,5%	13,3%	13,0%
Toscana	6,8%	6,8%	7,2%
Steiermark (Styria)	11,7%	13,5%	13,0%
Mellersta Norrland	21,1%	20,9%	21,9%
Wales	19,2%	19,0%	18,5%

Source: Eurostata data [trng\_lfse\_04]

Box 22 - Eurostat-Table: lfst\_r\_lfsd2pIII-Life-long learning - participation of adults in education and training, at NUTS levels 1 and 2 (1000), Age from 25 to 64 years, No participation in lifelong learning (Last update: 16-12-2010)

GEO/TIME	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
Baden-Württemberg	5249.0	5233.9	5267.6	5287.0	5312.0	5280.6	5403.4	5374.0	5320.8	5272.9
Pais Vasco	1087.3	1091.0	1093.0	1095.8	1084.3	1149.4	1142.7	1132.4	1132.9	1119.9
Tuscany	1914.2	1896.4	1896.3	1873.2	1852.9	1860.7	1895.6	1906.5	1897.7	1413.3
Steiermark	572.6	583.3	575.6	573.4	576.3	578.9	608.9	152.3	154.7	305.7
Mellersta-Norrland	149.4	150.2	158.2	161.8	152.8	119.8	111.1	143.4	143.9	129.4
Wales	1231.6	1229.1	1229.4	832.2	808.5	557.3	963.2	1149.2	1185.9	1187.1

### Baden-Württemberg

That further education participation in Baden-Württemberg is stable overall is also shown by the total participant figures at Baden-Württemberg adult education centres. Around 2.1 million people went to more than 134,000 events at adult education centres in 2010. Since 2000 the participant figures have been between around 2 and 2.2 million.

However, with reference to further education, although the question of participation in education in the past four weeks is suitable to record a development over time, it is not necessarily meaningful to record annual further education rates in certain age groups. Because e.g. workplace related vocational further education often lasts only a short time or is offered in block release.

Therefore surveys that ask about participation in further education in the last 12 months seem to be somewhat more meaningful. For example, this was shown in the study "Further Education in Baden-Württemberg" within the context of the nationwide further education reporting system (TNS, 2008). As part of the study, for example, 28% of 19 to 64 year olds said they had taken part in vocational



further education in the last 12 months. 30% (with an intersection to vocational education) said they had taken part in general further education and as many as 74% reported participation in informal forms of learning. Merely 18% said they had not carried out any learning activities in the past 12 months. These values correspond with the further education participation figures published by the OECD for Germany ([www.oecd.org/dataoecd/10/8/1963236.xls](http://www.oecd.org/dataoecd/10/8/1963236.xls)) according to which 29% of Germans between 25 and 64 said they had taken part in vocational further education and 42% confirmed participation in general further education.

### **The Basque Country**

The first aspect to be noted is the great difficulty to clearly identify the concepts included in this area (formerly called in Spain Non-Formal Education), since the statistical systems of data collection are much less comprehensive.

Looking at the evolution of this indicator in the period 2000-2008 in the Basque Country, it can be seen that there has been an on-going progress in lifelong learning rate from 4.5% in 2000 to 13.5% in 2008. The territory already reached the proposed goal in 2005 and since then it has been growing, showing values higher than the national average over the entire period analysed.

Attending to gender, women are involved in a higher percentage than men in lifelong learning activities.

### **Jamtli**

Lifelong learning is important in regional policies. A new regional programme for lifelong learning is being developed during 2011-2012.

Sweden has a long tradition of non-formal learning in study circles; Groups which come together, usually for evening courses, in various subjects. It could be languages, singing, cooking, knitting, sailing, picking edible mushrooms or anything else. In 2009, around 20% of the population aged 16-64 in Jamtli were engaged in a study circle.

### **Styria**

The more the knowledge development fastens the more essential lifelong learning becomes to stay economically productive and employable. A concept to control for this demand is to observe the percentage of people participating in general or vocational education or training among adult population.

13% of the Styrian population aged 25-64 years is engaged in lifelong learning. This percentage lies slightly below the average in Austria. Also females in Austria as well as in the southern part of the country are slightly less engaged in lifelong learning than males are.

### **Tuscany**

All the areas of intervention – formal, non formal and informal learning – have found a form of recognition in the regional programming and legislation. In the new national scenario, which as of 2000 expanded the competence of the regions in matters of education, employment and training, the Tuscan Region has aimed its reinforcement on the integration of the various means accessing education, fixing the basic determinations in regional law 32/2002. In the region, this phase led to a reinforcement of public initiatives concerning adult education, including web learning tools.

As emerges from the data in Tuscany, there was substantial growth of the population's participation in forms of learning, a decisive increase is found in the early years of the decade.

The variation of the population involved in lifelong learning activities was +87.8% in the period being examined, in the case of population aged 15 and older, and +35.4% in the adult population between the ages of 25 and 64. This corresponds to an average annual increment of +7.8% and +3.9% respectively.

## 5.6. Employment

The concept of the active population includes all persons of an age cohort available on the labour market. It consists of people working and of unemployed people who are ready and willing to work. People in education, pension or engaged in family responsibilities are excluded.

Box 23 - Eurostat-Table: Employment by age, at NUTS levels 1 and 2 (1000), Age from 15 to 24

GEO/TIME	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
Baden-Württemberg	639.4	672.4	645.3	622.2	603.5	542.8	559.6	565.2	558.7	542.1
Pais Vasco	50.1	62.1	65.0	68.8	71.1	67.5	71.0	74.1	81.2	79.0
Tuscany	80.7	90.3	88.2	91.8	87.1	94.1	105.4	102.6	107.0	121.4
Steiermark	79.9	81.3	79.4	77.4	81.9	76.9	70.0	69.2	71.2	70.2
Mellersta-Norrland	15.8	17.6	19.9	18.2	16.1	15.3	16.4	17.8	16.2	13.2
Wales	178.7	200.0	204.7	206.7	197.3	209.2	195.4	176.3	185.0	178.9

Box 24 - Eurostat-Table: Employment by age, at NUTS levels 1 and 2 (1000), Age from 25 to 34

GEO/TIME	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
Baden-Württemberg	1041.8	1058.5	1053.5	1044.4	1045.0	997.5	1072.4	1099.3	1136.5	1151.0
Pais Vasco	244.3	274.0	278.7	278.2	274.2	273.2	275.4	267.2	268.4	257.3
Tuscany	350.7	365.3	373.5	385.1	385.5	399.2	399.1	395.8	402.0	395.9
Steiermark	130.1	130.5	127.9	127.6	130.5	134.0	137.5	139.3	149.4	153.7
Mellersta Norrland	32.3	33.0	33.3	33.4	34.0	32.0	33.0	33.5	36.0	34.1
Wales	261.0	263.4	261.0	257.2	265.8	261.8	271.2	268.0	273.2	290.9

Box 25 – Eurostat-Table: lfst\_r\_lfu3rt-Unemployment rates by sex and age, at NUTS levels 1,2 and 3 (%), Age from 15 to 24

GEO/TIME	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
Baden-Württemberg	8,3	6,6	6,8	8,8	11,0	9,6	7,4	5,4	3,7	5,7	5,1
Pais Vasco	31,5	19,2	17,1	20,8	19,1	24,5	23,4	22,2	21,3	25,6	29,0
Toscana	17,8	14,4	13,7	15,4	16,7	16,0	15,0	16,2	16,9	16,9	20,9
Steiermark	10,0	6,8	8,2	7,5	8,3	7,3	5,9	5,8	6,3	6,3	5,3
Jämtlands län	33,6	26,0	21,1	17,2	19,7	17,6	12,8	14,2	13,7	9,7	16,0
Wales	19,9	15,9	14,5	13,7	12,9	11,8	13,1	14,0	14,3	15,7	16,8

### Baden-Württemberg

The number of employees between 15 and 24 has continually increased in the

past decade with a slight dip around 2003 and 2004 and a peak in 2008. In turn the number of male employees rose somewhat higher than that of female employees.

However, the type of employment between men and women overall and considered separately started at a low level and also the rates of increase were not so high in men or women as the total increase in employment.

This is expressed in an overall rising unemployment rate in this age group, which reached a peak in 2005 at 11%. Overall unemployment in this age group fluctuated between 5.7 % 2000 and 8.3 % in the crisis year 2009, but after positive growth developments this now seems to have weakened considerably in Baden-Württemberg again. This can be concluded from the unemployment statistics from the Federal Office of Employment at least. The general unemployment rate of 3.9 % published by the German Federal Employment Office (*Bundesagentur für Arbeit*) and a youth unemployment rate of 2.9 % in the group of young people under 25 (July 2011) is currently low in Baden-Württemberg due to the good economic development in Germany. The unemployment figures in rural areas are traditionally lower than in bigger cities. However, as mentioned above, the unemployment rate published by the Federal Employment Office usually lies well below unemployment rates which are calculated on the basis of other methods of collecting data for example in the context of representative surveys like the "*Mikrozensus*" (micro census) that are used by Eurostat.

What is interesting above all is that the employment rates in the group of 25 to 34 year olds do not fluctuate strongly any more. This reinforces the impression that the successful integration of young people under 25, without tertiary education where appropriate, into the employment market is an important key for positive overall developments on the youth employment market.

That the overall highly positive situation for young people on the employment market in Baden-Württemberg relates to good integration of younger people in employment is also shown by the fact that in contrast to the group of 15 to 24 year olds, the total employment figure could not be raised in the group of 25 to 34 year olds. In fact, it fell from 1,151,000 in 2000 to 1,041,000 in 2009 and even dropped temporarily below 1,000,000 in 2000. What is remarkable is that the employment rate of 25 to 34 year old men fell from 89.9% to 85.7% from 2000 to 2009 and the number of women increased markedly (72.8 % to 78.2 %).

However, during the same period of time the employment rate remained more or less stable. 81.5 % in 2000 and 81.9 % in 2009).

## **The Basque Country**

### *Active population*

In absolute terms, the development of active young people in the Basque Country has been negative in the last 10 years, with an average annual percentage loss of 4% and 31% for the whole period. In the case of Spain, the loss of active population has been lower, around 1%. This decline has paralleled the loss of young people in general, but more pronounced, due to increased participation in education.

When you consider the evolution of not total figures but their relation to the population in these age brackets, the observed picture (see Box 26) varies considerably, being particularly Tuscany and the Basque Country the regions where the rate of activity of the youth between 15 and 24 is clearly inferior.

While in the Basque Country this rate shows a slight upward trends, in Tuscany it is reduced considerably.

Box 26 - Activity rate aged 15 to 24 years

OSA Project Regions/ACTIVITY RATE	2009	2000
Baden-Württemberg	53,1	49,7
Basque Country	39,2	37,9
Tuscany	31	42,6
Steiermark	61,5	54,0
Mellersta Norrland	52,2	39,7
Wales	57,3	62,7
TOTAL analysed Regions	50,2	49,2

Source: OSA Project Indicators (Eurostat data)

Again the inclusion of activity rates, i.e. the ratio of the population in this segment with the working population in it, offers an interesting reading: Tuscany and the Basque Country still maintain the lowest rate of activity of the analysed regions, and particularly in Tuscany, the difference between young men and women, in their access to the labour market, can be described as considerable.

#### *Employed population*

The Basque Country<sup>22</sup> represents 5% of the employed population of the state. 4.7% of these people are between 15 and 24 and 24.4% were between 25 and 34, that is to say, nearly three out of ten people in employment in the Basque Country are under 35 years (INE, 2010).

The percentage of working people under 35 has declined steadily over the last decade in the Basque Country, with an average annual negative trend of 1.4%. However, the loss of individuals in this group was lower than that suffered by the whole Spanish state, although in both cases the reason may lie in the aging of the population that is observed in the last 20 years, compounded by the economic crisis and current unemployment.

Box 27 - Employment trends in the population aged 15 to 34 years

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Media
<b>Basque Country</b>	363,5	371,5	362,5	368,1	362,6	362,2	365,1	357,1	350,8	317,4	
% increase/ decrease		2,2%	-2,4%	1,5%	-1,5%	-0,1%	0,8%	-2,2%	-1,8%	-9,5%	<b>-1,4%</b>
<b>Spain</b>		3851,8	3785,6	3747	3752,2	4008,6	4061,4	3982,6	3630	2762,7	
% increase/ decrease			-1,7%	-1%	0,1%	6,8%	1,3%	-1,9%	-8,9%	-23,9%	<b>-3,6%</b>

Source: OSA Project Indicators (Eurostat data)

Unit: Thousands of people

<sup>22</sup> The comparison was made with Spain, because OSA data were related only to absolute data and would have required a search of population data by age.

Focusing on the section of younger population, this negative development is enhanced, exceeding the national average, while in the case of the population between 25 and 34 years the rate is below 1% loss of individuals in the Basque Country, and it maintains the same percentage as in the previous age group throughout the state.

Considering gender, it is observed that, in the Basque Country and throughout the state, employed men under 35 slightly outnumber their female counterparts. However, changes in the last 10 years show that the analysed male group has been reduced to a greater extent than the female one, and even the latter shows a slight increase of individuals.

Regarding the employed population aged 15 and 24 years, it records the highest rates of population loss in the last 10 years, especially in the case of men.

On the other hand, employed women increase in number in the age bracket of 25 and 34, both state-wide and in the Basque Country.

If absolute values give us an overview of how many young people are in the labour market at a given time, the employment rate helps us to assess the comparative situation of young people in relation to other age groups. The Box below shows that the situation of young people between 15 and 24 is worst in the Basque Country than in any other analysed regions, the rate being lower among men than among active women.

Box 28 - Employment rate aged 15 and 24, 2009, by sex

OSA PROJECT REGIONS/ EMPLOYMENT RATE	MEN	WOMEN
Baden-Württemberg	90,7	92,9
Basque Country	65,7	71,6
Tuscany	83,6	80,4
Steiermark	90,0	90,1
Mellersta Norrland	s.d.	s.d.
Wales	78,2	82,7
<b>TOTAL analysed regions</b>	<b>87,5</b>	<b>89,8</b>

Source: OSA Project Indicators (Eurostat data)

### *Unemployed population*

2009 was a particularly negative year for the Basque Country.

In the area of unemployment, the situation of women appears between light and clearly more favorable compared to that of men. In the Basque Country, the difference is nearly six points in favor of female employment in this age group.

Some information on youth unemployment in the Basque Country and in Spain are now given considering they refer to the total unemployed people (and not to the unemployment rate as it has been already analysed).

17.3% of unemployed people in the Basque Country is aged 15-24, a point below the average rate for the entire state (18.4%). However the highest percentage of unemployment rates is recorded among people aged 25-34. This is above even the one displayed by the entire State.

Box 29 - Unemployment of the Basque population by age (%)<sup>23</sup>

	<b>16 to 24 years</b>	<b>25 to 34 years</b>	<b>35 to 44 years</b>	<b>45 to 54 years</b>	<b>55 and older</b>
<b>Basque Country</b>	17,3%	34,3%	24,2%	16,8%	7,4%
<b>Spain</b>	18,4%	30,7%	25,7%	17,3%	7,9%

Source: OSA Project Indicators

Following the evolution of the last ten years, and parallel to the onset of the current economic crisis, the situation got worse with the highest percentage of unemployed people in this age group in 2009. However data for 2010 show a slight reduction in the number of people who are unemployed. By gender, by 2002 the percentage of unemployed women in the studied age group is slightly higher than that shown by men, but since 2003 the trend is reversed, to be repeated between 2006 and 2008. In the years 2009 and 2010 unemployment rates have increased in both groups, especially in the group of men.

Box 30 - Evolution of unemployment among the basque population from 15 to 24, by gender (thousands)

	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Basque Country</b>											
Unemployed population aged 15 to 24 years	27,2	21,9	21,2	21,7	21,9	16,8	18,1	13,4	14,7	23	19,1
Total population from 15 to 24 years	289,684	274,977	260,689	246,071	232,951	222,079	212,791	204,999	200,551	196,209	190,904
% Total unemployed population	9,4%	8,0%	8,1%	8,8%	9,40	7,6%	8,5%	6,5%	7,3%	11,7%	10,0%
<b>Women</b>											
Unemployed population aged 15 to 24 years	15	11,4	10,9	10,1	9,7	7,9	8,9	6,8	8	10	8,3
Total population 15 to 24 years	141,357	133,972	126,746	119,756	113,492	108,247	103,866	100,146	97,718	95,449	92,836
% Total unemployed population	10,6%	8,5%	8,6%	8,4%	8,5%	7,3%	8,6%	6,8%	8,2%	10,5%	8,9%
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Men</b>											
Unemployed population aged 15 to 24 years	12,2	10,6	10,3	11,7	12,2	9	9,1	6,6	6,7	13	10,8
Total population 15 to 24 years	148,326	141,005	133,943	126,315	119,459	113,832	108,925	104,853	102,833	100,76	98,078
% Total unemployed population	8,2%	7,5%	7,7%	9,3%	10,2%	7,9%	8,4%	6,3%	6,5%	12,9%	11,0%

Source: OSA Project Indicators (Eurostat data)

<sup>23</sup> Data for 2010 according to the Labour Force Survey of INE (National Institute of Statistics).

## **Jamtli**

### *Active population*

There is a clear trend that an increasing share of the 15-24 year-olds are economically active, around 50% of the people in this age cohort. This means that the other 50% are not economically active. A large part of them is likely to be engaged in some sort of education, which most youths are to the age of 18 or 19.

### *Employed population*

The number of people employed between 15 and 24 varies a little with 2600 more people employed in 2009 than in 2000. However, considering that the population between 15 and 24 has increased by 6700 people in Mellersta Norrland during the period investigated, that change does not much alter the proportion of employed people in this group. This means an employment rate of 36,1% in 2009 compared to 35,7% in 2000.

In the age cohort between 25 and 34 the trend is different. There are 8,000 fewer people in this group in 2009 compared to 2000. This means that even though 2,000 people less are employed, a larger proportion of this group works, with an employment rate of 80% in 2009 and 71% in 2000. There is also a clear difference between men and women and employment in this age-group, with a larger proportion of the men in employment. An explanation to this could be that more women than men tend to get a higher education.

Another factor can be parental leave. Even though both men and women tend to take time off work, women still spend more time on parental leave than men. Men made up 25% of all those who were on parental leave in 2010 in Jamtli.

There is a difference between "Mellersta Norrland" and Jamtli which is due to the differences between the coast and the inland. By the coast, in Västernorrland there are many industries, where you often can find a variety of jobs, some of them low skilled jobs. In Jamtli there are mainly small companies and self employed people, for which some sort of training is often required.

Many people between 15 and 24 are unlikely to have acquired those skills. It is also possible that the growing tourism industry, which creates many jobs during the winter season, but few jobs for the rest of the year, make people employed only for part of the year.

### *Unemployed population*

There has been a rapid growth in youth unemployment during the past decade.

One explanation that has been put forward is that the minimum wages are too high, making it unfavourable for employers to employ someone without education or experience, when there are more experienced (older) unemployed people to choose from. Another factor is the laws and regulations of the labour market which stipulates that the most recently employed person has to be the first one to leave if people are made redundant.

A third explanation is that youths often have short term jobs, seasonal jobs or temporary positions.

This makes them often unemployed, but usually for shorter periods of time. During the past 15 years the number of temporary positions has increased dramatically in Sweden. Since the number of university students has increased during the past years, it is also likely that many of them are unemployed during summer.

A factor that probably affects the figures for Jamtli is the closing of four regiments and several of the small industries, such as the Ericsson-Flextronic factory, ACB-laminat (making wooden products), Husqvarna (making machines for forestry) and some others, which used to employ many people.

## **Styria**

### *Active population*

The young active population in Styria constantly grew in the period from 2001-2010. In 2010 the active population in Styria among the people 15-24 years old is 20% higher than it has been 10 years ago. The same is true for Austria as a whole. Within this period the active female population in Styria grew even more (+24%).

Although the active female population grew faster than the male one the activity rate of females remains below the average. The average activity rate in Styria reaches nearly 62% whereas the one of females is 59%. Nevertheless both rates for Styria are higher than the average in Austria.

Over time in Styria the overall activity rate improves from 56% in the year 2001 to 62% in the year 2010, the one for females even from 50% to 59%. This development is rather unique compared to most other regions.

### *Employed population*

The indicator covering the number of employed people deals with a subgroup compared to the number of active people. Therefore the results to be reported are similar but also more precise concerning different age cohorts.

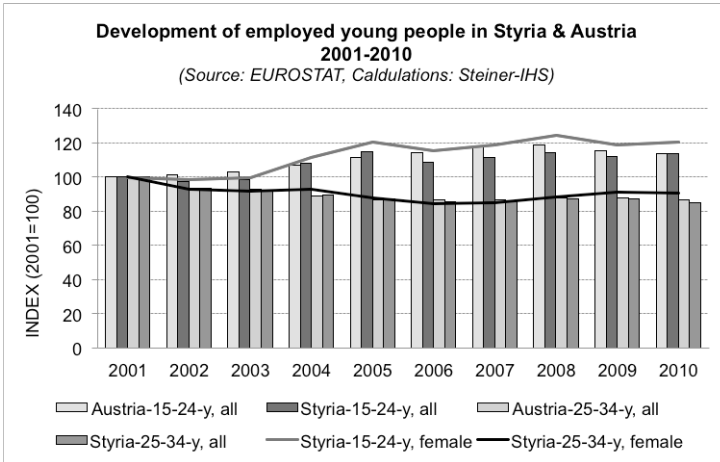
In Styria as well as in Austria as a whole the cohorts 15-24 years old and 25-34 years old perform very different concerning the number of employed people. First of all we have to mention, that the number of employed people (mainly due to educational reasons) in the age cohort 15-24 years is much lower than the one in the age cohort 25-34 years. But things are changing at least in Styria and Austria: Whereas the number of employed youths aged 15-24 years rises by 14% in the last decade, the same number for the people 25-34 years old declines by 15 percent-points in the case of Styria and by 13 percent-points in the case of Austria.

A declining number of employed young people can be observed in most other regions compared, a rise as it is the case for the younger cohort in Styria and Austria is rather unique.

If we have a special look at the performance of females concerning the indicator, we can see that they even perform better than their male colleagues. In Styria the number of employed females in the age-cohort 15-24 years grows by 21% from 2001 to the year 2010.



Box 31 - Development of employed young people



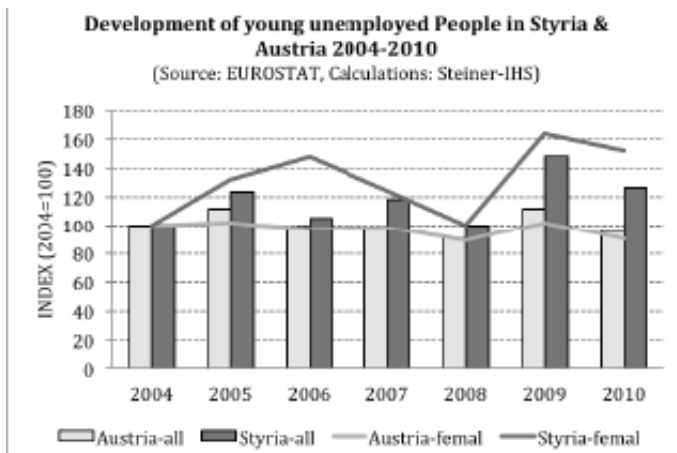
If we consider the employment rates for the younger age cohort there is a rise by 2 percent-points in Austria and 4 percent-points in Styria. Females in Styria perform even better as their employment rate rises from 46% in 2010 to 53% in 2010. In Styria the employment rates of the young people aged 15-24 years are the highest in comparison of all regions and the only ones, which have been growing in the last decade. One reason therefore can be found in the widespread dual system.

*Unemployed population*

Young people are amongst the most vulnerable groups on the labour market and therefore tend to be the first victims of economical crisis. In consequence it can be expected that unemployment of young people is a growing problem especially since 2008, when financial and economical conditions worsened.

This prediction is true for most of the regions compared. Concerning Styria a significant rise in the number of unemployed people by 48% can be confirmed from 2008 to 2009. In 2010 the number declines but still is 27% higher than it has been in 2004. The development of female unemployment in Styria is even worse. The number of unemployed females rose by 64% from 2008 to 2009 and declined only slightly during 2010.

Box 32 - Development of young unemployed people in Styria & Austria 2004-2010



The development in Styria is worse compared to the average of Austria. Nationwide the number of unemployed people was not affected that much by the economical circumstances and most remarkably the number of people affected by unemployment in 2010 is lower, than it has been in 2004. This also is true for females.

Although the number of unemployed young people in Styria rose, the proportion of young people affected still is rather low. 5,3% of the Styrian population aged 15-24 years are unemployed. The same is true for the rest of the country. This means that the situation in Styria, which has been better than average in former years, worsened during the economically difficult years and now is on the same level than in the whole country.

Box 33 - Proportion of young unemployed people (15-24-years, all, in 1.000)

	2004	2005	2006	2007	2008	2009	2010
<b>total population</b>	962,6	983,2	986,8	990,1	993,5	992,0	989,4
<b>unemployed pop.</b>	53,6	60,0	53,2	52,2	48,5	59,8	51,4
<b>% unempl. pop.</b>	5,6%	6,1%	5,4%	5,3%	4,9%	6,0%	5,2%
<b>total population</b>	141,6	143,9	143,3	143,7	144,2	144,1	143,0
<b>unemployed pop.</b>	6,0	7,4	6,3	7,1	6,0	8,9	7,6
<b>% unempl. pop.</b>	4,2%	5,1%	4,4%	4,9%	4,2%	6,2%	5,3%

Source: Eurostat data [lfst\_r\_lfu3pers]& [lfst\_r\_lfsd2pop]

If we consider the unemployment rates at last, the same conclusions can be drawn. In Styria the unemployment rate of the young cohort is among the lowest within the regions compared. It has been better in Styria in former years (7,3% in 2004) and now equals the Austrian average (8,6% in 2010).

### Tuscany

In the youth population, and also among women, the activity is influenced by a complex series of elements, found even in the Tuscan experience: for example prolonged unemployment or temporary employment could generate discouragement in searching for work, to the extent that these people are neither employed or unemployed, therefore they leave the work force. The level of activity officially found can be depressed by other phenomena: widespread jobs for which no earnings are declared, or little inclination or possibility for young people to combine education and work.

For Tuscany, data analysed in OSA showed a marked trend to reorganising the number of active young people under the age of 25 in the 2000-2009 period, also as a consequence to the demographic contraction for that age range, with a drop for the whole period of 32.8%. The leading causes of this drop, strongly concentrated in the first five years, are not all to be taken as negative, because such evolution also means that more young people are entering universities. Yet in most cases it happens without combining substantial work with studies. It should be noted that the net drop in 2009 also shows the increasing difficulties in finding or keeping a job following the consequences of the global economic crisis.

The progress of the activity rate in the recent past clearly shows the drop of participation in the segment of younger people: going from 33.5% in 2005 to 31.0% in 2009. The low activity rate of Tuscan youth is still about two percent higher than the Italian average.

From the gender profile, participation contraction was more marked among young women (41.2% for the period) than for men (25.3%). The phenomenon can be interpreted not only in view of the greater propensity of women to access higher levels of education, but also for the influence of young immigrant workers, mainly men, which has reduced the drop in active workers.

In the panorama of the regions being examined, Tuscany, along with the Basque Country, appears to have recorded a drop in the number of active young people; nevertheless while the Basque Country have slightly increased the activity rate (hence their drop is purely demographic), the drop of the indicator was very strong in Tuscany, hence indicating the presence of important problems for inserting young people in the regional labour market.

### *Employment of young people*

In Tuscany the situation and trend of employment in the youngest age range (15-24 years old) reflects what has been shown concerning active participation in work, as is seen by observing the change data for the start - end period and the annual average change for the period itself: it shows very close values and reflects the strong drop of employed young people for the period (-33.5%). After a phase of fluctuating trends between 2005 and 2008, the explosion of the economic crisis led to a sharp reduction of employment in 2009, the first year of extended employment impact consequent to the recession.

In 2009 in the 15-24 age range, 80,700 young people were employed, of which 48,000 men and 32,700 women. Their effect on total employment was 5.1%, with a slightly lower incidence for women (4.9%) compared to men (5.3%). This is consistent not only with the existence of greater barriers for young women entering employment, but also with their trend for greater participation in higher levels of education with respect to their peers, among which, for example, apprenticeship is a much more widespread tool as a training 'bridge' between school and work at a relatively early age.

In the next higher range, ages 24-35, the trend for Tuscany is still definitely negative, but not as marked as in the range of the youngest ones. In this group there were 350,700 employed, with a decrease of 45,200 with respect to 2000 and 48,500 with respect to 2004, the year in which an uninterrupted negative trend began.

With respect to the beginning of the period, the most recent annual data shows a drop of 11.4%, and the annual average contraction rate in the whole period was 1.3%.

In this case the gender difference appears significantly important: the drop for men (-14.2% between 2000 and 2009) is much more accentuated than for women (-7.6%). This reflects the growth of participation and insertion on the job market that in the pre-crisis years was typical of the female component in early adulthood, also as a consequence of the motivations deriving from higher levels of education.

If we consider the employment rate in the age ranges being examined, on the Italian panorama Tuscany shows higher values: clearly in the youngest age range,

but even more significant in the group of young adults, with a difference of nearly ten percent (76.9% compared to 67.5%).

### *Unemployed population*

The second half of the reference decade found Tuscany with an average number of unemployed young people aged between 15 and 24, to be more contained with respect to the previous five-year period. This is partially to be put in relationship with the increase of university education and with the reduction of the demographic contingent of that group, and therefore consistent with the reduction of the overall work forces and with the drop of the levels of participation in economic activities, especially by men, as mentioned before.

The reduction of the overall number of unemployed young people was 3.3% per year from 2000 to 2009, with a decrease of 29.1% between the beginning and the end of the period. Yet this decrease was totally to be attributed to the men; among women, the young women were much more active on the labour market than their male peers, and therefore the higher levels of participation compensated for the reduction due to more years of study and the drop in the birth rate.

Among the regions being examined, Tuscany is the only one to register, over the decade, a drop in the number of unemployed young people. Nevertheless, if we take into consideration the unemployment rate – and therefore we relate the number of unemployed to the workforce – no substantial drop is found except during the two-year period 2007-2008, namely in the years immediately preceding the employment crisis, which followed the beginning of the world economic recession with a certain time gap. The youth unemployment rate in 2009 was actually greater than in 2000 (17.8% compared to 16.9%) and clearly more with respect to the pre-crisis value of 2007 (13.7%), the lowest point for the decade.

The employment crisis of recent years presents an undoubtedly critical situation for young people's employment, even though maintaining less favourable unemployment indicators with respect to Italy, where the average weighs heavily on the high imbalances present in the southern regions of the country.

This phenomenon can be found in the "very young" 15-24 age range, as well as in the following "young adult" 25-34 age range. Furthermore we confirm that the situation of young women in Tuscany is visibly disadvantaged with respect to their male peers, with special accentuation in the 25-34 age group, therefore in correspondence with the aim of leaving the area of temporary work and get a permanent job. This career appears much more problematic for women.

## **Wales**

The economic crisis beginning in 2008 was incisive for the Welsh economy. However, structural challenges also influence levels of employment and skills. Among those is the change towards a service-based economy following the large-scale loss of employment in primary industries such as mining and steel production in the wake of the early 1980s recession: between 1979 and 1982, Wales lost 130,000 jobs and the employment rate fell to 62%. Recovery started late in Wales, leaving a legacy of high unemployment amongst older men, especially in the Valleys<sup>19</sup> and the rise of service-based employment mainly among women workers.

Wales has a lower employment rate than the UK average.

## Box 34 - Labour Market

	1999	2009	2010
Employment (level, aged 16 plus)	1,217,021	1,313,429	1,319,948
Employment rate % aged 16-64)	66.6	67.6	67.1
ILO unemployed (level, aged 16 plus)	95,990	116,836	125,020
ILO unemployed % of economically active aged 16 plus)	7.3	8.2	8.7
Economic inactivity (level, aged 16-64)	504,630	497,018	498,898
Economic inactivity rate % aged 16-64)	28.1	26.3	26.3

Source: Labour Force Survey - Office for National Statistics, <https://statswales.wales.gov.uk>

## 5.7. Employment of people with higher and tertiary education

Box 35 - Eurostat-Table: Employment by age and highest level of education attained, at NUTS level 2 (1000), Age 15 or over, Tertiary education level 5 – 6 (ISCED 1997)

GEO/TIME	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
Baden-Württemberg	1576.4	1472.7	1392.5	1361.1		1358.9	1276.8	1271.1	1180.0	1231.7
Pais Vasco	475.9	479.2	481.0	475.1		458.2	406.7	385.9	367.5	359.4
Tuscany	260.7	269.0	249.7	248.4		225.9	204.1	196.6	176.2	167.6
Steiermark	99.3	94.1	97.9	95.7		96.5	92.1	83.5	82.3	79.7
Mellersta Norrland	51.2	49.5	48.4	:		:	:	:	:	:
Wales	454.9	418.9	390.5	372.6		369.7	371.2	367.8	330.5	318.6

### Baden-Württemberg

The number of employees with tertiary education significantly increased within a decade in all regions. More moderately in Baden-Württemberg from 1,212,400 to 1,576,000 but markedly in other regions. In Baden-Württemberg it can be seen that with an increase from 387.1 to 592.1, the numbers of women have grown much more in tertiary education than men (825.3 to 984.3), but that men with tertiary education in Baden-Württemberg are still clearly over-represented.

### The Basque Country

35% of the population aged 16 and over in the Basque Country has higher education (INE, 2010). This is a group that has grown steadily over the past ten years, where men have absolute figures which are superior to those of women, but they double the growth rate of males.

Box 36 - Evolution of employment of the population aged 15 and over, by gender and higher educational attainment (thousands)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Media
<b>Total</b>	339,1	359,4	367,5	385,9	406,7	458,2	475,1	481	479,2	475,9	
% increase/decrease		6,0%	2,3%	5,0%	5,4%	12,7%	3,7%	1,2%	-0,4%	-0,7%	<b>3,9%</b>
<b>Men</b>	199	206,2	208,3	214,1	220,7	251	258,5	263,8	257,7	246,4	
% increase/decrease		3,6%	1,0%	2,8%	3,1%	13,7%	3,0%	2,1%	-2,3%	-4,4%	<b>2,5%</b>
<b>Women</b>	140	153,2	159,2	171,8	186	207,3	216,7	217,2	221,5	229,5	
% increase/decrease		9,4%	3,9%	7,9%	8,3%	11,5%	4,5%	0,2%	2,0%	3,6%	<b>5,7%</b>

Source: OSA Project Indicators (Eurostat data)

The situation of the employed population aged 25-64 is similar: there is a steady growth of the population with higher education over the last decade and the male group is larger than the female one, but women double the growth rate of men.

*Box 37 - Evolution of employment of the population 25 to 64 or more years, by gender and higher educational attainment (thousands)*

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Media
<b>Basque Country</b>	304,8	324,9	335,8	358	377,4	426,3	444	452,3	452,8	453,2	
% increase/decrease		6,6%	3,4%	6,6%	5,4%	13,0%	4,2%	1,9%	0,1%	0,1%	<b>4,6%</b>
<b>Men</b>	179,7	187,6	192,6	200,2	205,5	236	243,7	250,6	245,8	236	
% increase/decrease		4,4%	2,7%	3,9%	2,6%	14,8%	3,3%	2,8%	-1,9%	-4,0%	<b>3,2%</b>
<b>Women</b>	125,1	137,3	143,2	157,7	172	190,3	200,4	201,7	207	217,2	
% increase/decrease		9,8%	4,3%	10,1%	9,1%	10,6%	5,3%	0,6%	2,6%	4,9%	<b>6,4%</b>

Source: OSA Project Indicators (Eurostat data)

## Jamtli

### *Employment and education*

Even though the statistics cover a short period of time (see Box 35 as for Mellersta Norrland), it is evident that more and more people with a tertiary education are employed. More women than men have this sort of education which naturally will be reflected in the figures where more women than men with a tertiary education are employed (see Boxes 38-39).

*Box 38 - Employment and highest level of education, 15 years and over with tertiary education (1000)*

GEO/TIME	2009	2008	2007
<b>Mellersta Norrland</b>	51,2	49,5	48,4
<b>Males</b>	21,5	20,9	19,4
<b>Females</b>	29,7	28,6	29,1

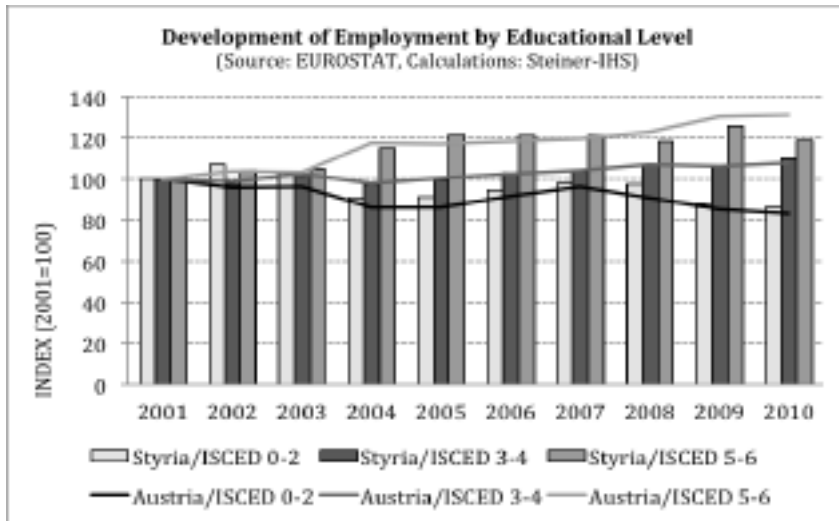
*Box 39 - Employment and highest level of education, aged 25-64 tertiary education (1000)*

GEO/TIME	2009	2008	2007
<b>Mellersta Norrland</b>	49,4	48,2	47,2
<b>Males</b>	20,8	20,4	18,7
<b>Females</b>	28,6	27,8	28,5

## Styria

In the period from 2001 to 2010 in Styria the number of employed people with an education on ISCED 0-2-level declines by 14% whereas the corresponding number of people with a higher education on ISCED-level 5-6 rises by 19%. The development in Austria with a decline of 17% on a low educational level and a rise of 31% on a high educational level is even more dynamic. The mediums-skills level (ISCED 3-4) also grows but the growth is more moderate (+10%).

## Box 40 – Development of Employment by Educational Level



### Tuscany

In Tuscany the increase of the number of employed people with higher levels of education was undoubtedly substantial in the reference decade. From the job offer point of view, an important impulse for achieving university levels of qualification comes from the reform of Italian teaching systems in 2000, with the introduction of the three-year degree that had not been contemplated until then. A contribution from the job demand point of view can be attributed to the process of developing the service industry for economy and employment, requiring a greater number of highly qualified professionals. We must consider that the positive trend was put in motion starting from a situation of low presence of highly qualified employment, which in relative terms even in 2009 was 16.6% of all those employed. A delay therefore remains and is derived from the structural economic vocation of Tuscany, with a prevalence of the manufacturing industry sectors having little demand for research and development and with a service sector broadly characterised by traditional functions (tourism, personal services). With these warnings, the absolute data showing considerable growth are appreciable, from the 119,400 employed people with degrees in 2000 to the 260,700 in 2009, which is an increase of 118% and an average annual growth rate of 9.6%.

The division by gender shows the strong contribution of women, for which the growth rate rises to 11.8% compared to 7.6% for men.





## 6. Successful Youth Policy Measures

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There are various kinds of focus to be faced by regional policies. In Chapters 6, 7, 8, and 9 we provide a framework of various measures found in the study of six regions involved in this comparative analysis. In the pages that follow we will centre our analysis on the following areas of intervention:

- the achievement of adequate levels of competence
- access to the labour market
- professional growth in the workplace
- re-entry in training
- the transition to adulthood

### 6.1. Policy measures as units of analysis

Our analysis and comparison is based on the study of the measures adopted by the six Regional Governments involved in our study. Regional measures are organised below according to the different lifecycle stages youth face in their personal and professional life.

In our study, the measures are considered as policy-making units, through which regional policies are constructed and on which their effectiveness depends. We consider the measure as a policy implementation tool which usually defines objectives, expected results, tasks and components (costs, beneficiaries, etc.), thereby facilitating an analytical approach to the effects and impacts of specific measures or their combinations rather than of policies and systems which would be a much more complex and delicate analysis. This approach support institutional learning and transfer processes whose objectives can be ideas and measures themselves as they are put into practice.

This choice has been motivated by the consideration that, apart from the ideas, it is the measures that can more easily move from one region/territory to another, overcoming resistance to the voluntary transfer of other objectives. An example would be the difficulty of transferring public regulations or systems as such, particularly in the field of education and training. Thus instead of concentrating on the analysis of lifelong learning systems, strategies, or policies available in the other European territories investigated, the research is focused more on the analysis of the specific measures introduced by the policies themselves. This is helpful for the transferability of measures or good practices, as this is much easier when it concerns measures defined as policy components instead of policies themselves.

The concept of “measure” is widely used in labour policies to identify how flexibility, support to the unemployed income etc. are carried out. It has been employed also in the European Social Fund Regulations and planning documents.<sup>24</sup>

In the regional policies of the European Union, “measure” has always been considered “the means by which (a priority) is implemented over several years which enable operations to be financed”.

<sup>24</sup> The Adult Education Invalsi Glossary provides the following definition of measure and accompanying measures: “A series of projects and initiatives aimed at implementing an identical objective. A measure represents an intermediate step between a definite priority and a project” (<http://validi.invalsi.it/glossario/asp/home.asp>).

The methodological hypothesis implies education, training and lifelong learning policies implemented through a number of measures, which have as objective various elements the policy is based on (training costs, kind of activity, seats, contents etc.). They represent the tools through which the policy is implemented and that gives life to projects and actions induced by the policy (Federighi, 2006).

### 6.1.1. Elements of the policy measures

A policy without measure only consists of general guidelines. A measure can have a regulative value, which means defining in detail the rules to respect, or post-regulative value, which means aiming mainly at the individual's voluntary adoption, leaving to them the task to define the performance conditions.

A measure should contain at least the following elements:

- Objectives
- Expected results
- Individuals responsible for the implementation
- Tools and procedures
- (Direct and indirect) Beneficiaries
- Implementation procedure
- Costs or investments
- Monitoring and evaluation frame and tools

Through these measures and related components, Regional Governments are able to intervene and perform the following functions:

- resources allocation, in order to correct partial balances where private allocations do not exist (e.g. the lack of a proper training supply to answer the potential demand)
- stabilization, which means to correct the general balance (shortage of skilled workers, low levels of competence in the population, scientific competence deficit, etc.)
- re-distribution, in order to correct the market dynamics and avoid the unjustified load of inequalities (exclusion of worthy individuals from training, etc).

The approach through measures we chose had already been adopted by other comparative researches that have analysed national and regional policies in the transfer perspectives.<sup>25</sup>

The measures were surveyed via the online multilingual database<sup>26</sup> and then are deeply analysed in this book. Here, we give a comparative analysis of the different types of regional measures and components adopted by the the six Regional Governments involved in our study in relation to the different lifecycle

<sup>25</sup> Some researches are:

- Fostering the Participation in Lifelong Learning-Measures and Actions in (France, Germany, Sweden, United Kingdom (2005) by Isfol.

Following this, also on the basis of the positive results made possible by this approach, the same method was adopted by the

- SMOC-Soft Open Method of Coordination among Regional Governments (2011)
- Low skilled take their qualifications "one step up" (2010) investigating on local measures adopted in 33 countries supporting low skilled to get a better qualifications
- Youth research (2007), that investigated on youth flexicurity policies in the 27 countries of the EU.
- Prevalet (2007) dealing with Policies for Regional Valorisation in Lifelong Learning, Education and Training supporting Regional Governments in their institutional learning and transfer processes
- Senior at work (2006-2007) dealing with active ageing measures and policies relating to the older worker in Italy, Ireland and Denmark, promoted by Provincia Livorno Sviluppo
- The Coast of Knowledge (2007) researching policies on innovation transfer promoted by Provincia Livorno Sviluppo

<sup>26</sup> See [www.mutual-learning.eu/search.php?lang=en](http://www.mutual-learning.eu/search.php?lang=en) (02/2013).

stages of young people. The aim was to compare the effects where evaluations are available, or, more simply, to evaluate their desirability.

### 6.1.2. Lifecycle approach

In Chapters 6,7,8,9 regional policies are analysed in consideration of youth lifecycle phases. The aim is to identify the most relevant regional measures that can accompany young people during their life. Within each lifecycle phase, measures involving different components of lifelong learning policies for youth are examined and surveyed.

Youth regional policies are analysed from a youth lifecycle perspective (Box 13). With respect to each of these stages the aim is to identify and analyse the measures that can be adopted and combined in a youth personal and professional growth perspectives. This approach is appropriate as young people are more than any other age group, undergoing transitions between various life stages combined with psychological and physical development. The results of integrational regional policies depend on their capacity to adapt to young people's pathways and conditions.

The adoption of the lifecycle approach is strictly connected to the increasing number of transitions young people face in the actual rapidly changing economies and society. Moreover it commits regional policy makers to focus on the demand for interventions connected to:

- the different ages or life stages and, in particular, young people's maturing processes
- the different positions and conditions that characterise the different moments or stages of active life, based on individual and collective paths involving the individual, organisations and the society in which they live.

Thus, the lifecycle approach entails adopting regional policies that are tailored to the young worker's lifecycle, working conditions and positions. As stated in the Decision of the European Council 2005/600/EC (*Guidelines for the Employment Policies of the Member States*) - where the concept of the lifecycle approach is introduced by *Guidelines No 18 and 23* - the aim is to "expand and improve investment in human capital". That is accomplished through:

- "inclusive education and training policies and actions to facilitate significantly access to initial vocational, secondary and higher education, including apprenticeships and entrepreneurship training,
- significantly reducing the number of early school-leavers,
- efficient lifelong-learning strategies open to all in schools, businesses, public authorities and households according to European agreements, including appropriate incentives and cost-sharing mechanisms, with a view to enhancing participation in continuous and workplace training throughout the lifecycle, especially for the low-skilled and older workers".

## **6.2. Facilitate the achievement of adequate levels of competence for better access conditions to the labour market**

The years between ages 16 and 19 in all regions are the moment of transition from basic education to choosing a path that will be crucial to the prospects for life and employability of young people. As a result, this segment of the young population focuses on numerous types of measures intended to support the different types of transitions.

Regional Governments intervene right now within the limits of their competences, which as a rule do not allow adopting reforms to the system or the extension of the individual's right to education and training. Consequently, they are policies that are characterised more for activating additional and complementary interventions. Despite these limitations, the examination of regional policies sheds light on at least three different types of models found in their more complete and evolved formulation, in the regions with a lower schooling drop-out rate, NEETs and youth unemployment (see Chapter 5). The three complementary policies can be identified in the following:

- segmentation of the training offer divided into various training channels differentiated by levels, objectives, contents, topics, duration, because of the conditions of participant access
- direct commitment of businesses and other stakeholders in the management of some channels of the training system, with particular reference to those most directly connected to the creation of a work culture
- enrichment of curricula and weight devoted to the training of basic skills more directly connected to employability

We analyse below the measures taken within each of these policies.

### **6.3. Segmentation of the training offer**

The introduction of new types of training that accompany or replace all or part of the mainstream school system is a solution adopted by several Regional Governments, in particular in the field of vocational education.

You can say that, given a type of training offer, other types of subordinate training opportunities for young people are immediately identified because of their conditions. The output and access to different offers is monitored and accompanied by precise individual guidance services. The difference is given by the requirements needed to access it, by the kind of commitment required, by the duration and the content and, lastly, by the lower prestige of the certifications obtained at exit. A greater chance for young people to find a training offer suitable to personal educational conditions should correspond to a greater variety of opportunities and type of format. The existence of these conditions extends the possibility to achieve the Youth Guarantee intended as the possibility to find opportunities appropriate to the needs of each person.

This policy is implemented through:

- the implementation of alternative training channels
- the simultaneous creation of possibilities to switch from such channels towards highly specialised paths
- a strong guidance service

#### *6.3.1. Alternatives channels for containment of school drop-outs*

The channel system in Baden-Württemberg provides a clear image of a structured system for "locks" - as in the Panama Canal - raising or lowering.

The fulcrum of the system - in turn alternative to the mainstream school system - consists of the dual system.

Not all young people have access to it because of their capabilities or the lack of places available (due to the limited capacity of schools or insufficient demand from companies). The dual system is joined by other channels (the BEJ, the BVJ, and

the BAV), which are different grades of training courses that lead to professional qualifications of various values.

### **Baden-Württemberg: *The Dual System of Vocational Education and Training***

The Dual System of Vocational Education and Training, known as the Dual System in short, is a parallel combination of on-the-job education and training at a vocational school. In order to complete initial vocational training within the Dual System, students must have at least achieved a German General Certificate of Education ("*Hauptschulabschluss*") at ISCED level 2 and have concluded an apprenticeship contract with a company. The practical part of the training is then provided by the company while the vocational school provides the theory teaching. The respective vocational training regulations ("*Ausbildungsordnung*") of the occupation in question form the basis for the vocational training in this field. The practical vocational training at companies takes place three to four days a week and vocational school education is provided one or two days a week. The schools also offer teaching in blocks, which involve trainees attending lessons over periods of up to eight weeks. The Dual System also includes vocational programmes that take place in the workshops of the Skilled Crafts Guilds ("*Handwerksinnungen*"), the Chambers of Industry and Commerce ("*Industrie- und Handelskammern*") and the Chambers of Skilled Crafts ("*Handwerkskammern*"). These aim to balance out training deficits caused by a potential specialisation of a number of companies. The vocational education in vocational schools is subject to the education authorities of the Federal States of Germany and their respective applicable curricula, which are in turn based on the standard core curriculum of the Federal Republic of Germany. The schools provide between eight and twelve hours of lessons per week. Occupations that only involve a small number of apprenticeship training positions are combined in specialised courses on a state or national level. Once they have completed half of their course, students studying in the Dual System must take an intermediate examination. This is then followed by the final examination at the end of the course, in which students must prove their occupational competence. The Ministers and Senators of Education and Cultural Affairs of the German Federal States ("*Kultusminister*" and "*Kultursenator*") are responsible for the teaching provided at the vocational schools. The German Federal Government specifies the standard vocational training regulations and the German Federal States create separate curricula and/or guidelines for the vocational schools. The Conference of the Ministers of Education and Cultural Affairs of the German Federal States ("*Kultusministerkonferenz der Länder*") is responsible for developing joint core curricula that can be used to coordinate the individual curricular in preparation for use. The implementation of the vocational education and training is regulated by the responsible establishments, for example the Chambers of Industry and Commerce, Chambers of Skilled Crafts, Chambers of Agriculture ("*Landwirtschaftskammern*"), Medical Associations ("*Ärztckammern*"), etc.

*Sources:*

[www.bmbf.de/pub/ausbildung\\_und\\_beruf.pdf](http://www.bmbf.de/pub/ausbildung_und_beruf.pdf)

<http://wirtschaftslexikon.gabler.de/Definition/duale-berufsausbildung.html>

[www.s-hb.de/duale-ausbildung-de](http://www.s-hb.de/duale-ausbildung-de) [http://de.wikipedia.org/wiki/Duale Ausbildung](http://de.wikipedia.org/wiki/Duale_Ausbildung)

### **Baden-Württemberg: *The Vocational Introductory Year ("Berufseinstiegsjahr" - BEJ)***

This new educational programme was developed as an addition to the Vocational Preparation Year (BVJ) at vocational schools for young people who have achieved the German General Certificate of Education ("*Hauptschulabschluss*") and are at an age at

which they are required to attend compulsory vocational school but have been unable to find an apprenticeship training position and are unable to attend an intermediate or advanced secondary school.

The BEJ provides effective support measures that expand on the General Certificate of Education that has already been achieved in order to pupils to improve their qualification for vocational training and their chance of securing an apprenticeship training position to the best possible extent:

- a. A pre-qualification in an occupational area
- b. Increased support in the subjects of German, Mathematics, Project Competence and Social Competence
- c. An individual support and career plan based on a comprehensive 'competence analysis'

d. Achievement of a higher qualification with standards that are somewhat higher than those involved in the General Certificate of Secondary Education The BEJ was introduced all over Baden-Württemberg in the 2008/2009 academic year, meaning that all young people who have achieved the General Certificate of Education now normally complete the BEJ instead of the BVJ.

### **Baden-Württemberg: *The Vocational Preparation Year (BVJ)***

The Vocational Preparation Year ("*Berufsvorbereitungsjahr*" - BVJ) provides young people who have not achieved the German General Certificate of Education ("*Hauptschulabschluss*") and who do not attend an intermediate or advanced secondary school or begin vocational training once they have completed their compulsory general school education with specific preparation for their transition into the world of work and careers. If these young people are unable to complete any other support programmes, completion of the BVJ is compulsory. The teaching and the design of the syllabus of the BVJ are oriented towards the students' specific support requirements to the best possible extent, for example by providing a larger German lessons on a broader scale for pupils with insufficient German language skills.

The BVJ uses an industrial placement scheme and occupation-specific teaching with a large amount of practical learning to enable young people to gain experience in up to three occupational areas, for example mechanical engineering, electrical engineering, wood technology (carpentry), structural engineering, nutrition and home economics, personal hygiene and business and administration.

Many schools offer industrial placements in the form of weekly practical days at various companies. These days, which are accompanied by lessons and supported by a teacher, provide BVJ students with the chance to 'rehearse' everyday life in proper occupations for one or two days every week over a longer period of time.

The BVJ ends with the competition of a final examination. BVJ students who also pass an additional examination in the subjects of German, Mathematics and, in some cases, English are awarded an academic qualification equivalent to the General Certificate of Education. In the case that students do not then go on to work in an apprenticeship training position, their participation in the BVJ for one year means that they have fulfilled the requirement to attend compulsory vocational school.

### **Baden-Württemberg: *The Work/Career Pre-Qualification Year (VAB)***

The Work/Career Pre-Qualification Year ("*Vorqualifizierungsjahr Arbeit/Beruf*" - VAB) represents a new approach towards supporting young people who have not achieved a German General Certificate of Education ("*Hauptschulabschluss*"). The main objective of VAB education is to provide young people with basic practice-oriented preparation for the world of work and careers.

The Work/Career Pre-Qualification Year stands out due to its comprehensive integration of theory and practice in project-oriented teaching programmes and its individualisation of learning processes. The VAB provides students with prior occupational knowledge and basic practical skills in up to three occupational areas and improves their ability to deal with everyday working life. The AB was first tested in 24 trial schools in the 2009/2010 academic year. The gradual expansion of the VAB then began in the 2010/2011 academic year, giving students the opportunity to complete the VAB as an alternative to the Vocational Preparation Year ("*Berufsvorbereitungsjahr*" - BVJ) if it was available in their region. As is also the case in the BVJ, successful completion of a VAB final examination enables students to achieve an academic qualification equivalent to the General Certificate of Education.

Even in Styria - where the dual system exists - examples of segmentation are found in the training offer aimed at young persons with special needs and young persons who do not gain access to the working world immediately.

### **Styria: Workshop-based training**

Workshop-based training is a measure that allows young persons who do not find an apprenticeship position the possibility of acquiring professional qualifications. The goal is to provide training in an apprenticeship profession and to lead the participants to a regular apprenticeship relationship or employment. Workshop-based training is financially supported by the Government of Styria and AMS (Public Employment Service). In Styria, the training courses are jointly implemented by Bfi (Vocational Training Institute) Styria, LFI (Rural Training Institute) Styria, *Jugend am Werk GmbH and bit Schulungcenter GmbH* at regional sites. The target group of workshop-based training are unemployed young people in the age group between 15 and 25 years who are registered with the AMS (Public Employment Service) as persons looking for an apprenticeship – this includes young persons who have completed the compulsory schooling cycle. As part of the career preparation course referred to as "Summer Workshop", an initial evaluation of different training options is carried out and a personal training plan prepared. Workshop-based training of "Type A" integrates training measures with a training contract covering the entire duration of the apprenticeship from the 1<sup>st</sup> to the 4<sup>th</sup> year of the apprenticeship. Workshop-based training of "Type B" integrates training measures with a training contract whose duration is shorter than the entire duration of the apprenticeship. The objective is to ensure that the apprentice receives the most comprehensive training possible in the apprenticeship profession and his/her transfer to an apprenticeship position with a company.

*Target group:* young persons aged 15 to 25

*Source:* Province of Styria, Department of Labour and Social Affairs

### **Styria: Production schools**

The overriding objective of the production schools is integration in the vocational first training system or the labour market, i.e. the starting of a school, a training cycle or the procurement of an apprenticeship position or job. In line with this goal, an essential priority is the removal of integration-preventing reservations against migrants, which are rooted as much in work technique as they are in society and culture. A connection to existing measures (integrative vocational training, workshop-

based apprenticeship, BAS (vocational training assistance), etc.) is to be promoted and encouraged. This is to be accomplished by:

- Stabilization through productivity,
- Acquisition of knowledge through practical action, production,
- Fostering of a positive approach towards work, and
- Professional and social integration.

Individual offers embedded in the overall project respond to current developments in the labour market, where there is currently a strong increase in the demand for craftspeople, and where most apprenticeship positions are available in the following areas: kitchen, catering and trade/sales. Districts for implementation: Graz, Kapfenberg, Leoben and Deutschlandsberg.

*Target group:* Young persons with/without migration background

*Source:* Styrian employment contract (STEPEB), <http://www.stebep.at/>

Below are two measures taken by the Basque Country and Tuscany, which, unlike the previous ones, identify a type of double output measure, i.e. with training functions and/or job placement. In the Basque case the measure has a predominant function of helping young people to achieve their re-entry into middle-level Specific Vocational Schooling. In the Tuscany case it was addressed to people who already have a qualification, but no professional experience, or unemployed young people, even though having a qualification. In this case, we are faced with a measure conceived in a period of increased unemployment of skilled young people. Therefore it is characterised by its main function of accompaniment aimed at creating direct contact between a person looking for work and a company, but not necessarily going to take a job that could lead to the replacement of other workers.

In both cases, it is not a matter of making examples of the only alternatives to mainstream education or the vocational training system. The two cases show two variants of an approach which tends to the versatility of the solutions.

### ***The Basque Country: Professional Initiation Programmes (Lanbide Hastapenerako Programas)***

These programmes are part of the measures of attention to students' diversity that try to adjust the educational response to the social and personal needs of the people aged over 16 and under 21 and who have not achieved the aims of the Compulsory Secondary Education and who need a professionalized training offer which makes their entry in the world of work or even their return to the regulated education system.

The Contents of the activities are:

- Common part: Basic education Basic professional skills Tutorship and guidance In workplace training and measures for the entry of the unemployed into the labour market
- Optional part: Preparation for entrance examinations All students receive a certificate accrediting the professional competence acquired at the end of the programme.

The aim is to develop basic abilities and to prepare people for the re-entry into middle-level Specific Vocational Schooling (regulated system). They are tailored to the individual needs of the students in difficulty. Being students who have completed



the period of compulsory education, it is their own decision to continue these programmes although the educational system encourages decision making leading to lifelong and post-compulsory adult training through diversified programmes.

Collaboration agreements are signed on an annual basis between the suppliers (town councils, associations or private, non-profit organisations) and the Basque Government Department of Education, Universities and Research.

Source: [www.hezkuntza.ejgv.euskadi.net](http://www.hezkuntza.ejgv.euskadi.net)

### **Tuscany: Apprenticeships for professional training**

The role played by the region is to develop the experiences matured in the various economic regional spheres and make the instrument more effective through certification of competences, regulation for achieving qualifications and, after modifications have been introduced, even the professional diploma.

1) Development of the training component of apprenticeship materialises in the extension of the apprenticeship reference target for qualification and for the professional diploma up to the age of twenty-five, a provision useful for contrasting school and training dispersion. Added to this is the increase of up to one hundred and twenty hours over the three-year period of overall hours dedicated to basic and transversal training. This is realised within the framework of a reduction from six to three years of the maximum duration of professional training apprenticeship, to make insertion on the job market more stringent and operative.

2) Protection of the working rights of apprentices, introducing minimum contract duration and prevision of stabilisation of a certain number of apprentices, to point out the strategic goal of allowing companies an effective investment in qualified human resources, repelling the temptation of a distorted use of young workers.

#### *6.3.2. One step ahead towards higher education*

Containment policies of early school leavers are complemented by policies aimed at opening access to higher education for young people who have qualifications issued in different sections of the vocational education system. This result is achieved through measures to support the renewal of the university system - mainly activated by national Governments. In this study, we wish to highlight measures implemented at the regional level and aimed at the construction of paths to higher education, alternative and complementary to the university offering and to the extension of access to persons with degrees of vocational education.

The most significant example of this type of policy is provided by DHBW of Baden-Württemberg where a new model of university was created, closely connected with the world of production - since it was founded on the dual model - and based on alternating six months of study with six months of work.

## **Baden-Württemberg: Cooperative University Education (DHBW-Baden-Württemberg Cooperative State University)**

In the recently reformed cooperative university education ("*Duales Studium*") system, students are provided with higher education on two levels, namely theory teaching at the university and practical training at a company. The aim of this system is to optimally prepare students for their future careers by enabling them to already gain a lot of practical experience during their university education and to get to know the company concerned. In the majority of cases (approx. 85%), students are granted a fixed employment contract by the company at which they complete their training after graduation.

Cooperative education at the DHBW provides students with the opportunity to complete a Bachelor's degree programme over a period of three to four years whilst simultaneously gaining 1.5 years of professional experience as a result of their practical vocational training at companies. Transitions between the theory phase and practical training phase always take place approximately every three months throughout the entire duration of the degree. The large amount of practical work involved in the course optimally prepares students for their future careers, minimises the shock of 'the real working world' after graduation and therefore differentiates the course from a conventional university degree.

There are four different types of cooperative university education:

1. Cooperative university education with integrated apprenticeship training: In most cases, this course lasts four years and combines a Bachelor's degree programme with apprenticeship training resulting in a qualification from a Chamber of Industry and Commerce ("*Industrie- und Handelskammer*") or a Chamber of Skilled Crafts ("*Handwerkskammer*") and/or a qualification from a general vocational school ("*Fachschule*").
2. Cooperative university education with integrated practical training: In most cases, this course lasts three to four years and combines a Bachelor's degree programme with integrated practical phases. Applicants interested in studying this course require no prior vocational training or professional experience whatsoever. They do, however, need to have achieved the Advanced Certificate of Secondary Education ("*Hochschulreife*") or the Advanced Certificate of Vocational Education ("*Fachhochschulreife*") to be admitted to the course. An employment contract, voluntary work agreement, internship contract or study contract with a company is also required.
3. Cooperative university education with integrated employment: In most cases, this course lasts three to four years and combines a degree programme with part-time employment. Although this course does require applicants to have completed vocational training, they are not expected to have achieved an Advanced Certificate of Secondary or Vocational Education. Applicants interested in studying this course also need to have a part-time employment contract with a company. During the course, their work at their part-time job will be arranged according to working days or blocks.
4. Cooperative university education alongside a full-time job: This course combines a degree programme with full-time employment. It also does not require applicants to have achieved an Advanced Certificate of Secondary or Vocational Education. This is a self-study course that runs parallel to day-to-day working life and contains accompanying seminars that are held a maximum of once a week.

*Sources:*[www.dhbw.de/](http://www.dhbw.de/)[www.studis-online.de/StudInfo/duales\\_studium.php#](http://www.studis-online.de/StudInfo/duales_studium.php#)[http://de.wikipedia.org/wiki/Duales\\_Studium](http://de.wikipedia.org/wiki/Duales_Studium)

In Styria we find an additional type of measure that aims at facilitating the upgrading of apprentices with a high potential for personal and professional growth. It is a type of significant measure since it offers young people who have embarked on a path of vocational education to have prospects for development and vocational education up to higher levels. Apprentices who have a high potential are urged by the Government to continue their education outside the company, but with the company's agreement.

**Styria: Apprentices with potential**

The objective of the scheme is to encourage apprentices, in particular in technical or scientific professions, to gain an additional qualification that goes beyond their strictly professional qualification and is not provided by the company where they are trained. This additional subject-related training is tailored to the individual demands of the participating companies. It can be flexibly adapted to the potential of the apprentices. 30 weeks per calendar year are available to each company for the additional qualification of their apprentices.

Up to EUR 10,000 in external training costs are eligible for each company. These training costs for apprentices of micro-enterprises, small and medium-sized enterprises are subsidised at a rate of up to 80% (including 10% regional bonus). Large companies can receive an allowance of up to 60% (including 10% regional bonus).

*Target group:* Apprentices, enterprises

*Source:* Steirische Wirtschaftsförderung (Styrian Business Promotion Agency), [www.sfg.at](http://www.sfg.at)

In order to recognise the channels of vocational education with the same dignity of the paths of the mainstream school system, some regional policies have taken measures that allow direct access to the university by young people who come from alternative channels.

In Styria there is an example of this type of policy. A similar measure is in force also in Baden-Württemberg.

**Styria: Apprenticeship with general qualification for university entrance**

Since the autumn 2009, Styrian apprentices have the opportunity to take the vocational diploma and A-level equivalent exam free of charge. As explained, a person who has obtained this diploma is entitled to access to universities of applied science, universities, academies and colleges. The courses to prepare for the exams, the course materials and the exams are all free of charge because the Federal Ministry of Education, Art and Culture and the Province of Styria offer a 100% grant. The prerequisites for access to an apprenticeship with general qualification for university entrance are that the candidate is currently in an apprenticeship relationship, and at least one part exam must be taken before the final apprenticeship examination is taken; the other part exams can then be taken later, but in any event within max.

5 years after the final apprenticeship examination. The subjects of the vocational diploma and A-level equivalent exam are: German, English, mathematics and the specialist field (depends on the profession to which the apprentice aspires). Up to three part exams may be taken during the apprenticeship period. When the candidate presents himself or herself for the last part exam, he/she must already have passed the final apprenticeship examination and be 19 years of age. This is the same age as that of a student who attends a vocational college with general qualification for university entrance.

*Target group:* Young persons during their apprenticeship

*Source:* Chamber of Labour Styria

### **Baden-Württemberg: Making University Education Accessible to Students with Vocational Qualifications**

In principle, achieving the Advanced Certificate of Secondary Education ("Hochschulreife") entitles young people to study at university. At universities in Baden-Württemberg, however, applicants may also be granted admission under other circumstances. In order to better combat the shortage of skilled labour, Baden-Württemberg has now also made general university education available to qualified applicants who have achieved their Master Craftsman Certificate ("Meisterprüfung") or completed other equivalent vocational further education. Other applicants with vocational qualifications and at least two years, but normally three, years of professional experience can acquire an admission qualification for a university degree course in a subject that corresponds to their prior vocational training by passing a qualification test. Both of these paths into university education also involve an additional consultation session at the university in question.

*Source:* <http://mwk.baden-wuerttemberg.de/studium/hochschulzugang/>

The case of a measure in Jamtli and spread all over Sweden is different. Here, through an age-old model of educational institution: the folk high schools (the first one was established in 1844 in Rødding in Denmark), responses are given to a variety of needs, thanks to the capability of the school to promote courses to suit different types of demand.

### **Jamtli: Folkhögskolor (Folk High Schools)**

Folk high schools offer basic training in core subjects, providing a second chance for people who have not completed their education in the school system. The region run a folk high school.

Participants are youths who haven't completed their education in the school system, adults who want a change of careers or are in need of further education.

Folk high schools give courses in many different subjects. They offer crafts, music and languages, reading, writing and maths at secondary-upper secondary level, but in the Jamtli the folk high schools have also specialised in education of instructors for children for outdoor activities such as hiking, skiing et.c. and they also run a course for those wanting to engage themselves as aid-workers in Africa.

Folk high schools provide a second chance for people who have not completed their education in the school system. The unemployment agency can appoint youths to a place at a folk high school, and in particular to a three month introductory course focusing on motivation and learning to learn.

### 6.3.3. *Guidance to support transitions through individualised services*

The segmentation of downward paths - to include early school-leavers - and upward to facilitate upgrading of the most talented, may be ineffective if it is not accompanied by a system of quality guidance. The policies are taking steps that make the system of guidance evolve beyond the “over the counter” service model or distributed by the different media. The guidance that accompanies the functions of recovery and inclusion, especially in highly segmented systems, is evolving through the introduction of models for highly specialised kinds of goals to achieve with the population to whom they are addressed, and by methods. Below we present three different types of measures characterised by new components that should ensure a greater likelihood for success of the service. In these measures, the guidance is given to new professional figures (the coach) and methods that are both customised and for cultural work.

#### **Jamtli: *Back on track***

“Back on track” is a measure run by the museum for youths who have dropped out of school, aiming to inspire youths to get back into education or training by making them try different sorts of activities and occupations at the museum. There are more than 40 different occupations represented there, from janitors and cooks to archaeologists and curators. By being strict on the youths being there on time, letting them see and try all these different things and by talking a lot to them about what they want to do with their lives, many of them realize the need of an education or discover that it is fun to learn. Many of them return to education, often to a folk high school instead of their usual secondary school or adult education.

#### **Styria: *Career catching counsellor (BerufsFindungsBegleitung)***

Focusing on the management of applications for apprenticeship positions and migration, the career finding advice service helps young persons to find their way from the education system into the world of employment. The point of delivery is the education system – school – where children who may have had difficulty following a long-term education pathway are approached tactfully and without discrimination, with the assistance of teachers. Enterprises, other professionals, organisations and families are involved in order to achieve the goals.

##### *Pupil - “Person” “Individual”*

Facilitation of a route from first-time education to additional education pathways with a positive, sustainable perspective without loss of time, without interruption, without fault line, without demotivation, discrimination, denigration.

##### *Education and training – school/teachers*

Support with the mission to guide school children successfully from first-time education to additional training – either in schools or in companies – building of the indispensable bridge between schools and companies through external support involving intensive contact with businesses and companies.

##### *Economy/companies*

Timely establishment of contact with schools, school children, identification of attractive career pathways through training at a company, activation of the preparedness of companies to take on trainees, support of training companies with the recruitment of the next generation of trainees, “dynamic matching”:

*Labour market*

Contribution to the creation of jobs, assistance with the search for candidates for existing training vacancies, timely guidance for newcomers to the labour market to guide them to “what is right for them”

*Target group:* School children/students from the 7<sup>th</sup> grade of any type of school in 16 of the 17 districts of Styria

*Source:* Styrian Association for Education and Economics

**Styria: Youth coaching**

In its communication to the Austrian Federal Social Office, the Federal Ministry chose Styria as one of two pilot regions in Austria (the other region being Vienna) where youth coaching is to be implemented as from 2012 (start of the transition phase).

This measure is a follow-up to the so-called “clearing” measure, which had previously supported young persons with special needs in their efforts to successfully master the transition to the labour market. Therefore, the providers of this measure are the previous 7 clearing offices of the Austrian Federal Social Office in combination with case management– the clearers become youth coaches.

Based on the principles: voluntariness, continuity of the adviser, max. 1 year duration, possibility to go back at any time, focus on migrants and area coverage as well as satisfaction of the demand in Styria, youth coaching is provided in 3 steps:

Step 1 – First interview (3 hrs.) professional statement

Step 2 – Consulting/advice with case management approach (10 hrs.) professional statement

Step 3 – Support/monitoring (previously clearing) 30 hrs. Development plan (formerly clearing plan)

Youth coaching addresses young persons in their 9<sup>th</sup> year in school and young persons up to the age of 19 who are not yet registered with the Arbeitsmarktservice (Public Employment Service).

In addition, young persons with a disability or special educational needs are able to take advantage of the scheme up to the age of 25.

There is a wide range of available services, and their comprehensive use is to be encouraged. Youth coaching is to build a network integrating the family, the school, qualification measures and companies. This will provide the support young persons need during this transitional phase and empowers them to put into practice a successful plan for their personal future.

*Target group:* Young persons from 9<sup>th</sup> grade; from the age of 15 until 25

*Source:* Career Assistance Network

**6.4. Direct commitment of companies and other stakeholders**

The involvement of the various actors interested in the results of youth policies is a process induced not only by the economic crisis, but also by the recognition of the limits of the school system compared to the goal of developing a work culture among young people and, therefore, to ensure a competence supply appropriate to the needs of economic development and the contrast of exclusion processes. The case for a direct commitment by companies for training towards the work culture is based on the inability of the school system to replace the learning outcomes of workplace learning and working moments embedded in the educational process of young people.

The need for direct commitment of companies in training future skilled workers affects not only their participation of those companies in traditional apprenticeship (dual system for example). The measures taken by public policies in the regions with the best performance in terms of youth employment and the containment of early school leavers are characterised by a growing commitment, even independent, of companies in training and support to the transitions between school and work.

The measures taken by regional Governments take on the following functions:

- Promote the activation of business schools, directly related to training workers for one or more associated companies.
- Partnership with schools and with regional Governments.

#### *6.4.1. Business schools*

The following is a measure that involves a business that promotes a public school aimed at young people. The type of initiative is not new considering that most of the professional schools of the eighteenth and nineteenth century were created by companies. This is a tradition, though, that had faded in many countries and it had been replaced by the model of a single uniform public school, oriented to basic general education, not connected to any particular company. The two cases that we show provide two examples of interventions promoted by the initiative of certain productive sectors within the framework of regional public policies.

#### **Styria: Industrial engineer**

What makes this training route to qualify as an industrial engineer unique is that this is a route offered by the company, but it does not only comprise of vocational training, it combines it with A-levels (general qualification for university entrance) and the general certificate of secondary education (GCSE). In addition, it includes the enterprise establishment exam and the training authorization exam. Therefore, the qualification as an "industrial engineer" is much more valuable than a qualification for university entrance obtained in a 'normal' school. This is an ideal choice for young persons who wish to learn in a close-to-real-life setting and earn their own money, as well as for young persons who want to keep open all options, including that of studying at university.

The training course as an industrial engineer is usually completed within seven and a half years. By comparison, graduates from a higher-level secondary technical school (HTL) take two and a half years less to obtain their general qualification for university entrance, but they do not have an equivalent bandwidth of qualifications, they have less real life experience and they do not have any income during the first five years.

*Target group:* Young persons in an apprenticeship in an industrial engineering company

*Source:* Styrian Federation of Industries

#### **Styria: Training and education network (ABV) metal**

The *Voitsberg* district has adopted a new regional training and advanced training approach whose objective is to create added value for the young persons, the economy and the region. "ABV Metal" – a regional network that brings together

7 highly innovative and active metal companies from the Voitsberg district and the Regional Advanced Training Institute of Styria as the educational establishment – works with and nurtures regional potential in order to create added value for all involved parties. In a future-oriented and unique 3-pillar-model (apprentices – trainers – general public), it kick-starts activities tailored to the existing demand and resources to be “fit for future”.

Objectives:

- Increase of the quality and attractiveness of training and advanced training of skilled labour/professionals
- Ensuring that highly qualified skilled labour/professionals are available and retained locally
- Establishment and transfer of the network idea as an innovative (inter)regional development opportunity

The training and education network (ABV) metal takes responsibility for quality training and the long-term protection of the viability of the industrial location. Therefore, the network addresses the issue of training of skilled labour very comprehensively and with various measures.

*Target group:* Young persons in the Voitsberg region and surroundings

*Source:* Ausbildungsverbund (ABV) Metall (Training and education network (ABV) metal)

#### 6.4.2. Partnerships

Promoting the partnership between the mainstream school system and businesses is a practice being widespread, encouraged by regional Governments. Through partnerships, schools bring a culture to their organisations which completes and corrects the academic one and, above all, gives young people more opportunities to study in order to acquire the culture of work that will be useful to them in the future. In some areas the construction of forms of partnership is optional, while in others it is required.

The requirement is not only about participation in projects financed by regional Governments (e.g. in the framework of the European Social Fund). It is required as a prerequisite in the evaluation of the quality of individual schools.

### **Baden-Württemberg: Educational Partnerships between Schools and Companies**

In order to optimally prepare all pupils in Baden-Württemberg for their transition into working life, partners from the worlds of school and business are particularly focused on intensifying their cooperations. The main focus of these joint efforts is on the expansion and supervision of educational partnerships between schools and companies. Every secondary school providing general education should establish and maintain at least one business partnership. Such cooperations can also be formed with a network of several companies and with vocational training institutions. They enable schools to use a more in-depth and defined approach in their work concerning the requirements and demands of working life and give companies the chance to prepare themselves for their future members of staff and contribute towards the provision of knowledge concerning complex business contexts. Against this background, the Government of the German Federal State of Baden-Württemberg, the Association



of Chambers of Industry and Commerce of the German Federal State of Baden-Württemberg, the Confederation of Skilled Crafts ("*Handwerkstag*") of the German Federal State of Baden-Württemberg and the Union of Employers' Associations in the German Federal State of Baden-Württemberg ("*Landesvereinigung baden-württembergischer Arbeitgeberverbände*") have mutually decided to conclude an agreement on the establishment of educational partnerships between schools and companies. This agreement serves to develop and extend these cooperations in Baden-Württemberg and to further increase their professionalism.

*Source:* [www.kultusportal-bw.de/servlet/PB/menu/1241669/](http://www.kultusportal-bw.de/servlet/PB/menu/1241669/)

### **The Basque Country: *Partnership***

The new models of governance involve establishing partnerships between VET institutions and other stakeholders seeking early detection of skill needs and qualifications. The aims are

- to promote shared responsibility to ensure the public and private investments in education and training, and establish common goals, agree on common actions and share best practices;
- to organise meetings within 15 "professional families" where enterprises, professionals, trainers, and players come together to systematize methods of analysis, dynamically determine the skill needs of the labour market and business sector, so as tools for strategic planning and designing of training, defining new needs of human resources and materials and creating collaborative networks;
- to promote effective partnerships between Government, businesses and schools to strengthen relationships and contribute to objectives, such as exchange of experts, the mutual use of infrastructure and equipment, effective use of timely, reliable and shared data or the updating of skilled workers and teachers;
- to encourage businesses to joint initiatives of social corporate responsibility within its strategic plan, incorporating stable partnerships with vocational schools.

## **6.5. Reinforcing the contribution of mainstream education employability of young people**

Regional policies can promote the normal progression of the passage through the different life cycle stages of young people starting from initial training. The measures that seem to ensuring positive outcomes have as a focus the growth opportunities available to young people during their school career and in the transition from school to work.

The intervention model adopted by the Regional Governments considered is characterised by a mix of coordinated measures consisting of:

- Reform measures of the curricular offer of the school system
- Training opportunities offered to young people by an extracurricular offer
- Accompaniment of individual pathways and transitions through multiple guidance devices

### *6.5.1. The curricular offer*

It should be said that only the Regional Governments that have powers of regulatory intervention on upper secondary schools can act on the curricula of

schools. It must be said, too, that here we do not consider other interventions for improvement of the education system (from the creation of efficient inspection services, to the improvement of school buildings, the initial training of teachers and managers, to the reduction of bad use of funds) that contribute directly to the success of policies for the growth of young people. We exclude such measures as they belong to the sphere of specific educational policies of prevailing national responsibility and should be the subject of a specific study.

The empirical material at our disposal allows us to present a reform intervention from a regional initiative aimed at achieving two results.

In the first place, prompt the schools to deal prevalently with the training of those basic skills that give young people progression in studies or entry into the world of work. The logic is to require schools to engage in what they do better than others, i.e. teaching the mother tongue, foreign languages, mathematics.

In the second place, start introducing in the school the request for a personalised approach to work no longer for classes, but for individual students.

The curricula are redesigned with the aim of adjusting the contents of teaching to the key competences (ICT, languages, digital subjects, intercultural competences, etc.), accompanied by a revision of the content and structure of vocational training. Interventions can involve, firstly, the revision of curricula by introducing or strengthening some subjects. In some of the UK's countries, for instance, examples of National Literacy and Numeracy Strategies saw the introduction of daily Literacy Hours and Numeracy Hours in primary school, providing a systematic approach to the teaching of these skills.<sup>27</sup> Secondly, policies aim at reforming the technical and vocational education system and at introducing new systems for qualifications and their recognition.

There seems to be a re-assessment taking place. Whereas in the past vocational education was seen as a second-choice route for academic failures, present public policies have a strong vocational element. This contributes to satisfying the skills needs of employers and also focuses on core academic skills in Maths and English. In general, this re-assessment might render vocational learning more rigorous, thereby increasing its attractiveness both for young people and employers.

The curricular reform is also accompanied by making training supply more flexible with tailor-made pathways, differentiating their duration and creating new training channels reserved for particular population cohorts.

The most significant example is made up of the reform intervention adopted by Baden-Württemberg.

### **Baden-Württemberg: The Reform of the Upper Years of German Advanced Secondary School ("Gymnasium") Education**

2004 saw the commencement of the "*Oberstufenreform*", the reform of the upper years of German advanced secondary school ("*Gymnasium*"), which are equivalent to sixth-form college education. This reform was implemented in order to enable school leavers who have obtained their German "*Abitur*" (the Advanced Certificate of Secondary Education and university entrance qualification) to better meet the requirements of the business world and universities with regard to more in-depth general education in core subjects, more individual profiling and more interdisciplinary, independent and project-oriented learning. As a result of the reform, broad and in-depth general education in the core subjects of German, Foreign Languages and

<sup>27</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: THinking of their better integration in the labour market*, Case Study Report-UK.

Mathematics has become particularly important. It also aims to enable pupils to choose their own focus areas according to their inclinations and interests and to distinguish themselves as individuals. At present, the compulsory written examination subjects in the central "Abitur" examination are German, Foreign Languages and Mathematics. These are joined by a fourth written examination in a subject chosen by the pupil. The oral examination subject can also be replaced by an exceptional academic achievement or assignment ("*besondere Lernleistung*").

In Styria there are examples of measures that enrich the educational offer of the schools by introducing content directly related to the employment prospects of young people. Here are some examples.

### **Styria: Junior Companies**

"JUNIOR Companies" is a measure in the context of schools that is offered all over Styria. Young persons aged 15 to 19 develop a business idea and establish an enterprise for the duration of one school year, which they then manage independently. Whether chargeable services or projects are offered, and in general all related decisions, are taken by the students themselves.

In spite of this, JUNIOR remains a school project with its own rules. For instance, a JUNIOR enterprise is only allowed to exist during one school year. The equity of a JUNIOR company is limited, and the participating students are not allowed to take a loan to finance their JUNIOR company. In particular, special rates of tax and contributions apply.

*Target group:* School children/students at Styrian schools from the 7<sup>th</sup> grade

*Source:* JUNIOR Styria

### **Styria: Inno-day**

School children/students experience the meaning of innovation for themselves and find out the potential importance of innovations in business life and in their own professional career.

In several workshops with the innovation management of the University of applied science Campus 02, young persons experienced the three stages of the innovation process (generation of ideas, choice of concept and decision, development and implementation) while developing their own JUNIOR companies for the future.

The students formed teams, and according to the instructions of the coaches they developed their ideas.

They then presented their ideas visually on posters and presented them to all other participants at the end of the day. The finale and climax of the "Inno-day" is the assessment of the presented ideas by all participants.

*Target group:* School children/students at Styrian schools from the 9<sup>th</sup> grade

*Source:* JUNIOR Styria

### **Styria: Fascination technology and engineering**

Fascination technology and engineering is an initiative of "*Die Industrie*" (The Industry) with the support of the Styrian Chamber of Commerce. This measure is based on the fact that there is an unsatisfied demand for engineers, as shown by a qualification demand study of the Styrian Chamber of Commerce.

Therefore, the "Fascination technology and engineering" initiative aims at inspiring youngsters and young adults to get into engineering subjects and making them decide in favour of a vocational training course in the subjects of engineering and natural sciences. Consequently, the "Fascination technology and engineering" initiative of "Die Industrie" (The Industry) acts as an innovative stimulus.

"Fascination technology and engineering" is a complete package of measures and wants to achieve a relative increase of the number of graduates in engineering/natural science education and training institutions from the apprenticeship to the university level. This is to be accomplished

- for the entire province of Styria
- through projects in which several institutions are involved
- in cooperation with all relevant decision-makers
- by fascinating children, youngsters and young adults for engineering and technology subjects.

True to the motto "together we are stronger", the 'Fascination technology and engineering' measure offers already existing initiatives and projects the possibility of presenting themselves to the general public and stimulates *intensive exchange*.

*Target group:* School children and youngsters in Styria, of any type of school, of any level of education

*Source:* Die Industrie (The Industry)

### 6.5.2. The extra curricular offer

The decision to integrate the training offer of schools with complementary extracurricular activities has been adopted for some time by all Regional Governments. In the measures analysed, this choice assumes a threefold function:

- It provides customised training in subject areas not sufficiently covered by the school, but which are important subjects for the development of citizenship and professionalism
  - It provides additional training for those students who need it
  - It activates a network of social actors around the school with whom young people learn to relate and, at the same time, since there is also a young mentor among the actors, it also develops a culture of solidarity
- We provide some examples below.

#### **Jamtli: Navigatorcentrum**

The municipalities have a responsibility to keep track of all youths under 20 years of age and offer those who have not completed secondary school career guidance, information on opportunities for employment, training and education, or offer them to part various programmes designated to inspire and help them (Educational Act, 2010:800).

*Navigatorcentrum* offers career guidance and helps youths with contacts to the employment agency and social services. It also

- offers counselling on how the right type of education
- gives information on opportunities for employment, training and education.
- offers them to part various programmes designated to inspire and help them by providing a friendly environment.

*Navigatorzentrum* becomes accessible to youths and works with creating a friendly atmosphere important in order to reach youths in need of the services provided. Many youths get information on where to turn to and find right contacts in order to get further help. *Navigatorzentrum's* purpose is to help youths navigate among different authorities and offer a help and opportunities they offer.

*Navigatorzentrum* is a cooperation between the region, the county council, Östersund municipality, the upper secondary school organisation, the social services and the employment agency.

In this regard, Baden-Württemberg has adopted a series of measures which are explained below. The first concerns a framework agreement which sets out the basis of the "all-day schools" model, while the measures that follow illustrate practical applications.

### **Baden-Württemberg: The Comprehensive Education Concept**

The Comprehensive Education Concept ("*Gesamtbildungskonzept*") is being developed as part of an alliance formed between the German Federal State of Baden-Württemberg and five youth associations. In this concept, child and youth work is represented by an idea concerning "all-day education" ("*Ganztagesbildung*"), which covers the concepts of "all-day schools" ("*Ganztageschulen*") and "all-day supervision" ("*Ganztagesbetreuung*") and also includes alternative educational facilities such as those involved in family and youth work and support provided to young people to help them cope with life's challenges. The understanding of education in child and youth work therefore extends far beyond learning in the sense of the mere acquisition of knowledge. It covers the promotion and development of diverse skills and abilities that are, alongside solid school education and vocational training, significantly important for the self-development of young people and their involvement in society. Both the policy decision-makers and the various educational institutions in Baden-Württemberg form part of this jointly developed Comprehensive Education Concept, which acknowledges the importance of the contributions made by the individual educational partners. The initiative specifies a total of four central development areas for extra-curricular child and youth work:

1. All-day education – the Comprehensive Education Concept
2. Demographic change and the participation of younger generations in society as a whole
3. The integration of children and young people with migration backgrounds
4. Supporting disadvantaged or handicapped young people

The Ministry for Education, Cultural Affairs, Youth and Sport of the German Federal State of Baden-Württemberg is responsible for the Comprehensive Education Concept of the "Alliance for Youth" ("*Bündnis für die Jugend*"), while the Ministry of State coordinates the areas of demographic change/participation.

The other two areas, namely integration and supporting disadvantaged or handicapped young people, are managed by the Ministry for Labour, Social Affairs, Families and Senior Citizens of the German Federal State of Baden-Württemberg.

Source: [www.kultusportal-bw.de/servlet/PB/menu/1256732/](http://www.kultusportal-bw.de/servlet/PB/menu/1256732/)

## **Baden-Württemberg: The Youth Worker Programme**

The Youth Worker Programme ("*Jugendbegleiter-Programm*") is an important pillar of the all-day supervision that is currently available at 1270 model schools in Baden-Württemberg. In this programme, qualified voluntary youth workers independently provide educational and support activities as part of all-day supervision in primary schools and secondary schools providing general education. These youth workers are not involved in compulsory lessons. This programme aims to strengthen the combined work of all individuals responsible for children and young people and to intensively integrate voluntary work into young people's school environments. It also intentionally aims to provide school pupils with access to extra-curricular youth education and youth work. As a result, extra-curricular education forms part of a Comprehensive Education Concept combined with the opportunity to acquire additional skills and abilities and to contribute towards the development of pupils' overall personalities.

Most youth workers are either individuals from the school environment (e.g. parents) or are 'older' pupils aged under 18 who have obtained qualifications by completing training sessions offered at the school, voluntary work, a school mentoring programme or another scheme within the framework of the Youth Worker Programme. On top of this, the state and churches, clubs or associations also offer a qualification concerning pedagogical, organisational and administrative issues in the form of modules if required. The support activities are either provided by individuals or in a team. The task of the youth workers is to provide young people with an insight into the following topics and areas:

- The worlds of work, finance and business: These areas provide market-oriented insights at an early stage and give young people the opportunity to get a taste of everyday working life.
- Aid organisations: Such organisations train pupils to volunteer as first-aid helpers ("*Schulsanitäter*") at their schools, offer first-aid courses and increase young people's sense of responsibility and social commitment.
- Young people: Youth associations and groups and open and community-oriented child and youth work offer a diverse range of activities.
- The Church: Church workers provide pupils with an authentic account of their spirituality in the present day and impart values.
- Art, culture and media: Art and culture show new perspectives on reality and promote a differentiated view of the world and self-image.
- Music: Music increases young people's self-confidence and acts as a contrast to consumption-oriented leisure activities.
- Nature and the environment: These topics enable young people to gain an extremely practical insight into how they can contribute towards a sustainable environment that is fit for the future.
- Social affairs: The services and activities offered by charities range from support services and mediation programmes through to complex participation projects.
- Sport: Sport not only promotes physical health but also makes a significant contribution towards the psychosocial health of children and young people and their level of satisfaction when at school.

*Source and more information:* [www.jugendbegleiter.jugendnetz.de/](http://www.jugendbegleiter.jugendnetz.de/)

### **Baden-Württemberg: *The Pupil Mentoring Programme***

This programme involves training schemes specifically developed for young people/sixth-form students that qualify them to go on to volunteer as mentors. It is best implemented in schools or clubs. The programme aims to take the skills and abilities of young people seriously and to further develop them: a concept focusing on the heart of a school's pedagogical responsibility. Mentoring activities produce concrete results. They make a unique contribution towards school life and provide mentors with immediate feedback about their work. By participating in the programme, young people are able to gradually develop in a position of responsibility. Alongside the educational objectives of the various school systems, working as a mentor enables young people to acquire skills and abilities beyond the subjects taught in schools. Bearing responsibility, speaking in front of a group, organising an event or activity and leading a team, for example, are situations that mentors not only know from hearsay, but have actually experienced themselves in practice, which will particularly stand them in good stead for their future careers. The pupil mentoring programmes currently in place in Baden-Württemberg all share the following intentions and outcomes:

- Using the age-appropriate involvement of mentors to develop acceptance, even in the case of children who are more socially disadvantaged, aggressive and mentally unstable than their fellow pupils
- Enabling mentors to acquire and provide key qualifications such as creativity, flexibility and team spirit, as well as increasing their self-confidence
- Encouraging mentors to take on responsibility and to commit themselves to welfare-oriented voluntary work
- Acknowledging pupils in a manner not connected to their grades by enabling them to recognise their school as a location in which they can directly develop their own skills and abilities
- Using pupils' exemplary involvement and use of their own initiative to enable them to act as role models and reach out to their fellow pupils
- Giving mentors the opportunity to also work as 'junior youth workers' within the framework of all-day supervision at schools

Mentoring programmes are available in the fields of:

- Sport
- Music
- Social responsibility
- Road safety
- Nature and environmental protection
- Visual arts and Media studies
- Addiction prevention

*More information:* [www.kultusportal-bw.de/servlet/PB/show/1227966](http://www.kultusportal-bw.de/servlet/PB/show/1227966)

More targeted towards the recovery of children with a disadvantaged background are the measures adopted in the Basque Country.

### **The Basque Country: *PROA***

The PROA measure (Reinforcement, Guidance and Support programmes) was born as a territorial co-operation project between the Ministry of Education and Science in the Central Government and the Education Regional Governments.

It intends to meet the need to improve the academic success rates at Secondary Education Centres that take pupils who are educationally and socially disadvantaged

and who present learning difficulties and problems, especially when these are related to: deficiencies in the learning process of the basic areas.

The pupils participating in the scheme will attend at least four hours a week.

During this time they will have the opportunity to undertake guided reading and activities initiated in class.

The leaders or teachers carry out the roles of providing guidance by offering, where appropriate, adequate materials, resolving queries and helping to develop time management skills, work planning, concentration and perseverance in developing the plan and quality in its implementation and statement of results.

The school will endeavour to offer leisure and sporting activities open to all which are attractive to the pupils on the guidance scheme, and every attempt will be made so that scheme leaders shall be in charge of some of these activities, in order to bring the leaders and pupils closer together.

To reinforce learning and academic performance of these pupils by:

- acquiring organisational skills and perseverance in their studies,
- encouraging study, by putting forward efficient working methods,
- improving skills and attitudes to reading.

## 6.6. Guidance devices

The greater the opportunities available to young people, the greater the importance to attribute to the guidance and information devices to be ensured.

In all member countries, training and work pathways of young people and their transition to subsequent life cycle stages is entrusted to public services that inform, guide and counsel on employment issues, sometimes specifically designed for the target group.

The close integration between guidance services and the educational system is a key characteristic of policies in several regions, where guidance and the provision of tailor-made services has become an individual right, in some cases extended by a gender focus. Here, the evolution of policies has led to the introduction of the mentorship institution: a professional who helps the young person solve problems linked to job seeking and/or of social and personal nature.

The regional policies considered tend to build and coordinate a variety of stable and specialised services, geographically dispersed, divided into numerous types of offers that accompany both the entire training of young people and transitions within the mainstream school system and towards vocational education, rather than towards alternative offers. Added to this type of services are the measures for activating social services in schools where the function is to contain and prevent hardship.

We provide some examples below.

### **Baden-Württemberg: Vocational Assistance for Young People**

The Vocational Assistance for Young People ("*Jugendberufshelfer*") project is being implemented and financed by the Ministry for Education, Cultural Affairs, Youth and Sport of the German Federal State of Baden-Württemberg together with the state's urban and administrative districts. It involves a concept that directly applies to young people.



The project provides pupils with support in their transition from school education to vocational training and helps them to establish contact with potential employees. The Vocational Assistance for Young People project is oriented towards vocational training and employment and aims to find the best suitable option for every single young person and to motivate them to take responsibility for safeguarding their livelihoods and planning their futures. The overall objective is to implement the project in a needs-oriented manner whilst taking local and regional features into account.

Each scheme related to this project should incorporate currently existing working groups and form a working group for the urban or administrative district or the local job centre that involves all responsible parties who deal with the issue of school and vocational education and training for low-achieving young people. The central task of these working groups is to support the project in establishing a network of vocational training, work and qualification positions for low-achieving young people in the region in question.

The organisations responsible for the schemes related to the project are individual urban or administrative districts or institutions commissioned by these districts. The state supports the project and offers a grant for its implementation.

*Source:* [www.kultusportal-bw.de/servlet/PB/menu/1253267/index.html](http://www.kultusportal-bw.de/servlet/PB/menu/1253267/index.html)

### **Baden-Württemberg: *Career Guidance in Schools***

Alongside the German Federal Employment Agency, a large number of other actors from the world of business, associations and public establishments now offer Career Guidance ("*Berufsorientierung*" - BO). The "Successful Career Guidance in Sixth-Form College Education (the German "*Sekundarstufe II*")" checklist is the result of a cooperation between the German Federal Employment Agency and the German Federal Association "*SCHULE WIRTSCHAFT*" ('SCHOOLS AND BUSINESS'). It aims to provide schools with an evaluation and decision-making tool that will help them to decide which of the wide variety of available Career Guidance projects will lead to the desired aim and provide success for their pupils.

*Source:* [www.arbeitsagentur.de/zentraler-Content/A03-Berufsberatung/A031-Berufseinsteiger/Publikation/pdf/Formular-Online-Bearbeitung.pdf](http://www.arbeitsagentur.de/zentraler-Content/A03-Berufsberatung/A031-Berufseinsteiger/Publikation/pdf/Formular-Online-Bearbeitung.pdf)

### **Styria: *School social work***

14.1% of Styrian schools are receivers of services within the scope of school social work in Styria. Since the 2009/10 school year, the provider associations Caritas and ISOP have been commissioned by the Government of the Province of Styria (Department 6A Society & Generations, Youth Section of the Province of Styria) to carry out school social work in five districts for a duration of two years. Simultaneously, a school social work project of the Avalon association has been carried out in Upper Styria. So far, it has been financed exclusively by the social assistance association.

School social work can be regarded as a well-integrated prevention measure at the schools. It faces up to the challenge of providing a preventive service in addition to addressing acute and currently pending tasks, and it intends to achieve bigger coverage.

*Target group:* School children from primary school

*Source:* Government of Styria, [www.stmk.gv.at/](http://www.stmk.gv.at/)

## 6.7. Financial provisions for post-compulsory education

In many countries financial incentives have been offered to remain in training and to increase participation in post-compulsory education by offering money to young people from poorer households if they remain in full-time education at a school or college. These measures aim to reduce the obstacles caused by the costs of remaining in educational pathways and are differentiated according to the educational levels (SE).<sup>28</sup> For the younger groups, forms of child allowance have been introduced (SE, UK)<sup>29</sup> while on a university level, the state provides study loans, also for studying abroad (ES).

We provide the following picture of the financial measures in favour of the students in Baden-Württemberg since it seems to us that the system is more generous and because it is the region with the highest demand for a highly skilled labour force.

### **Baden-Württemberg: *The Costs and Funding of University Studies***

Embarking on university studies and raising the money to do so represent an important investment in an individual's future career. In the case of students that do not live at home with their parents, average living expenses amount to around 600 to 800 euros per month depending on the region. In order to keep the financial strain to a minimum, students receive discounted food, low-priced accommodation and other benefits such as public transport discounts from student service organisations ("*Studentenwerke*"). Most students in Baden-Württemberg fund their university studies with contributions from their parents and their own earnings. On top of this, a significant number of students are also granted funding of up to a maximum rate of 670 euros per month according to the provisions of the German Federal Education and Training Assistance Act ("*Bundesausbildungsförderungsgesetz*" - BAföG).

The special features of this national student loan are the fact that it is an interest-free loan, its limited maximum repayment amount (to a total sum of 10.000,00 euros) and its social repayment terms (namely a late repayment start date due to the fact that graduates may not begin to pay off their loans until five years after the end of the maximum support period and a long repayment period that enables the loan to be paid off in minimum monthly repayment rates of 105 euros over a period of up to 20 years). These features mean that no student needs to have concerns about running into serious difficulties when repaying their loans. The loan also provides substantial economic value for funded students based on the fact that, to a large extent, a long-term interest-free loan means 'free money'.

In individual cases, students are also funded by financial aid from support organisations for gifted students and private foundations that provided targeted support to young people during their university studies. The amounts available from such grants and scholarships are often based on the BAföG rates.

<sup>28</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market, Final Report (Student Aid-SE)*. In addition to the aids given to everyone (regardless of age, family position or place of residence), special funds are mainly given at compulsory and upper secondary school levels. Student aid consists of a grant and a loan.

<sup>29</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market, Final Report (Study Allowance-SE and Child Allowance-SE)*. They are paid to all children up to 16. An extended child allowance is paid for children over the age of 16 if the child is attending compulsory school. Supplementary allowances are provided for additional children. Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market, Case Study Report-UK and Final Report (EMA/Education Maintenance Allowance)*.

Grants and scholarships are awarded according to the respective criteria of the church, political-party, trade-union or national organisations.

Students can also apply for a (non-BAföG) student loan or education loan irrespective of BAföG payments and grants and scholarships for gifted students.

Irrespective of their choice of degree subject and credit rating, students are entitled to receive a low-interest loan from the L-Bank, the State Bank of Baden-Württemberg, to fund their tuition fees. The maximum interest rate of this loan is 5.5%. Various banks also offer their own student loan models that cover both tuition fees and some of students' living expenses. Students interested in taking out such loans should carefully check the individual variants on offer.

*Source:* [www.studieninfo-bw.de/studieren/studienfinanzierung/](http://www.studieninfo-bw.de/studieren/studienfinanzierung/)

### **Baden-Württemberg: Tax Allowances for Students**

If the amounts paid into a student's bank account are actually very low, the student in question is not subject to tax. Students are currently allowed to earn up to 8004 euros per year without being required to pay tax to tax authorities. This is also important to ensure continued child benefit payments. A limit of 8004 euros also applies in order to ensure that parents' are still entitled to this Government financial support.

Nevertheless, not all money received by students is classified as income. The German "BAföG" ("*Bundesausbildungsförderungsgesetz*") student loan, for example, is generally exempt from tax, at least for students. As a Government loan it is, however, recorded in the tax return of a student's parents, as is also the case with child benefit. In contrast, students must inform the tax authorities of all interest received on assets (income from capital), for example from their student bank accounts. They must also disclose income from self-employed and employed work.

### **Baden-Württemberg: Tax-Deductible Expenses**

The tax allowance is, however, not the maximum amount that a student is permitted to earn, which is fortunate given that just 667 euros per month is barely enough to cover a student's rent costs, food expenses and tuition fees. Students are permitted to deduct a variety of expenses from tax, meaning that, to all intents and purposes, the total amount exempt from tax increases to around 14,500.00 euros per year. The study-related expenses that can be submitted as tax-deductible expenses are:

- A flat rate of 920.00 euros for professional expenses ("*Werbungskosten*"), which covers work clothes (which is, however, difficult to justify in the case of students) and money spent on technical literature and similar items. These expenses do not need to be listed individually. Students can generally claim 920.00 euros regardless of the actual total of their professional expenses throughout the calendar year. If a student does, however, want to deduct more professional expenses from their tax, he/she must provide the tax authorities with detailed evidence of these expenses. The field of professional expenses concerns all investments that are 'directly connected' to university studies, namely expenses that are important for the continuation of academic education and training.
- Special expenses ("*Sonderausgaben*") of up to 4,000.00 euros, which include, for example, maintenance expenses for a student's own child, church tax and donations, as well as general 'educational expenses' ("*Bildungskosten*") such as tuition fees. A flat rate of 36 euros can be deducted in all cases without having to submit evidence.

Individual proof of expenses is also required here in the case of larger amounts. Please note: This arrangement only applies to first degrees, so does not apply to students who have already completed further education or training before. In such cases, students can, however, sometimes argue that the degree programme represents a specialisation or enhancement of their prior education or training. This is only possible when the two programmes are closely connected and not, for example, when a trained carpenter chooses to study law.

- The “BAföG” (“*Bundesausbildungsförderungsgesetz*”) student loan from the German Government is generally exempt from tax.

### **Baden-Württemberg: Vocational Training Tax Allowance (“*Ausbildungsfreibetrag*”)**

If a taxpayer incurs expenses for a child’s vocational training, a vocational training tax allowance of 924.00 euros per calendar year can be deducted from the total sum of his/her income. In order to do so, the following conditions must apply:

- The child must be of legal age (18)
- The child must be undergoing vocational training
- The child must live away from home
- The taxpayer must be entitled to claim child benefit (“*Kindergeld*”) or child tax credit (“*Kinderfreibetrag*”)

The child’s own income and earnings (which also include grants from public funds that are not awarded as loans) are subtracted from this tax allowance if they exceed a total of 1,848.00 euros in one calendar year.

A flat-rate of 180 euros for expenses can be subtracted from the child’s income and earnings that must be offset (which also include training grants) unless expenses directly linked to the child’s income that exceed this amount can be proven or credibly demonstrated.

“BAföG” (“*Bundesausbildungsförderungsgesetz*”) payments do not result in a reduction of the vocational training tax allowance when these are classified as loan payments. If spouses are separately assessed for income tax or the parents of a child are in a non-marital relationship, the vocational training tax allowance can be split half and half between the parents.

Source: [www.steuertipps.de/lexikon/ausbildungsfreibetrag](http://www.steuertipps.de/lexikon/ausbildungsfreibetrag)

### **Baden-Württemberg: “Mini-Jobs” – A Special Case**

Nevertheless, not all jobs are regulated by the arrangement described above. One special case is that of the so-called “mini-jobs” with a monthly wage of 400 euros. These jobs can be taxed using an income tax card (“*Lohnsteuerkarte*”), meaning that they remain exempt from tax due to the fact that the annual income from such jobs is 4,800.00 euros, which is much less than the tax allowance. In order to avoid administrative efforts and expenses for all parties involved, it is also possible for the employer to pay a flat-rate of two-percent tax for their student employees. In this case, students do not even need to fill out an income tax card. Students working in several mini-jobs must, however, fill out a tax return and factor in tax allowances and tax-deductible expenses, otherwise they will not have to pay tax, but they will at least have to make social insurance contributions.

Source: [www.studilux.de/studium-uni/wie-studieren/studium-steuer.html#c4939](http://www.studilux.de/studium-uni/wie-studieren/studium-steuer.html#c4939)

**Baden-Württemberg: German Social Insurance for Students**

The following regulations apply to students within the framework of German social insurance ("*Sozialversicherung*"): first and foremost, the so-called 'negligibility regulation' ("*Geringfügigkeitsregelung*") also applies to students. Jobs that pay a wage of less than 400.00 euros per month ('mini-jobs' ("*geringfügige Beschäftigung*") are not subject to social insurance contributions, at least in the case of the employee. Employers, however, must pay a flat-rate of 25%. Employment that does not exceed a duration of 50 days and is therefore only temporary is even free of social insurance contributions for both parties. Students who complete industrial placements or internships at companies that form a compulsory part of their university studies are also not subject to social insurance contributions. If a student does, however, exceed the above-mentioned earnings limit, he/she shall be liable to pay social insurance contributions, for example to the pension fund ("*Rentenkasse*"). In such cases, both the employer and the employee must pay 9.75% of the gross wages each into the pension fund. It is only in the case of a wage between 400-800 euros that students only have to pay moderate contributions, although the employer nonetheless must pay contributions to the full amount.

Students do not have to pay contributions for the other forms of social insurance such as long-term care insurance ("*Pflegeversicherung*"), health insurance ("*Krankenversicherung*") and unemployment insurance ("*Arbeitslosenversicherung*"). They must, however, continue to be full-time students and therefore be able to fully dedicate themselves to their training and university studies despite employment. Students are considered to have met this required if they do not exceed maximum working hours of 20 hours per week in one year and do not work for more than 26 weeks in the year. Their working hours are also not permitted to take place during lecture times.

Source: [www.mba-studium.net/content/view/734/442/](http://www.mba-studium.net/content/view/734/442/)



## 7. Supporting the access into the labour market

*Paolo Federighi and Francesca Torlone. Contributions by Bittor Arias, Andrea Bernert-Bürkle, Steven Fletcher, Bianka Gerlitz, Anna Hansen, Peter Härtel, Michaela Marterer, Sergio Pacini*

Matching between supply and demand for labour is a process that takes place downstream of the interventions that have built the employability of young people. In the best cases it constitutes a moment already prepared by training paths sensitive to young people's professional prospective, so the passage only waits to be legitimised by a work contract. In other cases, it represents a real transition to a career more or less connected to the initial training.

In addition, the matching functions depend on the effects produced on the labour market by the interrelationship between the market for goods, finance, international markets. These interactions affect the level of employment, the rate of active population, the gross domestic product.

At the microeconomic level, it is known that matching between the demand and supply of labour is influenced by many social factors, such as:

- The degree of transparency of the labour market (persistence of constraints that are within the family or community, or related forms connected to the informal or illegal economy)
- The policies of national and local labor and their capability not to oppose the interests of young people looking for work with respect to those of workers currently employed
- The legal adjustment of the labour market
- The systems of industrial relations
- The plurality and particularity of the supply and demand markets, according to the characteristics of local companies
- The public and private services to support the encounter of supply and demand (employment agencies, private intermediation agencies) and their degree of segmentation according to the type of young people who access it and the type of job application they manage.

To these factors must be added the biographical perspective of the individual young people and consideration of their personal and cultural characteristics, their willingness and their expectations of work (on this see, for example, studies on generations Y and Z), the effects possible on the person by phenomena of overeducation or employment mismatch and, therefore, inadequacy of the training received with respect to the demand for labour.

These references to the complexity of the transition to the labour market serve to highlight how the different variables, as an important part of the Government, depend on the national and international public policies as well as on policies of private management of human capital implemented by individual firms and the characteristics of the internal labour markets working in the same companies.

Youth policies of Regional Governments operate within these margins and within their institutional competences.

In this paragraph we consider the policies and measures that support the transition from education and training into the labour market.

These are public actions mainly focused on external flexibility and on wage flexibility. Interventions on the quality of work, functional flexibility and internal flexibility are treated indirectly and often left to the private sphere (agreements between social partners, corporate policies on diversity management, etc.).

Here we limit ourselves to consider some of the measures taken by Regional Governments and focused on the following aspects:

- The services to support matching between labour demand and supply.
- Labour contracts.
- Support to youth entrepreneurship.
- Support to youth unemployment.

Some Regional Governments intervene on this phase using incentives for hiring young people in favour of employers. This type of intervention occurs as an alternative to more effective measures to reduce the tax burden on labour costs for young people (which we will discuss in the next section).

### 7.1. Employment relations and contracts

Measures concerning the regulation of labour relations have to deliver on two, not always reconcilable aims of helping weaker groups find employment while not hindering the hiring of young people. In the contexts in which labour policies tend to guarantee job security, public policies have made abundant use of various forms of employment contracts (open-ended contracts, fixed-term contracts,<sup>30</sup> low-paid internships,<sup>31</sup> jobs on-call,<sup>32</sup> "staff leasing",<sup>33</sup> project work contracts,<sup>34</sup> social integration contracts, recruitment contracts<sup>35</sup>), combined with forms of tax exemption or reduction of contributions in favour of firms (i.e., IT).

The implementation of this type of measure has revealed contradictory effects in countries generally characterized by labour market segmentation, and in particular with regard to the labour market integration of different groups of young people (e.g. Germany).

Young people are affected in two ways: firstly, labour market entry is

<sup>30</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-DE, where before its end the fixed-term contract gives high security to the employee and little flexibility to the employer. Case Study-IT, where the national collective agreement states the proportion of temporary workers that may be utilized by the company.

Case Study-UK (*Temporary contracts*). In most respects, employees on temporary contracts have the same protection as employees on permanent contracts. Individuals on fixed-term contracts, have the right 'not to be treated less favourably than comparable permanent employees, including access to occupational pensions. Individuals who have two years service with an employer are entitled to redundancy payments, even if that service comprises fixed-term contracts that had an agreed end date. In particular, when any fixed-term contract, agreed, renewed or extended after October 2002, comes to end and is not renewed, then the individual is entitled to redundancy payments as above. This is the case even if the individual signed a fixed-term contract that included a waiver to redundancy payments – such a waiver is deemed invalid. Impact assessment: Temporary workers have lower levels of job satisfaction, receive less training and are less well-paid. There is some evidence that fixed-term contracts are a stepping stone to permanent work. Women who start in fixed-term employment and move to permanent jobs fully catch up to those who start in permanent jobs.

<sup>31</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-DE.

<sup>32</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-IT (*Job-on-call-IT*) The Job on call employment contract has been recently reformed by the Law 28 June 2012, nr.92 the 'Fornero Reform' ([www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2012;92](http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2012;92)).

<sup>33</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-IT. For the Fornero Reform on the staff leasing see Law 28 June 2012, nr.92 ([www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2012;92](http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2012;92)).

<sup>34</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-IT. For the Fornero Reform on the project work contracts see Law 28 June 2012, nr.92 ([www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2012;92](http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2012;92)).

<sup>35</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (*Apprenticeship*). McIntosh (*A Cost Benefit Analysis of Apprenticeships and Other Vocational Qualifications*, DfES Research Report 834, 2007) showed that apprenticeships have a much higher net present value than other vocational qualifications available through colleges.



increasingly characterised by fixed-term contracts and non- or low-paid “internships” (Grühn, D.; Hecht, H., 2007), lengthening the transition period from training or education into employment. Secondly, there is the danger that disadvantaged young people will be permanently in precarious employment and socially excluded.

The introduction of more flexible employment contracts has had an impact only on some groups of young people. The possibilities and methods of entering the labour market vary according to which cluster the young belong.

To foster the access to the labour market of the weaker groups, measures have been adopted for subsidized employment relations. These measures differ according to the difficulties associated with the person concerned and mainly concern target groups with different degrees of employability:

- entirely subsidised labour relations
- employment with wage subvention

We provide below some examples from the Tuscany Region illustrating measures taken at the regional level to facilitate the conclusion of work contracts.

### **Tuscany: Funds for stabilising workers with temporary contracts**

The incentives for stabilisation using a contribution to companies who transform employee job places from fixed term to open term contracts, are an important intervention, successfully activated in recent years with a specific fund. This fund contemplates granting contributions to companies in order to promote: 1) transforming temporary contracts into open term contracts, both full time and part time (€ 6,000 full time; € 3,000 part time); 2) a one year renewal of fixed term contracts and the transformation of collaboration contracts into one year fixed term contracts (€ 2,000). Addressees: employees with temporary work contracts.

*Source:* Tuscan Region. Integrated General Orientation Plan (PIGI) 2012-2015, [www.consiglio.regione.toscana.it/copas/documenti/PDD197%20testo%20in%20commissione%281%29.pdf](http://www.consiglio.regione.toscana.it/copas/documenti/PDD197%20testo%20in%20commissione%281%29.pdf)

### **Tuscany: Funds to give incentives for hiring young graduates, researchers, interns**

The policy measure intervenes giving incentives to companies that hire young graduates on open term contracts, both full time and part time, or, in order to sustain the first phase of job insertion, with a contract of at least 12 months. Addressees: young graduates up to 35 years old.

*Source:* Tuscan Region. Integrated General Orientation Plan (PIGI) 2012-2015, [www.consiglio.regione.toscana.it/copas/documenti/PDD197%20testo%20in%20commissione%281%29.pdf](http://www.consiglio.regione.toscana.it/copas/documenti/PDD197%20testo%20in%20commissione%281%29.pdf)

### **Tuscany: Apprenticeship contracts<sup>36</sup>**

Experimentation for a regional system of this subject started off with the Charter of quality apprenticeships and internships in the Tuscan region underwritten by the Region and by the social parties and approved with the Decree of the Regional

<sup>36</sup> [www.regione.toscana.it/-carta-dei-tirocini-e-stage-di-qualita-in-toscana-02/2013](http://www.regione.toscana.it/-carta-dei-tirocini-e-stage-di-qualita-in-toscana-02/2013).

Council-DGR 710/2010. Taking into account the problems raised by new national legislation (that reserves training and orientation apprenticeships only to people with recent diplomas or degrees and people with a professional qualification achieved no later than twelve months from achieving the qualification), the Region adapted the Charter, modifying the type of apprenticeships (DGR 311/2011) and distinguishing between training and orientation apprenticeships (where the limits contemplated by national regulations are currently valid), insertion apprenticeships for the people never employed; reinsertion apprenticeships for people who have lost their job. These two latter types have a further specification for the disabled or for people in conditions of social alienation (ex Law 12 March 1999, nr.68).

For the purposes of the Charter, the apprenticeship is considered a measure of accompaniment aimed at creating direct contact between a person looking for work and a company, so that the trainee may acquire experience to enrich his or her CV, and to favour the likelihood of building a work relationship with the hosting employer. The apprenticeship is regulated by a convention between the promoter and the host according to a plan approved by the Regional Council.

The means of application contemplates that the apprenticeship cannot be used for work where a training period is not necessary. Furthermore the trainees cannot substitute employee or personal term contracts for maternity or sick leave. The hosting company cannot contract more than one apprenticeship period with the same apprentice. The company must comply with regulations regarding job place health and safety. The number of apprentices must be proportionate to the employment size of the hosting company, who appoints a tutor responsible for the training plan and inserting the young person in the job place.

The convention may contemplate a scholarship that reimburses expenses sustained by the host of at least 400 euros monthly. If the apprenticeship involves someone unemployed, whether having recently received a diploma or newly graduated, in the 18-30 age range and with a scholarship, the hosting employer can receive a regional contribution of 200 euros per month. For disabled persons, the contribution is the total responsibility of the Region. The Region gives incentives for job insertion with open-end contracts with the employer hosting the people who have finished their apprenticeship. The host can receive a contribution upon hiring of 8,000 euros (up to 10,000 euros for the disabled).

The Basque model has several elements in common with Tuscany, with the difference that it accentuates the training part of the intervention.

**The Basque Country: Programme combining training and work activities (Programa Ikasi eta lan de combinación de la formación con la actividad laboral)**

*Aims:* To develop a new organisational model of the Vocational Training Cycles with a flexible training offer, allowing the combination of training and work activity, thus offering simultaneously, theoretical and practical training at school and workplace through a permanent and part-time contract both in ordinary firms and in cooperative societies.

*Objectives:* To incorporate youth into the labour market, overtaking even the age of labour incorporation of these (18 years) in addition to responding to the need of qualified workers so the worker is fully integrated into it and is 100% productive.

*Contents:* These training courses will be taught over three academic years. During the first quarter of the first school year prior to the start of working on the enterprise or the cooperative society, students will be given training relating to quality, occupational risk prevention and relationships in the workplace. The content of the work performed must be directly related to the learning that is taking place at the school. *Expected results:* This new organisational model can combine training with work, which is

embodied in a contract of employment and would entail the following advantages as the student-worker will

- receive a salary according to the collective bargain of the sector/firm.
- be entitled to enjoy paid holidays.
- be contributing for unemployment and retirement.

The *criteria for selection of students who will participate in this programme are:*

- Half of the training places offered under this new organisational model will be reserved for women. If the number of women interested in participating is less than the number of reserved places they may be filled by men.
- In the event that the number of students involved or interested students exceeds the number of places available, the school will select people according to criteria established and detailed for that purpose for each school in the corresponding rule (Order from the Directors of Justice, Employment and Social Security and Education, Universities and Research), which identifies the training courses offered under this new organisational model and the schools authorized to teach, detailing, *inter alia*, the distribution of the modules along the courses and their duration.

These criteria will necessarily be completed by the following two:

- a) the grades achieved by the student (his/her school's qualifications).
- b) the income level of the student's family.

The criteria for participation by companies wishing to participate in the grants awarded by "*Lan eta Ikasi*" are:

To sign contracts that should lead to increased permanent staff, and those companies with more than 10 people will be required a temporary rate not exceeding 15%, as a measure against job insecurity.

## 7.2. Active labour policies

Active labour policies have the function of fostering the early entry of young people into the labour market, enabling them to find a job independently. These are measures which try to increase the chances of young people to find work and the efficiency of matching labour demand and supply.

In addition to these effects such measures need to be specifically targeted to identified beneficiaries and benefits (subsidies and allowances) to be distributed among them.

The policies are put into action by a system of public and private services, with the presence of both profit-making bodies and NGOs (active for those with special needs).

Measures previously or currently adopted can be divided into the following types:

1. Guidance and information on labour supply and demand through measures such as Work Trials (UK<sup>37</sup>) which allowed employers to post vacancies in a job centre that can be taken on a two-week trial basis, during which the individuals concerned continue to receive their unemployment benefits. Work Trials therefore create a risk-free environment whereby individuals have nothing to lose, while getting the opportunity to convince the employer to offer a job. Employers get the chance to examine an individual in a work setting, knowing that if it turns out not to be a good match they will not face dismissal costs. A similar measure was *Employment on Trial* (UK<sup>38</sup>).
2. Individual placement plans, involving measures that assign a mentor to every young person, or a counsellor, or a case-worker, or a personal

<sup>37</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (Work Trial).

<sup>38</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (*Employment on Trial*).

advisor (UK<sup>39</sup>) who works out a pathway for accessing the labour market, using the most suitable measures for the individual case. This type of measure also includes the immediate activation where the unemployed are directed to be activated in job-like position (i.e. training, internship) activation within a very short timeframe after registering at the local job centre.

3. Benefits linked to the search for a job: to foster commitment in job seeking, some countries have introduced economic incentives such as the job-search subsidy, jobseekers allowance (i.e. UK<sup>40</sup>) and labour market subsidy.
4. Re-insertion in training pathways for young people who are entitled to unemployment benefits but who have no formal education.
5. Retraining interventions for individuals whose training is inadequate for the work offered.

Labour market policy in Baden-Württemberg is above all implemented by the state's employment agencies and job centres, for example as part of the following activities:

### **Baden-Württemberg: Advice and Placement**

Advisors and placement officers provide information and consultation concerning all issues involved in choosing a job, professional development, changing career or job, the status and development of the labour market and careers, individual placement opportunities, vocational education and training opportunities and employment promotion services.

There are also a number of services that individuals can use to independently find the answers to their questions:

- Job Information Centres ("*Berufsinformationszentren*" - BIZ) are the ideal port of call for anyone who is about to choose a career or make a general job-related decision. At these centres, interested visitors can independently find out about all topics in and around the fields of training, university education, careers, further education and business start-ups and look for suitable training positions and jobs. Alongside their extensive collections of information, BIZ are also home to group rooms that act as venues for a multitude of events, for example presentations, workshops, discussion sessions or job fairs on the topics of jobs, choosing a career, applications, working or studying abroad and business start-ups.
- The "*BERUFENET*" website is home to training and employment descriptions on over 6300 occupations, covering topics such as vocational training, employment alternatives, requirements and further education opportunities. These descriptions are connected to the job portals of the German Federal Employment Agency and to private online job exchanges.
- "*KURSNET*", Germany's leading and largest database for vocational training and further education opportunities, provides up-to-date reports on around 600,000 vocational training positions and detailed information on individual events.
- The "*JOBBÖRSE*" job portal enables users to conduct specific searches for jobs and vocational training positions. Applicants can also use the portal to create and maintain their own personal applicant profiles and to apply for jobs and training positions online.

Source: [www.arbeitsagentur.de/nn\\_25874/Navigation/zentral/Buerger/Arbeitslos/Beratung/Beratung-Nav.html](http://www.arbeitsagentur.de/nn_25874/Navigation/zentral/Buerger/Arbeitslos/Beratung/Beratung-Nav.html)

<sup>39</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (New Deal for Young People).

<sup>40</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (Jobseekers allowance/JSA). To receive JSA individuals must show that they are capable of working and are currently looking for work. The amount received per week varies according to age; £35.65 for 16-17 year olds, £46.85 for 18-24 year olds and £59.15 for people aged 25 and over.

Among the measures put in place by the Tuscany Region, there is one which has the particularity to take recourse to the volunteer civil service as a starting work experience.

### **Tuscany: Volunteer civil service**

Within the sphere of the Giovani project, Tuscany expects to activate annual notices to increase the participation of young people in voluntary civil service, provided for by national law no. 64/2001 and by regional law no. 36/2006, for projects in the sectors of health, environmental education, culture, consumer protection, international cooperation, etc.

Addressees: young people between the ages of 18 and 30 (up to age 35 for the disabled), resident or domiciled for work of study in Tuscany.

*Source:* Tuscan Region. Integrated General Orientation Plan (PIGI) 2012-2015, [www.consiglio.regione.toscana.it/copas/documenti/PDD197%20testo%20in%20commissione%281%29.pdf](http://www.consiglio.regione.toscana.it/copas/documenti/PDD197%20testo%20in%20commissione%281%29.pdf)

### **7.3. Benefit system**

The interventions to reform the benefit system generally have the common aim of discouraging young people from relying on cash benefits. This is the reason why for young people below the age of 25, the welfare grants are lower than for older people. To some extent it alleviates the potential problem of generous welfare payments tending to discourage people from actively seeking a job (reduced cash benefits for young people). The general trend is to make these benefits harder to receive, or at least to receive them over a long period of time. The aim, in some cases, is to make the passive receipt of benefits much more difficult by closely linking them to job search (UK<sup>41</sup>). This can involve both unemployment benefits and social benefits or material support (housing, etc.).

To achieve these aims, individuals can only receive benefits if they are actively seeking work or committed to improving their employability. However, for young people below the age of 25, these welfare grants are generally lower than for older people and in some countries the support measures are extremely weak.

The measures adopted can be distinguished according to whether they concern:

1. Increasing wages through decreasing the tax burden on lower incomes to encourage young people to take lower-paid jobs..
2. Material benefits that may include, for example, vouchers for basic food or clothing. The payment of benefits is linked to participation in retraining, continuing education, one-off registered work activities, public work etc.
3. Income support. In the UK<sup>42</sup> this benefit was paid to anyone with a low income, regardless of whether they are working or not.
4. Unemployment benefits. Cash benefit receivers have the same rights as the receivers of unemployment benefits - that is, either education for 18 months or job training. In this case, young people below the age of 25 are entitled to unemployment benefits after six months of unemployment, and those who have no formal education have the right and the duty to enter an education programme lasting at least 18 months within the next nine months.

<sup>41</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (Income Support).

<sup>42</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (Income Support).

Those who are still unemployed by the end of the education programme have the right and the duty to full-time education. Those who refuse these offers lose the right to unemployment benefits and are transferred to the cash benefit system.

5. Possibility of accumulating benefits. For young people without working experience receiving unemployment benefit (i.e. Unemployment benefit II, DE<sup>43</sup>) it is possible to earn a small amount in addition. These amounts are supplemented by housing benefits.
6. Incapacity benefit. This benefit was paid to sick or disabled individuals who are unable to work (UK<sup>44</sup>).

Other benefits for companies are:

- Fiscal incentives for creating full-time jobs for young people who have been unemployed for more than two years.
- Money grants for employers who employ persons with functional impairment entailing reduced work capacity.
- New-start-job/*Nystartsjobb* (available in Sweden since 1 January 2007<sup>45</sup>). Public and private employers can receive economic incentives for hiring new employees.

#### 7.4. Entrepreneurship

The development of youth entrepreneurship is the focus of measures in many regions. These initiatives aim to construct supported pathways for promoting self-employment and for fostering a natural phenomenon already widespread in all European countries: the considerable presence of early school leavers among the owners of small and medium enterprises.

To foster this policy, measures feature interventions such as:

- Providing political support for entrepreneurship education at all levels.
- Promoting entrepreneurship education at the local level, with a coherent programme that brings together local stakeholders and addresses the various levels of education through a range of different instruments (e.g. SE<sup>46</sup>).
- Ensuring public funding and support for entrepreneurship education activities, including the use of practice-based pedagogical tools, the implementation of pilot projects and of concrete enterprise projects in schools.
- Launching innovative actions for training teachers, providing specific training in entrepreneurship.
- Encouraging the creation of learning communities with the mission of fostering entrepreneurial mindsets, by building links between the education system and the business world.

<sup>43</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-DE (Unemployment Benefit II). The measure has been introduced in 2005 in the context of the "Hartz reforms". It is for unemployed but also for persons not having sufficient income. In 2006, the benefit amounted to 346 per person and 276 per young person aged 16 to 18 able to work.

In 2005, among the Unemployment Benefit II receivers, there were 700,000 young people (15-25 years); 20% were pupils, 11% apprentices, 6% were employed, 12% participated in a labour market policy measure, 37% were unemployed and 9% were on maternity leave. 43% of these young people had the lowest educational attainment (Sonder-/Hauptschulabschluss). Half of these young people lived with their parents.

<sup>44</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-UK (Incapacity Benefit).

<sup>45</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Final Report-SE (New Start Job).

<sup>46</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Final Report (Venture Cup Initiative-SE). It is supported by Confederation of Swedish Enterprise. It is a pan-Nordic business plan competition that helps students, researchers and others to take their business idea from concept to actual start-up.

- Launching awareness campaigns and celebrating entrepreneurship education activities and programmes that work well by organising awards and competitions.

Measures in this area also have a training component designed to provide beneficiaries with the necessary skills to set up a business. These measures may also envisage the availability of forms of coaching and assistance by specialists, in addition to contact with research and innovation-transfer support centres (SE). Also, specific counselling services are envisaged by the measures in this area. These include business incubators and “businesses for learning”.

The range of financial measures like low-interest loans, grants or unsecured loans and tax relief<sup>47</sup>, material support, etc. can be adopted for this purpose.

Below are some examples of measures adopted at the regional level.

### **Tuscany: Support for young and female entrepreneurs**

The Tuscan Region supports young people and women who have an idea for business and want to create it but have to overcome the initial problems of getting the initiative going. The interventions are aimed at creating new job opportunities by creating new companies or by consolidating companies that already exist and are expanding. The Region felt it was opportune to review some of the provisions on discipline regarding the promotion of businesses for young people. Regional law no. 28 of 11th July 2011 modifies and expands the operational sphere of the previous law on businesses for young people (Regional law no. 21 of 29th April 2008) adapting it to the new economic and job market conditions determined by the economic crisis. The law is considered to have strategic interest since it implements a line of intervention of the Giovani project. The possibility to access special loans concerns all the productive sectors today, without limiting the intervention to the activities destined to technological and innovative development. The range of likely beneficiaries has been expanded by raising the age limit from 35 to 40 years, in line with the provisions of the regional law in favour of young people's access to agricultural work, and the European regulation that contemplates specific conditions for reductions to companies made up of women and for those made up of workers receiving safety valves, for whom no age limit is foreseen. These forecasted types of concessions have been changed by moving the regional intervention from the zero rate concession of contributions to a contribution with an interest rate, changing the module of the guarantees necessary to access credit. It is the duty of the Regional Council to choose the selection criteria, the measure of facilitations and the rates of financing according to the type of company, as well as identifying the sectors where facilitations are allowed. The commitment of numerous young people in the agricultural sector is worthy of attention, where the choice of creating new companies responds today not only to economic goals but also the pursuit of social and professional models consistent with the development and protection of natural and environmental resources. In addition to the interventions foreseen by law 21, support for the start-up of autonomous activities by young people shall reinforce what has been activated by the specific fund for microcredit, aimed at guaranteeing small loans to young people under the ages of 35-40 (depending on the circumstances) who want to be self-employed or start a cooperative company or open a professional firm.

<sup>47</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, Case Study Report-IT (Start-up incentives). The concessions include financial incentives for investments, management and training.

## The Basque Country: *Urratsbat Programme*

*Urratsbat Programme*, which aims to promote entrepreneurial attitudes among students in vocational training, turning the centres into incubators and enabling the promoters and students to use the facilities and equipment of schools, is one of the measures taken to achieve some of the goals outlined in the Scope 3 (“promote innovation in vocational training in the Basque Country as a process of continuous improvement”) of the Basque Vocational Training Plan.

*Urratsbat* is for:

- Second year students of middle grade and advanced grade vocational training cycles in Vocational Training Schools.
- Former student of the school itself.
- Any person who has relationship with the school through non-formal training courses or non-contact training.

*Urratsbat* is a programme sponsored by the Deputy Ministry of Vocational Training of the Department of Education, Universities and Research of the Basque Government and is coordinated by TKNIKA to help vocational students in creating their own business. *Urratsbat* chooses to turn centres into business incubators. In each centre, promoters have the service of the Office of the Entrepreneur, which is properly equipped and available for free. If the business plan requires it, participants in this programme may also use other facilities such as the workshops, for the prototypes of the product under study. In addition, each centre has a person who performs the task of raising and streamlining the business projects of this programme.

The Programme offers:

- A responsible person, available to promoters throughout the process.
- An Office of the Entrepreneur, properly equipped, so promoters can develop the necessary work in the process of creating companies.
- Equipment of the Centre during the launch phase.
- External advice from an organisation linked to business and collaborating with the centre, both in the process of creation and development of the company and follow-up.

Currently the centre has collaborative agreements with AJEBASK and *Gaztempresa*. There is also financial support for the creation of new businesses.

## Styria: *Start!Klar (Ready to Take off) – incentive to go self-employed /SFG*

Every year, more than 3.500 persons in Styria opt to set themselves up. SFG – Steirische Wirtschaftsförderung (Styrian Business Promotion Agency) supports the founders with the Start!Klar (Ready to Take off) support scheme. There are grants for all those who set themselves up in Styria for the first time. Grants are available for preparatory consulting services and for investments in the new enterprise. The contribution to consulting services can be up to 50%. Investments of innovative founders are subsidised at a rate of up to 25 %.

*Target group:* Persons wishing to set themselves up, entrepreneurs

*Source:* Steirische Wirtschaftsförderung (Styrian Business Promotion Agency), [www.sfg.at](http://www.sfg.at)



## 8. Professional growth and mobility

*Paolo Federighi and Francesca Torlone*

Professional growth mainly concerns the young workers' possibility of developing competences by work experience from the starting with the first year of productive activity. Mobility concerns the possibility of improving one's position in a vertical sense both inside the workplace and outside towards a new and better job.

This is a stage in the young workers' professional career directly determined by the human resource development policies present in the firms. These corporate policies concern issues such as: wage policies and their relationship with the development of competence, training and health quality in the workplace, corporate career development policies, professionalization policies linked to in-work training and those linked to personal and professional access to training, and talent fostering policies.

Public policies to foster positive conditions for the professional growth and mobility of young people – which we shall analyse below – are aimed both at individuals and at firms. In the flexicurity perspective, this field is of key importance as professional growth is the base for facing mobility from one job to another with an increased store of knowledge and competences.

### 8.1. General regulations on labour relations

Public policies intervene with general regulations protecting workers from abuse (e.g. replication of fixed-term contracts), maintaining young people in an active position and stimulating firms' initiatives for fostering the professional growth of young workers. These are regulations involving contracts, working conditions, training and financial measures for supporting both employment and the unemployed (i.e. the transition from one job to another). These general regulations are accompanied by the definition of guidelines for segmenting the youth population on the basis of their job. For example, the measures can be diversified according to whether they are addressed to:

- Non-subsidised jobs
- Subsidised jobs (partly or entirely)
- Benefits recipients (economically dependent workers, migrants, minorities, etc.)
- Disabled
- Irregular jobs.

### 8.2. Professional growth at work

An initial distinction can be made, starting from measures focusing on:

- learning quality in the workplace, with the focus on the informal dimension of work-related educational processes and
- increasing time dedicated to learning (i.e. paid educational leave)
- financial measures, such as individual learning accounts, individual development accounts, the right to the free use of certain services, study grants and cheques or vouchers, individual loans, occupational funds, paid educational leave.

All these types can be expressed in legal rights or in rules introduced through negotiations between workers and employers.

### *Subsidies*

This model is usually intended to finance learning programmes for young workers which are defined by the measure itself. It is demand-driven, in the sense that it does not act through courses provided by the state.

### *Tax relief*

There are various types that are to increase in-company training activities:

- **Reduced taxes on profits**, where firms are allowed to deduct from their profits an amount exceeding the direct costs of the learning initiatives in question.
- **Reduction of ordinary tax**, where non-profit organisations are allowed to deduct the costs of learning initiatives.
- **Imposition of a “custom-made” tax**, for example to create a fund from which resources can be drawn to finance learning initiatives by the firms involved.
- **Exemption from certain taxes**, for example those levied on financing learning and training. Firms which invest in learning are exempted from paying these taxes on condition that they reach a pre-determined minimum level of expenditure.

### **8.3. Economic incentives and disincentives**

The transition between jobs is accompanied by a system of economic measures that, whilst providing support, stimulate individuals to return to the world of work. The relative measures can be distinguished according to whether they provide tax reductions or subsidies.

The reduction of taxes on low wages has the aim of making jobs more attractive to young workers who would otherwise refuse them. So, for example, in addition to payments made to those out of work (or under-employed, working fewer than 16 hours per week), the UK also had a system of tax credits for those working more than 16 hours per week for low wages<sup>48</sup>.

Tax reductions are also used to regain control over undeclared work or employees in the “grey area” of self-employment often not covered by social protection.

This could help young people who are very often in this situation as they are less informed about working regulations and many of them are students looking for part-time/flexible working arrangements so as to continue studying.

For subsidies directly disbursed to young people between jobs or unemployed, the measures can be classified into three main categories, on the basis of the UK model of that time:

- **Jobseekers’ Allowance (JSA)** – to receive JSA, individuals had to show that they were capable of working and were currently looking for work<sup>49</sup>.
- **Income Support (IS)** – this benefit was paid to anyone with a low income, regardless of whether they were working or not. To receive benefits when out of work, however, individuals needed to again show that they were looking for work, unless they fell into certain categories such as being a lone parent or a long-term carer<sup>50</sup>.

<sup>48</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, UK Case Study Report.

<sup>49</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, UK Case Study Report (*Jobseekers’ Allowance/JSA*).

<sup>50</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, UK Case Study Report (*Income Support/IS*).

- Incapacity Benefit (IB) – this benefit was paid to sick or disabled individuals who were unable to work<sup>51</sup>.

The other variables on which the measures are constructed regard the preconditions requested for receiving the benefits, the duration of the measures and the amount.

The preconditions are often defined either as the duration of the previous work experience or the length of the period in which the insurance contributions have been paid by or on behalf of the young person. These are restrictive measures which can require minimum standards of national contributions paid by or on behalf of the individual (for example, in the UK this was for up to two previous years.

Without this condition the benefits are denied or restricted to income support measures.

The period during which the right to obtain the unemployment benefit is recognised varies according to the country. The tendency is to have a standard of around 6 months. After this period only the right to income support remains. The reduction of the time has also the aim of preventing the young unemployed entering forms of irregular work.

The amount of the benefit is used to stimulate a rapid return to the labour market. It is generally low and can only be increased if recipients undertake the measures set forth in active labour policies. The amount can also vary over time; that is it can be higher in the initially and then gradually lower towards the end of the benefit disbursement period. This feature has a particular effect of stimulating activation and the return to the labour market.

<sup>51</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, UK Case Study Report (*Incapacity Benefit/IB*).



## 9. Re-entering education and training pathways

*Paolo Federighi. Contributions by Bittor Arias, Andrea Bernert-Bürkle, Steven Fletcher, Bianka Gerlitz, Anna Hansen, Peter Härtel, Michaela Marterer, Sergio Pacini*

These policies are targeted at young workers who have entered the labour market early with low levels of education and/or qualifications or who are employed in low-skilled jobs. They are intended to foster the professional growth of these individuals.

Nearly all of these measures concern young people and workers as a whole and provide a framework of basic guarantees for the development of their skills and competences.

The primary objectives of measures under this heading are to enable the completion or continuation of higher education and the development of occupational training and skills acquisition. These measures are not necessarily specific in nature and are intended for employed workers generally. However, the effects they produce have been shown to be particularly effective for young employees.

An initial distinction can be made starting from measures focusing on:

- Increasing time dedicated to learning.
- Financial support.

Both types can be expressed in rights sanctioned by law or in rules introduced through negotiations between workers and employers. Increased time for training and learning means that the time available for other social activities is reduced, an issue we will come back to later.

A specific consideration should be addressed to the question of creating time for learning by reducing working hours.

The measures currently adopted are as follows:

- Mixed contracts, which in effect introduce forms of **compulsory training/learning to be accomplished during working hours**, specifically during the initial part of the employee's career. The company – and to some extent the worker – is responsible for any indirect costs, although these may be offset by special tax concessions granted by the state.
- Forms of **job rotation** integrated with training/learning, with a close interconnection between study-leave – generally long-term – used by employed workers and their replacement by workers on temporary contracts who have been previously trained to cover the job in question. Finally, there are various forms of hours banks connected, for example, with policies to reduce working time. These policies enable workers to “bank” hours worked overtime an account they can draw on if and when they take part in freely chosen learning activities.
- The introduction of **compulsory training/learning to be met in non-working time**. This measure is often adopted in linguistic programmes for minorities.

**Financial measures** - available in different countries that might be applicable to young workers include:

- **Paid educational leave**. This measure was conceived for employed workers, with costs borne by the employer, the state, and participants themselves.

To the different types of leave others should be added: unpaid leave, sometimes guaranteed by law, and other forms envisaged by trade union agreements and sometimes covered by unemployment benefits.

In the UK, financial incentives have been paid to both the employees to take up their statutory right to paid study leave for 16-17 year olds without a Level 2 qualification, and to employers to compensate them for working time lost on study leave via the Learning Agreements. These latter ones were for 16-17 year olds who are in employment, but in jobs with no accredited training.<sup>52</sup>

- **Study grants and cheques or vouchers**, entailing the allocation of funding to individuals who intend to enter learning or training, potentially of any age; these are open not just to people in formal education, but also to young workers.
- **Individual loans**, or bank loans to individuals for training/learning purposes, backed by the state against default by the beneficiary.
- **Allowances and tax deduction**. If the young unemployed person returns to the education system, the family is entitled to allowances and tax deductions until the person reaches the statutory age limit (26 years). Alternatively, the weekly allowance is paid in return for the individual committing to and then completing a plan to re-engage in learning. This is for 16 and 17 year olds not in education, employment or training (NEET, UK).<sup>53</sup> In other cases, the allowance is assigned to people who are made redundant and need to re-train at the earliest possible time in order to access the changing labour market and need to upgrade their vocational skills.
- **Individual learning accounts** With these accounts, a certain sum is allocated to a pre-determined number of citizens who are unemployed or in atypical employment contracts. Beneficiaries can spend this money to take part in formal or informal learning activities, which they choose with the help of a guidance officer.
- **Individual development accounts** are accounts into which the holder can pay sums for use in training or learning or for other purposes such as starting up a business, buying a house, etc, depending on the laws of the state in question.
- The right to the **free use of certain services**, such as assistance in job counselling, basic education, job placement and job training education.
- **Occupational funds** – widely used in many European countries – are the fruit of national agreements by the social partners. The funds collect levies as a percentage on the total volume of employees' salaries or the total wage bill of each undertaking in the scheme and they can be used for young workers in particular.

Regional Governments intervene on each of these diverse modes that support the return of young people to training. Obviously, this is done within the limits of public policies that are known to play a marginal role compared to the learning dynamics that have an impact on those who work, and are mainly determined by the learning potential of the workplace and the private market of training.

<sup>52</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, UK Case Study Report and Final Report (*Learning Agreements*).

<sup>53</sup> Isfol (2008), *YOUTH: Young in Occupations and Unemployment: Thinking of their better integration in the labour market*, UK Case Study Report and Final Report (*Activity Agreements*).

The Regional public policies - within federal or regionalised states - have a role to play at both a regulatory level and in terms of provide the training offer.

Here are two examples of measures found in the regions covered by this study.

### **Tuscany: *Credit Card for Training***

Some categories of youth are entitled to have a Credit Card for Training. The operators entrusted with the tasks of managing the Individual Credit Card for Training are the guidance practitioners of the Employment Centres.

The principal instruments used for managing the Card are the following:

- The Service Pact, which consists of an Agreement between the beneficiary and the Employment Centre representative;
- The Individual Action Plan, which consists of a document in which the training objectives to pursue are determined;
- The Training Project which identifies the training activities in which the participant takes part.

The process of realization of the programme may be divided into four main phases:

- I. The beneficiaries of the Pre-paid Credit Card are identified :
- II. Based upon the Training Project planned by the client, the guidance counsellor verifies the coherence and the correspondence of the hypothetical training to the subject's requirements
- III. Pre-approval evaluation. The Territorial Employment Office sees to the pre-approval evaluation of each individual Training Plan. The evaluation procedure is drafted by a Commission comprised of the counsellors involved and the head of the Territorial Employment Office.

The evaluation criteria for the allocation of financing are the following:

*Quality of training path, Project coherence, Priorities*

- IV. Following approval of the training project, the Employment Centre sees to:
  - Setting up the transaction and arrangement of the deed of commitment of expenses+ liquidation.
  - Emission of Order of payment to the Credit Institution with which the Province has stipulated an agreement.
  - Intermediate interviews by the guidance counsellor with the beneficiary during the course of the project to verify the training path is being followed and to check justifications and admissibility of expenses.
  - Emission of the Deed of liquidation for reloading the Card on the part of the Employment Service.
  - Emission of Order of payment for reloading the Card on the part of the Provincial Accounting Office.
  - Verifying the compliance of expenses generated and approval of expense statements on the part of the Province.
  - Recovery of sums not spent via the Credit Institution.
  - Restitution of sums erroneously used on the part of the beneficiaries.
  - Forced recovery in extreme cases via the Province's Attorney General.

### **Jamtli: *Learning centre (Lärcentrum)***

The region is responsible for adult education and guidance on education, making sure education is offered in all parts of the region. This is done through a network of adult education centres in the region called *Lärcentrum* (Learning centre).

Courses are addressed to adults (20 +) who wants to start a new career, in need of work experience or vocational training.

*Lärcentrum* is a network of the learning centres of the region - one in each municipality.

Together they offer courses, both by regular classes, blended learning and e-learning, as well as vocational training. By cooperating the learning centres can provide a wide range of learning opportunities and make sure there are enough people enrolles on a course to make it run.

They offer education on upper-secondary level as well as vocational training. Many of the courses are bought in from private companies working with education and training, but some courses are run by the municipalities.

Within vocational training (upper secondary level) the most popular programmes are healthcare, hotel management, media, crafts and training to be an electrician.

Guidance has an individual focus and emphasis is on finding a suitable path for the individual by combining work experience placements, vocational training and various theoretical courses. They also run a programme of apprenticeships in collaboration with regional companies.



## **10. Transition to adulthood**

*Paolo Federighi*

Good management of policies relating to the preceding stages of the life cycle of young people should facilitate and accelerate the transition to adulthood. Nevertheless, even with respect to this transition, supportive measures can be identified which only indirectly have educational significance. In fact, the policies and measures intervening on this stage in young people's lifecycle aim to tackle the demographic crisis by supporting a life-work balance that encourages and supports parenthood and reduces the costs and difficulties encountered by young households in coping with outlays linked to unsustainable standards of childcare and education while still having enough time available to manage their whole range of responsibilities and personal interests.

Today, these policies have the task of reducing the transition period. In particular, the extent of fixed-term contracts is posing a problem for family policies, as young people either postpone the decision to have children or are deciding not to have children at all. Hence, policies are addressed both to young women, their partners and to grandparents.

The demographic challenge and the presence of women in the labour market are issues present, albeit to differing degrees, in all the European countries. Despite these differences, policies appear to be directed at harmonizing two potentially opposing aims: increasing birth rates and reducing the time parents spend away from work.



## 11. Conclusions

Beyond the differences between the different regions, we can identify some basic guidelines that have objectives in common:

- **To speed up and advance young people's acquisition of a production culture and a capacity for construction and development of social networks**

This is why the public policies urge companies and society to assume direct responsibility for the education of young people in work and social life. To this end, the contemporary educational model is prompted to take reforms, reducing the weight of schooling and increasing that of education.

- **To protect and enhance the quality of access to the first job contract**

This is why public policies take measures that anticipate and increase the opportunities for regular, protected entry in the labour market through the legalisation of the various types of job contracts. The first job has a transitory nature, it has to be accompanied by measures that encourage return to education or switching to better types of work.

- **To promote the professional growth of young workers, mobility and career development in the workplace and in the labour market**

This is why public policies encourage companies to compete with each other - at the international level - so each one can be the best place for young workers to grow professionally. This is why businesses and the representatives of workers have incentives to take on criteria and standards that make transparent the quality of human resources management in every business. Public policies intend to promote the integration of young workers within the networks of information and cross demand/supply of labour in order to facilitate mobility and outplacement locally, nationally and internationally.

- **To accompany entry into adult and independent life**

This is why public policies tend to support an intentional procreation with educational and health measures. Young parents should be able to have employment contracts that make it possible for them to bring up their children. The offer of child care tends to be progressively extended and open to children after the age of one year, this also helps the parents to return to work and give an early start to the children's' education.

**Annex 1 – List of OSA Youth Policy Measures** <sup>54</sup>  
 Francesca Torlone  
**OSA Regional Government: The Basque Country**  
**Policy area: Education**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Awareness campaigns and conflict resolution programmes</b> to encourage schools to promote the values of democracy, tolerance, peace and freedom through:</p> <ul style="list-style-type: none"> <li>- Transition into the Basque language of the CD on Rome culture</li> <li>- Teacher training in the use of CD</li> <li>- Working over Roma students transition from primary to secondary education</li> </ul>	<p>To encourage education in values, among others, through sports in the schools</p>
<p><b>Scholarships</b> for students abroad.  <b>School exchanges</b> and multilateral meeting.            European programmes: Socrates and other programmes</p>	<p>To bring the social environment closer to the school centres            To promote the knowledge and reflection about values and foundations of the European model of society in schools and to bring young people to the processes of globalization</p>
<p><b>Response Programmes for Diversity in public schools</b> in the BAC:</p> <ol style="list-style-type: none"> <li>1. Promotion of Interculturalism: Intercultural and language reinforcement</li> <li>2. PROA Plan: School Accompaniment Programme</li> <li>3. PROA Plan: Strengthening, Guidance and Support Programme</li> <li>4. Specific Educational Support Project (PREE)</li> <li>5. Curricular Diversification Programme</li> </ol>	<p>To develop educational actions to deal with diversity and inequality</p>
<p>Experimental projects within the <b>Trilingual Education Framework</b> (aimed at centres of Primary and Secondary – compulsory – Schools)  <b>Language Immersion Programme</b>  <b>Language learning Programme</b></p>	<p>To support the development of language skills, in both official languages (Basque and Spanish) and in at least one foreign language teaching how to make a non-sexist use of language</p>
<p><b>Call for training activity</b> for the accreditation of directors;  <b>Regional seminars</b> with counsellors;  <b>Guidance days</b></p>	<p>To develop strategies that encourage student participation in schools</p>
<p><b>Cooperation agreement between schools and business</b> in order to arrange visit to workplaces and bring the industry of tomorrow to schools</p>	<p>To enhance integration and coordination of different actors in the socio-educational policy, in particular between schools and companies</p>
<p><b>Initial Vocational Training Programme</b>, included within the Social Guarantee Programme for youth from 16 to 21 years</p>	<p>To enhance integration and coordination of different actors in the socio-educational policy, in particular between schools and companies            To promote information services and guidance in schools and advising young people in choosing their itineraries and training in job search</p>
<p>Enhancing <b>software application in different areas of learning</b> throughout the “Berritzegune” (service for improving Basque schools)</p>	<p>To encourage the learning community projects;            To promote learning community awareness;</p>

<sup>54</sup> Sources about the Youth Policy Measures listed in this Annex refer to OSA Regional Reports.

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Training experiences of teachers and students</b> aimed at resolving conflicts through dialogue and participation as a tool to enhance coexistence</p> <p><b>Working seminars</b> with faculty and students of primary and secondary schools on learning communities</p>	<p>To encourage the learning community projects</p> <p>To promote learning community awareness</p>
<p>Guide for inclusion in the PCC</p> <p>Plan of <b>European dimension</b></p>	<p>To promote and facilitate the inclusion of the sociocultural reality of the immediate environment as well as the European project in school curriculum</p>
<p>Programmes included in the <b>Triennial Plan of Drug Addiction</b> under the responsibility of the Department Education, Universities and Research</p>	<p>To promote health education in schools and college</p>

### Policy area: Lifelong Learning

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p>Promote the <b>continued participation of the young people in the formative process</b> after completion of their formal education</p>	<p>To promote interagency coordination of job training programmes and practices that are offered in non formal education</p>
<p>Outreach and advertising campaign <b>promoting a culture of learning throughout life</b></p>	<p>To promote the knowledge and reflection about values and foundations of the European model of society and bring young people to the processes of globalization</p>
<p>Enhancing the participation of schools in <b>Leonardo Da Vinci European programme</b></p>	<p>To promote health education in schools and college</p>

## Policy area: Training

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>LOE training courses</b> both at intermediate and higher levels, in public and aided centres, to fully develop the Vocational Training and Qualifications System.</p> <p><b>System of Qualifications and Vocational Training</b> building the catalogue of "professional certificates" and the new modular catalogue, which is an output of the repertoire of "learning units" of such certificates, to offer in the languages of the Autonomous Community, the Training for Employment Centre for Integrated Distance Vocational Training (for the evaluation of the experimental process in 2011-2012 and beyond) and network of public and private collaborating centres, allowing to bring to the classroom teaching and learning activities as well as evaluation activities.</p> <p><b>"Early childhood education", "Management of Information Systems Network"</b> to be offered in the languages of the community studies in 2011-2012 and gradually spreading the scope in this distance mode</p> <p><b>A trilingual training offer in some courses.</b></p> <p><b>"Youth on move"</b> to provide skilled workers to the labour market in both sector-specific skills and in language skills</p> <p><b>Programmes to strengthen proficiency in "out of school" hours, addressed to the students of Vocational Training</b></p> <p><b>Application of the assessment and accreditation of skills</b> acquired through work experience and non formal learning, to increase the skills of people; regulate the legal basis of the procedure for Assessment and Accreditation of professional competence, create the Interdepartmental Commission for Assessment and Accreditation of professional competence, organise the network of collaborating centres (public and private) and a network of counselors, advisers and assessors, organise calls in Early childhood Education, Health Care, Health Emergencies, Agriculture and Fisheries and call for qualifications' level 1 for people at risk and people with special needs</p> <p>Veribrate an <b>integrated information, advice and guidance system in the field of vocational training</b> by coordinating the actions being developed by institutions and organizations involved in providing these services</p> <p>Create a <b>Technical board</b></p> <p><b>Regulation of the network between vocational training centres</b>, to provide training offers leading to vocational qualifications and professional certificates from the family or professional areas that are authorized, and other educational offerings that respond the demands of individuals and the productive environment</p>	<p>III VET BASQUE PLAN</p> <p>Realizing lifelong learning and mobility in VET</p> <ul style="list-style-type: none"> <li>- To complete the System for Vocational Qualifications and its subsequent attachment to the European Qualification Framework.</li> <li>- To promote the development and acquisition of materials suitable for this type of education through specific programmes in cooperation with other regions</li> <li>- To promote mobility programmes in Europe and the rest of the world, to make them the norm rather than the exception, applying the principles of the European Quality Charter and Mobility</li> <li>- To improve the quality and effectiveness of vocational training</li> <li>- To promote language learning in vocational and adult education</li> <li>- To implement with the Department of Employment and in collaboration with the rest of Spain, in procedure for evaluation and accreditation of professional competences acquired through work experience and non formal training – decree for recognition of competence – to meet the mandates of the Royal Decree 1224/2009</li> <li>- To develop a service of information, advice and guidance for VET, harmonized with the Department of Employment, for the attention of people in general (not just the students) to contribute to the improvement of educational success, also improving the planning of training for adults and their employability</li> <li>- To promote different balanced forms of collaboration supported by public and private investment between VET institutions and other stakeholders to provide verified added value</li> </ul>
<p>Redesign and implement the <b>Initial Vocational Programme</b> to enable obtaining a level 1 qualification and consolidating a model of "two years training"</p> <p>Plan the <b>training offer</b> to meet the needs of students when they are at risk of dropping out or scholar failure</p> <p><b>Guiding and mentoring service</b> for students to try to successfully complete these studies and to facilitate decision making on academic and work issues</p> <p>Develop a <b>set of concrete measures</b> for each group of people based on their position to offer opportunities for a "second chance", to ensure that adults can get a higher level of skills and to activate adapted policy measures on immigration and integration</p>	<p>III VET BASQUE PLAN</p> <p>To promote equity, social cohesion and active citizenship through the VET</p> <ul style="list-style-type: none"> <li>- To redesign and implement the initial vocational training programmes as a labour and educational opportunity for students who choose to abandon their studies or lack qualifications given that the main objective is to complete compulsory education</li> </ul>

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Special equipment plan</b> to meet the needs arising from the implementation of new "LOE" training courses</p> <p><b>Plan for energy efficiency in buildings, equipments and facilities</b> to guide the decision making in an organised and planned manner on objectives based on reports (energy audits, monitoring of consumption...)</p> <p>Consolidate the <b>process management models</b>: strengthen the process management model integrating principles of Environmental management and Occupational Safety Health, extend models of self evaluation and improvement within all the schools that provide vocational training, taking as reference the experiences of self evaluation of FOM and HOBIDE and their outputs in convergence with the European Framework for Quality Assurance, complete the experimental plan by certifying the 5 centres that conform the GIS network system.</p> <p>Develop and implement <b>information tools</b> (digital, notebook, absences, grades, process management...) that guarantee main management operations</p> <p>Offer an <b>integrated platform</b> to create a portal, intranet and e-learning environment.</p> <p><b>Establish mechanisms for ongoing assessment of infrastructures support and most important tools for schools and to facilitate their improvement</b></p> <p>Encourage the <b>incorporation of information technology and communication</b> to the teaching of the various modules and courses to boost methodologies valuable for teaching and learning in vocational training</p> <p><b>Redesign and reorganise the BVTC</b> to fulfill its role as an organ of social and institutional participation</p> <p><b>Design a Communication Plan associated with the roadmap for Vocational Training</b>, giving priority to provide information to society about the catalogue of training courses and various programmes that are available for them and the services of Information, Advice and Guiding</p>	<p>III VET BASQUE PLAN</p> <p>To improve the quality and effectiveness of vocational training</p> <ul style="list-style-type: none"> <li>- To promote models of governance in VET, based on real data, incorporating principles of saving, energy efficiency and using renewable energy sources. To improve the efficient use of resources and reduce greenhouse gases. To develop a plan for efficient use of resources and energy by all those involved in the training process</li> <li>- To consolidate and extend to all vocational training centres, management models based on quality standards, which serve to ensure high standards of excellence in VET systems, by linking them to the European Framework for Quality Assurance</li> </ul>
<p>Develop and implement a <b>Framework Programme for Innovation Support</b> prioritizing actions for the exchange of good practices to share experiences, maintaining and generalizing innovation initiatives to facilitate improvements in educational practice and management of schools and to help to move towards a more sustainable economy.</p> <p>Organise the <b>Olympics Euskotek</b> to encourage the Euskadi participation in the state competition "SpainSkills" and in the international competitions WorldSkills...</p> <p><b>Create a technical committee</b>, under the CV of VET, to evaluate and review the various plans of entrepreneurship and to propose actions to settle the entrepreneurship as a cross subject in VET and part of the specific teacher training plan</p> <p><b>Establish partnerships between VET institutions and other stakeholders</b> seeking early detection of skill needs and qualifications: to promote shared responsibility, to organise meetings within 15 "professional families", where enterprises, professionals, trainers, and players come together to systematize methods of analysis, to promote effective partnerships between Government, businesses and schools to strengthen relationships and contribute to objectives and to encourage businesses to joint initiatives of social corporate responsibility within its strategic plan.</p> <p>Setting up of a <b>platform</b> that can contrast present and future skill needs with training offers</p>	<p>III VET BASQUE PLAN</p> <p>To increase creativity and innovation, including entrepreneurship in VET</p> <ul style="list-style-type: none"> <li>- To encourage the uptake and incorporation into the educational process of deep changes in the model of production and the innovation involved both in the areas of production of goods and services and in organisation and management</li> <li>- To promote different balanced forms of collaboration supported by public and private investment between VET institutions and other stakeholders (mainly companies) to provide verified added value</li> <li>- To promote models of governance in VET, based on real data, incorporating principles of saving, energy efficiency and using renewable energy sources. To improve the efficient use of resources and reduce greenhouse gases. To develop a plan for efficient use of resources and energy by all those involved in the training process</li> </ul>
<p>Development of a <b>guide for the dissemination of vocational training</b> among the students of ESO and Bachillerato (Compulsory and post-compulsory secondary education)</p> <p><b>Programme "Ikasi eta Lan"</b></p> <p><b>Events, fairs, conferences</b></p>	<p>To develop a common vocational orientation guide to facilitate care and advice to young people in creating and finding employment and to enhance a more active approach to job search</p> <p>To promote the prestige of and to make plans to attract young people to vocational training</p>

## Policy area: Universities

REGIONAL YOUTH MEASURE <i>Individual aids to transport for students with severe disabilities</i>	YOUTH MEASURE MAIN OBJECTIVE(S) To create and empower programmes for the transition to adulthood of young people over 16 who are at social disadvantage
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## Policy area: Employment

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Economic incentives to businesses for hiring unemployed youths by providing incentives for recruitment</b></p> <p><b>Promotion of measures that combine training (linked to professions / occupations fast-to-market) and business practices including employment and training programmes, especially among those young people who require additional work experience (low-skilled, long-term unemployment and no previous work experience)</b></p> <p><b>Foster placements among the unemployed youth through partnerships and agreements with specific business associations.</b></p> <p><b>Promoting labour market inclusion of young unemployed people affected by school failure or social marginalization</b></p> <p><b>Promoting training youth in the area of safety and occupational health</b></p> <p><b>Promote self-employment and new social economy initiatives among young unemployed people through targeted financial support to those who want to develop a business idea and through actions to promote awareness of these potential pathways to enter the job market from early ages</b></p>	To increase youth employment rates, especially among groups of young people with additional employability difficulties
<p><b>Promote information and guidance for the group of young people who are in compulsory education and secondary education</b></p> <p><b>Encourage the combination of training and job practices including “employment and training” programmes, especially among young underemployed requiring additional training to improve their access to jobs more adequate to their training and skills</b></p>	To promote greater consistency between the training received from the formal education system and the jobs that young people choose
<p><b>Implement measures to support companies to release partially young workers who wish to pursue educational activities</b></p> <p><b>Service of career guidance</b></p>	To improve future job prospects of young people insufficiently qualified and employed in low quality jobs
<p><b>Campaign in public media to attract the attention of both the companies and young people aged between 18 and 24 on the benefits of entering the labour market and combining a paid activity with their educational activities</b></p> <p><b>Economic incentives to businesses for hiring part-time those men and women aged between 18 and 25 who voluntarily wish to combine their education and training activities with paid work</b></p>	To increase the number of young people who combine their formal studies with work activities
<p><b>Identify best practices to improve the working conditions of the working population and dissemination of best practices between the employers organisations and trade unions</b></p> <p><b>Encourage the creation of formal enterprises among the most vulnerable groups who are developing productive activities in the black economy, boosting job security.</b></p> <p><b>Improve the mechanism of inspection and monitoring of malpractices in business recruitment strengthening control in those sectors and industries that have been specially identified by poor working conditions and employment</b></p>	To promote quality and stability in employment, particularly among young people, women and migrants



REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>Develop contents and criteria common in all matters related to the training and advice to entrepreneurship</b> <b>Promote self-employment and new social economy initiatives through direct financial assistance</b>	To promote entrepreneurship among the Basque population and in particular the self-employment and the new social economy initiatives as an alternative employment for certain groups
<b>Aid for the recruitment of unemployed youth</b>	To develop a line of subsidy to promote hiring practices of young in long-term unemployment
<b>Aid for allocation of working time</b>	To provide financial assistance to companies that create youth employment, by disappearance or reduction of overtime hours
<b>Development of planning job search through career goal definition and implementation of training activities</b>	To promote the personalized support of the unemployed for his/her access to labour market, through the Guidance Services
<b>Grant aid for the promotion of youth entrepreneurship</b>	To provide grant aid for the promotion of youth entrepreneurship
<b>Support for permanent recruitment (fixed contract) of unemployed youths</b>	To provide aid for permanent recruitment of young
<b>Promote professional qualifications</b>	To provide a work experience, training, retraining, work practice or social work temporary contract to the 100% of young unemployed in the maximum terms of 4 years
<b>Policy area: Dwelling</b>	
<b>REGIONAL YOUTH MEASURE</b>	<b>YOUTH MEASURE MAIN OBJECTIVE(S)</b>
<b>Ensure a minimum 50% of rental housing for young people</b>	To create a public offer of social rent and 25% minimum guarantee of rental housing for young
<b>Expand and improve care services for young applicants attention, customizing and enhancing the use of the tools of e-administration for both the service provided through Enebide and the rest of housing-related queries through the service free Bizilagun</b>	To facilitate the knowledge to young people of the promotions of subsidized housing
<b>Mobilization Plan of "empty houses for rent"</b>	To promote the renting of private empty houses and to ensure that a significant percentage of such housing is for young people
<b>Policy area: Fiscal Policy and Financial Aids</b>	
<b>REGIONAL YOUTH MEASURE</b>	<b>YOUTH MEASURE MAIN OBJECTIVE(S)</b>
<b>Bonuses and recruitment incentives for companies</b>	To help the recruitment of young people
<b>Aid for recruitment</b>	To help the recruitment of people belonging to groups with poor access to labour market
<b>Policy area: Drug Addiction</b>	
<b>REGIONAL YOUTH MEASURE</b>	<b>YOUTH MEASURE MAIN OBJECTIVE(S)</b>
<b>Financial assistance for the implementation of prevention and risk reduction and harm of drug addiction</b>	To establish channels for participation for organisations and NGOs working in health promotion among young people

### Policy area: Social Inclusion

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
Programmes for transition to adulthood of young people over 16 and disadvantages	To create and empower the social inclusion programmes

### Policy area: Social Economy, Corporate Social Responsibility and Self-Employment

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
Support the incorporation of unemployed people to social economy enterprises	To support the inclusion of young unemployed people as partners in social economy enterprises through co-financing of its mandatory contribution to the capital of the company
Granting aids for the implementation of social economy enterprises framed in new sources of employment	To coordinate projects that aim to raise entrepreneurial vocations among young people

### Policy area: Culture

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p>Aid to choreography</p> <p>Grants for training of professionals in the performing arts</p> <p>"Dantzan Biliaka" (Dance Meeting)</p> <p>Funding for the Youth Orchestra of Euskal Herria</p> <p>Aid to the theatrical creation of start-ups, establishing the antiquity of these</p> <p>Grants for the production of short films</p> <p>Programme "Kimuak" broadcast of short films</p>	Empowerment aid (infrastructure, material resources, financial and human) to the formation, creation, production, dissemination and distribution of different types of youth activities

### Policy area: Youth and Community Action

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p>Call for grants to partnerships for development among young people of education in values and culture of peace</p> <p>Financial support to the Foundation Grant Gernika Gogoratuz for current expenses</p> <p>Social awareness campaign</p> <p>"Youth Programme" of the European Commission (Awareness Programmes for youth and cultural exchanges with the State and the European Union)</p>	<p>To raise young people attention on human right respect, non violence and justice as the foundation of existence</p> <p>To develop a positive imagine of Basque youth, disconnected from the violence</p>

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>Study on Youth and precarious life Study “the experience of job insecurity”</b>	To elaborate a study on the reality of youth employment and the development of contracts for the access to labour market especially for young woman
<b>Publication of scientific studies related to youth empowerment</b>	To establish a regular review of needs, demands and types of young people to guide housing plans, taking into account the most disadvantaged youth group
<b>Call for financial aid and grants for associations in the field of youth and community action Field Work Organisation in collaboration with associations and councils Organisation of training courses for staff and youth workers</b>	To create economic support funds, technical, infrastructure, training, etc .. to support initiative of associations
<b>Web development of software tool launched in 2009 Sijé Network Information Service (Junior Euskadi)</b>	To expand access points, electronically, to the Youth Information Network, optimizing human and material resources, and creating new channels for information dissemination
<b>Young Portal and Maintenance Desk (Gazte Aukera – Youth opportunity) Improvement to the website of Youth Observatory</b>	To create and maintain the Portal-Young and the Single Window Aukera Gazte
<b>Gazte-Txartela campaign (Youth Card)</b>	To increase the performance of the Gazte-Txartela
<b>Grants to local entities for youth facilities</b>	To strengthen the network of youth facilities in the BAC
<b>Day of Good Practices for Directors of Youth of other regions and the Director of the Spanish Youth Institute Organisation of the event: “The challenges of youth policies within the European Union: From global to local” Master on comprehensive youth policies through an agreement signed to this effect with the UPV-EHU (Basque University) for the academic year 2010-2012</b>	To define the skills required for of youth services: organisational structure, services to provide, meaningful partnerships with the social and economic budget
<b>Two scholarships for young graduates to study Basque youth Other studies of interest: 1. continuing with the study concerning young people with disabilities; 2. indicators</b>	To conduct scientific study into the uses of leisure time and the youth group
<b>Incorporation of the criterion of use of Euskera in the development of assessment programmes or activities such as the granting of subsidies in the field of youth</b>	To establish a regulation calls for grants and contracts from Government to encourage the use of Euskera (Basque Language) in leisure

### Policy area: Languages Standardization of Public Administration

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>“Mintzalaguna”, family transmission and the use of Euskera in leisure or sport: develop of General Plan for Promoting the Use of Euskera especially about the promotion of the use of Euskera in non-formal relationships in social networks</b>	To develop the strategies proposed by the Advisory Council of Euskera

### Policy area: Environment, Territorial Planning, Agriculture and Fisheries

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Structural aid for the access of young professionals to the property of fishing vessels GEROA advisory and monitoring programme for rural entrepreneurs (personal and individual advice on-line) BERPITZU awareness and dinamization programme for rural entrepreneurs</i>	To coordinate projects that aim to raise entrepreneurial vocations among young people
<i>Training Courses Programme for intensive farming Fellowships for studies at the Polytechnic Institute of Fisheries and Maritime</i>	To promote interagency coordination of job training programmes and practices that are offered in informal education
<i>Development of measures under YOUNG FARMERS PLAN OF BAC</i>	To establish a programme of measures and actions, based on accurate diagnosis, which support the incorporation and subsequent maintenance of youth in the primary sector, thus facilitating the generational take-over

### Policy area: Industry, Innovation, Trade and Tourism

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Single Window for youth on industry</i>	To offer a specialized service for young people with entrepreneurial initiatives, in order to inform on the range of existing institutional support for their initiatives
<i>EKintzailak programme</i>	To support young entrepreneurs in creative business initiatives
<i>"Road Safety Strategic Plan 2007-2010 of the BAC"</i>	To develop a preventive activity directed against the main health problems of the young group: traffic accidents, addictive behaviours, AIDS, STDs, unwanted pregnancies, eating disorders and mental disorders
<i>Grants for the better understanding of the commercial sector for more than one year Visit to the workplaces to alumni of schools of Secondary (compulsory - ESO)</i>	To promote interagency coordination of job programmes and practices that are offered in non formal education
<i>Scholarships for training in the area of internalisation Collaboration Agreement between the Department of Industry, Innovation, Trade and Tourism of the Basque Government and the Tourism Department of the Faculty of Social Sciences and Humanities of the University of Deusto for conducting practical training for its students</i>	To promote the signing of cooperation agreements between schools and businesses in order to arrange visits to workplaces

### Policy area: Presidency of Government

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Mobility aids for Latin American students wishing to study a Master from the UPV-EHU</i>	To adapt schools to the reality of migration To promote cultural relations and cooperation in education and science between the Basque Country and other countries
<i>Scholarships for professional expertise in the area of external relations Promoting Basque youngsters participation in European issues The "Gaztemundu" programme Scholarships for specialization in issues related to the Basque Communities abroad</i>	To develop effective presence of the Basque Public Administration in the European Forums where the issues of youth are discussed and decided, both to raise awareness of what strategies are being followed and to be able to provide the Basque experience

**Policy area: Interior Affairs**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>Financial support to associations fighting against AIDS</i>  <i>Care programme for pregnant women from the centres of primary health care</i>  <i>HIV-AIDS prevention among adolescent aged 16-17, through intervention in the classroom</i>  <i>Programme for needle exchange and distribution of anti-AIDS kit-in pharmacies, anti-AIDS associations, and prisons</i></p>	<p>To develop a preventive activity against the main health problems of the young group: traffic accidents, addictive behaviours, AIDS, STDs, unwanted pregnancies, eating disorders and mental disorders</p>
<p><i>Promoting of integrating activities and awareness and support for victims of terrorism</i></p>	<p>To develop campaign of solidarity with the victims and raising awareness to the problem of youth violence</p>
<p><i>Annual report on juvenile crime known through the statistics of the Ertzaintza</i>  <i>Conduct studies on "Youth and violence"</i></p>	<p>To establish lines of future intervention</p>
<p><i>Promotion of Youth Justice Service</i></p>	<p>To coordinate and enhance the educational services to young offenders</p>

**Policy area: Health**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>Interactive guide to resources on topics related to the health of young people</i>  <i>Development of brochures for the prevention of HIV-AIDS and other sexually transmitted diseases</i></p>	<p>To inform young people on topics related to the health</p>
<p><i>Supporting young people with problems of drug addiction</i>  <i>Psychiatric inpatient for children and adolescents</i>  <i>Therapeutic regional educational centres</i>  <i>Specific treatment programme for eating disorders</i>  <i>Financial support for drug treatment in therapeutic communities without public regular support</i>  <i>Vaccination of adolescents and young people against B hepatitis, tetanus-diphtheria (Td) and the papilloma virus</i></p>	<p>To bring closer and adapt health services to the needs and characteristics of the young group</p>
<p><i>Plan to prevent, control and reduction of smoking</i></p>	<p>To develop a preventive activity direct against the main problems of the young group: traffic accidents, addictive behaviours, AIDS, STDs, unwanted pregnancies, eating disorders and mental disorders</p>
<p><i>Programme on affective and sexual education for students and teachers of secondary education</i>  <i>Call for non-university educational centres for the presentation of educational innovation projects focusing on promotion and health education</i></p>	<p>To promote health education in schools and colleges</p>

## Policy area: Human rights

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Opening a Interdepartmental Basque Government committee that, talking into account the report on "peace education in school and after school in the area"</b></p> <p><b>Public call for support for activities to disclose, disseminate or promote the defense and protection of Human Rights and activities for peace.</b></p>	<p>To develop proposal to extend those, innovate and generalize Education Peace for the Basque boys and girls</p> <p>To encourage schools to promote the values of democracy, tolerance, peace and freedom through awareness campaigns and conflict resolution programmes to deal with violent behaviour and attitudes</p>
<p><b>Action Programme on Education for Peace</b>, which aims to create lines of economic assistance to councils that promote a culture of peace and nonviolent conflict regulation in a comprehensive way at the municipal and district levels</p>	<p>To raise young people awareness about respect for human rights, nonviolence and justice as the foundation of coexistence</p>
<p><b>Guided tours of schools to court buildings in the Basque Country.</b></p> <p><b>Delivery of lectures on the Juvenile Court with the viewing of an audiovisual presentation made by girls and boy</b></p> <p><b>Under "justizianer" (web site), maintenance of juvenile justice area in which visual information is inserted concerning the administration of justice</b></p>	<p>To promote and facilitate the inclusion of the sociocultural reality of the immediate environment as well as the European project in the school curriculum</p>

## OSA Regional Government: Wales

### Policy area: Education

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Fiving Start programme</b></p> <p><b>Intensive Family Support Teams and Families First programme: provide multi-agency support for families</b></p> <p><b>Improving school attainment for all</b></p> <p><b>Financial support to students from the lowest income households</b></p>	<p>To help everyone to reach their potential, reduce inequality, and improve economic and social well-being opportunities for young</p>
<p><b>Pilot project (proposal for the Welsh Jobs Fund, Jobs Growth Wales)</b></p> <p><b>Apprenticeships (aimed at young people: 16-24 years)</b></p>	<p>To tackle youth unemployment by creating a young's jobs and training fund, extend apprenticeship opportunities for young</p>
<p><b>Traineeships (aimed to young people) and Steps to Employment Programmes (aimed to adults)</b></p> <p><b>New referral system</b></p>	<p>To introduce a successor to the Skill Build programme that will offer enhanced support, including entry-level "engagement" training for young facing the worst barriers to employment</p>
<p><b>Ten sector pathways</b></p> <p><b>New Insulation Pathway in direct response to employer demand</b></p>	<p>To increase apprenticeship opportunities through the Pathways to Apprenticeship programme, with a special focus on youth engagement and employment, and tackling long term unemployment</p>
<p><b>Young Recruits Programme (to deliver 1000 places)</b></p>	<p>To extend the Young Recruits' programme to respond to continued demand from employers and from young people, and it is hoped that 1000 young people will benefit over next years</p>
<p><b>Update the Youth Service Strategy and Action Plan</b></p>	<p>To refresh the youth service strategy and maintain the commitment to grant funding to at least the levels that we have provided over recent years</p>
<p><b>Physical Education and School Sport (PESS) project</b></p>	<p>To ensure children and young people with basic physical skills from an early age.</p>

## Policy area: Training

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Encourage young people in Wales into science and engineering</b>            Work with European Union funding programmes to stimulate sustainable growth and jobs through investing in skills, infrastructure and job creation</p> <p><b>Establish Jobs Growth Wales</b> offering employment or training for young people</p> <p><b>Increase apprenticeship opportunities for young people</b></p> <p><b>Successor of the Skill Build programme</b> to provide routes to employment for young people and adults</p> <p><b>Provide robust labour market intelligence</b> to help individuals make informed choices about education provision</p> <p><b>Support company growth opportunities</b> through investment in skills development for the workforce</p> <p>Strengthen the Wales Union Learning Fund (WULF)</p>	<p>To strengthen the conditions that will enable business to create new job and sustainable economic jobs</p>

## Policy area: Family and Social Policies

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Continue to implement the school nursing framework across Wales</b></p> <p><b>One Wales commitment of Nurse for all Secondary Schools</b></p> <p><b>Implementation of the Framework for School Nursing in Wales</b></p> <p><b>“Design to Smile” project</b></p>	<p>To better health for all with reduced inequalities</p> <p>To address the health, emotional and social needs of young people and promote healthy behaviour</p>
<p><b>Sexual Health Action Plan</b></p> <p><b>Welsh Network of Healthy School Schemes (WNHSS)</b></p>	<p>To develop self-esteem and self awareness, while empowering young people to explore the many aspects of sexuality and healthy personal relationships</p>
<p><b>Tobacco control programme</b></p> <p><b>Tobacco Control Action Plan</b></p> <p><b>Young people’s smoking prevention programme “Assist, Smokefree Class Competition and Smoke-Bugs!”</b></p>	<p>To support smokers who want to give up, and lobby UK Government on non devolved issues such as reducing tobacco imagery to young people</p>
<p><b>Seven Core Aims</b> (national framework for developing policy for children and young people)</p>	<p>To implement the approach to planning for the Welsh Government and other public bodies</p>
<p>Implementation plan underway for the <b>Children and Young Persons Right Measure</b></p>	<p>To ensure that the rights measure is given full effect in Government policies and programmes throughout the course of this administration</p>
<p><b>Consultation on Draft Social Services Bill</b></p>	<p>To consider integrating adult protection reporting and planning processes with those for children and young people</p>
<p><b>“Tell it Like It Is”</b></p>	<p>To help organisation to support children and young people to maximise media opportunities to tell their positive stories in print, on air or and on the internet</p>
<p><b>Play Opportunities of the Children and Families (Wales)</b></p> <p><b>Statutory guidance</b></p> <p><b>Youth Forum for each local authority</b></p>	<p>To continue to improve opportunities for all children and young people to play in safety and in particular we will support improved access to play for children with disabilities</p>
<p><b>Children’s Bill</b></p>	<p>To continue to improve the transparency of budgeting for children and young people at Welsh Government level</p>

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Life Chances Fund</b></p>	<p>To provide financial support for disadvantaged young to enable them to take part in recreational/personal development activities</p>
<p>Expand the <b>Flying Start early years' programme</b> Provide for multi-agency, early stage, preventative 'Team Around the Family' support to families</p>	<p>To ensure high quality, integrated, sustainable, safe and effective people-centred services that build on people's strengths and promote their well-being</p>
<p>Introduce new legislation: the <b>Prevention of Youth Offending Bill</b> <b>Continue the Safer Communities Funding to Community Safety Partnerships in Wales</b></p>	<p>To make out Wales communities safer through reduction in anti-social behaviour, crime, substance misuse and incidence and impact of fires as well as effective co-ordination of emergencies</p>
<p>Publish a five-year <b>Welsh Language Strategy and Action Plan</b> Deliver the provisions of the <b>Welsh Language (Wales) Measure 2011</b></p>	<p>To enrich lives of individual and communities through Wales culture and heritage</p>

### Policy area: Income support mechanisms

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Anti-Poverty Action Plan</b> <b>Welfare Reform Bill</b> <b>Regeneration programmes</b>, working in partnership to address local needs within a framework of national policy imperatives <b>Financial Inclusion Strategy</b> <b>Credit Unions</b> to provide services to those financially excluded from mainstream providers <b>Fuel Poverty Strategy</b>, which sets out actions including the provision of a demand-led All Wales Fuel Poverty programme (Nest), advisory services for households and delivery of arbed, a strategic area-based energy efficiency programme Prioritise the <b>National Transport Plan</b> by improving access in deprived communities and retain free bus travel for pensioners, disabled people, and extend eligibility to seriously injured veterans and armed forces <b>Activities designed to help people not in education, employment or training (NEET)</b>, refocus resources on the most effective interventions <b>Embed the University of the Heads of the Valleys initiative</b> <b>"Foundation Phase"</b> <b>Additional Learning Needs process</b> for vulnerable children and young people in either a school or Further Education (FE) setting <b>Fairer Health Outcomes for All</b> to reduce inequalities <b>Local public health delivery plans/local targeted action on inequalities</b> <b>Free entry to national museums and free swimming</b> <b>Homelessness Plan</b> <b>Supporting People programme</b> <b>Tidy Towns programme</b> to support the wider poverty</p>	<p>To reduce poverty, especially persistent poverty among some of Wales poorest people and communities, and reducing the likelihood that people become poor</p>
<p><b>Meeting with Youth Justice Board and Ministry of Justice officials</b></p>	<p>To preserve the legacy of the Wales Youth Justice Board and to establish an appropriate mechanism for maintaining a strategic view of youth justice provision</p>
<p><b>Tender for review of homelessness legislation</b> <b>Collaborative commissioning of services funded by the Supporting People Programme</b></p>	<p>To build on our ten-year Homelessness Plan and continue to invest in vulnerable people</p>



**Policy area: Housing**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Encourage the release of more public land for affordable housing</i>	To ensure that people have a high-quality, warm, secure and energy-efficient home to live in

**Policy area: Other**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Draft forward plan with the Chief Scientific Advisor for Wales</i>	To encourage more young people to gain the skills that will develop Wales' potential for economic growth
<i>Two Young People's projects focusing on promotion of STEM subject</i>	To use European funds to support the training of young people in STEM subjects through a STEM skills project
<i>Arts and Young People strategy</i>	To make arts for young a central plank of its future action plan in an agreed with the Department for Children, Education, LLL and Skills

**OSA Regional Government: Tuscany Region****Policy area: Education and Training**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Rising levels of education</i>	To encourage school attendance and finalized to the acquisition of a secondary school diploma
<i>Right to study's intervention Scholarships for the support of school attendance Payments for redemption of all or part of school textbooks Scholarships to students living in the islands of Giglio and Capraia on free loan of textbooks in secondary schools (second degree)</i>	To confirm the delivery system of financial incentives for students of primary and secondary schools (first and second degree) with disadvantages
<i>Action for prevention and contrast to early school leaving (drop out)</i>	To integrate the work of Region, Province, zonal conferences on education, municipalities and educational institutions, complemented by non-institutional subjects
<i>Work - related learning pathways</i>	To strengthen the link between classroom training and practical experience; To enrich the curricula with skills easily spendable in the world of work; To foster the vocational guidance, to strengthen network between educational, training institutions, world of work and society; To correlate training offer to the cultural, social and economic development of the territory
<i>Measures of continuity of education for leisure Reflection meetings and study on educational issues for parents Workshops with schools Projects of cultural integration Recreational Activities for leisure time Vertical continuity educational pathways</i>	To support non formal education activities and for the socialization

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Apprenticeship for the accomplishment of the right-duty to education and training</i>	To obtain a vocational qualification
<i>Vocational training and educational pathways</i>	To deliver new and more effective articulation of training offer in order to meet the needs of long-term courses of vocational training
<i>Higher technical education pathways</i>	To introduce a new measure in order to guarantee the activation of work-internship co-funded by subjects
<i>Regional programme for paid internship</i>	To support the regional system of the right to the university study
<i>Maintenance of the centrality of the scholarship</i>	
<i>Catering service</i>	
<i>Loans for university students and members of the Master's degree at level I and II of Tuscany Universities</i>	To build a regional system of coordinated and shared guidance that goes beyond the multiplicity and fragmentation of interventions and identifying a political orientation that promotes all the Tuscany university system
<i>University guidance</i>	
<i>Continue training</i>	To support the adaptability and the raising of the skills workers through the strengthening and diversification of operations, with priority to people most exposed to risk from the labour market, as the workers with temporary contracts

### Policy area: Employment

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Strengthening and streamlining of business services</i>	To strengthen the governance system of the labour market, to be pursued by strengthening the network of services for the work to a new level of integration and cooperation between public and private
<i>"Progetto Giovani"</i>	To facilitate the matching between demand and supply of labour, with a strong orientation to support the integration, qualification and skills of young people, women and workers with temporary contracts (the 'atypical').
<i>Support for workers affected by economic crisis</i>	To support workers affected by the crisis or involved in corporate restructuring involving absence from work and high risk of permanent loss of jobs
<i>Integration of interventions in the labour market</i>	To enhance a context of strong interaction between the services offered
<i>Regional network of employment services</i>	
<i>Recruitment incentives</i>	
<i>Guidance and training opportunities for retraining</i>	
<i>Apprenticeships and internships with high quality and rate stabilization</i>	
<i>Scholarship for international PhD, loans for advanced specialization, higher education vouchers</i>	To train and promote the job placement of graduates and PhDs, including the use of credit facilities for higher education and training vouchers
<i>Apprenticeship and apprenticeship for undergraduates and graduated students</i>	To recover the capacity of apprenticeship to build a "bridge" between work and training
<i>Female and young entrepreneurs support</i>	To support female and young entrepreneurs

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>Incentive for mobility of students in secondary schools and university students for research projects, training, development of language skills</i>  <i>International internships for students of courses IFTS</i>  <i>Vouchers for work experience abroad</i></p>	<p>To promote the international mobility of young people</p>
<p><i>International mobility of researchers in the frame of Marie Curie Action COFUND</i></p>	<p>To support financial programme on thematic area proposed by the European Commission</p>
<p><i>Pre-professional experiences of young people, through the access at voluntary civil service</i></p>	<p>To activate annual calls in order to increase the young people participation to the voluntary civil service</p>

**Policy area: Family and Social Policies**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>Integration of health care levels and consolidation of the characteristics of a prevention-oriented health care system</i>  <i>Protection and promotion of childhood and adolescence and support for families, contrast to gender violence, help to young people with measures of emancipation</i>  <i>Affirmation of the rights of children in divorced or separated couples</i>  <i>Migration policies which find support in the integration between sectors such as education, health, vocational training</i>  <i>Enhance the educational function, especially to the younger, of a motor sport and attentive to the processes of socialization of the individual, with reference values of healthy competition, reject violence, respect for the environment</i></p>	<p>To enhance the integration between health care system, social services and other sectors of promotion of public protection</p>

**Policy area: Income support mechanism**

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>Scholarships</i>  <i>Additional contribution to the scholarship</i></p>	<p>To support the costs of international mobility</p>
<p><i>Loans trustees</i></p>	<p>To allow access to credit by students who don't meet the requirements for a scholarship</p>
<p><i>Guarantee Fund</i></p>	<p>To offer free guarantee full coverage of bank loans to young people aged 22-35 years engaged in highly specialized courses (master's degrees, doctorates and specialization)</p>
<p><i>Co-financing of regional wage</i></p>	<p>To hold youth internships and apprenticeships</p>
<p><i>Provision of funding aimed at young entrepreneurs with financing of investment in tangible and intangible</i></p>	<p>To support young entrepreneurs</p>
<p><i>Regional interventions income support through layoffs and earnings mobility allowance notwithstanding the existing national regulations concerning, among others, apprentices, young workers suspended or fired from work</i></p>	<p>To support the income of young people</p>

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Funds for the stabilization of temporary workers</i>	To provide incentive to contribute to the stabilization by enterprises engaged in processing of jobs completed in employees on permanent contracts
<i>Funds for the incentive to the assumption of young graduate students, PhD and trainees</i>	To provide incentive to businesses for the indeterminate assumption of young graduates, with full time or part time contracts, or 12 months contract

### Policy area: Housing

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Support to the payment of the rent fee and support to the purchase of the first house through lease purchase option agreement</i>	To help young people for them independent living

### Policy area: Fiscal Policies

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Regional Stability Pact</i>	To set the programmatic objectives of each local institution, coherently with the EU objectives regarding the containment of public debt

## OSA Regional Government: Baden-Württemberg Federal State

### Policy area: Education and Training

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>The Comprehensive Education Concept</i>	To support young people and to help them cope with life's challenges
<i>The Youth Worker Programme</i>	To strengthen the combined work of all individuals responsible for children and young people and to intensively integrate voluntary work into young people's school environments. To provide school pupils with access to extra-curricular youth education and youth work
<i>The Pupil Mentoring Programme</i>	To involve training schemes specifically developed for young people/sixth-form students that qualify them to go on to volunteer as mentor. To take the skills and abilities of young people seriously and to further develop them
<i>The Eight-Year-Long German Advanced Secondary School System (G8)</i>	To combat the shortage of skilled labour that has increasingly been a cause for complaint in the world of business by enabling school leavers and graduates to be recruited at an earlier stage. To reduce the average age of school leavers who have obtained their German "Abitur" in Baden-Württemberg
<i>The Reform of the Upper Years of German Advanced Secondary School ("Gymnasium") Education</i>	To enable school leavers who have obtained their German "Abitur" to better meet the requirements of the business world and universities with regard to more in-depth general education in core subjects, more individual profiling and more interdisciplinary, independent and project-oriented learning. To enable pupils to choose their own focus areas according to their inclinations and interests and to distinguish themselves as individuals

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>Vocational Assistance for Young People</b>	To involve a concept that directly applies to young people. To provide pupils with support in their transition from school education to vocational training and helps them to establish contact with potential employees. To orientated towards vocational training and employment and aims to find the best suitable option for every single young person and to motivate them to take responsibility for safeguarding their livelihoods and planning their futures. To implement the project in a needs-oriented manner whilst taking local and regional features into account
<b>Qualipass</b>	To provide space for practically all activities that young people (12-25 years) complete outside of school. To enable young people to acquire and obtain qualifications. To help to make these achievements recognisable and usable by documenting and describing the informal learning process involved in such activities that may not be evident at first glance in so-called 'activity reports', which are included with the Qualipass as forms or can be downloaded online. To document and evaluate young people's involvements and commitments. To find a 'coach' as a personal advisor to support young people on their journey from school education to a career
<b>Youth Agencies</b>	To provide advice to young people and their parents with regard to the transition from school education to a career. To act as an interface between youth work, school education, business and state institutions and programmes
<b>Educational Partnerships between Schools and Companies</b>	To expand and supervise the educational partnerships between schools and companies
<b>The Vocational Introductory Year ("Berufseinstiegsjahr" – BEJ) in Baden-Württemberg</b>	To support measures that expand on the General Certificate of Education that has already been achieved in order to pupils to improve their qualification for vocational training and their chance of securing an apprenticeship training position
<b>The Vocational Preparatory Year (BVJ)</b>	To enable young people to gain experience
<b>The Work/Career Pre-Qualification Year (VAB)</b>	To provide young people with basic practice-oriented preparation for the world of work and careers
<b>The "VHS &amp; Schule" Network</b>	Offers schools a standardised course and certification system that provides pupils with a comprehensive overview of and knowledge in the field of business and law in addition to their school lessons. To give to pupils the opportunity to acquire a certificate that will improve their chances when searching for apprenticeship training positions and applying for jobs whilst also acting as a significant qualification for their further education once they have completed school education
<b>Göppingen Autumn Camp</b>	To help pupils answer this question by giving them the chance to more closely examine a variety of occupations during their autumn half-term
<b>"Fit for the Job"</b>	The "Fit for the Job" website for young people is a service offered by the Baden-Württemberg Youth Foundation within the framework of the <i>Jugendnetz.de</i> online portal. It forms part of the "KommLern!" ('Come and Learn!') project financed by the European Social Fund and the German Federal State of Baden-Württemberg
<b>BBQ on Location: The Practical Career Preparatory Year ("Berufspraktisches Jahr") – BPJ 21</b>	To support youth in their preparation for vocational training or an introductory qualification in a company. To develop occupational prospects for their first experience of the world of work

<b>REGIONAL YOUTH MEASURE</b>	<b>YOUTH MEASURE MAIN OBJECTIVE(S)</b>
<i>The Dual System of Vocational Education and Training</i>	To combine on-the-job education and training at a vocational school
<i>Advanced Secondary Vocational School (Advanced Technical Secondary School ("Technische Oberschule") / Advanced Business Secondary School ("Wirtschaftsoberschule") / Advanced Vocational School for Social Studies ("Berufsschule für Sozialwesen")</i>	To offer the opportunity to further develop general and specific theoretical education and open the door to further educational institutions
<i>Advanced Certificate of Secondary Education ("Hochschulreife")</i>	To make University Education Accessible to Students with Vocational Qualifications
<i>Cooperative University Education (DHBW = Baden-Württemberg Cooperative State University)</i>	To prepare students for their future careers by enabling them to already gain a lot of practical experience during their university education and to get to know the company concerned

### Policy area: Employment

<b>REGIONAL YOUTH MEASURE</b>	<b>YOUTH MEASURE MAIN OBJECTIVE(S)</b>
<i>Advice and Placement</i>	To provide information and consultation concerning all issues involved in choosing a job, professional development, changing career or job, the status and development of the labour market and careers, individual placement opportunities, vocational education and training opportunities and employment promotion services
<i>"Successful Career Guidance in Sixth-Form College Education (the German "Sekundarstufe II")"</i>	To provide schools with an evaluation and decision-making tool that will help them to decide which of the wide variety of available Career Guidance projects will lead to the desired aim and provide success for their pupils

### Policy area: Family and Social Policy

<b>REGIONAL YOUTH MEASURE</b>	<b>YOUTH MEASURE MAIN OBJECTIVE(S)</b>
<i>Child Benefit &amp; Child Tax Credit</i>	To help families and children

### Policy area: Income Support Mechanism, Housing, Fiscal Policy and Financial Aids

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>The Cost and Funding of University Studies</i>  <i>Tax Allowances for Students</i>  <i>Tax-Deductible Expenses</i>  <i>"Mini-Jobs" – A Special Case</i>  <i>Vocational Training Tax Allowance ('Ausbildungsfreibetrag')</i>  <i>Children Costs as a Tax Allowance</i>  <i>Non-contributory Health Insurance</i>  <i>German Social Insurance for Students</i></p>	To help and support children, people and student and to support their development, their studies and their life
<p><i>The German Federal Upgrading Training Assistance Act ('Meister-BaFöG')</i> = <i>The German Federal Career Advancement Promotion Act ('Aufstiegsbildungsförderungsgesetz' – AFBG)</i></p>	To support individuals which participated in advanced further vocational training programmes (they receive financial support for the costs of these programmes and, if required, for their maintenance expenses)
<p><i>Unemployment Benefit I ('Arbeitslosengeld I' - ALG I)</i>  <i>Unemployment Benefit II ('Arbeitslosengeld II' - ALG II) = Hartz IV</i></p>	To help and support unemployed people
<p><i>The Baden-Württemberg Youth Foundation and Its Programmes</i></p>	To identify new future-oriented approaches in the field of youth education. To test these approaches on location and to supervise and support projects developed by young people. To enable young people to lead responsible lives and become actively involved

### OSA Regional Government: Jamtli

#### Policy area: Education and Training

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><i>Upper Secondary School</i>  <i>"Back on track" project</i></p>	<p>To prepare pupils for higher education and vocational programmes</p> <p>To inspire youths to get back into education or training by making them try different sorts of activities and occupations at the museum</p>
<p><i>Folk High School</i></p>	To give courses in many different subjects. To offer basic training in core subjects, providing a second chance for people who have not completed their education in the school system
<p><i>Study circle</i></p>	To promote non formal-learning
<p><i>University Education</i></p>	University education is free of charge in Sweden, and is sometimes seen as an option to unemployment for young people. It also provides an opportunity for everyone to go to university
<p><i>"Navigatorcentrum" and "Back on track" (Municipalities)</i></p>	To offer career guidance and help youths with contacts to the employment agency and social services

### Policy area: Labour Policies

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<p><b>Employment guarantee</b>  <i>Three months of unemployment youths are placed in some sort of work experience placement</i>  <i>Counselling, shorter courses, or guidance on educational offers</i>  <i>Initial reductions in fees for employers who employ youths</i>  <i>Arrangements where possible employers are offered to take on a youth for a work experience placement, or not having to pay any salary for the first months of employment</i></p>	To give guarantee to unemployed people

### Policy area: Income supporting mechanism

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>Student support</b>	To give support to student
<b>Unemployment Security</b>	To give security to unemployed people

### Policy area: Family and Social Policy

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>Rehabilitation from mental illness</b> <b>Disability Policy</b>	To help people with mental diseases and other kinds of disabilities

### Policy area: Housing

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>Housing allowance</b> <b>Accommodation guarantee</b>	To help students, youths or families with low income

### OSA Regional Government: Styria Regional Government

#### Policy area: Education and training

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<b>School – Work</b>	To support teachers who are responsible for career guidance according to the recommendation of the Federal Ministry of Education, Arts and Culture (RS 17). To create a school specific concept for local stakeholders (including the involvement of companies, institutions etc.)



REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Career Catching Counselling</i>	To support and accompanying young people from initial education to the world of work (esp. apprenticeship), programme since 1999 with special focus on local networking between companies, schools, institutions etc.
<i>Youth coaching</i>	To support students in the last compulsory school year / grade by identifying their needs for intensive guidance and case management for the students for the next steps
<i>Local and regional fairs for career guidance</i>	To inform teachers, students, parents, companies about the possibilities for further education, VET in school and VET in companies (apprenticeship) and about supporting organisations in the region
<i>Your job</i>	To enhance the co-operation between schools (all types) in the capital and surrounding with 9 companies of the Industry in Styria with the aim to get more young people interested in high quality VET in apprenticeship in the 9 companies
<i>Evaluation of the activities of career guidance in Styria</i>	To have a basis for development of a concept for co-ordination of the activities, measures etc. of career guidance a evaluation of all activities was undertaken.
<i>Co-ordination of activities of career guidance in Styria</i>	To co-ordinate the measures and activities on Governmental level in Styria , advised by a steering group with social partners, unions of companies etc.
<i>JUNIOR Programme Inno-day</i>	To support entrepreneurial spirit and innovative potentials of young people in order to show alternatives to be employed in future.
<i>Fascination Technique Take tech</i>	To show young people the possibilities of work within technical professions in companies; targeted to all ages of students.

### Policy area: Work and employment policies

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Apprenticeship and general qualification for university entrance</i>	To open all possibilities for young people if they have chosen a VET Education in the apprenticeship system by give them the opportunity to make course for the general qualification for university entrance for free.
<i>Educational network metal</i>	To combine the apprenticeship education in companies with special training for the young people additionally in the branch of metal, and educate the young people within special topics in the network of the companies.
<i>Industry technician</i>	To offer young people a 7 years career starting with the apprenticeship, go for the general qualification for university entrance, go to university etc. while staying in the same company with the perspective of a career in the company.
<i>Corporate education</i>	To provide alternative education for young people in the dual system of apprenticeship trained in training companies.
<i>Production schools</i>	To provide an alternative for young people who will not go to a regular school or apprenticeship.
<i>Styrian qualification and employment programme for youth</i>	To promote employment in Styria for different target groups, also for youth.
<i>STEBEP Employment contract, Styria and regions</i>	To support strategic agreement on a regional and local level for employment with specific aims in the different 6 regions.

### Policy area: Family and social policy

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Support of parents Education for parents</i>	To support institutions in organising events and trainings for parents and to support parents to go for trainings to get educated how to deal within their families in daily life or within specific situations.
<i>Integration of labour market distant persons (STEBEP)</i>	To use financing of ESF for persons who are distant from the labour market especially migrants, youth and women.
<i>Social work at school</i>	To support social workers working at schools with students.
<i>Youth managers</i>	To inform young people who inform young people about their possibilities within their region for education, work and life.

### Policy area: Mechanisms to support income

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Start/Klar - Förderung der Selbstständigkeit/SFG GründerInnenzentrum</i>	To support founders of new businesses with different financial supporting, offices etc. to increase their income within the first years.

### Policy area: Houses

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Wohnbeihilfe</i>	To provide financial support for rent, costs of electricity etc. for all persons with less income.

### Policy area: Fiscal policies

REGIONAL YOUTH MEASURE	YOUTH MEASURE MAIN OBJECTIVE(S)
<i>Bildungsscheck für Lehrlinge</i>	To support education within the work apprentices get financial support for trainings.
<i>Lehrlingsförderung für Unternehmen - direkt</i>	To increase the number of workplaces for apprenticeship companies gets a bonus for new workplaces for apprentices and additional fiscal support for young people with special needs.
<i>Maßnahmen der Wirtschaftskammer (der Sparten und Fachgruppen / Innungen)</i>	To provide different financial bonus for new workplaces in companies, for trainings etc. only for the branch
<i>Lehrlinge mit Potenzial</i>	To provide financial support for companies for long term trainings for apprentices additionally to the education in the companies especially for technical professions
<i>Qualifizierungsförderung für Lehrlinge / Zusatzbildungsmaßnahmen</i>	To provide financial support for companies for special trainings for apprentices. To have a successful finish in the part time VET school or trainings for specific subjects

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<sup>55</sup> Consultation at February 2013.

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## Editorial notes

*Chapters 1, 2 and 3* are mainly inspired and partially based on results achieved in an European Study carried out by the Scientific Director on behalf of the European Commission-DG Research (see *Adult and Continuing Education in Europe: Pathways for a skill growth governance*, Luxembourg, 2013).

*Chapters 3-11* are based on OSA Survey results. Texts on regional issues are by their own representatives as listed below:

Baden-Württemberg - Andrea Bernert-Bürkle and Bianka Gerlitz

Gobierno Vasco - Bittor Arias

Jamtli - Anna Hansen

Regione Toscana - Sergio Pacini

Steiermark - Peter Härtel and Michaela Marterer

Welsh Government - Steven Fletcher

The other texts are under the responsibility of the assigned authors and editors.

*Chapters 6-7-8-9* are partially based on the research "Youth" (2008) carried out on behalf of the European Commission-DG Employment and coordinated by ISFOL. This research was published in 2008. The policies referred to were current at that time and are only used here to give examples of types of policy from that time, although in many countries policies have changed significantly.

