



FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT

Final evaluation report

September 2017

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Foreword

This is the final evaluation report of the Framework of Actions on Youth Employment, adopted by the Social Dialogue Committee on 27 September 2017.

It gives useful information on the actions by social partners taken at national, cross-industry, sectoral and enterprise level on youth employment.

It describes the main trends that can be identified through the different national reports submitted to the ETUC (and the liaison committee EUROCADRES/CEC), BusinessEurope, CEEP and UEAPME, and compiles into one document the members' contributions.

The European social partners would like to thank their national affiliates for their contributions.

Introduction

In their autonomous work programme 2012-14, the European social partners (EU SPs) ETUC, BusinessEurope, CEEP and UEAPME agreed to address the issue of youth employment as first priority and to negotiate a Framework of Actions (FoA).

The text was negotiated between September 2012 and April 2013, and was adopted by the four EU SPs organisations in 2013¹. It includes an annex presenting a selection of national initiatives in the field of youth employment.

The Framework of Actions aims to promote solutions to reduce youth unemployment, deliver concrete measures to improve young people's employment opportunities and contribute to this important debate. It calls on national social partners, public authorities and other stakeholders to act together and achieve concrete progress. It builds upon existing and new practices linked with the four priorities identified:

- Priority 1: **Learning**
- Priority 2: **Transition**
- Priority 3: **Employment**
- Priority 4: **Entrepreneurship**

As in previous FoAs, national social partners reported on their activities annually over three years (2014, 2015, and 2016) which allows an evaluation of their actions and impact in the context of this framework of actions on youth employment.

On the 20th June 2017, the European social partners jointly organised a conference entitled "The Framework of Actions on Youth Employment – Achievements and Challenges ahead". This conference provided a timely opportunity for social partners to discuss developments at national level in light of previous follow-up reports and in particular in preparation of this final evaluation report. In conjunction with this conference and the reporting on the Framework of Actions, the European social partners are also preparing a video to highlight the role of social partners in addressing the issue of youth employment. This video will be published by the end of 2017.

In the framework of actions, European social partners committed themselves, "in the case of absence of reporting after four years, [...] to encourage their members in the countries concerned to keep them informed about their follow-up activities until actions have been undertaken at national level". Indeed, 4 countries have not submitted national contributions during this period.

¹ It is the third Framework of Actions negotiated by the European social partners, following the 2002 FoA on the lifelong development of competencies and qualifications and the 2005 FoA on Gender Equality.

	Follow-up report 2014	Follow-up report 2015	Follow-up report 2016	Final Follow-up report 2017
Number of national reports	17	21	22	17

- 23 countries replied over the given timeframe
- 17 countries replied each year in 2014, 15 and 16
- No replies from Greece, Lithuania, Slovakia and Slovenia from 2013 to 2017

Chapter I – Main trends under the four priorities

In June 2017, 3.8 million young people (under 25) were unemployed, making up an unemployment rate of 16.7%. This represents a fall of 450,000 compared to July 2016. In any case, the employment situation of European youth still needs to improve and policies continue to be needed to address the structural difficulties they face in the labour markets. Besides unemployment, compared to other age groups, 40.8% of people from 15 to 24 years worked under temporary contracts in 2016 in comparison with the rate of 12 % for the total workforce. Further efforts are needed to help young people achieve better employment prospects and support their sustainable integration in the labour markets.

Priority 1: Learning

“Preparing for the world of work”

The learning priority has been one of the key points for attention at national level over the three follow-up years. Equipping young people with the right skills and qualifications in the context of education and lifelong learning is often a prerequisite of employment, provided there is economic growth and job opportunities. Hence preparing for the world of work is a challenge which social partners have worked on intensely, along with other actors involved in providing and managing education systems, notably governments and administrations at national, regional and local levels.

Education systems must provide adequate skills development to support individual qualification and a growing sustainable economy. Modern systems understand the way labour markets function and must be able to respect the aspirations of young people while directing them towards sectors which are hiring now and in the future. The reform of educational systems has been a priority in some countries (reported in Poland), but most commonly, reforms of the vocational education and training systems (VET) are being undertaken as this is the case in Austria (even with a well-developed systems), Belgium, Cyprus, France, Finland, Ireland, Malta, Latvia and Portugal. With respect to reforms of VET systems, social partners such as in Finland, Latvia and Portugal play a central role to influence the content of programmes and the way in which the work-based learning component is organised.

Social partners are generally concerned that the quality and content of education does not match with labour market requirements, especially when employers seek to hire persons with specific technical skills, such as in ICT or STEM, or highly qualified persons. Education system must therefore get closer to the world of work in consultation with employers and employee organisations so that curricula are adapted and up-to-date.

But addressing this from a broad perspective is not enough. Social partners often seek to ensure that actions are correctly targeted to ensure an effective use of available resources and so that no one is forgotten. Social partners often identify and offer services in priority to those who need them the most. In this context, drop outs and early-school leavers are the subject of close attention. The risk of falling in to the NEETs category is another concern expressed by social partners (reported in Malta, Sweden). Young people with migrant backgrounds and recently arrived refugees (reported in Belgium, Germany, Sweden, and Austria) are part of the most vulnerable groups targeted.

Highlight1: Malta

Alternative Learning Programme Summer ICT Course

Summer Courses are organised between July and September for young people wishing to improve their competences in ICT. The courses comprise group sessions spread over three weeks, each covering a total of sixty hours. Students are obliged to attend a minimum of 80% of the courses and upon successful completion they are given an allowance equivalent to the minimum wage. The successful participants are awarded the ECDL standard certificate and following completion of the Summer Course, young people are either encouraged to enroll in an educational institution to further their vocational training or to enlist in the NEET Activation Scheme.

Highlight2: France

The CléA Certificate

For the working population which lacks the necessary basics to attain certain qualifications or vocational training, the French social partners have created the first inter-professional certification: CléA Certificate. It has established a professional knowledge and skills base. CléA's main concern is the 3 to 4 million of poorly qualified employees or job seekers. It has a national impact and is recognised in all sectors and by all players.

Priority 2: Transition

“Facilitating the passage into work”

The transition from education to the world of work is not always an easy step for some young people. Young people who have benefited from a traineeship, apprenticeship or another form of work-based experience, have a higher chance to find an opportunity than those who are only relying on theoretical knowledge, unless they have very specific qualifications. But this is not the case for the majority of young people who often lack information and insiders' tips to better prepare for job hunting, job interview and company integration.

Guidance and information (reported in Austria, Finland, France, Malta and Cyprus) is a first step to be considered and social partners have a role to play in facilitating the information flow towards young people but also, and often, with the public employment service (PES). But this is sometimes not enough. In Austria, Germany, Belgium and other countries incentives are offered to facilitate young people's transition into work through further training and/or apprenticeship. This is sometimes called “Supra company training” as in Austria. Partnership with schools and universities such as in Bulgaria is a way to encourage an easier transition, beyond the education phase.

The Youth Guarantee is perhaps the most important tool used at national level to facilitate transitions, provide and finance the above-mentioned further training. Even in countries where the Guarantee existed before the EU instrument was in place, such as in Austria and Finland, there was a need to adapt the system. The involvement of social partners in the development and implementation of youth guarantee schemes is crucial to the success of such initiatives. Such added value has been reported in some countries (Bulgaria, Cyprus), however in some cases social partners have been critical of the level of involvement or the governance of the Youth Guarantee (Finland, Portugal, Spain). The youth guarantee scheme must also deliver

more sustainable employment opportunities in the future and as it enters its next phase. Social partners should be involved in the next steps.

On the job training and practical skills to be at ease in the work place (reported in Luxembourg, Malta) is considered an added value by both young employees and employers as this increases the chances for both sides to understand each-others' needs and expectations.

Highlight1: Austria

Supra-company-training (ÜBA) – training guarantee

Young people who do not have a place in full time school based VET and who do not find an apprenticeship training place in a private enterprise can follow workshop based programmes in the framework of dual apprenticeship training (“supra-company-training”). The first aim is supporting the young person in finding a “regular” apprenticeship training place.

Highlight2: Bulgaria

Information at school and university level

The national structures of workers and employees' organizations - CITUB and CL “Podkrepa” actively involved in informing young people about the opportunities and services offered by employment offices as well as the rights and obligations of youth. For example, in order to facilitate the transition of young people from school to work CITUB's experts prepared a package of nine thematic leaflets available in an electronic version at <http://mfwp.labour-bg.net>. The purpose is to assist students in upper-secondary education to know their civil, labour and social rights before they enter the labour market. On the employers' side, BIA has signed partnership agreements with seven leading universities for refreshing university curricula and syllabi so that the expected learning outcomes comply with labour market skills demands and thus tackle skills mismatch.

Priority 3: Employment

“Getting a job and progressing into a career”

Under this priority, social partners have reported a more diverse set of actions and measures taken at national level. They do not concentrate on a particular area but address different factors or causes preventing young people from getting an adequate position in a company and/or progressing into employment once their career has started.

The first groups of young people which social partners pay attention to are the low qualified (reported in Belgium) and refugees (reported in Austria and in Germany). Here, young people need specific supporting measures involving many different actors.

Activation strategies (reported in Ireland) are another priority for social partners who wish to help young people adapting to fast changing labour market needs and future opportunities for quality jobs.

The fact that many vacancies in the fields of ICTs and STEM (reported in Germany) remain unfilled is a source of concern. The level of vacancies shows that not enough young people are directed to those areas and sectors where they would more likely find a job. This shows a

disconnection between the world of work and the world of education, which needs to be overcome notably by improving education and training provision and learning outcomes.

The role of the public employment service is important, especially in countries where the PES is the main information platform for job seekers. PES must be modernised (reported in Ireland) and adapted to today's methods to look for a job through networks and social media.

Tax incentives and pay levels (reported in Luxembourg, Malta, Sweden) influence on enterprises' capacity to create jobs as well as on the attractiveness of sectors/jobs for young people. Financial schemes aiming to create more job and training opportunities is also in use in some countries (reported in Cyprus).

How to design employment contracts and relationships, including the need for a variety of contracts is another issue regularly addressed by the social partners. Short term contracts (reported in Luxemburg Portugal) can be a challenge for young people looking to establish themselves in the labour market, although different types of contracts can allow for gradual entry into employment.

National collective bargaining (reported in Spain, Sweden, France and Germany) can create momentum for national discussions on employment and create incentives for further regional and/or sectoral negotiations. Social partners and labour market institutions have a key role to play to adapt labour markets, and make them more dynamic.

Housing difficulties can be a disincentive for some young people who are seeking a job in cities where housing becomes very expensive (reported in France). This is a phenomenon that social partners can take into account.

Highlight1: Luxembourg

CIE and CAE contracts

Under the Youth Guarantee young people can be offered different types of employment contracts to gradually enter the employment market. These include contracts of apprenticeships with employers, employment initiation contracts (CIE) and employment support contracts (CAE). CIE and CAE contracts apply to young job seekers under the age of 30 who have been registered with the job centre for at least 3 months. Under a CIE contract, the young person receives the minimum wage and is supported throughout the contract by a tutor. Employers can in return reclaim 50% of wage allowances as well as their share of the social security charges. In 2016, 823 CIE contracts were signed in Luxembourg.

Highlight2: Sweden

Youth Introduction agreement

Some of the social partners have signed collective agreements on a form of youth introduction employment (YA). The Swedish government has introduced financial support structures to promote employment within the agreements. In total there are 42 collective agreements on YA. Since the launch of the scheme approx. 2 100 youths have gained employment via YA. The employment is time limited and there are currently approx. 870 ongoing employments within YA. The reform is being supported, monitored and evaluated by different authorities. The targeted group for the scheme is being broadened, to also encompass long term unemployed persons older than 25 years old and newly arrived immigrants.

Priority 4: Entrepreneurship

“Unleashing individual creativity and innovation capacity”

Entrepreneurship is often seen as a way to become self-employed, autonomous and independent. This can be a driving factor for some, but not all. Entrepreneurship is also a way for individuals, and mostly young people, to explore their creativity and capacity for innovation (reported in Ireland).

Social partners have reported a number of initiatives to first promote the entrepreneurship mindset, attitude and culture (reported in Belgium, Bulgaria, Cyprus). Some highlight that this can already be done at the level of education (reported in Austria, Germany), including in VET. Information and guidance play a role (reported in France, Ireland, Sweden).

Partnerships between administrations, schools/universities and social partners (reported in Bulgaria) can create an enabling eco-system to foster entrepreneurship and the promotion of individual initiatives. This is often combined with financial incentives or loans (reported in Poland, Portugal) and an effort put on certain sectors where the speed of innovation is greater, such as in ICT sector.

Highlight1: Poland

First business - Start up support

The Government Program "First Business - Startup Support" is implemented by the state-owned bank in Poland - Bank Gospodarstwa Krajowego (BGK). The initiator of the Program is the Minister of Family, Labor and Social Policy, commissioned by BGK to manage the Program. The Program's objective is to develop entrepreneurship and create new jobs as elements of labor market development, counteracting unemployment and promoting employment. Under the Program, financial intermediaries selected by BGK provide low interest loans for starting a business and creating a job for the unemployed. All the instruments are dedicated for young people who do not have a job and do not perform any other paid work. The social partners were involved in consultation process, promotion action in the field of getting to youth organisations.

Highlight2: Cyprus

Entrepreneurship including young women

Despite the measures taken towards training and employing young persons, the social partners agree that promoting entrepreneurial thinking and skills can have a positive impact on the employability of young people as well as in creating more and better jobs. The Ministry of Energy, Commerce, Industry and Tourism, following social partners' positions and suggestions has been implementing the "Youth Entrepreneurship" and "Women's Entrepreneurship" Schemes, co-funded by the Structural Funds, the Cohesion Fund and the Youth Employment Initiative. With the support of these Schemes, the government aims in encouraging the two groups (youth and women) in setting-up their own business following a process of a business plan submission, mentoring etc., and create new jobs.

Chapter II – Focus on

This second chapter reflects the various cross-cutting aspects identified in the previous annual follow-up reports as well as the final national contributions received in 2017.

Skills and competences

Skills and competences remain key aspects of policies implemented to facilitate young people's access and development in the labour markets. The identification and acquisition of new skills and competences, taking into consideration the aspirations of young people as well as labour market needs, including the sectoral dimension, the focus on different target groups or bridging the skills gaps were also some of the elements identified.

In France, for the working population where there is a lack of basic skills to attain certain qualifications or vocational training, the social partners have created the first inter-professional certification: the CléA Certificate. It has established a professional knowledge and skills base. It has a national impact and is recognised in all sectors and by all actors.

Another illustration of this priority is the National Skills Council in Malta. In 2016, this Council was launched to help address skills issues related to education and employment. The aim of the Council is to integrate more people into the labour market based on stronger links between education and employment. Once operational, the Council will be tasked with providing recommendations to the Ministry for Education and Employment based on evidence gathered from analysis of the labour market and educational institutions and act as a broker between employers and education providers.

Identification of new skills and jobs in Ireland

The inaugural meeting of the National Skills Council (NSC) marks the final stage in the establishment of a new structure to encourage deeper engagement for enterprise with the education and training system. The Council advises on which skills needs should be prioritised, how they will be delivered and report on the response of providers to these priorities.

The Department of Education and Skills has also established a network of nine Regional Skills Fora which are designed to provide a cohesive structure for social partners and the education system to work together in building the skills needs of their regions. They should help employers better understand the full range of services available across the system, and enhance links between providers in delivering programmes, reduce duplication and inform national funding decisions.

Ireland has a well-developed skills forecasting architecture. The main challenges have centred on linking this analysis to effective policy interventions. The recent establishment of the National Skills Council and the Regional Skills Fora are a welcome first-step in seeking to address this deficit.

Regional dimension

The regional dimension plays an important and increasing role in several countries for education, training and employment issues.

In Baden-Württemberg in Germany, a Collective Agreement on securing and increasing employment in the metal and electrical industry was signed at regional and sectoral levels. In this collective agreement concluded by IG Metall and the Verband der Metall- und

Elektroindustrie in Baden-Württemberg, a general right to subsequent employment of apprentices for an indefinite period was introduced for the first time.

In Belgium, many competences related to youth employment and training are transferred from the national level to the regional level. The Belgium national report therefore reflects this situation with a breakdown between Flanders, Brussels-Capital and Wallonia.

Addressing the needs of vulnerable groups

Social partners have reported several initiatives focused on specific groups at risk of being marginalised or being already far away from labour markets.

Refugees

The integration of refugees in the labour markets is a growing issue of concern, mentioned in the national reports.

In Germany, the board of governors of the Federal Employment Agency decided to adjust the instrument "Introductory training for young people" due to the rising number of young refugees in Germany. "Introductory training for young people" is a measure offered by the transition system. The 6 to 12-month pre-training placements in enterprises are aimed at youths who have limited chances to find a training position. The introductory training was recently revised to enable combinations of pre-training in enterprises with language courses which are crucial for a successful integration of young refugees into the labour market.

b.mobile - Supra-Regional Apprenticeship Services – Focus on Young Refugees in Austria

At the moment, more than 7.300 young asylum seekers and beneficiaries of subsidiary protection are registered as unemployed at the Public Employment Service Austria (AMS). At the same time the number of vacant apprenticeships, which cannot be filled, is increasing, particularly in Western and Southern Austria. The project "b.mobile - Supra-Regional Apprenticeship Services" shall combine the supply and demand of the apprenticeship market all over Austria. The Austrian Economic Chambers motivate enterprises all over Austria to also employ young refugees as apprentices.

In Vienna, young refugees are prepared in the most appropriate way for their new position (German, Mathematics, Practical Training, Intercultural Competences). Refugees and companies have the possibility to get to know each other during a one-week internship. Throughout this process, the young people are optimally accompanied by an apprenticeship coach, who is a local and steady person in the federal state. This coach will be the primary contact person for the individual refugee when moving to another federal state and if the refugee needs to further discuss professional as well as private questions. It is important to know that the apprenticeship coach not only supports the young people in their search for an apartment, but also organises psychological advice, if necessary. The apprenticeship coach further prepares the companies for the apprenticeship with the young refugees. In the federal states Salzburg and Tyrol the refugees are also accompanied by Caritas buddies who support them in private matters.

Drop-outs

Social partners have reported a number of initiatives or priorities linked to the target group of drop-outs.

For Bulgaria, the ultimate objective of social partners is to cut youth unemployment rate, limit early school leavers (ESLs) and school drop-outs, and equip young people with relevant skills and competencies.

Although in Cyprus the percentage of young people dropping out of school or vocational education is relatively low, the social partners agree that there is a need to reform education and training curricula, with social partner involvement in a way that education will be responsive to the labor market's needs, therefore reducing the skills mismatch that we observe today.

In Sweden, SALAR's work with "Drop-outs" is focused on the new project *Plug-In 2.0*, which SALAR is conducting together with six regional associations and at least 45 municipalities. *Plug In 2.0* will continue and deepen the work done within the *Plug In*, and it will be extended with one region. The structure with efforts being conducted simultaneously at the national, regional and local levels will continue. The project is co-financed by the European Social Fund (ESF). *PlugInnovation* is a national platform developed in the *Plug In-project*, with the purpose of preventing students from dropping out of upper-secondary school. The platform comprises information on research and studies about school absenteeism.

NEETs

European social partners are also concerned about the remaining high levels of young people who are neither in employment, nor education or training (NEET). This situation, described by at least 5 countries (Bulgaria, Belgium, Malta, Portugal and Sweden) creates a risk of a scarring effect on the life and careers of these young people, as well as significant missed earnings and/or costs for the national economies. Social partners have an important role to play to support governments in the design of tailored measures to integrate NEET youth into the labour market, for example as part of the youth guarantee and youth employment initiative.

Not in Education, Employment or Training Activation Scheme in Malta

The NEET Activation scheme aims at encouraging the re-integration of young people who are detached from the education system or from the labour market through targeted intervention and empowerment. Through this scheme, participants are individually profiled and receive forty hours of personalised assistance from assigned youth workers and another eight hours of motivational and behavioral training intervention covering topics such as Guidance on employment, communication skills and CV writing skills.

The training enables participants to develop skills that are necessary for them both as members of society and as prospective employees. Following the initial phase, young people are requested to either further their training through continued education or else participate in a work exposure experience leading to an offer of traineeship. In both instances, participants receive an allowance which should be equivalent to the minimum wage (subject to a number of conditions including both performance and attendance).

European Funding

The reports also highlight the importance of European funding especially the ESF (European Social Fund).

In Cyprus, in order to facilitate transition, the Human Resource and Development Authority (HRDA) in association with the social partners has designed and currently implements various Schemes, co-funded by the European Social Fund (ESF), to limit the period where the job-

seekers remain outside the labour market and at the same time to utilize that period by providing training to them, thus increasing their employability.

In Latvia, LBAS and LDDK are involved in the ESF project "Sector qualifications system development for development and quality assurance vocational education" where the main aim is to improve the content of vocational education according labour market needs – starting from establishing occupational standards and including also the design of education programs and exams in vocational education. This project (2017-2021) is a continuation of an ESF project implemented 2011-2015 with the same aims and results.

Sectoral initiatives and collective bargaining

Social partners have highlighted the importance of collective agreements at national or sectoral levels when tackling the issue of youth employment.

In France, the law of 5th March 2014 which transposed the national cross-industry agreement of 14th December 2013 laid the foundations for a right to training attached to the person via the CPF (Personnel Training Account), which has been included since 1st January 2017 in the CPA (Personal Activity Account) created by the Labour Act of August 8th, 2016.

In Sweden, the social partners have signed collective agreements for student co-workers in parts of the private, municipal and central government sectors. The purpose is to provide students with opportunities to prepare for working life, as well as facilitate employment in sectors where there is likely to be a labour shortage in coming years.

Collective agreements in the public and transport sectors in Germany

In Germany, collective agreements in the public sector at both federal and local level guarantee apprentices a permanent contract, on the condition of having successfully completed the formation and probation period. Furthermore, in the collective agreement concluded in the sector of local transport at communal level ("Demographischer Wandel im Nahverkehr") the crucial importance of a foresighted sustainable personnel policy with a clear focus on vocational training for young people was introduced in 2014. Through this agreement the undersigned companies are committed to provide adequate formation for young employees.

Digitalisation

Digitalisation is clearly a joint and consistently growing priority for social partners.

In Czech Republic, social partners are involved in developing all strategies connected with the digital economy (Industry 4:0, Labour 4:0, Society 4:0, Action plan for digital education).

In Bulgaria, BIA is participating in executing a Play4Guidance project that is a European business game to train and guide students and unemployed on entrepreneurial, transversal and mathematical skills. The main aims of the project are to boost young people's entrepreneurial culture; to put in close contact the world of education/training with the world of work, in order to update students' curricula to companies' real needs] to get young Europeans ready to create new businesses to reduce EU unemployment; to identify the greatest common denominators of math, economic, transversal entrepreneurial and digital skills among target groups and target Countries (Bulgaria, Italy, Greece, Turkey, Ireland and Germany).

In Portugal, "AIMINHO", "NERSANT" and "ANJE" developed a wide range of initiatives/programs to support entrepreneurship (e.g. training courses; awareness actions in schools; contests, prizes and entrepreneurship fairs; "shops" for entrepreneurs; specific lines

of bank credit). Regarding the recommendations and objectives established in the Framework of Actions under the priority Entrepreneurship, ANIMEE through CINEL developed actions concerning the i) acquisition of ICT skills; ii) Technological culture and social skills; iii) Foreign languages and digital literacy.

Housing difficulties

As mentioned in the previous chapter, housing difficulties were also identified as a possible obstacle to access to employment (e.g. price of housing, guarantee required).

French social partners launched in 2014 VISALE, a rent guarantee in order to decrease housing difficulties during the process of hiring. Workers who have been hired for 3 months (for 12 months if the worker is under 30 years old) don't have to provide a physical or moral guarantor. Whatever the cause of the difficulties of payment by the tenant, VISALE takes care of all the unpaid rent during the first 3 years of the lease.

Public sector

In the Public sector, the general trend of the ageing of the labour force will result in a reasonably large outflow of older employers in most public sectors. However, for now, this does not necessarily lead to more job opportunities for young people and the picture is still quite diversified from one Member State to the other and from one public services sector to the other.

A general trend is however noticeable. Over the past few years, organisations in the public domain have actively developed general strategies to tackle youth unemployment in general. In these strategies employers' organisation and trade unions are often involved. From expanding significantly, the available number of Apprenticeship positions, in particular in the Member States with a strong dual-learning systems e.g. collective agreement in Germany in particular for the local Public Transport sector.

A particularly worrisome group where many efforts in the public sector have also been focused is the NEET group, those who have withdrawn themselves from actively looking for a job. GEBALIS (public transport of Lisboa), member of CEEP-Portugal, is one of the enterprises of the Task Force "NEET Platform – ABC (Actions from the base to the top)", in Portugal (Not in Education, employment, or Training Youth Platform). This Platform is a meeting and learning space that aims to find answers to the young people in NEET situation. As member of the task force, GEBALIS was also co-responsible for the organization of the 2016 International Journeys called: "Jornadas NEET's at Risk", last 23rd to 25th May 2016.

SMEs

Crafts and SMEs as the main source of job creation and as major "on the job" training providers have been particularly active in contributing to youth employment. Due to the fact that SMEs are encountering increasing difficulties to recruit qualified young people, they have made youth employment a major priority, with a particular focus on investing in vocational training and apprenticeship. Projects undertaken aimed mostly at facilitating recruitment of skilled young people able to match their labour market needs. This is very well illustrated by the German programme "Passgenaue Besetzung"-Supporting SMEs in the matching of training placements, coordinated by ZDH, the German Confederation of Skilled Crafts. Since 2014 more than 14.000 training placements have been generated.

Job creation by SMEs, support to training placement for improving personal and professional skills and entrepreneurship have also been supported by several organisations, sometimes

inspired by the Youth Guarantee. The National Council of Private SMEs in Romania for example has developed two major projects, Youth Guarantees, which implemented a guarantee scheme for youth who did not graduate from baccalaureate and who do not have a job, from the regions Bucharest-Ifov, South-West Oltenia, South Muntenia and South-East, and project SIMPRACT – focusing on transition from school to working life by doing and creating simulated enterprises.

Chapter III – National evaluation reports

Austria

Sources of information

Trade Unions: ÖGB

Employers: IV, VÖWG and WKÖ

General remark

Austria's youth unemployment rate is the fourth-lowest in the EU. A strong social partnership as well as a strong VET system including apprenticeship training support transition from education to work. About 40% of young people follow apprenticeship training in a private enterprise (about 92.400, April 2016). Besides, those young people who cannot find an apprenticeship training place in an enterprise have the possibility to follow a supra-enterprise dual education (überbetriebliche Lehrausbildung-ÜBA; about 9.700 apprentices, April 2016). In 2013 the annual Austrian Social Partner dialogue in Bad Ischl was dedicated to "Perspectives for youth" and dealt with education, labour market, family and health. The Social partners adopted concrete implementation proposals which were partly integrated in the new government programme. Furthermore the government determined by law in principle the obligation for all young people to continue an education or training until they are 18 years old in order to obtain a formal qualification. This requires permeability between the different education and training paths. In 2017/18 the training guarantee is extended to young adults up to the age of 25 in order to reduce youth unemployment. Additional budget (2017: 37 Mio €) is foreseen in order to provide education and training measures within the Public Employment Service to young adults between 18 and 24 who have not acquired any qualification beyond compulsory schooling (e.g. company-based apprenticeship subsidisation, supra-enterprise education, emplacement-foundations)

Priority 1 Learning

Apprenticeship training

Apprenticeship training is part of the Austrian general education system. About 80% of the training time is spent within the enterprise, about 20% at vocational school. The successful completion of the apprenticeship-leave examination allows for access to further education, e.g. master craftsperson exam for a skilled craft (Meisterprüfung) and other programmes of "higher vocational education and training". Access to university studies can be acquired through taking the exam called "Berufsreifeprüfung".

Social partners have a strong influence on content and framework conditions of dual apprenticeship training: they define occupational profiles which are the basis for the curricula in vocational schools. The apprenticeship offices at the regional Economic Chambers are responsible for the accreditation of training companies, approval and registration of apprenticeship contracts, the organisation of apprenticeship-leave exams (the examination board consists of representatives of Social partners), awarding of the qualification as well as administration of the financial incentives and practical support for training companies. In case of questions or problems the apprentices can address themselves to the Chamber of Labour and/or the Trade Union. Beside the responsible Ministries the Austrian social partners consider themselves as "co-owners" of dual apprenticeship training.

One common concern for the Austrian social partners is the quality assurance of apprenticeship training: besides the "traditional" measures for quality control like accreditation of training companies, support for companies through guidelines and advice a systematic analysis of successful completion of apprenticeship-leave exams is carried out. The aim of this

analysis is to improve career guidance, adaptation of job profiles, support for apprentices (e.g. coaching), establishment of training clusters, improved cooperation between enterprise and vocational school, etc. Enterprises can get funding for taking on apprentices from specific target groups (e.g. girls in male-dominated professions), which is decided by the responsible ministries and the social partners.

Coaching for enterprises and their apprentices

In case of problems which might lead to fail the apprenticeship-leave exam the apprentices and the enterprise can apply for coaching free of charge. This project started 2013 as a trial in 4 Regions and will be extended to all regions in 2015. It is organised and administered by the apprenticeship offices of the regional Economic Chambers and financed via a fund based on employers' contributions.

Apprenticeship training and "Matura", the school leaving certificate granting university access (Lehre mit Matura)

Apprentices may – with the agreement of the enterprise – prepare for the Berufsreifeprüfung ("Matura") already during their apprenticeship. The training institutes of the Austrian social partners (WIFI and BFI) provide the respective preparation courses www.lehremitmatura.at.

Priority 2 Transition

The Austrian labour market policy already provided for a "youth guarantee" before the European Union adopted it. Austrian social partners are directly involved in developing labour market strategies. About 401 Mio. €, these are more than 34 % of the labour market budget is spent on active labour market measures for young people. Preventing long-term unemployment of this target group is an annual goal of the public employment service.

Supra-company-training (ÜBA) – training guarantee

Young people who do not have a place in full time school based VET and who do not find an apprenticeship training place in a private enterprise can follow workshop based programmes in the framework of dual apprenticeship training ("supra-company-training"). However, the first aim is supporting the young person in finding a "regular" apprenticeship training place. The exact amount of available places is decided on an annual basis together with the regional social partners. In 2016 there were about 12.067 supra-company-training-places which cost about 170 Mio Euro that are borne by AMS, the Public Employment Service (in addition to the cost of the part-time vocational schools which are covered by the regular education budgets) and a small share, that is financed by the federal states).

Career Guidance Centres of the Economic Chambers and Institutes for Economic Promotion (WIFI)

Since the end of the 1980s, the Austrian Economic Chambers and Institutes for Economic Promotion have set up a wide range of services related to educational counselling and career guidance in the federal provinces. Related services include among others face to face counselling, counselling for school classes, workshops for teachers information brochures, , participation in trade fairs, exhibitions, etc. Regional Economic Chambers offer tests to analyse abilities and inclinations of 13-and 14- year old students (one example from Tyrol). Subsequent guidance and counselling allow the young person and his/her parents to take informed decisions on the future career path. In addition, regional Economic Chambers provide activities which aim to close the gap between schools and the world of work.

BIC.at- online career information offered by the Economic Chambers.

BIC.at is a free online tool of the Economic Chambers which offers an excellent first insight into the vast choice of options for careers and study programmes. Alongside descriptions of about 1.800 occupations and related educational options, it includes "Career Choice" and "Interest Profiles", import instruments of career guidance.

World of work and school (ÖGB and AK)

This project which is carried out by the Austrian Trade Union Federation and the Chamber of Labour supports young people in their preparation for the world of work. Teachers are offered a variety of materials such as guidelines, games and seminars. School classes get information and advice on different topics linked to work, like protection for young people in the workplace, labour market and skills development or career guidance for young people.

b.mobile - Supra-Regional Apprenticeship Services

At the moment, more than 7.300 young asylum seekers and beneficiaries of subsidiary protection are registered as unemployed at the Public Employment Service Austria (AMS). At the same time the number of vacant apprenticeships, which cannot be filled, is increasing, particularly in Western and Southern Austria. The project b.mobile - Supra-Regional Apprenticeship Services“ shall combine the supply and demand at the apprenticeship market all over Austria. The Austrian Economic Chambers motivate enterprises all over Austria to also employ young refugees as apprentices.

In Vienna, young refugees are prepared in the most appropriate way for their new position (German, Mathematics, Practical Training, Intercultural Competences). Refugees and companies have the possibility to get to know each other during a one-week-internship. Throughout this process, the young people are optimally accompanied by an apprenticeship coach, who is a local and steady person in the federal state. This coach will be the primary contact person for the individual refugee when moving to another federal state and if the refugee needs to further discuss professional as well as private questions. It is important to know that the apprenticeship coach not only supports the young people in their search for an apartment, but also organizes psychological advice, if necessary. The apprenticeship coach further prepares the companies for the apprenticeship with the young refugees. In the federal states Salzburg and Tyrol the refugees are also accompanied by Caritas buddies who support them in private matters.

Priority 4 Entrepreneurship

Entrepreneur's Skills Certificate® (Unternehmerführerschein®)

The Entrepreneur's Skills Certificate® gives young people at school an education in finance and business; the certificate is awarded after examination, and is a valid substitute for the exam required in Austria to be self-employed. Currently the Entrepreneur's Skills Certificate® is available in 255 schools. Until now more than 45.000 certificates were issued. In combination with a successful participation in a junior enterprise the Entrepreneur's Skills Certificate® may lead to obtaining the “Entrepreneurial Skills Pass”®.

Arbeitsgemeinschaft Wirtschaft und Schule (AWS) is a project of ibw – Research and Development in VET funded by the Federal Economic Chambers and the Sparkassenverband (Austrian Saving Bank Association). AWS's central aim is to foster business competence of students in lower and upper secondary schools by providing relevant teaching materials for free. One of AWS's main emphases is entrepreneurship education. This is realised, for instance, by preparing teaching materials on company examples of good practice. More than 10,000 people receive AWS print products.

Sources of information

Trade Unions: FGTB-ABVV, ACV-CSC, CGSLB

Employers: FEB-VBO, UNIZO, UCM, UNISOC

I. INTRODUCTION

Dans le cadre de leur programme commun 2012-2014, les partenaires sociaux européens ont adopté le 7 juin 2013, au sein du Comité du dialogue social, un cadre d'action sur l'emploi des jeunes. Depuis lors, un rapport de mise en œuvre a été sollicité chaque année par les partenaires sociaux européens.

Les trois premiers rapports de mise en œuvre de ce cadre d'action ont ainsi été adoptés par le Conseil respectivement en date du 15 juillet 2014 (rapport n°88), du 5 octobre 2015 (rapport n° 94) et du 19 juillet 2016 (rapport n° 99).

Le présent rapport constitue le rapport final qui vise à synthétiser les principales évolutions dans les travaux des partenaires sociaux concernant la problématique de l'emploi des jeunes depuis le premier rapport de mise en œuvre.

La Belgique est un Etat fédéral au sein duquel les différents niveaux de pouvoir (fédéral, Régions et Communautés) sont amenés à assumer des responsabilités importantes dans des domaines de compétence liés à l'emploi et la formation des jeunes.

Compte tenu de cette structure institutionnelle, le présent rapport se propose de présenter tout d'abord une synthèse actualisée des activités menées au niveau fédéral par les partenaires sociaux. La seconde partie offre un bref aperçu général des activités menées par les partenaires sociaux au niveau régional en s'appuyant sur les contributions transmises par les trois Conseils économiques et sociaux régionaux (Bruxelles, Flandre, Wallonie) depuis 2013.

II. SYNTHÈSE DE LA MISE EN ŒUVRE DU CADRE D'ACTION EUROPÉEN POUR L'EMPLOI DES JEUNES

Il ressort des statistiques d'Eurostat que le taux d'emploi des jeunes en Belgique est de 23.4% en 2015, ce qui est plus bas que la moyenne de l'Europe des 15 (35%). Le taux d'activité des jeunes Belges entre 20 et 24 ans (51%) constitue lui aussi l'un des taux les plus bas de l'UE-15 malgré les mesures prises pour augmenter la participation des jeunes sur le marché du travail. Cette situation préoccupante vise principalement les jeunes faiblement qualifiés, et en particulier ceux d'origine étrangère.

Dès lors, en vue d'améliorer la position des jeunes sur le marché du travail et compte tenu du caractère transversal de cette problématique, de nombreuses initiatives ont été prises ou sont en préparation à tous les niveaux de pouvoir.

A. Mise en œuvre au niveau fédéral

1. Formation en alternance

Afin d'améliorer l'intégration des jeunes sur le marché du travail, une piste mise en avant consiste à développer, améliorer et faciliter la formation en alternance.

A cet égard, dès 2009, partant du constat que le nombre de jeunes quittant l'école prématurément et le taux de chômage des jeunes sont préoccupants en Belgique, les partenaires sociaux belges réunis au niveau interprofessionnel ont jugé que les formations en alternance constituent une solution adéquate aux difficultés d'insertion sur le marché du travail pour ces jeunes. Ils se sont dès lors engagés, dans leur avis n° 1.702 du 7 octobre 2009, à

élaborer un socle commun en matière de sécurité sociale et des règles minimales communes en matière de droit du travail pour ce qui concerne la formation en alternance.

L'avis conjoint du Conseil national du Travail et du Conseil central de l'Economie n° 1.770 du 25 mai 2011 visait à développer ce socle commun dans la perspective d'assurer à nouveau la sécurité juridique et la simplicité, autant pour l'employeur que pour l'apprenti, au travers d'une formation attractive et pleinement qualifiante.

Dans leur avis n° 1.895 du 25 février 2014, les Conseils ont réinsisté sur la nécessité de mettre en oeuvre ce socle dans son intégralité. Cet appel n'a toutefois pas été entendu par le gouvernement et la proposition des partenaires sociaux ne sera mise en oeuvre que de manière partielle, notamment parce que la sixième réforme de l'État a transféré aux Régions, à partir du 1er juillet 2014, une partie importante des compétences en matière de formation en alternance.

Depuis lors, un certain nombre de Régions ont élaboré un système propre de formation en alternance ou sont en train d'en préparer un (voir partie 2).

Afin d'assurer un suivi pertinent et harmonieux des systèmes de formation en alternance qui sont mis en place au niveau des entités fédérées, une plateforme a été mise en place afin d'établir un cadre interfédéral des stages et formations en entreprises pour les jeunes qui suivent des formations qualifiantes. Au sein de cette plateforme, les Conseils ont souhaité endosser un rôle de coordination, afin d'optimiser la cohérence des politiques entre tous les niveaux de pouvoir et de mettre ainsi en place des systèmes de formation en alternance plus attractifs, car plus simples et mieux coordonnés.

2. Conventions de premier emploi

Les conventions de premier emploi visent à donner accès au marché du travail aux jeunes de moins de 26 ans en leur donnant la possibilité d'obtenir le plus vite possible après la sortie de l'école un emploi, un emploi combiné avec une formation ou encore un apprentissage, et ce auprès d'un employeur privé ou public.

En vertu de la loi du 24 décembre 1999 en vue de la promotion de l'emploi, les partenaires sociaux belges au niveau interprofessionnel sont invités à réaliser chaque année une évaluation globale des conventions de premier emploi.

Cette évaluation porte avant tout sur le respect des quotas d'engagement des jeunes de moins de 26 ans tel qu'il est prévu dans la loi, ainsi que sur la répartition des nouveaux engagements entre hommes et femmes.

Il ressort des évaluations annuelles réalisées conjointement par le Conseil national du Travail et le Conseil central de l'Économie entre 2013 et 2017 que *l'obligation individuelle* d'occuper au moins 3 % de jeunes de moins de 26 ans est chaque fois remplie à concurrence de près de 80 % des entreprises privées de plus de 50 travailleurs (en ETP).

L'*objectif global* de 4 % pour l'ensemble du secteur privé a quant à lui été largement atteint sur l'ensemble des années examinées. La part des jeunes travailleurs de moins de 26 ans occupés dans l'ensemble des entreprises du secteur privé, en pourcentage de l'effectif des entreprises de plus de 50 travailleurs au deuxième trimestre de l'année précédente, tourne chaque année autour de 20%.

3. Stages en entreprise

Dans le cadre de la stratégie de relance (loi du 27 décembre 2012 contenant le plan pour l'emploi), les employeurs relevant du champ d'application de la loi sur les conventions collectives de travail et les commissions paritaires sont soumis à une obligation globale de mettre à disposition chaque année un nombre de places de stage d'intégration en entreprise proportionnel à un pour cent de leur effectif global du personnel. La réalisation de cet objectif est évaluée chaque année conjointement par le Conseil national du Travail et le Conseil central de l'Économie. Un rapport d'évaluation de cet engagement est émis annuellement par les Conseils. Dans les trois rapports couvrant la période examinée (rapports n°s 86, 92 et n° 100), les Conseils ont constaté que cette obligation globale, pour les employeurs, en matière de

mise à disposition de places de stage d'intégration en entreprise est remplie pour la période considérée (1.31% en 2014, 1,42% en 2015 et 1.41 % en 2016).

4. Politique à l'égard des groupes à risque et emplois tremplins

Depuis 1989, il existe une obligation pour les secteurs d'affecter un effort financier correspondant à 0,1% de la masse salariale aux politiques visant à soutenir la création d'emploi et à encourager la formation professionnelle et l'intégration des groupes à risque dans le marché du travail.

Cette obligation a toujours été reconduite depuis lors, soit en exécution d'un accord interprofessionnel soit en exécution d'une décision gouvernementale.

C'est encore le cas pour la période 2017-2018, dans le cadre de l'accord interprofessionnel conclu le 2 février 2017.

Auparavant, un quart de cet effort devait être réservé par les secteurs à la catégorie des jeunes de moins de 26 ans, sous réserve de certaines dérogations liées aux circonstances économiques spécifiques qui peuvent toucher le secteur considéré (zone d'activité où les nouvelles embauches sont pratiquement stoppées).

En mars 2015, le gouvernement a souhaité encourager les secteurs à porter ce montant en faveur des jeunes à la moitié des moyens pour l'intégration des groupes à risques (0,05%), l'intention exprimée par le Gouvernement étant de parvenir par ce moyen à créer 8000 emplois tremplins, c'est-à-dire des emplois pour les jeunes avec formation sur le lieu de travail.

Afin d'encourager les secteurs, un système incitatif réservant des moyens financiers supplémentaires (12 millions pour la période 2016-2017) aux secteurs qui font suffisamment d'efforts en faveur des emplois tremplins a été élaboré par le Gouvernement et soumis pour avis au Conseil national du Travail.

Pour mettre en œuvre ce dispositif d'emplois tremplin, il revient aux secteurs de conclure des conventions collectives de travail (CCT).

En 2015, 38 secteurs avaient conclu une convention collective de travail en vue de créer des emplois-tremplin. Parmi eux, 13 projets avaient répondu aux critères des emplois-tremplins.

5. Promotion de l'emploi des jeunes - Exécution de l'accord interprofessionnel 2017-2018

Durant la période 2017-2018, les partenaires sociaux belges au niveau interprofessionnel souhaitent relever un certain nombre de défis sociétaux importants. Parmi ceux-ci, figure la promotion de l'emploi des jeunes et l'amélioration de la situation des jeunes sur le marché de l'emploi de façon structurelle.

Les travaux visant à mettre en œuvre ce volet de l'accord interprofessionnel ont été entamés au sein du Conseil national du Travail début 2017. Des alternatives aux propositions du Gouvernement sont recherchées dans le cadre de la mise en œuvre de l'accord interprofessionnel.

6. Autres initiatives

De nombreuses initiatives sont régulièrement prises par les organisations représentatives des travailleurs et des employeurs en vue de promouvoir l'emploi des jeunes et d'améliorer leur inclusion sur le marché du travail.

La Fédération des entreprises de Belgique a ainsi organisé depuis 2015 plusieurs événements dans le cadre d'une campagne d'actions visant à créer des ponts entre tous les acteurs concernés pour favoriser l'insertion des jeunes sur le marché de l'emploi (politiques, enseignement, acteurs sociaux, entreprises, jeunes), intitulée « Young Talent in Action ».

En 2015, un forum intitulé « Young talent in Action » a permis la rencontre entre ces différents acteurs. Une seconde édition de ce forum aura lieu en octobre 2017.

En 2016, un guide pratique « Young talent@work » a été rédigé en vue d'aider les entreprises à intégrer les jeunes travailleurs.

B. Efforts au niveau régional

1. Région de Bruxelles-Capitale

Dans leurs contributions successives, le Conseil économique et social de Bruxelles Capitale (CESRBC) a fait état des mesures prises depuis 2013 en vue de répondre à la volonté de la Région bruxelloise d'accroître les expériences professionnelles des jeunes.

Ainsi, les partenaires sociaux de la région de Bruxelles Capitale et le gouvernement bruxellois ont conclu en 2011 le Pacte de croissance urbaine durable.

Dans le cadre de sa mise en œuvre, de nombreuses actions ont été menées :

- La création d'un comité bruxellois de concertation économique et sociale pour notamment organiser un dialogue en matière d'emploi et de formation entre les partenaires sociaux, le gouvernement bruxellois et les pouvoirs publics communautaires ;

- L'adoption de nombreuses actions visant à favoriser l'accès pour tous au travail étudiant.

Une task force Emploi-Formation a été mise en place en janvier 2015. Dans ce cadre, un groupe de travail sur la réforme des dispositifs de stages et de formations en entreprises a élaboré une note d'orientation visant à actualiser les dispositifs de stages et formations en milieu de travail. Deux autres groupes de travail ont porté sur la stratégie de développement de la formation en alternance à Bruxelles, ainsi que sur le développement de la validation des compétences à Bruxelles.

En 2015, la « Stratégie 2025 », conclue entre les mêmes acteurs, a succédé à ce Pacte de croissance urbaine durable. Celle-ci a été instituée dans le but de redynamiser Bruxelles dans ses aspects socio-économiques. Dans le cadre de sa mise en œuvre, plusieurs thèmes font l'objet d'une collaboration entre les partenaires sociaux bruxellois et le gouvernement bruxellois :

- la réforme des dispositifs groupes-cibles ;
- la mise en œuvre de la Garantie pour la jeunesse ;
- le renforcement des politiques croisée emploi-formation ;
- le renforcement de la formation professionnelle ;
- la promotion de l'emploi durable et de qualité ;

Les différentes contributions du CESRBC se réfèrent également aux multiples avis émis sur des thématiques liées à la mise en œuvre du cadre d'action européen pour l'emploi des jeunes (formation en alternance, contrats d'alternance et plan de formation, stages dans l'enseignement ordinaire et spécialisé, cadastre des parcours éducatifs et post-éducatifs, stages de transition, dispositifs d'aide à l'emploi, dispositifs d'activation à l'emploi, stages pour demandeurs d'emploi, stages de première expérience professionnelle, groupes cibles, mesures en matière de diversité et de lutte contre les discriminations à l'embauche,...).

2. Région flamande

Dans sa contribution, le « Sociaal Economische Raad van Vlaanderen » (SERV) a dressé un aperçu des travaux entrepris depuis 2013 et qui ont un lien avec le cadre d'action européen pour l'emploi des jeunes.

a. Groupes à risque

Suite à la sixième réforme de l'Etat, la politique des groupes à risque a été régionalisée.

Un accord sur les principes de politique des groupes à risque a ainsi été conclu au sein du SERV le 21 janvier 2015, lequel a été suivi par l'adoption d'un décret flamand encadrant la politique des groupes à risque le 18 décembre 2015.

Un accord des partenaires sociaux est intervenu sur sa mise en œuvre début 2016 et un arrêté d'exécution entré en vigueur le 1^{er} juillet 2016 reprend partiellement cet accord. Celui-ci prévoit une réduction forfaitaire de cotisations pendant la période de formation, ou pendant une durée de huit trimestres pour l'engagement de jeunes faiblement ou moyennement qualifiés.

Le bénéfice de cette mesure n'est plus conditionné à la satisfaction par l'employeur de l'obligation de premier emploi.

La définition de groupe cible a été récemment adaptée afin d'exclure les jeunes ayant obtenu un diplôme de l'enseignement supérieur.

b. Bonus jeunes secteur à profit social

Instaurée au niveau fédéral dans le cadre du Pacte des générations en 2005, cette mesure avait pour objectif de créer de l'emploi complémentaire au profit des jeunes faiblement qualifiés dans le secteur à profit social.

Suite à la sixième réforme de l'Etat, ce domaine d'action a été régionalisé.

Le gouvernement flamand a décidé par décret d'opter pour une diminution graduelle du bonus jeunes à partir du 15 mars 2017.

Sur cette question, le SERV a rendu un avis remettant en question le choix d'une telle politique d'extinction graduelle, ce choix pouvant avoir un impact négatif sur la qualification et l'activation de jeunes faiblement et moyennement qualifiés dans le secteur des soins.

c. Formation en alternance

Un système intégré de formation en alternance est en cours d'élaboration en vue d'améliorer la connexion entre l'enseignement et le marché du travail.

En 2015, le gouvernement flamand a adopté une note conceptuelle abordant les questions relatives à l'introduction de parcours innovants et qualifiants sur le terrain. Dans le cadre de cette note, a été développé un projet visant à mettre en place des formations en alternance dans différentes écoles au travers du projet « les bancs de l'école sur le lieu de travail ». Un arrêté du gouvernement flamand a jeté les bases de ce projet en avril 2016 et le décret d'approbation de ce projet a été adopté en juin 2016. Au cours de l'année scolaire 2016-2017, six trajets de formation en alternance ont pu être mis en place dans 35 écoles. Ce projet est élargi pour l'année scolaire 2017-2018 à 20 trajets de formations en alternance.

Enfin, le décret enseignement 27, adopté en février 2017, prévoit la possibilité de transiter par des « brugprojecten » pour accompagner l'intégration sur le marché du travail des jeunes qui ne sont pas encore prêts pour entrer de manière autonome sur le marché du travail.

d. Accords sectoriels

Pour la période 2014-2015, 34 accords sectoriels ont été négociés entre les partenaires sociaux sectoriels et le Gouvernement flamand. Ils comprennent notamment des engagements et des actions sur le plan d'une meilleure articulation entre l'enseignement et le marché du travail.

Une nouvelle génération d'accords sectoriels a été approuvée début 2016 pour la période 2016-2017. Ceux-ci s'inspirent des accords précédents mais insistent encore davantage sur la connexion enseignement-marché du travail. Ainsi, de nombreux secteurs vont se concentrer sur la formation en alternance, sur l'offre de stage dans l'enseignement secondaire à temps plein, la formation des professeurs, et/ou le développement d'actions de promotion des formations scientifiques.

e. Plan d'action pour les jeunes quittant prématurément l'école

Un plan d'action contre le décrochage scolaire a été adopté en 2013. Ce plan d'action a été suivi en 2015 par la rédaction d'une note conceptuelle qui a été soumise pour avis au SERV. Dans le cadre de son avis du 28 septembre 2015, ce dernier a exprimé notamment sa préoccupation par rapport au nombre limité d'offres qualifiées pour les jeunes qui veulent quitter l'école sans avoir les qualifications suffisantes pour intégrer le marché du travail.

f. Participation proportionnelle à l'emploi

La politique flamande en matière de participation proportionnelle à l'emploi est en voie d'adaptation depuis quelques années. Une note conceptuelle du Gouvernement flamand du 9 juillet 2015, qui place l'accent sur le talent et les compétences, a fait l'objet d'un avis du SERV, le 28 septembre 2015.

Dans cet avis, le SERV met l'accent sur la nécessité de réduire les seuils structurels qui empêchent l'insertion effective sur le marché du travail de groupes déterminés, et sur l'accompagnement et la sensibilisation des entreprises pour mettre en œuvre une politique de diversité comprenant une participation proportionnelle sur le marché du travail.

g. Modernisation de l'enseignement secondaire

Le gouvernement a approuvé le 31 mai 2016 une note conceptuelle concernant la modernisation des deuxième et troisième degrés de l'enseignement secondaire. Le SERV s'interroge sur la vision globale que le gouvernement flamand souhaite développer pour l'enseignement secondaire et insiste pour que certains éclaircissements soient apportés par rapport à certains trajets d'études.

h. Plan d'action « ondernemend onderwijs »

Un plan d'action 2015-2019 « ondernemend onderwijs » a été approuvé par le Gouvernement flamand le 12 novembre 2015. Celui-ci vise à mettre en œuvre l'accord du Gouvernement flamand en mettant l'accent sur l'importance de l'esprit d'entreprise, en stimulant la volonté d'entreprendre des jeunes ou en créant une attitude positive par rapport à l'esprit d'entreprise par le biais de l'école, tout au long du parcours scolaire. Ce plan d'action a fait l'objet d'un avis du SERV le 15 février 2016.

i. Enseignement supérieur professionnel

Le Gouvernement flamand a adopté en mars 2016 une note conceptuelle visant à poursuivre la réalisation d'un profil solide pour l'enseignement supérieur professionnel dont la spécificité consiste à créer un lien direct entre une formation et un métier déterminé ou un ensemble de métiers. Le SERV a émis un avis sur cette note le 23 mai 2016. Un décret a été adopté en la matière le 15 juillet 2016. Concernant ce décret, le SERV a formulé dans son avis du 15 septembre 2016 une demande en vue de limiter l'arrêt des programmes de formations actuels, considéré nécessaire par le Gouvernement pour mettre en œuvre la réforme prévue par le décret.

j. Actualisation des qualifications professionnelles

En février 2017, le Gouvernement flamand a élaboré une procédure en vue d'actualiser les qualifications professionnelles, constituant l'ensemble des compétences nécessaires pour exercer une profession déterminée.

Les qualifications, composées de qualifications professionnelles et d'enseignement, sont réparties en huit niveaux, de l'enseignement primaire à l'université. Sur ce point, le SERV a émis le 24 mars 2017 un avis considérant que cette initiative participait à une meilleure cohérence entre l'enseignement et le marché du travail mais que les auteurs des qualifications devaient être impliqués dans ce processus de réforme.

k. Garantie jeunesse

La garantie jeunesse a été ancrée dans le décret flamand du 15 juillet 2016. Dans ce cadre, le VDAB (organisme de placement des demandeurs d'emploi au niveau flamand) a reçu pour tâche de proposer des offres adaptées aux jeunes de moins de 25 ans qui ne sont pas inscrits comme demandeurs d'emploi et qui ont arrêté leurs études.

2. Région wallonne

Dans ses contributions successives, le Conseil économique et social de Wallonie a mis en évidence un certain nombre de mesures mises en place par les pouvoirs publics wallons qui apparaissent particulièrement importantes en vue de répondre aux objectifs poursuivis.

a. Rapprochement enseignement-formation-emploi

Aux fins d'intensifier les actions contribuant au rapprochement enseignement-formation-emploi, des bassins de vie enseignement-formation-emploi ont été mises en place en vue

d'améliorer la cohérence de l'offre d'enseignement qualifiant et de formation avec les besoins socioéconomiques identifiés aux niveaux régional et sous-régional.

Le CESW a également mis en évidence la revalorisation de l'enseignement qualifiant via l'accès des élèves à des infrastructures modernes proches de la réalité des entreprises (centres de compétence et centres de technologie avancée).

b. Garantie jeunesse

Le Gouvernement wallon a adopté un plan d'action transversal comprenant notamment les dispositions d'accompagnement à l'emploi et dans la formation, la lutte contre le décrochage des jeunes en formation, l'amélioration des outils d'identification des compétences, l'intensification des liens avec l'entreprise, le développement de l'esprit d'entreprendre, etc. Un Comité de pilotage « Garantie Jeunesse » a été mis en place pour faciliter les échanges entre acteurs dans la mise en œuvre des actions précitées.

c. Pacte pour l'Emploi et la Formation

Le Gouvernement wallon et le Groupe des partenaires sociaux de Wallonie ont conclu en juin 2016 un Pacte pour l'Emploi et la formation.

Plusieurs thèmes axés sur les jeunes sont repris dans ce Pacte :

- La réorganisation des aides à l'emploi.

Suite à la sixième réforme de l'Etat, les aides à l'emploi ont été régionalisées.

Cette régionalisation a été l'occasion de réformer les mesures axées sur les groupes-cibles en vue de simplifier et de rationaliser les nombreuses aides à l'emploi. Le décret relatif aux aides à l'emploi a été adopté en février 2017. Cette réforme, menée de concert avec les partenaires sociaux, est entrée en vigueur le 1^{er} juillet 2017.

- La création d'un contrat d'insertion

Le gouvernement wallon et les partenaires sociaux de collaborer à la création d'un contrat d'insertion, visant à offrir une première expérience professionnelle aux jeunes demandeurs d'emploi de moins de 25 ans, inoccupés depuis au moins 18 moi et sans expérience de travail. Cette opportunité peut également être renforcée par un accompagnement personnalisé tout au long de la durée de ce contrat.

Le Gouvernement wallon a adopté en février 2017 un décret relatif au contrat d'insertion.

- La création de places de stage pour les apprenants de la formation professionnelle et en alternance

Selon le CESW, le développement de l'enseignement et la formation en alternance nécessite en particulier une approche globale de la problématique des places en entreprise associant les multiples acteurs concernés.

Le Gouvernement wallon et les partenaires sociaux ont mené par ailleurs une réflexion sur l'attractivité des dispositifs de formation en alternance pour l'ensemble des acteurs. Dans ce cadre, ceux-ci s'attèlent à une simplification, une amélioration qualitative et à une égalité de traitement entre toutes les filières de formation en alternance. Ce sont ces objectifs notamment que poursuivent la mise en place d'un contrat commun d'alternance, la création de l'office francophone de la formation en alternance, chargé du pilotage de la formation en alternance, et la réforme des incitants financiers qui sont à présent accordés de façon similaire, sous condition d'un accompagnement de qualité à l'égard du jeune, aux opérateurs d'alternance et aux jeunes, quelle que soit la filière d'alternance choisie.

- Le renforcement de l'orientation professionnelle

Le Gouvernement wallon et les partenaires sociaux se sont concentrés sur l'orientation professionnelle, en amont de l'emploi et de la formation, en axant l'objectif sur l'orientation par choix et en favorisant la transition vers les métiers porteurs, émergents et d'avenir. A cet effet, a été développé un dispositif multi partenarial d'orientation tout au long de la vie structuré autour de trois Cités de métiers (Liège, Namur, Charleroi).

d. L'accompagnement des demandeurs d'emploi

Le gouvernement wallon a pris diverses mesures pour intensifier les efforts en matière d'accompagnement individualisé, notamment par une prise en charge plus rapide des jeunes peu qualifiés et la mise à disposition des conseillers référents et la création de nouveaux outils tels que les essais métiers, qui permettent aux jeunes de choisir un métier porteur sur la base d'une information complète et pratique.

e. Le soutien à la création d'activités

Diverses mesures visant à promouvoir auprès des jeunes le statut d'indépendant et à favoriser l'autocréation d'emploi et la création de très petites entreprises ont été mises en lumière par le CESW. En amont, la mesure « Junior Indépendant » permet aux jeunes de 15 à 20 ans de découvrir le métier d'indépendant par deux semaines de travail rémunéré.

Bulgaria

Sources of information

Trade Unions: PODKREPA, CITUB

Employers: BIA

Having agreed that the alarming youth unemployment rate in Bulgaria needs to be urgently tackled, the Bulgarian social partners have embarked on various joint and individual pathways to address this issue. The actions taken vary across national and sector levels, including company level where appropriate when it comes to the organizations' individual members. The ultimate objective is to cut youth unemployment rate, limit early school leavers (ESLs) and school drop-outs, equip youths with key skills and competencies necessary to enter and remain sustainably on the labour market thus bridging the skills gap, and aligning education outcomes with labour market demands. Given the nature and scope of the youth unemployment issue, many of these activities overlap. Some, however, are clear-cut and may be grouped in the Framework of Action four priority areas.

The social partners actively participate in the elaboration of a national plan for implementation of the European Youth Guarantee (2014 – 2020). Representatives of the CITUB and BIA participate in the Coordination Council chaired by the Minister of Labour and Social Policy which coordinates and monitors the implementation of the Plan.

The main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **LEARNING** dimension of youth employment are:

BIA and CITUB have been actively working for implementing amendments to some core legislation such as Vocational Education and Training Act and the Bill to Pre-school, Primary and Secondary Education Act aiming at facilitating the introduction of the so-called dual training system, coordinating school curricula with employers etc.

Moreover, the social partners initiated a joint position on the Amending Bill to the Vocational Education and Training Act which was adopted by the Economic and Social Council in March 2014. The initial document was conducted by experts from BIA and CITUB. The social partners also presented their comments and recommendations to the Economic and Social Council's position on the Higher Education Development Strategy.

On sector level social partners have cooperated successfully with Vocational Schools and Vocational Training Centers across the country in implementing the dual training system particularly in the mining, construction, natural gas distribution, apparel industry, machine building engineering, woodworking, furniture production, electric vehicles and services of general public interest. Direct transposition of the dual learning experience of leading countries will prove ineffective unless a country tailor-made approach is adopted. Therefore, emphasis should be given to the specialized VET centers and Vocational Schools based on sector level, with employers being involved through sector associations.

In the signed National Framework Agreement 2014 (on October 10), CITUB undertook the engagement to fulfill the following specific commitments:

- Inform young people about their labour rights and obligations;
- Participate in the development and implementation of a Methodology for identification of young people aged 15 to 24 (including those that do not work or study and are not registered at the "Labour Office" Directorates) and activating their integration in the labour market or return to the education system;

- Participate in the process of identifying and establishing contact with young people who do not work or study and are not registered at the “Labour Office” Directorates;
- Develop and implement projects and programs for training and employment of young people;
- Promotes the National Youth Guarantee Implementation Plan (NYGIP) in order to attract young people who do not work, do not study and are not registered at the “Labour Office” Directorates and promote their integration in the labor market or their return to the education system.

One of CITUB activities was a project "Chance to Work" which is implemented in all years of the period under review. The project aimed to activate and improve the employability of young people up to 29 years. Project activities covered NEETs and included: motivational training, key competence training - Team working, Vocational training for acquiring part of qualification in the professions "Garden worker" or "Healthcare assistant" and internship lasting for 3 months for successful trainees within the project.

Furthermore, in 2014 the Workers' Education and Training Colleges /WETCO/ at CITUB provided professional guidance to 2000 young people up to 29 years of age.

In 2015 CITUB has begun the implementation of 2 projects targeted to the NEETs: 1) Regional project of Ihtiman Municipality in partnership with VET center at CITUB. 20 young Roma people have been trained in vocational qualification "Garden Worker" and currently are in internship within the municipality. 2) "Chance to Work 2015" project within which 530 NEETs were motivated. They have been guided and oriented, acquired key competence "Team Working" and vocational qualification "Social Assistant" - Work with Children. 40% are involved in internship in the Municipal social facilities. The second part of the project targeted 400 NEETs up to 24 years of age with secondary education but without vocational qualification. They have already received professional guidance, motivation and part of the vocational qualification "Assistant Educator".

In 2014 CL Podkrepa implemented Pier Project for providing unemployed young people (up to 29 years of age) with a new workplace. As a result, 30 persons were employed by the Confederation for a period of 12 months and were trained to improve their team work skills, leadership skills, critical analysis of the labour legislation, public speaking.

With regard to **TRANSITION**, the social partners' role in implementing the Youth Guarantee comes to the fore.

The social partners identifying ESLs and NEETs are a challenging task but an important prerequisite for the successful implementation of the Youth Guarantee. Therefore the existing problems and needs have to be properly addressed by all parties concerned including social partners.

In 2015 in partnership with several universities (Technical University Sofia, Sofia University, New Bulgarian University, European Polytechnical University, and others) BIA actively participated in the activities in updating of the curriculum in higher education in accordance with the requirements of the labour market.

BIA has signed partnership agreements with seven leading universities for refreshing university curricula and syllabi so that the expected learning outcomes comply with labour market skills demands and thus tackle skills mismatch.

BIA conducted a survey on the possibilities for organizing training by working (A dual education system). The survey was conducted in parallel among employers and vocational schools and the results The survey results will help conclusions to be drawn about the needs, attitudes and readiness for the introduction of dual training in Bulgaria.

The national structures of workers and employees' organizations - CITUB and CL "Podkrepa" actively involved in informing young people about the opportunities and services offered by employment offices as well as the rights and obligations of youth.

In order to facilitate the transition of young people from school to work CITUB's experts prepared a package of nine thematic leaflets available in an electronic version at <http://mfwp.labour-bg.net>, namely: I want to work; I start work; The remuneration of my work; Protection against risks in the workplace and in life - compulsory insurance; Work time; Safe working conditions; Work abroad; Once I start work can I change anything? Who monitors the workers' rights? The purpose of the leaflets is to assist students in upper-secondary education to know their civil, labour and social rights before they enter the labour market. The Confederation, in partnership with the Ministry of Education and Science has presented each topic to high school graduates in free lectures during the school year.

With regard to the **EMPLOYMENT** BIA and CITUB have put forward a number of proposals to the amending bill of the National Employment Encouragement Act which was adopted by the National Employment Encouragement Council and is to be approved by the National Tripartite Council. One such amendment stipulates the new possibility for funding dual training of NEETs (subsidiary employment).

The social partners had a concrete contribution to the actions in support of employment for young people:

Within the project "Chance for Work" (implemented by CITUB) 947 youths were professionally oriented and motivated. 947 youths were trained in key competence "Teamwork" and 426 young people - in the professions "Social assistant", and "Assistant-tutor in the upbringing of children". The successful graduates (youths up to 24) are 914 people, representing 96.5% of the young people initially included in the training. Considering and analysing the results of the training and the vocational guidance, the need for a serious motivation of this target group was confirmed, in order to increase their skills, competences and qualifications for their further successful realization in the labour market. 96 psychologists and teachers worked with the young people. The training in both professions was conducted, at the specific workplace, in a real working environment. Subsequently 2/3 of the trainees remained employed in the respective childcare places.

In the period April-May 2015, within a project of the "Youth Forum 21st C" (CITUBs youth organization) under the Regional Programme for Employment and Training (included in the National Action Plan for Employment) a total of 20 people from the municipality of Smolyan were trained in part of a profession - 12 of them in part of the profession "Office manager" and the remaining 8 – training for part of vocational qualification in one of the professions "Cook". The training at the workplace and the subsequent internship was conducted in partnership with hoteliers from the town of Smolyan who hired 8 of trained youths on a permanent basis, after they finished apprenticeship. Twelve young people from the town of Ruse were trained for tailors, and after the training they were employed under labour contracts in the Markan AD company.

Unemployed youth are one of the priority groups under the "Directions" Project (implemented by CL "Podkrepa"). The activities under the project included 670 youths up to 29 years (of which 369 up to 24 years). Young people were involved in occupational guidance, motivation training, courses to acquire key competences and qualifications in subsidized and unsubsidized employment.

Under the project "From Vocational Training to Effective Employment" (implemented by BIA) there is a target group of unemployed young people under 29 (with a subgroup of young people up to 25 years, who neither study nor work). The project involved 162 young participants up to 29 years of age (121 of them up to 25 years). The project provided training in key competencies and subsidized employment for a period of three months.

Under the project "Qualitative workforce – sustainable labour market" BIA is conducting activities for training in key competencies and professional qualification of unemployed young people under 29 years, as well with the specific target subgroup of young people under 25

years, that are NEET. The target group is 1310 unemployed, of which 520 are with guaranteed workplace after concluding the training.

ENTREPRENEURSHIP

BICA is strongly devoted to the entrepreneurial spirit of the Bulgarians. That is why it actively helps and supports the enterprise development in Bulgaria trainings. This takes place mainly by carrying out trainings for realizing and implementing business ideas. BICA fights the informal, "grey" economy in Bulgaria. The Association strives for "lightening" the business in Bulgaria, for improving the business environment and the business markers, through the project "Reducing and Prevention of the Informal Economy". The positive experience from the project is incorporated in trainings conducted by BICA.

In partnership with the Ministry of Education and Science BIA is participating in a hanging committee of a competition called "Best Business Idea" which encourages students from Vocational Schools of Economics to come up with ideas, fosters entrepreneurship skills and drive.

Furthermore, BIA has run a two-year project (2013-2015) called Transnational Initiative for Guidance of Graduated and Entrepreneurship (TRIGGER) within the European Territorial Cooperation Program Greece-Bulgaria 2007-2013 and in cooperation with the Ministry of Economics, Greek ministries and other Greek and Bulgarian partners. About 200 young graduates are to be involved in the project activities and shall take part in experience exchange, workshops, and trainings. Twenty people from each country are to participate in entrepreneurship courses and develop business ideas and plans. The ultimate project objective is to develop a partnership network with the local authorities, universities and the business in order to support young entrepreneurs.

BIA is participating in executing a Play4Guidance project that is a European business game to train and guide students and unemployed on entrepreneurial, transversal and mathematical skills. The main aims of the project are to boost entrepreneurial culture in young Europeans; to put in close contact the world of education/training with the world of work, in order to update students' curricula to companies' real needs] to get young Europeans ready to create new businesses to reduce EU unemployment; to identify the greatest common denominators of math, economic, transversal entrepreneurial and digital skills among target groups and target Countries (Bulgaria, Italy, Greece, Turkey, Ireland and Germany).

From 2016 the BIC Capital Market, a company owned by BIA is licensed as a labor market intermediary, providing services for young people regarding information and advice to job seekers and employers; directing to adult training, guidance and assisting in starting work, including in another populated area in the country or in other countries.

Sources of information

Trade Unions: SEK, DEOK

Employers: OEB

1. Learning

The social partners agree that education is key for learning and obtaining skills and competences.

Although in Cyprus the percentage of young people dropping out of school or vocational education is relatively low, the social partners agree that there is a need in reforming education and training curricula, with social partner involvement in a way that education will be responsive to labor market's needs, therefore reducing the skills mismatch that we observe today.

The Ministry of Education and Culture in association with the Ministry of Labour, Welfare & Social Insurance and the social partners' contribution have taken steps towards reforming and improving the Vocational, Education and Training (VET) system. The objective is to establish a dual learning system, where a significant part of education takes place in an enterprise in order for the students to acquire technical skills and increase their employability.

Moreover, the aforementioned Ministries along with the social partners' direct involvement have taken steps towards promoting apprenticeship systems and traineeships. Towards this end, the Human Resource and Development Authority of Cyprus (HRDA), which operates under the supervision of the Ministry of Labour, Welfare & Social Insurance, has designed and currently implements various Schemes, co-funded by the European Social Fund (ESF), by which an allowance is provided to the apprentices or trainees for their period of apprenticeship or traineeship.

2. Transition

With the current economic crisis, labor market transitions, (i.e. periods between the exit from the education system and entry into the labor market, as well as between different jobs) has become an important matter for the Cyprus economy and society. It is noted that the rate of youth unemployment in Cyprus in 2016 was 29,1% (2015:32,8%, 2014:35,9%, 2013:38,9%, 2012:27,7%), which constitutes the fifth highest rate in the European Union (EU)². The targeted measures taken to tackle youth unemployment prove that there is a slow but steady decrease of youth unemployment for the last four years.

In order to facilitate transition, the Human Resource and Development Authority of Cyprus (HRDA) in association with the social partners has designed and currently implements various Schemes, co-funded by the European Social Fund (ESF), to limit the period where the job-

² <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&pcode=tipslm80&language=en>

seekers remain outside the labor market and at the same time to utilize that period by providing training to them, thus increasing their employability.

During the period of training, an allowance is provided to the young job-seekers and the unemployed persons for their period of training.

Moreover, the Ministry of Labour, Welfare & Social Insurance in association with the Ministry of Education and Culture are working towards establishing a better guidance and information for young students and unemployed persons in general.

The objective is to create more efficient and effective tailored career services focusing on employability while strengthening the links between secondary and higher education, vocational training and labor market needs.

The social partners' role in this area is to promote jobs of high value in the near future (e.g. green economy, health, industry etc) by informing their members and wider public through awareness-raising campaigns and other initiatives.

Moreover, the social partners contribute to government's actions in implementing youth guarantee schemes (designing, implementing and assessing the effectiveness of these policies).

In the long-term, the social partners are working with their members in promoting a lifelong learning culture, a necessary means to further develop the skills and employability of the human capital and the competitiveness of enterprises and the economy.

3. Employment

The extensive economic crisis had a direct impact on employment in Cyprus. Moreover, the Eurogroup's decision of March 15, 2013 for the "bail-in" of deposits deteriorated the access to finance and cash flows shortages that Cypriot companies were already facing. As a result, unemployment rates increased (2014:16,1%, 2013:15,9%, 2012:11,9%, 2011:7,9%, 2010:6,3%)³ undermining the efforts made towards decreasing the high unemployment rates, especially among the youth.

In 2015, for the first time since the "bail-in" a decline in unemployment was recorded (2015:15,1%) which was largely attributed to the measures and policies adopted with the involvement of the social partner organizations. A slow but steady decline in unemployment has continued through 2016 (2016:13,1%).

The social partners agree that in order to tackle the high unemployment rates is necessary to encourage entrepreneurship and the creation of more and better jobs. Moreover, they agree that it is necessary to invest in research and development, innovation, education and training in order to create more jobs, where young people can be employed.

Following social partners' positions that have been repeatedly expressed through the social dialogue with the government addressing the matter of creating more and better jobs, the

³ <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&pcode=tesem120&language=en>

HRDA, in association with the social partners has designed and currently implements various Schemes, co-funded by the ESF, offering incentives to private enterprises to employ and train unemployed persons. It is noted that specific Schemes have been implemented targeting young unemployed persons (university graduates, high school graduates, early school leavers etc).

Furthermore, Cyprus has concluded a three-year National Youth Employment Action Plan (2014-2016) within the framework of the Youth Guarantee Program, which was partially funded by the European Commission, aiming in helping all unemployed people under 25 to find employment, continue education, an apprenticeship or traineeship within four months of becoming unemployed or leaving formal education. It is noted that Cyprus has received technical support and assistance from the International Labour Organization (ILO) in drafting the National Youth Employment Action Plan. During the process of drafting the Plan, and as part of the ongoing social dialogue, the social partners actively participated by submitting their views and suggestions on what actions should be taken.

The Department of Labour, of the Ministry of Labour, Welfare & Social Insurance, is the government authority that coordinates the implementation of a series of actions and Schemes focusing on public employment service capacity building, vocational education and training reforms.

4. Entrepreneurship

Despite the measures taken towards training and employing young persons, the social partners agree that promoting entrepreneurial thinking and skills can have a positive impact on the employability of young people as well as in creating more and better jobs.

Towards this end, the Ministry of Education and Culture is currently planning the introduction of new courses in general and vocational education that will help new graduates in setting-up their own business.

Moreover, the Ministry of Energy, Commerce, Industry and Tourism, following social partners' positions and suggestions has been implementing the "Youth Entrepreneurship" and "Women's Entrepreneurship" Schemes, co-funded by the Structural Funds, the Cohesion Fund and the Youth Employment Initiative. With the support of these Schemes, the government aims in encouraging the two groups (youth and women) in setting-up their own business following a process of a business plan submission, mentoring etc, and create new jobs.

Czech Republic

Sources of information

Trade Unions: CMKOS

Employers: SP

- a) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **LEARNING** dimension of youth employment?

According to the last EC' country report the labour market outcomes have improved considerably in recent years but there now a growing risk of labour market shortages. This is the reason why SP has been continuing during the three years' period of the implementation of the FoA to focus systematically on support and development VET and apprenticeship, update and upgrade of skills to address increasing mismatch between skills and needs of companies. The initiatives have been reported in detail in the annual reports. This final report concentrates only on the for business essential projects and actions:

National level:

Each year a number of projects are run under **the Operational Programme „Education for Competitiveness”** focused on the improvement and modernization of the initial, tertiary and other education systems and their linking up into a complex life-long learning system. The starting point was the project **POSPOLU** (Together) launched in 2012-2015 aimed on strengthening the dual education element. The project run by the MoEYS and the National Institute for Education (NIE) since December 2012 and **co-funded by the European Social Fund (ESF)** and the national budget established closer co-operation among companies and secondary technical and vocational schools. This successful initiative was followed by **the project PŘEKVAP** aiming at creation of a permanent system of forecasting of labour market trends and regular processing of projection of the skill needs and sector studies within the system). Nowadays **SP is involved in developing all strategies connected with the digital economy (Industry 4:0, Labour 4:0, Society 4:0, Action plan for digital education.**

Cross-sectoral level:

The SP has been successful in realization of the **“Year of Industry and Technical Education 2015”** - a cross-country initiative to improve the image of industry and technical education among public which brought together more than 150 stakeholders – branch associations, companies, schools, universities, government agencies (the Technology Agency of the Czech Republic, CzechInvest, the National Institute for Education and the National Institute for Further Education), regional governments and many other subjects including museums. In 2016 the SP starts also with its first **Summer Business School.**

Regional and company level:

The **Year of Industry campaign** advocated for systemic changes in education and research, development and innovation in order to have a beneficial effect on employment in industry and improvement of quality of education at all levels. During the year more than **400 activities** were organized including high-level debates on various aspects of education (technical education, quality and relevance of education, financing, co-operation, motivation of youth, innovation), open days with industry in regions, more than **30 seminars and workshops on education, labour market and innovations in the context of Industry 4.0 attained by more than 3,000 people.** The initiative covered also quizzes for students, more than 30 business, technical, students and innovation competitions.

The Year of Industry has generated many follow up actions in the regions also during the year 2016 focused on young people.

Best Engineering Competition (Brno), Living library of occupations (Česká Lípa, Vítkovice), excursions of families in companies Magna, Fehrer, Denso, Trumpf), Open days in KSM Casting (Hrádek nad Nisou), MSV System (Liberec), Glass-making sunrise (Jablonec nad Nisou), Small hands of region (Plzeň), Academy of Crafts (Rokycany), The Technical Olympics (Region Plzeň).

Cross-border level:

Conference on VET and dual system in the frame of Czech-Germany Strategic Dialogue (Prague).

b) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **TRANSITION dimension of youth employment?**

National level:

The Czech Republic adopted program for young people inclusive of **the Youth Guarantee** and **the EU Youth Employment Initiative**. The program was designed by the MoLSA and the MoEYS in co-operation with the SPs, the Labour Office of the CR (LO), the Fund of Further Education (FoFE), the NIE, the Czech Children and Youth Council and Czech Secondary School Union and is implemented by the LO through existing **31 projects focused on youth within the Operational Programme Human Resources and Employment (NUTS 2 Northwest)**. The FoFE (by the MoLSA) facilitates implementation of [projects on company internships](#) and [practical training](#) for unemployed youth. The employers advocate for strengthening targeted retraining/re-skilling according to the employers' needs. Both the SPs have been working on [the National Register of Occupations \(NRO\)](#) and [the National Register of Vocational Qualifications \(NRVQ\)](#).

Regional and company level

In 2013-2016 the **SP organised a series of discussion meetings with regional council presidents and CEOs of local companies** on the challenge of lack of employees, graduates, school-leavers and apprentices with technical education. On the impulse of companies Vocational Education Committees and Endowment Funds have been founded by regional authorities in order to better monitor the regional labour market and forecast the needs of graduates with vocational and technical education. In order to contribute to raising attractiveness of industry and vocational (technical) education and awareness of their relevance the SP published a brochure *"Who does defend entrepreneurship here?: 80 questions and answers on the Confederation of Industry of the Czech Republic"*.

Workshops for education and career advisors in companies Magna (Liberec), Festol (Česká Lípa, Teleflex (Hradec Králové), ABB (Turnov), Action education plan (region Ustí nad Labem)

c) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **EMPLOYMENT dimension of youth employment?**

National level:

During the 2014-2016 a significant steps have been taken to increase efficiency and impact of the instruments of the active employment policy (AEP). The conditions for material support for

creation of new job in the investment incentive system were modified in order to support creation of new work opportunities. One of the most effective tools of active labour market policy (ALMP) used also in the case of youth is **the Operational Programme “Human Resources and Employment”**. The capacities of the LO for ALMP were strengthened and the SPs formed a special group for addressing agency work in order to set basic scope of contents of new legislation on the status and role of private employment agencies, administration and finance rules and the role of users. During 2015, the project **Work placements for young people under the 30 years** was completed followed successfully in 2016 with the projects under the OP Employment **on trial work placement, internship abroad and returning in education**.

Regional and company level

Job and education exchange (Přerov, Šumperk, Olomouc, Prostějov), Job fair (Pardubice) awareness raising for students, workshops “What after the primary school” and “Professional choice of pupils from the ninth class” (Cheb, Sokolov), round table “Successful placement of school-leavers” (Štětí), conference “How to stop workers’ drain from the Moravian-Silesian region”.

d) What are the main features and what is the impact on companies and workers of social partners’ actions taken from 2013 to 2017 to address the **ENTREPRENEURSHIP dimension of youth employment**?

Cross-sectoral level:

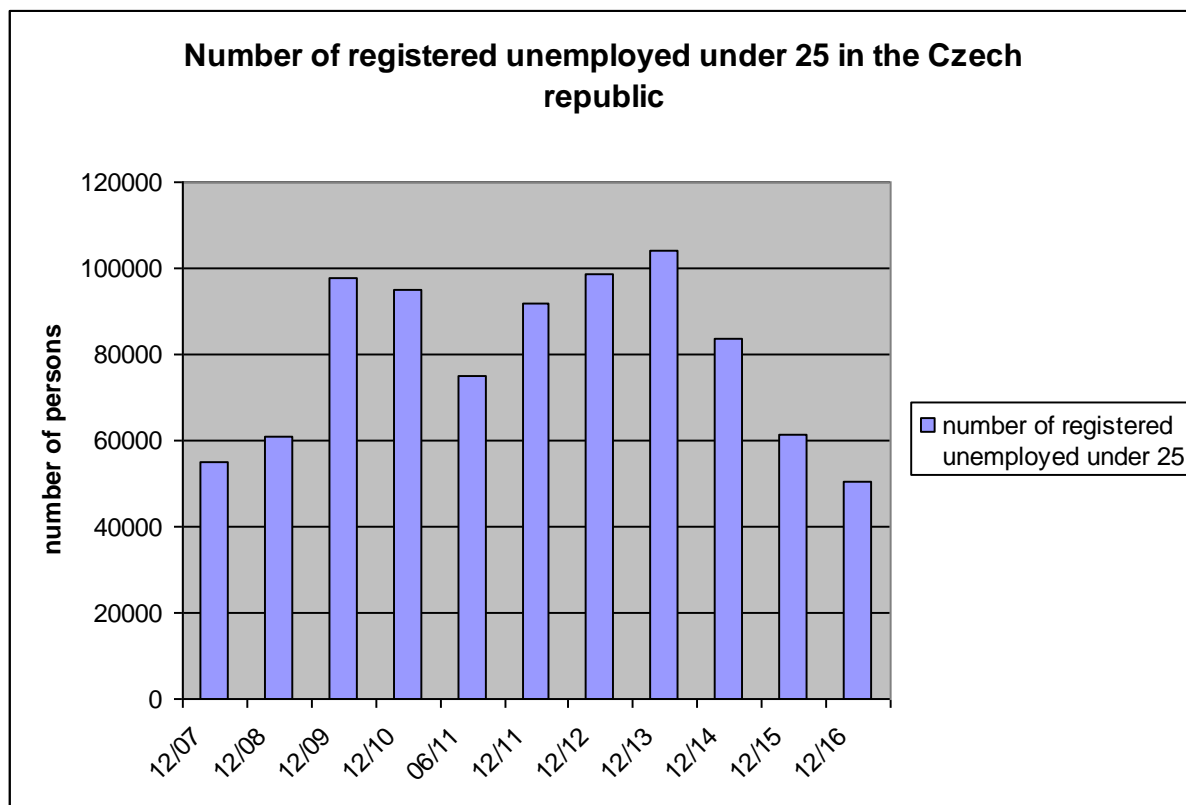
The Association of Small and Medium-Sized Enterprises and Crafts CZ (AMSP) has been running a commercial [project “Your Way – Young Business”](#) aimed at encouragement and support of young entrepreneurship. The project consists of: survey among school-leavers followed by a communication campaign across regions, introduction of successful young entrepreneurs, training courses on starting business, evaluation of the best youth entrepreneurial projects, ideas exchange linked to offers to concrete investors, evaluation of the best web, workshops on export and networking; support to young entrepreneurs. The **Association of Young Entrepreneurs** was established by the AMSP.

Regional and company level:

Action plan for education (region Ústí nad Labem): support entrepreneurial skills and creativity

Current situation

Graph 1:



As shown in the attached graph, the situation regarding the unemployment of young people under 25 years of age has improved recently in the Czech Republic. There has been a rather significant decrease in the number of these people registered as job seekers. This positive trend is a result of the overall improvement of the labour market situation in the period of relatively strong economic growth but also of the positive impact of government measures in the field of active employment policy and, last but not least, of the active involvement of the social partners.

CMKOS activities concerning the youth employment issues

The CMKOS focuses for a long time the youth employment and unemployment as one of the most important aspects of its policy. It is an integral part of the whole CMKOS orientation to stand the employment and labour market issues to the centre of government activities.

The CMKOS representatives took part in the rule of all tripartite negotiations, which in the previous period covered economic and social policy issues and especially employment policy in all relevant fora, especially at the level of the Economic and Social Agreement Council. This mechanism significantly improved its activities under the actual government. At this level, long-term conceptual materials such as the National Reform Program and long-term measures in the area are approved.

CMKOS also actively engages in regional and local tripartite structures such as consultative bodies at labour offices, and individual trade unions also have their own contacts with their employers' partners

CMKOS has been involved in formulating and opting for materials such as action plans for economic growth and employment as well as activation packages of employment policy. CMKOS has also worked to develop and assess labour market supply and demand analyses, in particular to improve the reconciliation between the numbers and qualifications of people at labour offices and demand characteristics by employers. CMKOS has promoted measures that have improved the position of the younger generation in the labour market, such as permanent pressure to raise minimum wages, combat social dumping by regulating the influx of unskilled foreign employees, through statutory regulation of various forms of low-quality work as employment agencies. CMKOS also supported the implementation of active employment policy programs co-financed by the ESF, specifically focused on youth employment and education.

ČMKOS has also actively cooperated with the Federation of Industry and Transport on some projects in the field of improving legal awareness in the field of labour law, and now implements a project on the improvement of work and family life.

Finland

Sources of information

Trade Unions: Central Organisation of Finnish Trade Unions (SAK), Finnish Confederation of Professionals (STTK), Confederation of Unions for Professional and Managerial Staff (Akava)

Employers: Confederation of Finnish Industries EK, Federation of Finnish Enterprises, Commission for local Authorities Employers, Office for the Government as Employer

YOUTH GUARANTEE

Social partners in Finland have traditionally been key partners in designing, implementing and evaluating the national Youth Employment Guarantee.

The current government have been leading the Youth guarantee towards the community guarantee. Unfortunately, that have meant cuts to the national budget for Youth guarantee from yearly 60 million (+over 50 million to education) to 10 million for four years from spring 2015.

Youth focus is now in the Counselling and Guidance offices (Ohjaamo), which provides a low level career counselling services that are easily accessible for young people. They will have information and advice about different alternatives of education and work life and counselling for their future plans. Offices emphasise individual counselling and individual support. It is funded with ESF support and community budget. Social partners are in the steering group in a national level.

EDUCATION

Reforming the Finnish vocational education system is one of the government's top priorities. Government will renew legislation, funding system, guidance system, learning in the workplaces and qualification system. Reform is supposed to take place in 2018. Unfortunately simultaneously made substantial cuts in financing the vocational education are endangering the implementation.

Social partners have been involved in the reform and their expertise is used at the national level working groups. The key challenge is now to keep the popularity of VET as high as it is nowadays; over half of the youth choose VET as number one choice after comprehensive school. VET also offers a straight path towards the higher education studies and is a key element of the whole Finnish educational system.

EXAMPLES OF SPECIFIC CAMPAIGNS

The national labour confederations (SAK, Akava and STTK) provides Summer Job Helpline which offers advice on matters related to summer employment. The service is available to young people, their parents and employers. Calls are toll-free and written questions may also be sent through internet. The service has responded to hundreds of enquiries every summer.

<http://www.kesaduunari.fi/english/>

Akava organizes annually a competition called "Finland's best employer for the summer". Its aim is to raise amount of summer jobs for the youth and award those employers that honor their young employees and the common rules of the working-life.

<http://www.akava.fi/paraskesatyonantaja>

Encouraged by the central confederations (employees and employers), several sectors have agreed to participate in a summer job program for school pupils. The Central level recommendation was renewed for 2017 - 2019. It offers a possibility to employ a pupil for two

weeks during holiday for a fixed pay of 335-350 euros. It is estimated some 20 000 pupils are employed yearly in this program. <http://kunkoululoppuu.fi/kesatyo/tutustu-tyoelamaan-hae-kesatoihin/>

The business and enterprise organizations have successfully activated their member companies to hire schoolchildren and students during their summer holidays. In addition to former activities there is a new campaign focusing on the employment of highly-educated internationals in Finland, organized by the Confederation of Finnish Industries, Sitra, Team Finland, Finpro, Amcham Finland and Me2we. <http://www.findwork.fi>

There is also an awareness raising campaign and competition for employers: Responsible Summer Job 2017. It is a jointly organized by T-Media, Economic Information Office TAT, Sonera, Nokia, Raha-automaattiyhdistys RAY and Oikotie. Its aim is to challenge employers to offer young people more and better quality summer jobs. The campaign also raises awareness on the importance of summer jobs and early job experiences. <http://kesaduuni.org/responsible-summer-job/>

As an employer, the State is seeking to promote youth employment through cooperation with universities and universities of applied sciences, and by recruiting university trainees. Office for the Government as Employer sends a letter to the State bureaus yearly in which it calls on the bureaus to offer appropriate internships for students.

Local Government Employers, KT offer traditionally numerous summer jobs for youth. In 2014 KT participated in a national summer job -campaign and this activity continued 2016 through Kuntarekry Oy.

France

Sources of information

Trade Unions: CFDT, UNSA

Employers: MEDEF

Apprenticeships:

In France, in order to improve the quality, supply and attractiveness of apprenticeships several actions had been taken:

° The apprenticeship contracts now allow obtaining 85 professional qualifications approved by the Labour ministry, provided the person has an ISCED 3 qualification or was identified as an early school leaver.

The French scheme for the development of apprenticeship, introduced in May 2015, comprised of a young « VSEs apprentices scheme » of 368 Euros/month that aimed at spurring small and very small enterprises to hire apprentices who did not complete a high school degree.

° Schools of engineers and management are increasingly offering their training to work-study programs. Recruitment of apprentices eager to train in higher education is now driven by sectors that traditionally had little interest in it: Electricity and electronics, banking, insurance, real estate and communication.

° As part of the plan to stimulate the apprenticeships and the willingness of actors (economic, institutional and social partners) to work beyond quantitative objectives, to improve the quality of training provided and to better support companies and young people, a guide to self-diagnosis of apprenticeship training centers has been put in place. This guide is part of the securisation of pathways and in the capacity given to the actors to enter a process of quality improvement.

Transition:

The law of 5th March 2014 which transposes the national cross-industry agreement of 14th December 2013 laid the foundations for a right to training attached to the person via the **CPF** (Personnel Training Account), which has been included since 1st January 2017 in the **CPA** (Personal Activity Account) created by the Labor Act of August 8th, 2016.

In order to guarantee the effectiveness of this right, the law of 5th March 2014 created a free professional counseling service (**CEP**).

The law also allows the acquisition of the **Blocs des Compétences** (competence blocks) corresponding to certification parts inscribed in the National Qualifications Framework (**RNCP**). This will contribute to the gradual acquisition of professional certifications. The purpose of the competence blocks is to secure the career paths.

These measures contribute to the correction of inequalities in access to training for those who need it most and who have not previously benefited from it (unskilled or unskilled workers, jobseekers) and thus promote their professional integration throughout of life.

In addition, for the working population which lacks the necessary basics to attain certain qualifications or vocational training, the French social partners have created the first inter-professional certification: CléA Certificate. It has established a professional knowledge and skills base.

CléA's main concern is the 3 to 4 million of poorly qualified employees or job seekers. It has a national impact and is recognised in all sectors and by all players.

Concrete example: In the Grand Est region, in the frame of the "Voluntary Military Service" (Service Militaire Volontaire), 110 young people integrated a "4 months upgrading course". Training is adapted and individualized with the aim of the obtaining of the certification CléA.

Employment:

The Labor Act of 8th August 2016 strengthens the tools for accompanying young people in employment by generalizing the Youth Guarantee to young people under the age of 26 in a very precarious situation (without qualifications, without training, without employment) who accept to enroll in an integration path.

To encourage their integration into employment, young people are accompanied intensively and benefit from professional situations and an allowance to facilitate their access to employment. After a period of experimentation in several departments, the Youth Guarantee has been now generalized throughout France since 1st January 2017.

In France, training provision for the long-term unemployed has been also re-inforced: 1 billion plan (matched with complementary financing from social partners' fund for the securisation of professional pathways)) for financing 500 000 additional trainings for jobseekers, of which 300 000 prioritized to long-term and low-qualified jobseekers in sectors with positive regional labour and economic prospects.

French social partners launched in 2014 VISALE, a rent guaranty in order to decrease housing difficulties during the process of hiring. Workers who have been hired for 3 months (for 12 months if the worker is under 30 yo) don't have to supply with physical or moral guarantor. Whatever the cause of the difficulties of payment by the tenant, VISALE takes care of all the unpaid rents during the first 3 years of the lease.

Entrepreneurship:

Better information better guidance: Setting up since September 2015 of "Parcours Avenir" (Individual pathways of information, guidance et discovery of the economic and professional world).

This pathway enable each student /pupil (from 11 to 18 years old) to:

- ° understand the economic and professional world,
- ° develop Knowledge of the diversity of professions and training,
- ° develop a sense of commitment and initiative and to develop a school and vocational guidance project.

Examples of actions: Entrepreneurial project (Minis companies) with the following goals: Develop the spirit of initiative and autonomy of young people, learning about teamwork/decision making, project management: Industry's week, business/school's week ...

Sources of information

Trade Unions: DGB

Employers: BDA, BVOD, ZDH

1. Learning

Alliance for Initial and Further Training 2015-2018: The "Alliance for Initial and Further Training 2015-2018" has been concluded between the Federal Government, the central German business organisations, the Confederation of German Trade Unions, the Federal Employment Agency and the Federal States in December 2014. The initial aim of the alliance is to prepare young people better for their occupation and the world of work, to give everyone a chance to obtain in-company training, to improve the attractiveness and the quality of dual vocational training and to strengthen advanced vocational training. As members of the steering committee, the social partners actively shape the implementation and future direction of the "Alliance for Initial and Further Training". Regional member organisations have signed corresponding agreements and thereby contribute to realising the Alliance's aims at the regional level.

Initiative "Priority for in-company vocational training!" (Betriebliche Ausbildung hat Vorfahrt!): Based on the initiative of BDA and DGB, the board of governors of the Federal Employment Agency, where social partners form two thirds of the board, launched the initiative "Priority for in-company vocational training!" The purpose of this initiative is to strengthen participation in in-company vocational training of disadvantaged young people. The elements of the initiative are as follows:

- Campaigning to increase the number of apprenticeship positions for disadvantaged young people created by companies.
- The instrument of "training assistance" ("Ausbildungsbegleitende Hilfen"), including knowledge and skills training, is opened to all young people, who need them.
- The federal employment agency has created a new instrument (assisted vocational training / "Assistierte Ausbildung") to assist both disadvantaged young people and companies, who offer them apprenticeship positions. This assistance includes coaching as well as administrative and organisational support before and during the apprenticeship.

BDA and DGB successfully insisted on changes in social legislation which were necessary to implement the "assisted vocational training" and to broaden the "training assistance".

Initiative "pathways in education for refugees": Together with the Federal Ministry of Education and Research (BMBF) and the Federal Employment Agency (BA) the German Confederation of Skilled Crafts (ZDH) has launched a joint initiative targeting at the integration of young refugees in the dual apprenticeship system. Craft companies provide the placements for the in-company-training, while BMBF and BA financially support preparatory courses. By the end of 2016 4.600 refugees started apprenticeship training. The initiative is aiming to integrate up to 10.000 refugees in dual training until the end of 2017.

Furthermore 167 "Willkommenslotsen" (refugee guides) at the chambers and other business organizations offering guidance and support for support small and medium-sized companies with guidance and advisory services concerning the integration of refugees into apprenticeship training and into the labor market.

Collective agreements in the public sector: At German Federal State (Tarifvertrag für Auszubildende der Länder) and at local level (TVAöD) collective agreements guarantee apprentices a permanent contract, on the condition of having successfully completed the

formation and probation pe-riod. As introduced in form of a new paragraph in March 2013, this also holds true for jobs in the care professions as well as the forestry sector.

Furthermore, in the collective agreement concluded in the sector of local transport at communal level ("Demographischer Wandel im Nahverkehr") the crucial importance of a foresighted sustainable personnel policy with a clear focus on vocational training for young people was introduced in 2014. Through this agreement the undersigned companies are committed to pro-vide adequate formation for young employees.

2. Transition

Initiative "Success in vocational training – looking for 'latecomers'" ("AusBildung wird was – Spätstarter gesucht"): Based on a proposal of the social partners in the Board of Governors the Federal Employment Agency started in 2013 an initiative for young adults without professional qualification in the age of 25-34. The aim of the initiative is to give young adults through targeted report a second chance to receive vocational train-ing. A special focus is on young people who – for different reasons – did not find access to vocational training after leaving school. Because of its suc-cess - 100.000 young people have begun with training measures -, the initi-ative will be continued. Under the new name "Start into the future" ("Zukunftsstarter"), 120.000 young participants will be trained to receive vocational education and further training for a time period of 5 years until end of 2020.

Start in den Beruf / "passage into vocation" (national sectoral level): This initiative was designed by the social partners in the chemical industry (IG BCE and BAVC) in order to increase the opportunity to start an appren-ticeship for young people. The measure addresses young people that have not been able to find a vocational training placement yet and who are lack-ing some of the requirements necessary for a successful apprenticeship. During a 6- to 12-months long individual support phase, they are prepared to take up an apprenticeship in class, at the workplace and through social and educational monitoring. A large majority of participants is successfully integrated into a vocational training placement after the program.

The network SCHULEWIRTSCHAFT Deutschland (SCHOOLBUSINESS Germany): Through its initiative SCHULEWIRTSCHAFT, BDA and its member organisations help young people to successfully master the transi-tion from school to professional life. In around 440 regional working groups school and business representatives devise a range of activities that pro-mote vocational orientation and help school students to make an informed career choice. As practical insights into day-to-day business reality are par-ticularly helpful in this regard, SCHULEWIRTSCHAFT organises e. g. busi-ness discovery trips and internships that bring school students in touch with local companies.

"Revision of introductory training for young people ("Einstiegsquali-fizierung", EQ): The board of governors of the Federal Employment Agen-cy decided to adjust the instrument "Introductory training for young people" due to the rising number of young refugees in Germany. "Introductory train-ing for young people" is a measure offered by the transition system. The 6- to 12-month pre-training placements in enterprises are aimed at youths who have diminished chances to find a training position. The introductory trai-ning was recently revised to enable combinations of pre-training in enter-prises with language course which are crucial for a successful integration of young refugees into the labour market.

Program "Passgenaue Besetzung" – Supporting small and medium-sized enterprises in the matching of training placements: The ZDH co-ordinates a national network of more than 165 consultants at the chambers of skilled crafts, the chambers of industry and commerce and other busi-ness organisations which supports small and medium sized companies (SME) in recruiting young people for dual apprenticeship training. The con-sultants also prepare companies for the training of young people from abroad. In 2016 more than 4,300 training

placements have been generated. The program is co-financed by the Federal Ministry of Economy and Energy (BMWi) and the ESF.

Collective Agreement on securing and increasing employment in the metal and electrical industry in Baden-Württemberg (regional and sectoral level): in this collective agreement concluded by IG Metall and the Verband der Metall- und Elektroindustrie in Baden-Württemberg, a general right to subsequent employment of apprentices for an indefinite period was introduced for the first time. Furthermore, this collective agreement also introduces a "support year" (Förderjahr), where school-leavers who are not considered to have the fundamental knowledge or attitudes necessary for successful vocational training yet and who are consequently not taken into consideration for in-company vocational training are taught some key competences in order to take up an apprenticeship afterwards. This support year is organized in cooperation with the regional ministry of labour.

Dresdner Welcome Centre (DWC): DWC is supposed to facilitate the immigration of urgently needed skilled employees to Dresden. The Service addresses specialists, scientists, researchers, self-employed, doctoral candidates, graduates and their families, no matter whether they newly arrived or already live in Dresden. Currently there are 3100 potential clients for the DWC. The main focus of the program is the realization of sovereign duties, like residence permit and registration. Advisors take applications, help to fill in forms, check documents and support and give advice in German and English.

3. Employment

MINT Zukunft schaffen ("Creating a STEM future"): The STEM professions offer significant employment opportunities for young people as the shortage of skilled labour is particularly pressing in this field. In 2008, BDA and the Federation of German Industries have jointly founded the initiative "MINT Zukunft schaffen" ("Creating a STEM future"), which seeks to increase public awareness of the importance of STEM skills. Through a variety of projects and a network of STEM ambassadors the initiative seeks to encourage school students to start their vocational or academic training in a STEM profession and assists university students by organising mentors.

„One partial qualification better!“ („Eine TQ besser!“): With the initiative „One partial qualification better!“, German employers and the education providers of business organizations have created a special offer to train and qualify employees and unemployed persons. It's quality label has a nation-wide recognition and stands for security, quality and better chances on the labor market. Partial qualifications offer the chance to require competences in different parts of an occupation and to get certificates for these competences. If all parts of an occupation are successfully accomplished, it is possible to pass the external exam of the chamber of commerce.

Career(BY): career(BY) is initiated by vbw (Bavarian Economy Federation) and the Bavarian metal and electric employer bayme vbm in cooperation with the rural district of Cham. The vocational training projects should enable young Spanish adults aged between 18 and 35 to start an apprenticeship in industry, trade, handicraft or services in the rural districts of Cham or in a member company of the Bavarian M+E industry and this way enter into a qualified career. Furthermore, the apprentices obtain assistance regarding integration, language school, and problems in everyday life. Consequently, the EU's MobiPro is implemented into a concrete project which is linked to an extensive concept for integration. The implementation is also supported by bbw (Bildungswerk der bayerischen Wirtschaft GmbH). In 2013 career(BY) enabled 19 young adults from Spain to start an apprenticeship in Cham. Career(BY) will be continued and expanded in 2014 with up to 25 new apprenticeships starting on 1st September.

4. Entrepreneurship

Entrepreneurship education offered by SCHULEWIRTSCHAFT: The network SCHULEWIRTSCHAFT promotes entrepreneurship education among school students through various activities. Since 2012 SCHULEWIRTSCHAFT is offering a country-wide business planning game for secondary school students. The computer-aided planning game "beachmanager" – in which teams of three students run a virtual water sports centre and have to master a wide range of tasks – passes on economic knowledge and key skills as well as promoting cooperation with regional businesses.

Ireland

Sources of information

Trade Unions: ICTU

Employers: Ibec

Context

According to a Parliamentary question answered on 31 May, the Irish youth unemployment rate has fallen from a peak of 31.0% (76,000) in Q2 2012 to 13.7% (24,300) in Q1 2017. However some of that was due to migration of young people to the UK, Australia or Canada. It is noteworthy that in the aftermath of the crash young Irish people generally ignored the EU option when choosing a migration destination.

Learning

Apprenticeships and traineeships

The Traineeship and Apprenticeship Plan, developed in collaboration with the Apprenticeship Council which has strong social partner representation, is aimed at broadening and deepening the impact of traineeships and apprenticeships so they impact across a range of sectors and regions in Ireland. The target will see a total of 50,000 apprenticeship and traineeship registrations by 2020.

The plan is based on the view that in order to have a properly functioning skills development system to support a growing economy, and in order to provide career paths for people of different types of interest and abilities, Ireland must develop a stronger pipeline of apprenticeships and traineeships. Higher education institutions alone will supply a portion of our skills needs, but there is a need for stronger alternative routes and alternative sources of the different types of skills that a growing economy requires.

The Plan will accelerate the delivery of new apprenticeships and traineeships. It includes:

- A roadmap with annual targets for the number of new apprenticeship and traineeships up to 2020
- Clear 10 step path for the development of new apprenticeships and traineeships
- 2017 call for new apprenticeship and traineeship proposals to refresh the existing pipeline
- Details of how state agencies, education and training providers, employers and learners will work together
- Enhanced collaboration between the three education agencies SOLAS (further education and training agency), HEA (Higher Education Authority) and QQI (Qualifications and Quality Assurance Ireland), in liaison with the Department of Education and Skills
- Proactive engagement with employers and trade unions to secure buy in and engagement with the apprenticeship and traineeship routes
- Strategic capacity building within the education and training system, in the areas that include curriculum design, quality assurance and enterprise engagement; and mechanisms to underpin expansion with robust, ongoing monitoring and evaluation.
- An apprenticeship web portal; enhanced national IT systems and supports for apprenticeship underway to support connections with employers and apprentices nationally
- A promotional campaign, to target SMEs and multinationals, guided by Enterprise Ireland, IDA Ireland and the regional skills fora.

- A review patterns of participation in apprenticeship and traineeship by groups in apprenticeship, including female participation; identification of any barriers existing.

Transitions

Identification of new skills and jobs

The inaugural meeting of the National Skills Council (NSC), under the chairmanship of the Minister for Education and Skills, marks the final stage in the establishment of a new structure to encourage deeper engagement for enterprise with the education and training system. The Council will advise on which skills needs should be prioritised, how they will be delivered and report on the response of providers to these priorities.

The Department of Education and Skills has also established a network of nine Regional Skills Fora which are designed to provide a cohesive structure for social partners and the education system to work together in building the skills needs of their regions. They should help employers better understand the full range of services available across the system, and enhance links between providers in delivering programmes, reduce duplication and inform national funding decisions.

Training interventions can only be as good as the information about skills needs that underpins them. Therefore the new structure builds on the strengths of the existing arrangements for identification of skills needs. Under a revised mandate, the Expert Group on Future Skills Needs (which includes social partner representatives) will continue to carry out research, analysis and horizon scanning in relation to emerging skills requirements at thematic and sector levels. It will report to the National Skills Council.

Ireland has a well-developed skills forecasting architecture. The main challenges have centred on linking this analysis to effective policy interventions. The recent establishment of the National Skills Council and the Regional Skills Fora are a welcome first-step in seeking to address this deficit.

Career guidance

Given the complexity and changing nature of enterprise, occupations and the skills required, career guidance and careers information, for school-goers and adult learners is essential for good course and career choices for individuals. Those that support and influence these decisions also need easy access to course and careers information and this includes parents, guidance counsellors and teachers.

Following representation from social partners, the Irish government has committed to carry out a review of guidance services, tools and careers information for school students and adults, and recommend changes to improve the services available.

Employment

The *Pathways to Work* programmes from 2012 to 2015 set out a comprehensive reform of the State's approach to helping unemployed jobseekers return to work and was designed to complement the Action Plan for Jobs as part of a twin-pronged approach to tackling the jobs crisis that emerged after 2008 and during the recession. While *Pathways to Work* addressed a number of important challenges, there is a danger that unemployment services will slip down political agenda during a time of labour market recovery. Efficient and effective management of our welfare, public employment and education services is not just something to turn to during periods of economic difficulty. As a small open economy, Ireland is particularly vulnerable to global impacts and shocks and we need to be prepared to respond to these. The social

partners believe that we need a dynamic activation strategy that is updated regularly to meet these changing requirements.

The social partners, through the Labour Market Council, have also urged the Government to be more ambitious employment, participation and unemployment targets that reflect the reality of an economic recovery. The responsible government department (Department of Social Protection) should introduce a programme of quantitative and qualitative studies of labour market activation schemes to evaluate the impact of the changes made to date and to inform future policy. It should also continue to develop a more professional approach to engaging with employers. Suitably trained staff should be equipped with customer relationship managements system to gather data on the number of employers engaging with the Intreo (public employment) service, the quality of that engagement and the outcomes.

Entrepreneurship

Following representations from the social partners, the Irish Government has committed to a stronger focus on entrepreneurship, creativity and innovation in the Irish education system. The *Action Plan for Education 2017-2019* contains the following actions:

- Benchmark entrepreneurial activity in higher education and work with the
- Higher Education Authority to ensure an ambitious and implementable plan to identify
- and address skills gaps, ICT and Science, Technology Engineering and Mathematics (STEM) needs.
- Finalise and implement HEInnovate report on Entrepreneurship in Higher Education.
- Develop new Systems Performance Framework for Higher Education for the period 2017- 2021.
- Develop and publish new Entrepreneurship Education policy statement.
- Develop new Entrepreneurship Education Guidelines for Schools.

Latvia

Sources of information

Trade Unions: LBAS

Employers: LDDK

2014-2016 LBAS and LDDK participate in Youth Guarantee and unemployed training Steering Committee where submitted proposals for the implementation of Youth Guarantee initiative in Latvia and needs for trainings of different sectors, sector skills are involved to link demands of labour market to training proposals.

LDDK continues an initiative “virtual practice” on portal prakse.lv (see <http://www.practican.com>) which gives opportunity for anyone who is interested to gain first work experience or just to get information about occupations in different companies in virtual way through game. Also new information is prepared in LDDK home page to support employers in organization of traineeships and work based learning.

LDDK in cooperation with LBAS implements ERASMUS+ project “VET For Employment (2014-2017) to create and to develop systemic tools for traineeships effectively involving employers and thus facilitating VET compliance with the labour market needs and ensuring qualitative traineeships process for all the parties involved there in. Information about organization of quality traineeships for employers as well for trainees are prepared and distributed among employers organizations and VET students.

LBAS is a partner in Erasmus + project "Partnerships for lifelong learning in engineering and technology" (2015-2017) where main aim is to study of the respective conditions and designs of integrated learning opportunities and bridging programmes in technical occupations as well as their impact on a successful entry into the labour market and the development of vocational identity of learners.

LBAS is a partner in project called „Unions4Vet“ (2015-2017) where main goals are: To strengthen trade union cooperation in the field of vocational training with its partner organizations and to initiate dialogs to create a quality framework and minimum standards of apprenticeships.

LBAS is a partner for German trade union DBG in project „Supporting Anticipation of Change and Development of Skills“ (2017-2019) which aims to contribute of knowledge and experiences regarding the anticipation of change and development of workers’ skills by interest representatives at company level, inter alia, to formulate recommendations for a European trade union strategy for make better use of information, consultation and participation procedures at the workplace in order to anticipate change, develop workers’ skills and enhance employability.

2015-2016 LDDK and LBAS also actively participated in development of legislation of work-based learning and sector skills councils within role of social partners and participation in VET is strengthened. New Cabinet regulations are accepted which promotes role of sector skills councils in setting occupational standards and promoting work based learning.

2017-2021 LBAS and LDDK are involved in the ESF project "Sector qualifications system development for development and quality assurance vocational education" where main aim is to improve content of vocational education according labour market needs – starting from establishing occupational standards till education programs and exams in vocational

education. This project is continuation of ESF project implemented 2011-2015 with the same aims and results.

LDDK 2017-2023 implements ESF project 8.5.1. Specific Objective "To increase number of qualified VET student's through participation in work-based learning (WBL) and practices in enterprise" where main is to increase number of qualified VET students through participation in WBL learning and practice in enterprise. During the project 3150 VET students will be involved in the WBL and 11025 VET students – in practical trainings and training practices. LDDK will ensure the involvement of the enterprises in the provision of WBL, matching enterprises, VET schools and students, as well as will be an administrator for the related costs transfers. Intensive information activities for enterprises, VET schools and students on attractiveness and promotion of WBL are also the part of the foreseen LDDK responsibilities.

a) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the LEARNING dimension of youth employment?

With support of Youth guarantee more than 5000 young people gained vocational qualification in 1-1,5 years period and improved their possibilities to get work.

b) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the TRANSITION dimension of youth employment?

LDDK 2017-2023 implements ESF project 8.5.1. Specific Objective "To increase number of qualified VET student's through participation in work-based learning (WBL) and practices in enterprise" to improve involvement of employers in providing practical skills at real work environment for more than 14 000 students thus improving their transition to labour market.

c) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the EMPLOYMENT dimension of youth employment?

Involvement of social partners in the ESF project "Sector qualifications system development for development and quality assurance vocational education" improve employability of more than 25 000 young people studding in VET and also adults gaining qualification in CVET by providing content of vocational education what is made according actual labour market needs.

d) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the ENTREPRENEURSHIP dimension of youth employment?

Luxembourg

Sources of information

Trade Unions: OGBL, LCGB

Employers: Employer federations: Fédération des Artisans, FEDIL – The Voice of Luxembourg’s Industry

Evaluation of the actions taken by social partners on the four priorities of the framework of actions:

Despite its current stable economic status quo, steady market growth and falling unemployment in the recent years after the economic crisis, youth unemployment remains an important subject in Luxembourg. As of last year, 22% of people without a job are under the age of 30.⁴ 23% of those have been registered with the Luxembourgish job center “Adem” for over 12 months.⁵ Long-term youth unemployment is thus still a significant problem. Furthermore, the number of temporary contracts for young workers between the ages of 15 to 24 has significantly increased. In 2015, 32,9% of temporary contracts affected young people.⁶ On a positive side, it can be noted that the percentage of youth unemployment has significantly decreased by 14% from 2014 until 2016.⁷ This positive development can largely be attributed to the growth of the local and regional economy as well the implemented youth employment initiatives by the government and the social partners.

The main role of the social partners in Luxembourg regarding the Youth Employment Framework revolves around the enabling and promotion of integration of young people into the labour market. Providing information about young people’s rights, obligations and opportunities has been a central task.

Furthermore, some social partner, notably the Professional Chambers, also play an important legislative role. They have the right to submit proposals to the government on matters for which they are competent. Above all, the legislator must seek their advice whenever new laws or grand ducal regulations are being prepared, which concern one or more sectors which these chambers represent. This includes matters on education, employment and vocational training.

- a) What are the main features and what is the impact on companies and workers of social partners’ actions taken from 2013 to 2017 **to address the LEARNING dimension of youth employment**?

Under the Youth Guarantee young people can be offered different types of employment contracts to gradually enter the employment market. These include contracts of

⁴ Agence pour le Développement de l’Emploi (Adem), *Rapport annuel 2016*, 24 April 2017, p. 8

⁵ *idem*, p. 8

⁶ Schrifreihe der Großregion (Band 21), Bericht zur wirtschaftlichen und sozialen Lage der Großregion 2015/2016 für den Wirtschafts- und Sozialausschuss der Großregion (WSAGR), p. 45

⁷ Agence pour le Développement de l’Emploi (Adem), *Rapport annuel 2016*, 24 April 2017, p. 8

apprenticeships with employers, employment initiation contracts (CIE) and employment support contracts (CAE). CIE and CAE contracts apply to young job seekers under the age of 30 who have been registered with the job centre for at least 3 months. Under a CIE contract, the young person receives the minimum wage and is supported throughout the contract by a tutor. Employers can in return reclaim 50% of wage allowances as well as their share of the social security charges. In 2016, 823 CIE contracts were signed in Luxembourg.⁸ CAE contracts enable young people to gain work experience in the national public sector. A total of 446 CAE contracts were signed in Luxembourg in 2016.⁹

The Life-Long-Learning Centre, operated by the Chamber of Employees, offers the possibility for young employment seekers over the age of 18 to apply for adult learning apprenticeships, under the condition that they have been out of school for at least 12 months. Furthermore, the Life-Long-Learning Centre, a central hub for vocational training in Luxembourg, is offering an array of seminars, evening courses and specialized training, helping young people to optimize their chances of integration into the labour market.

In cooperation with the Workers' Chamber, the Chamber of Commerce organizes dual apprenticeships, enabling young people to gain the necessary qualifications to be successful in the labour market. For the year 2016, a total of 640 young people successfully finished their degree, an overall 84%.¹⁰ The Chamber of Crafts has established a similar program. At the end of 2016, 1271 young people were currently engaged in an apprenticeship contract with the Chamber.¹¹

- b) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 **to address the TRANSITION dimension of youth employment?**

Youth Guarantee

After its implementation on June 1st 2014 by the Labour Ministry and the Ministry of National Education, the initiative has helped thousands of young people between the ages of 16 and 24. The national implementation plan was divided into four stages, all of which have all been successfully implemented over the last years:

1. Information

The main goal of the first stage was to inform unemployed youth of the possibilities and opportunities available through the program as well as making the initiative widely known on a national level. This process was actively supported by the social partners. Actions taken and tools used included a specially set up internet portal (<http://www.jugendgarantie.lu/>) dedicated to the youth guarantee, giving young people an easy access to

⁸ Agence pour le Développement de l'Emploi (Adem), *Rapport annuel 2016*, 24 April 2017, p. 12

⁹ *idem*, p. 12

¹⁰ Press Release, Workers' Chamber and Chamber of Commerce, *L'apprentissage – la voie de la réussite*, 6 February 2017, <https://www.lllc.lu/uploads/editor/files/17-02-06-comm-CSL-N2-Remise-des-diplomes-apprentissage.pdf>

¹¹ Press File, Chamber of Skilled Crafts, *La Formation dans l'Artisanat à l'honneur*, 14 December 2016, <http://www.cdm.lu/news/fiche/2016/12/la-formation-dans-l-artisanat-a-l-honneur>

all the necessary information. Furthermore, brochures and social medias were used to further distribute the information. Institutions such as schools or learning centres, youth houses and youth services were especially targeted.

2. Orientation

The goal of the second stage was to guide the young employment seekers towards the right actor, based on their needs. Those who are actively looking to enter the labour market are directed towards the job centre “Adem”. Those looking to restart their studies are helped by the Vocational Training Service (SFP) or Local Action for Young People (ALJ). Those who need help in defining their career goals are directed towards the National Youth Service (SNJ). All these different national institutions are equipped to help young people with their individual needs.

3. Contract

After a young employment seeker has defined his or her specific career goals and has been successfully put into contact with the institution in charge, an individual career plan is established. Most of the time this takes the form of a contract which the young person signs with one of the above-mentioned institutions, formalising his or her commitment to the process and detailing his or her obligations.

4. Implementation

The final stage involves the execution of the contract within the next four months, as detailed in the Youth Guarantee. The goal is to offer a good quality opportunity of employment, continued education, apprenticeship or traineeship to the young employment seeker within 4 months.

Recently released statistics show that over the last 3 years a total of 9.136 young employment seekers signed up for the Youth Guarantee, 2.105 people left the program before the end of the 4-month period.¹² Of the remaining 7.031 young employment seekers, 5.955 received quality offers, 4.190 within the set timeframe of 4 months.¹³ However, 2016 saw the lowest number of new joiners to the program compared to 2014 and 2015.¹⁴ The large majority of program participants receive job offers, only a small percentage returns to school or partake in an apprenticeship.¹⁵

c) What are the main features and what is the impact on companies and workers of social partners’ actions taken from 2013 to 2017 **to address the EMPLOYMENT dimension of youth employment?**

The social partners have been continuously working to promote the image and the attractiveness of different national labour market sectors, professions and occupations. A common objective is to especially draw attention to those sectors in demand for new labour as well as emerging market sectors.

An example is the “Building Generation” project (<http://www.building-generation.lu/>) by the employers’ Training Center of the Construction Sector, which promotes jobs in the sector. Two similar training centers were founded by the Fédération des Artisans in

¹² Agence pour le Développement de l’Emploi (Adem), *Rapport annuel 2016*, 24 April 2017, p. 12

¹³ *idem*, p. 12

¹⁴ *idem*, p. 12

¹⁵ *idem*, p. 12

2016, one for technical engineering and one for completion works (<https://www.cdc-gtb.lu/>). Further training centers are foreseen in the craft sectors of nutrition, mechanics and ICT-professions.

In partnership with the Ministry of National Education, the Chamber of Commerce and Luxinnovation, FEDIL launched in early 2017 the “HelloFuture” project with the objective to make the Luxembourgish industry better known with the younger generation. Tools used include a website, a broad media campaign (radio podcasts, etc.) and roadshows through Luxembourg high schools. Over the last few months, around 20 roadshows have already enabled direct contact between students and their teachers and industrial actors and company representatives. <http://www.hellofuture.lu> features video and information material on the different companies, industries and sectors. An online internship tool allows companies to post their offers and students to submit their CVs. About 120 internship offers and 82 applications have been registered since its launch. In addition, the website publishes the annual survey conducted by FEDIL and its partners on professional qualifications required in the future job market. With regards to the ICT sector, FEDIL participated in a project in 2017 which enabled secondary school students to visit the CEBIT, a major ICT fair in Hanover, Germany.

Furthermore, the social partners have been actively involved in organising or involving themselves in projects which enable short-term contact between young students and businesses. Examples of these initiatives are the “Job Shadow Day” and the “Girls’day – Boys’day”.

The Luxembourgish social partners consider employment to be an effective tool for integration and actively promote diversity in the labour market. The job center driven project “Jobelo” allows for young employment seekers without school-leaving qualifications to enter the labour market via an array of classes and training and gaining on-the-job experience in businesses. In return the job center reimburses 75% of wage allowances to the employer as well as 100% of employers’ welfare contributions. A total of 326 employers have been involved in the project.

The Workers’ Chamber has established an extensive internet portal (<https://www.csl.lu/fr/vos-droits-de-salarie/droit-du-travail/la-duree-du-travail/les-jeunes-travailleurs>) which informs young employment seekers regarding their legal rights and obligations in the labour market.

- d) What are the main features and what is the impact on companies and workers of social partners’ actions taken from 2013 to 2017 **to address the ENTREPRENEURSHIP dimension of youth employment?**

Entrepreneurship is very often associated with innovation, economic growth and job creation. Youth entrepreneurship can actually help unemployment reduction. The programme for the promotion and valorisation of skilled crafts activities “Hands Up” (<http://www.handsup.lu/fr>) by the Chamber of Skilled Crafts informs young people about the diversity and the linked innovative aspects and gives them detailed information about the underlying qualifications and technologies used within these professions. This initiative helps young people wishing to start their professional career in the skilled crafts sector and provides guidance for young entrepreneurs wishing to create their own businesses.

Sources of information

Trade Unions: GWU

Employers: The Malta Chamber of Commerce, Enterprise and Industry

In recent years, the Malta Chamber of Commerce, Enterprise and Industry, and the General Workers' Union have served as an instrumental role in contributing to the national debate for an adequate labour supply to meet the demands of a growing economy. To this end, they focused significant efforts on developing innovative policy proposals in the areas of active labour market and maximising youth employment through education, work based learning and other fiscal and non-fiscal incentives amongst others.

The most significant policy developments related to youth employment implemented in recent years are detailed hereunder. The Malta Chamber and General Workers' Union are actively engaged in constant social dialogue, effective implementation and monitoring and promotion of these policies and instruments.

NATIONAL SKILLS COUNCIL

In 2016, the National Skills Council was launched to help address skills issues related to education and employment. The aim of the council is to integrate more people into the labour market based on stronger links between education and employment. Once operational, the Council will be tasked with providing recommendations to the Ministry for Education and Employment based on evidence gathered from analysis of the labour market and educational institutions and act as a broker between employers and education providers.

WORK-BASED LEARNING & APPRENTICESHIP ACT

The Government has embarked on an internal and external consultation process to develop the Work-Based Learning and Apprenticeship Act. This act is to provide a framework for the development of effective Work-Placements, Apprenticeships and Internships.

The proposed Act is based on:

- CEDEFOP research
- A review of international legislation on traineeships
- Benchmarking of best practices within countries leading in the field of vocational training.

The main developments brought about by the proposed Act are:

- Introduction of minimum wage for work-based learning and a government subsidy for the trainee's income to reach minimum wage from its current level
- Trainees will be granted the same rights and obligation and employees for the duration of the work-based learning.
- A new governance structure to protect the rights and obligations of trainees and employers.

In May 2017, the General Workers' Union and its affiliate the Reggie Miller Foundation joined the European Alliance for Apprenticeships under the European Commission, Director General Employment, Social Affairs and Inclusion. The General Workers' Union has pledged to recruit five (5) apprentices who are currently completing their work-based studies. It has also pledged to keep assisting the five apprentices until they finish their studies and offer them the possibility to be employed with the organisation on a full-time basis. The General Workers' Union also pledged to hire four apprentices within the organisation in the period 2018-2020.

The Reggie Miller Foundation liaises with the General Workers' union in order to reach out to a vast number of companies who can commit to recruit apprentices within their organisations. In doing so, both organisations will promote better quality and improve working conditions for apprentices.

With respect to the European Alliance for Apprenticeships, The Malta Chamber of Commerce, Enterprise and Industry signed a Pledge to collaborate closely with educational institutes and to disseminate more information about apprenticeships amongst its members.

YOUTH GUARANTEE SCHEME

Not in Education, Employment or Training Activation Scheme

The NEET Activation scheme aims at encouraging the re-integration of young people who are detached from the education system or from the labour market through targeted intervention and empowerment. Through this scheme, participants are individually profiled and receive forty hours of personalised assistance from assigned youth workers and another eight hours of motivational and behavioral training intervention covering topics such as Guidance on employment, communication skills and CV writing skills.

The training enables participants to develop skills that are necessary for them both as members of society and as prospective employees. Following the initial phase, young people are requested to either further their training through continued education or else participate in a work exposure experience leading to an offer of traineeship. In both instances, participants receive an allowance which should be equivalent to the minimum wage (subject to a number of conditions including both performance and attendance).

Alternative Learning Programme Summer ICT Course

Proficiency in ICT is a requirement in most occupations. The *ICT Summer Course* take place between July and September. Group sessions are spread over three weeks each covering a total of sixty hours. Students are obliged to attend a minimum of 80% and upon successful completion they are given an allowance equivalent to the minimum wage. During this programme, young people are encouraged to improve their competences in the specific ICT fields, including all seven modules of the ECDL basic course. To address the deficiency in social skills, non-obligatory psychological services are offered to participants.

Successful participants are awarded the ECDL standard certificate. Following completion of the Summer ICT Course, young people are either encouraged to enroll in an educational institution to further their vocational training or to enlist in the NEET Activation Scheme.

SEC (Ordinary level examinations) Revision Classes

The SEC Revision Classes programme is aimed at secondary school students who obtained SEC results in at least one of the mandatory subjects ranging from 6, 7, unclassified or absent.

Revision classes are provided in Maltese, English Language, Mathematics, Biology and Physics which are core subjects in Malta's educational framework. Students can apply for up to three subjects if they have obtained a grade which is 6, 7 u or were absent in more than one core subject. These classes are provided free of charge during the summer period.

During this programme, young people are assisted by qualified warranted teachers. Participants are also encouraged to enroll in an educational institution to further their educational attainment prospects.

MCAST Remedial Classes

Students who fail one of the exams through Level 1, Level 2 or Level 3 of the respective course as well as their vocational units at the Malta College for Arts, Science and Technology (MCAST) are offered free remedial classes during the summer period, in preparation for their final assessments the following September.

SCHEMES

Work Exposure Scheme

The Work Exposure Scheme is intended to facilitate transition into employment by providing jobseekers with initial hands on training that will help individuals obtain the knowledge, skills and competences required to find and retain employment. This scheme is designed to mirror contemporary labour market demand, whereby the job preferences of the jobseekers are matched with employers' requests. The duration of the work exposure will be 12 weeks and a participant is to report to the place of work for an average of 20 hours/week. The on-the-job training will take place at the employer's premises with whom the trainee is placed. Participants are paid a training allowance upon participation in the Work Exposure Scheme; this grant is calculated on the national minimum wage.

The Work Exposure Scheme forms part of the Training for Employment project, which may be considered for co-financing by the European Social Fund 2014-2020.

Work Placement Scheme

The Work Placement Scheme is aimed at providing training to participants following a course offered by national employment agency. The Work Placement Scheme gives trainees the opportunity to acquire both theoretical and practical training. The duration of the Work Placement Scheme is of a maximum of 26 weeks, on an average of 30 hours/week. The on-the-job training will take place at the employer's premises with whom the trainee is placed. The number of hours performed by the trainees are set by the agency, although trainees are allowed a degree of attendance flexibility ranging approximately between 20 hours to 40 hours per week.

Participants are paid a training allowance, which is calculated on the national minimum wage.

The Work Placement Scheme forms part of the Training for Employment project, which may be considered for co-financing by the European Social Fund 2014-2020.

Tax Incentive Scheme

Employers can benefit from a EUR 600 deduction from taxable income for each hands-on-training placement with a duration of 26 weeks or more. Placements must be offered to participants within the Youth Guarantee Scheme, Traineeships, Work Exposure and Work Placement Schemes.

The Netherlands

Source of information

Employers: VNO-NCW and Royal Association MKB-Nederland

Evaluation of the actions taken by social partners on the four priorities of the framework of actions:

- a) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the LEARNING dimension of youth employment?

The Ministry of Social Affairs and employment, municipalities, unemployment benefits institution developed 'matching on the job'. For 'Matching on the job' it is needed, that a preselection of candidates and a personal introduction to an employer or organising face to face meetings between young people and employers. By doing this in a stage before the formal job application, prejudices can be taken away. Furthermore, selection takes place on the basis of competences instead of vague impressions.

The goal of 'Matching on the job' is to get 23.000 young people employed from 2015 till 2017. The plan was a success from the first year on, that the goal was raised with an additional number of 5.500 young people to 28.500 young people.

- b) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the TRANSITION dimension of youth employment?

Youth unemployment in the Netherlands has been – also in comparison with other EU-Member States – very low. Attention has been given to drop outs (young people without qualifications) to prevent division on the labour market and create chances to find a job.

- c) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the EMPLOYMENT dimension of youth employment?

In order to get a successful performance of 'Matching on the job', much attention was given to build a network of employers who have appropriate vacancies. The networks were built in co-operation with associations of employers in the various regions of the Netherlands. These associations have close contacts with their members.

In certain labour market regions employers go vouchers to make it attractive for employers to offer a job or apprenticeships for young people.

Also the service to young people has been improved: custom made solutions, empowerment, creating perspective in which young people are in the driving seat.

To get in touch with young people, the right communication is very important. Young people are not sensitive to planning and structuring to find a job. By showing them

intermediate results and treating them with a positive attitude helps them to regain trust and self-confidence. Also role-models are used.

City Deals were made in order to prepare young people, still at school, on a job on the labour market. City Deals arrangements were with a focus on young people with a migration background.

- d)** What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the ENTREPRENEURSHIP dimension of youth employment?

No special attention was given to entrepreneurship and youth unemployment.

Poland

Sources of information

Trade Unions: FZZ, OPZZ, NSZZ Solidarność

Employers: Konfederacja Lewiatan, Pracodawcy RP, ZRP

LEARNING

– At national level

- 1) In the first period of time the activity of Polish social partners was focused on the dissemination of knowledge about Framework of Action within their organizations and on the preparation to undertake joint initiatives. The FoA (including the annex) was translated into Polish at joint request of 6 organizations by means of European Social Partners' Translation Fund. It has been verified and endorsed by experts from social partners organizations and placed on their websites.
- 2) In 2013 NSZZ Solidarnosc started the international project co-financed from the EC budget line, which aim was to promote the FoA. Debates of Polish social partners that took place in April and May 2014 were important elements of the project. The project created momentum to social partners autonomous negotiations on implementation of the FoA YE in Poland. The results and "products" of negotiations were passed to the social partners side in the Social Dialogue Council, among others the joint recommendation for
the legislative change of the definition of a young (juvenile) worker. Social partners representatives in the negotiation team recommended the following :
 - Regarding the definition of a juvenile employee for the purpose of vocational training, social partners proposed a revision of Chapter IX of the Labour Code (they proposed the extension of the catalogue of exceptional cases in which it would be possible to employ for vocational training, under the conditions for juvenile employee, people aged over 18 years (and under 21 years), who are in difficult living and social situation
 - Regarding unequal rights of juvenile employees to discounts on public transport, social partners drew attention to the fact that there is unequal treatment of young workers, who are under a contract of employment for vocational training and take practical learning with an employer, and realize theoretical training in non-school system. These people, even though they implement compulsory education, are not entitled to discounts on public transport.The Social Dialogue Council Team for development of social dialogue and its working group for European social dialogue forwarded this proposal to the Council Team for labour law for further considerations and decisions. There is ongoing discussion about this topic.
- 3) It is important to mention that social partners work together now on the proposals for vocational education in Poland. Results of work will be presented on the Social Dialogue Council meeting, probably in the end of June. Debate take place in the context of the reform of education in Poland, which also includes vocational education.
- 4) Ministry of Education has proposed to change core curriculum in upper secondary schools in Poland and social partners discussed it within the Social Dialogue Council Team for social dialogue development. Social partners see common need to improve the curriculum and to complement it with the content related to labour market, social dialogue, functioning of trade unions and employers organisation, labour law, ethics of work, etc.

- 5) At the end of 2015, The Integrated Qualification System had started to operate in Poland. Polish social partners have their representatives in the Stakeholder Council of the IQS.

What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 **to address the TRANSITION dimension of youth employment?**

– At national level ...

- 1) Joint recommendations of social partners for quality traineeships on the open labour market.

Social partners held 5 autonomous meetings aimed at elaborating joint proposals in the framework of implementation of the FoA YE:

- 18.06.2015 – the expert seminar on the quality of traineeships in the open labour market (experts of the social partners organisations and of the Ministries: of Labour and Social Policy as well as of the National Education);
- 16.07.2015 – a technical meeting to decide procedures and modalities of further joint work;
- 21.10.2015, 07.12.2015 and 10.01.2016 – negotiation meetings focused on 2 main issues: - joint recommendations on the quality of traineeships in the open labour market and - joint initiative with a legislative proposal, related to the definition of a juvenile employee.

At the beginning of the 2017, the Social Dialogue Council Team for development of social dialogue and its working group for European social dialogue forwarded draft "Recommendations for quality traineeships on the open labour market" to the Council Team for economic and labour market policy. Now, in the May 2017, social partners in the Social Dialogue Council are very close to finish their work on the document. We expect that SDC will adopt the Recommendations at the end of June 2017.

- 2) Social partners were involved in the Youth Guarantee implementation in Poland. Currently, representatives of social partners are members of the Youth Guarantee Monitoring Team which is an advisory body of the Ministry of Family, Labour and Social Policy. The team meets at least once every 6 months and is an important platform of contacts between the social partners, youth organizations and the government. Although the name suggests that the subject relates only to the program "Youth Guarantee", it is the opportunity to meet a wide range of people interested in the situation of young people on the labour market and initiate joint actions.

What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 **to address the EMPLOYMENT dimension of youth employment?**

– At national level ...

According to the employers:

Alliance for competence

In 2016, a platform for exchanging experiences and cooperation was established by Lewiatan Confederation in partnership with employers and career agencies. As part of the cooperation, the partners discussed issues related to competencies expected by

employers, tools for professional activation, monitoring of the graduates' history of employment or employment of foreigners. In addition to consultations, an inverted recruiting platform has been created, combining employers looking for work. The platform's launch is scheduled for autumn 2017. As a result of the consultation, the Young Employee Academy was created. Within the framework of the Young Employee Academy activity, together with the partnerships, three actions are addressed to young people:

- training and workshops,
- professional counselling,
- recruitment interview with the employer.

All activities: consultation, platform and academy will continue in the years to come

ENTREPRENEURSHIP

- At national level

According to the employers:

The Government Program "First Business - Startup Support" is implemented by the state-owned bank in Poland - Bank Gospodarstwa Krajowego (BGK). The initiator of the Program is the Minister of Family, Labor and Social Policy, commissioned by BGK to manage the Program.

The Program's objective is to develop entrepreneurship and create new jobs as elements of labor market development, counteracting unemployment and promoting employment. Under the Program, financial intermediaries selected by BGK provide low interest loans for starting a business and creating a job for the unemployed.

1) Loan to start a business

Anyone who is thinking about starting their own business, should be interested in the "First Business - Startup Support" Program. To take advantage of the loans offered by the Program, they have to apply to a financial intermediary operating in the area and apply. In case of needed help with application, everyone can schedule a consultation with counsellor that will clarify all concerns and help to complete application.

2) Loan to create a workplace

Where business is growing and is short of workers – there is possibility to hire a new employee with a low-interest loan to create a workplace. Financing can equip and employ an unemployed person, including a registered one in the labor office.

3) Consulting and training

For those who have already applied for a business start-up loan – there is free support -advice and training. Financial intermediaries and their associated institutions will provide with professional advisory and training services in the areas that are consider most useful for starting a business.

All instruments are dedicated for young people who do not have a job and do not perform any other paid work and:

- are a student of the last year of college or university or
- are graduates of a school or university up to 4 years from the date of graduating from school or obtaining a professional title either
- registered unemployed

For those who intend to conduct their business jointly, in the form of a civil partnership - each shareholder may individually obtain a loan.

The value of the loan depends on the current average monthly salary for the previous quarter. The maximum loan amount is calculated as 20 times the average monthly salary.

The interest rate is set at the date of signing the loan agreement, according to the current NBP rediscount rate. The interest rate is 1/4 of the rediscount rate of NBP bills. The social partners were involved in consultation process, promotion action in the field of getting to youth organisations.

Portugal

Sources of information

Trade Unions: UGT (General Union of Workers) and CGTP-IN (General Confederation of Portuguese Workers), members of ETUC (European Trade Union Confederation)

Employers: CIP (Confederation of Portuguese Business), member of BusinessEurope and CEEP (CEEP Portuguese Association), member of CEEP

Transversal initiatives

CIP disseminated the Framework of Actions to all its member associations and affiliated companies. In this context, CIP also prepared and send a note describing the agreement and highlighting the most import aspects of it.

On the other hand, until the end of 2013, UGT, CGTP-IN and CIP gave political opinions on the Strategic Plan of Initiatives for Promoting Youth Employability and Support of Small and Medium Enterprises – “Impulso Jovem” which was based on three pillars: traineeships, support for recruitment and entrepreneurship and investment support.

Afterwards, UGT, CGTP-IN and CIP participated in the drafting of the National Implementation Plan “A Guarantee for Youth”, which, among other aspects, responds to the EU recommendation for the establishment of a Youth Guarantee. UGT, CGTP-IN and CIP are also members of the Coordination and Follow-Up Committee of the Plan. The referred Plan has 6 pillars that cover the 4 priorities of the Framework of Actions.

As for the monitoring of the Young Guarantee, there is a commission with the participation of the social partners but, in the last year, it met only once and only to give an opinion on the annual execution.

LEARNING

CGTP/UGT/CIP

About the monitoring and evaluation of vocational education and training and the governance of apprenticeship systems, we highlight that social partners are members of ANQEP (National Agency for Qualifications and Vocational Education and Training) and IEFV (Institute for Employment and Vocational Training).

CGTP-IN

As usual, last year, ANQEP's General Committee met only once. The main subjects discussed were: Refernet, which is not fully developed in Portugal; EQAVET, on which we are working until the end of 2017; ECVET, which was recently created (fall of 2016) and ANQEP has been implementing it since then.

In the framework of the Ministry of Education and Ministry of Labour, CGTP-IN participated in a bilateral group with Germany, created to improve dual apprenticeship methodologies inside our VET system. CGTP-IN also participated in a project called VET4Unions, promoted by the German DGB, which is a project that aims at sharing practices, knowledge and to improve European VET systems in a trade union perspective.

In the monthly Board meetings of IEFP (Portuguese State Institute for Employment and Training), we participated in the discussion about the implementation of several programmes concerning the young workers' integration in the labour market. However, all the participations (ANQEP or IEFP) are a mere formality, because, normally, all the policies are already designed when they come to the knowledge of Trade Unions and social partners.

CGTP-IN manages a professional training centre jointly with the IEFP, which develops vocational training for union members and for the general public. It also develops apprenticeship courses for young people.

The CGTP-IN also manages the IBJC, an institute it created, which develops modular professional training for the public in general, including young people. The CGTP-IN is also the promoter of a professional school - EPBJC - which develops VET for young people.

Regarding traineeships for young people, the CGTP-IN presented several proposals to improve the legislation. However, the new regulations did not introduce any substantive changes: it did not solve the problem of trainee rotation; the companies / organizations have no obligation of hiring ex-trainees, but if they do it, they are not obliged to keep the employment contract for more than a year, even though they receive a premium for hiring. Adequate monitoring by the IEFP is also required to ensure compliance with the traineeship rules.

UGT

UGT manages a training centre – CEFOSAP – jointly with the public Institute for Training and Employment. This Centre develops training actions directed to the public in general and to affiliated members of UGT. CEFOSAP's training activities are also oriented towards young people's needs, providing training courses on strategic areas, so that young people can be better equipped to enter the labour market. Along with CEFOSAP, most of our regional unions also provide training actions directed to youngsters with the same goal.

CIP

“AIMINHO – Associação Empresarial” (regional employers association), member of CIP, taking into account the needs of the labour market, developed a wide number of projects which aimed to develop technical and personal skills in order to promote the employability of unemployed.

“NERSANT – Associação Empresarial da Região de Santarém” (regional entrepreneurial association), member of CIP, developed education and training courses.

“ANJE - Associação Nacional de Jovens Empresários ” (youth entrepreneurial association), member of CIP, also developed a wide range of initiatives (training) focused on entrepreneurship, personal skills, business management and advanced skills.

“ANIMEE – Associação Portuguesa das Empresas do Setor Elétrico e Eletrónico” (employers association for the electric and electronic sector), member of CIP, developed through CINEL (Vocational Training Centre managed by ANIMEE and the public Employment and Vocational Training Institute) a wide range of training modes: i) Learning courses or Dual training; ii) Technology Specialization Courses; iii) Courses “Active Life” (training for unemployed youth with low qualifications); iv) Education and Training Courses for Adults.

Within the referred modalities is important to highlight that all these training modes include training on-the-job.

The mentioned actions contribute to: i) the attractiveness and image of initial vocational training of young people; ii) training in dual learning; iii) the reduction of early school drop-out rates and low qualifications; iv) an easier transition of young people between the education system, vocational training system and the labour market; v) promote equal opportunities and gender.

AIMMAP - Associação dos Industriais Metalúrgicos, Metalomecânicos e Afins de Portugal, and

ANEME - Associação Nacional das Empresas Metalúrgicas e Electromecânicas (employers association for the Metallurgical and Electromechanical sector) members of CIP, developed through CENFIM (Vocational Training Centre of the Metal Industry) managed by AIMMAP, ANEME and the public Employment and Vocational Training Institute) a wide range of training modalities including Apprenticeship courses.

Apprenticeship courses are initial professional training courses targeted to young people aged between 15 and 25, who want to increase their employability and at the same time answer to the labour market needs.

The training is developed alternatively between the VET - where the socio-cultural, scientific and technological training components are held - and the enterprise - where the practical training takes place in a work context, i.e. Work-Based Learning. The apprenticeship courses leads to a double educational and professional certification, level 4, facilitating a smoothing integration in the company's reality during the learning time.

"AEC - Associação Empresarial de Cantanhede" (regional business association), member of CIP, developed apprenticeships courses.

CEEP

CARRIS (a public state company) Lisbon's urban road transport concessionaire, has over the years been an example of youth employment in the Portuguese market, maintaining an inclusive policy tradition, in incorporating people from all ethnic groups.

Training in CARRIS is seen as an investment in its employees which aligns their competencies with the company's vision as well as acknowledges and validates its human capital. Therefore, CARRIS developed several training actions.

GEBALIS, member of CEEP-Portugal, is one of the enterprises of the Task Force "NEET Platform – ABC (Actions from the base to the top)", in Portugal (Not in Education, employment, or Training Youth Platform).

This Platform is a meeting and learning space that aims to find answers to the young people in NEET situation.

As member of the task force, GEBALIS was also co-responsible for the organization of the 2016 International Journeys called: "Jornadas NEET's at Risk", last 23rd to 25th May 2016.

During the 3 full working days, gathering public entities, associations, training centers, universities, enterprises, schools, local municipalities, political decision makers, leaders, experts, technicians and young people, the main question of the Journeys was: "How can one improve intervention with NEET young people, in order to be more effective and achieve better and long lasting results?"

The last day of the Conference, 25 May, had 4 thematic workshops (“Prevention”, “Orientation”, “Training” and “Follow-up”) and during the plenary session of the afternoon with Responsibles of Programmes for Youth, two experts from Canada and France, addressed the issue of “Following people, groups and communities, promoting development and the power of acting”.

TRANSITION

CGTP-IN

There is a contradiction between the announced intentions of the Youth Guarantee and the Portuguese reality. It continues to be easy to dismiss, job precariousness remains very high among young people, wages are low and many young people continue to emigrate. The Youth Guarantee does not respond to these problems and palliative measures - to enter or return to the labour market - remain in force, some of which financially supporting precariousness and subsequent unemployment. The recent review of hiring and traineeship support has improved the legislation but there are still strong subsidies to companies for the payment of salary costs at the expense of public funding and without any added value for the country.

The CGTP-IN submitted proposals on these and other measures of the Youth Guarantee and drew attention to its limited scope, since reducing unemployment depends essentially on economic growth, higher wages and pensions, improved consumption, fostering of national production, more public investment and a stop to the closure of public services.

Statistical information on the impact of this initiative shows that the insertion of young people into the labour market did not depend to a large extent on the Youth Guarantee, since about 70% of them found employment by their own means. Only 46% of the unemployed recruited with hiring support remain in the same company one year after the end of the support, but for trainees the percentage is even lower (16%). The majority of this employment is precarious: about 70% in either of the two measures.

As regards the application of the law which provides a credit of 35 hours per year of continuing training for workers, the CGTP-IN has strengthened, along with its structures, the need to demand the fulfilment of this obligation by the employers. It has also sensitized the trade union officials in order to integrate into the collective bargaining rules providing credit hours that can go beyond 35 hours per year. Furthermore, since employers are required to consult employees at the time of diagnosis of needs and training plan design, the CGTP-IN has urged their trade union officials to participate in these processes and to demand compliance with these measures.

UGT

The recommendations enclosed in the present Framework of Actions are reflected in the Youth Guarantee initiative. UGT was called to make a contribution on the draft programme and introduced some changes, namely on the standardisation of measures, which were too many, too diverse and unclear on the widening of the target audience (from 25 years old to 30), given the difficulties young people increasingly face to enter the labour market. Although as mentioned before, the effects of all those programs are unclear, and the risk of a permanent rotation of young people is very present.

UGT has several professional insertion offices (GIP) along the country, which work in close cooperation with the public services and provide support to unemployed, many of which young

people, in the definition or development of their insertion/ reinsertion in the labour market, namely through information on available jobs, active employment search, information on and forwarding to the existing suitable active employment measures. UGT has also developed a Initiative for the unemployed aiming at supporting the unemployed in a personalised manner in finding a new job or training offers and the desirable employability solutions.

CIP

“AIMINHO” is part of EURES Network - European Job Network which contributes to the transition to the labour market.

“ANIMEE” developed through CINEL a range of activities to promote transitions, among which we highlight the following actions: i) Training in areas of high technological value (e.g. Information, Technology, Communication and Electronics) and renewable energy giving an important contribution to achieving the priorities set "New skills for new jobs" set out in the Europe 2020 Strategy; ii) Establishment of protocols with higher education institutions for further study's by its graduates; iii) Training actions with in the Youth Guarantee Program.

AIMMAP and ANEME provide through the associated enterprises, a strong support to Work-Based Learning (WBL) on the Apprenticeship courses.

The WBL is a component that aims to develop new skills and consolidate the acquired while in training, by conducting activities in the profession, as well as facilitating future employability. In Apprenticeship courses, throughout the 3 year-course, the trainee attends 60% of the training at the Training Centre and 40% at the Company. Due to the alternance between VET provider and Enterprise it allows the trainee a smooth transition to the labor market.

CEEP

“Gebalis, MS” (Management of Social Rent in Municipal Districts of Lisbon) and ANJAF (National Association for Family Action) organized a workshop of 3 days in Lisbon under the European "Project School to Work Transition", in which were presented national initiatives that have been undertaken in Portugal to minimize the effects of the lack of jobs and the inadequacy of the skills acquired by young people and the needs of the labour market.

EMPLOYMENT

CGTP-IN

Job precariousness is one of the most serious employment problems for the Portuguese youth. The CGTP-IN and its juvenile organisation, the Interjovem/CGTP-IN, have been extensively exposing the problem and developing actions to regularise several situations of precarious workers, by integrating them in open-ended jobs, the same applying to bogus self-employment and unlawful temporary agency work. The CGTP-IN has put in place a National Campaign Against Precariousness until 2020 that is already showing results: thousands of workers with precarious jobs now have permanent contracts due to the workers struggle and the trade union actions.

The CGTP-IN addressed several demands to the government to repeal the legal provision allowing the fixed-term hiring of youngsters seeking their first job, or of the long-term unemployed, but this remains to be done. We also demanded proper enforcement of the legislation regarding fixed-term contracts, in order to prevent the replacement of permanent workers by temporary ones, as well as better monitoring of traineeships and mandatory

community work that is used extensively in Public Administration and social economy organizations to meet the need for permanent workers but without the same rights and wages that are paid to regular workers. A programme for the reduction of precariousness in the State is under way, with the CGTP-IN demanding its rapid implementation and that it may also be directed to the private sector.

As for social protection in unemployment, in 2016 there was again a decrease in the percentage of beneficiaries, not even reaching 30% of the actual number of unemployed. Precariousness makes the youth coverage rate even smaller: only 23% between 25 and 34 years old and 4.5% among those under 25 have access to any unemployment benefit. These percentages also declined in 2016.

UGT

UGT organised four seminars on the subject oriented to young trade unionists in which the problems young workers are facing nowadays in getting and maintaining sustainable and quality jobs was tackled.

Our regional unions have also developed different actions on this topic, namely to promote the discussion on youth unemployment.

UGT also organised several visits to companies throughout the country as a way to be more aware of working conditions and of the type of contracts, namely for young workers in the different sectors and to raise awareness among entrepreneurs for the importance of promoting quality jobs and of reducing precariousness.

CIP

“AIMINHO” is a member, as already stated, of the EURES Network which aims to promote transnational mobility.

“NERSANT” developed training courses.

WBL is a powerful tool to reach high levels of employability alongside with the quality of skills. The training for the Metal Industry provided by CENFIM (managed by AIMMAP, ANEME and IEFM) assure employability of about 90% of their trainees.

“AEC - Associação Empresarial de Cantanhede” develops a wide range of activities through its Office of Professional Insertion (GIP), among them: i) Actions to support active job search; ii) Identification and dissemination of job offers; iii) Information sessions for unemployed.

ENTREPRENEURSHIP dimension

CIP

“AIMINHO”, “NERSANT” and “ANJE” developed a wide range of initiatives/programs to support entrepreneurship (e.g. training courses; awareness actions in schools; contests, prizes and entrepreneurship fairs; “shops” for entrepreneurs; specific lines of bank credit).

Regarding the recommendations and objectives established in the Framework of Actions under the priority Entrepreneurship, ANIMEE through CINEL developed actions concerning the i) acquisition of ICT skills; ii) Technological culture and social skills; iii) Foreign languages and digital literacy.

The training for the Metal Industry provided by CENFIM (managed by AIMMAP, ANEME and IEFP) includes specific training modules regarding entrepreneurship.

CENFIM promotes an annual championship for presentation entrepreneurial projects inviting "business angels" and other entities to assist and support the best projects.

On the other hand, CENFIM participates with their graduates in Euroskills and World Skills International (Skills Competition) in order to develop the spirit of competition of their trainees. Additionally supports and encourages its students to participate in Erasmus Plus, in order to increase their autonomy and discovery spirit.

"AEC" also develops a wide range of activities to support Entrepreneurship, among others: i) Support to the preparation of applications for obtaining funding for the creation of self-employment; ii) Support to business creation; iii) Organization of seminars on entrepreneurship.

Concerning the difficulties regarding the implementation of the Framework of actions, CIP member highlighted that the applications for public funding (national and EU funding), either for qualifying or entrepreneurship actions, are very bureaucratic, lengthy, with incomprehensible requirements and high costs.

Global Evaluation

In social partner's perspective, it is difficult to make an objective assessment of the impacts of the Agreement in its four dimensions.

It should be noted that the deep economic and social crisis that started worldwide in 2008 and hit Portugal, followed by the strong economic and social impact of the Memorandum of Understanding with the Troika, had a strong impact on the implementation of the Agreement.

The crisis had led to the closure of many companies, which naturally entailed the destruction of many jobs and reduced job creation.

Despite this context, the social partners believe that the agreement had some impact, namely because it raised the level of awareness.

In June 2013, at the time of the signing of the Agreement, the effects of the crisis were still severe, with youth unemployment at 38.6%.

Afterwards, the economic and social conditions improved, and in May 2017, the youth unemployment rate, although still high, was 23.3%.

On the contrary temporary employment rose from 59,3% between youngsters in the the 2nd quarter of 2013 to 62,4% in the 1st quarter of 2017.

Romania

Source of information

Employers: The Young Entrepreneurs Association from Romania (YEAR)

The Young Entrepreneurs Association from Romania (YEAR) is the only organization that represents at national and European level the interest of its members, young entrepreneurs aged between 18 and 40 years.

YEAR's members can be only SMEs owned by youth. YEAR has 1000 members (with free registration and 0 membership fee), 8 regional (YEAR South-East, North-East, North-West, West, Center, South-West, South, Bucharest) and 5 local offices (YEAR Constanta, YEAR Suceava, YEAR Timis, YEAR Sibiu, YEAR Cluj-Napoca). YEAR is a national NGO, operating at European level through its Board of Directors, the long term organization's objective being setting up a YEAR office in each of the 41 counties. Having a history of over 10 years of activity, YEAR is member of the main entity dedicated to support SMEs at national level – National Council of SMEs and the biggest European organization of young entrepreneurs (with 300.000 members) – Young Entrepreneurs of the European Union (JEUNE). Between 2012 and 2014, JEUNE's presidency was ensured by YEAR's president.

YEAR's activity concerns two **main objectives**: to represent its members **by ensuring SMEs' representativeness** in the dialogue with the public sector, main actors in building programs and policies and to promote entrepreneurship among young people as an option of a successful career.

YEAR has a portfolio of over 30 projects implemented for young people and other human resources.

Learning

- Stimulating the economic activity of the Romanian youth by implementing a national promotion campaign for existing entrepreneurship support measures (Ministry of Youth and Sport - "StartUp ROMANIA" 2013) – 100 young participants;
- Increasing the employability of youth aged 18 to 35, by stimulating their economic activity (Ministry of Youth and Sport - "Entrepreneurship and employability" 2013); – 100 young participants;
- Developing an European common methodology for the non-formal entrepreneurial education applicable in business incubators (Youth in Action Program - "Non-formal business" 2013-2014).
- Official partner of the Ministry of Education, Research, Youth and Sport in the implementation and deployment of the anual BUSINESS PLAN Competition for simulated enterprises;
- Organizing the event "Startup Roadshow - Secrets of a Successful ICT start-up" that promotes IT entrepreneurship among the youth and examples of good practice-2014 - – 60 young participants;;
- Increasing the participation of young people in community life by involving 200 young people with limited opportunities at the 4 regional conferences (Ministry of Youth and Sport - "Young people involved, young entrepreneurs"- 2016)
- Adequate information of 150 NEET's young people about the possibilities for participation in the life of the society, by presenting alternative educational, specialization, training, forms of employment and ways of identifying a job according to

the requirements existing on the market (Ministry of Youth and Sport - "BE ACTIVE "- 2016)

Transition

- Facilitating the transition from school to active life, increase employability and improve personal and professional skills for students from the Bucharest-Ilfov region, by providing access to information, counseling and professional orientation services for 360 students enrolled in the national education system and organizing and conducting practical training for a number of 250 students (POSDRU - "Practice of excellence for career success!" 2014-2015);
- Facilitating the transition from school to active life of 7,000 students enrolled in the national education system - through a series of counseling activities, vocational guidance and innovatory actions that will lead to the development of entrepreneurial skills and work skills necessary for their insertion on the labor market (Sectoral Operational Programme Human Resources Development – partner in "SIMPRACT-Transition from school to active life through practice and creation of simulated enterprises" 2014-2015);
- Improving the insertion capacity on the labor market of 500 pupils enrolled in the national education system - included in activities of training firm, in the development regions of Romania, through counseling, vocational guidance and innovative actions which will lead to the development of entrepreneurial skills and increase the adaptability to the requirements of their first job (POSDRU - " EXERCISE COMPANY - a first step in building your own career " 2015);

Employment

In October 4th, a Government Emergency Ordinance (GEO No. 60/2016) was published that modifies and completes Law No. 76/2002 on the unemployment assurance system and employment stimulations with provisions that encourage youth employment by offering an amount of 900 lei monthly during 12 months for each young person (from NEETs). The employer has the obligation to maintain the work relations for at least 18 months in order to benefit from these financings for the salaries. The amount for this measures are sustained from European grant funds and national approved funds. Also, the respective normative act regulates the information and professional counselling (services provided free of charge to jobseekers), as well as measures to increase the mobility of persons registered as unemployed in the employment agencies that are employed, according to the law , in another locality, who can benefit from a gratuity.

- Operationalize a guarantee scheme for youth who did not graduate from baccalaureate and who do not have a job, from the development regions Bucharest-Ilfov, South-West Oltenia, South Muntenia and South-East, in order to facilitate their access to the labor market (POSDRU – partner in "YOUth Guarantees!"2013-2015) - 706 youth who did not graduate from baccalaureate and who do not have a job were have benefited from support programs.

Entrepreneurship

YEAR was/is an Intermediary Organization for the cross-border exchange programme "Erasmus for Young Entrepreneurs" (EYE) in the following EYE projects:,"GROWING-UP" 2013-2015, "GROWING-UP II" 2014-2016; "PRACTYCE IV 2017-2020" - 50 new entrepreneurs participating in experience exchanges, until the present.

In 2015, YEAR in partnership with the EP has organized the Youth Social and Economic European Forum. The event was focused on the issue of youth unemployment and the solutions that could come from the European Union, the European institutions and the political groups in the EP. Several directions have been proposed by the participants as follows: a youth guarantee in order to focus the funds on decent job creation; public services in order to make them focus more on young people; review of the entrepreneurship facilities in order to stimulate young people; incentives for company creation by developing a first company program; a youth methodology based on non-formal education and mentoring – 50 young participants;

The Young Entrepreneurs Association from Romania with the support of MEP Victor NEGRESCU and in collaboration with Young Entrepreneurs of the European Union – JEUNE, EU40 - The Young MEPs Network and Finnova Foundation organized the "Young Entrepreneurs Day at the European Parliament" event, which took place on Monday 24th April 2017, in the European Parliament - Library Hall – 50 young participants.

Source of information

Trade unions: C.N.S.L.R. FRĂȚIA- National Confederation of Free Trade Unions in Romania- FRĂȚIA

Currently, our Confederation is in process of organising an efficient and sustainable structure that gathers young people from all over our country in order to create a strong team that focuses on youth issues.

Our goal is to invest in their capacity building in order to obtain a team that fully involves in trade union movement and understands the importance of its actions. We started taking measures by electing young persons in each subsidiary of our Confederation (approximately 40 subsidiaries at national level). We assure them that they will receive our expertise and support their initiatives.

Another big step taken by us as a confederation was to encourage the participation of our young members to the training opportunities offered by ETUC, ITC- ILO and ETUI. Nomination in the Youth Committee of one of our members was made, in this way we are closer to our European colleagues and we can easier share good practices.

After elections we will be able to deliver a better input and more involvement in the area of youth employment and youth rights.

C.N.S.L.R. FRATIA has as focus in each European funded project young people (approximately 30% of the participants are young) especially when the project has as main objective to improve participants' abilities, skills or offering them guidance in their career. Also, trade unionism and education in this area for young people represent important plans for us in further projects.

To address **the EMPLOYMENT dimension of youth employment**, in the last part of the year 2016, in October 4th, a relevant Government Emergency Ordinance (GEO No. 60/2016) was published. This modifies and completes Law No. 76/2002 on the unemployment assurance system and employment stimulations with provisions that encourage youth employment by offering an amount of 900 lei monthly during 12 months for each young person (from NEETs). Employer has the obligation to maintain the work relations for at least 18 months in order to benefit from these financings for the salaries. The amount for this measures are sustained from European grant funds and national approved funds.

Sources of information

Trade Unions: KOZ SR

Evaluation of the actions taken by social partners on the four priorities of the framework of actions:

Please respond to each of the following questions (a, b, c, d) in concise terms.

Please specify to what extent the framework of actions (FoA) has played a positive role to create momentum around social partners' actions on youth employment issues in your country.

Pre-existing actions already launched before the adoption of the framework in 2013, and covering the issues included in the FoA, can be reported.

a) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **LEARNING dimension of youth employment?**

- Social partners ask for Education systems reforms with aim to prepare all young people for the changing world of work and to have practical skills. At Slovakia, there is lack of technical graduates and general misbalance between education and labour market needs.
- At national level social partners call for increase of attractiveness the teaching profession, mainly remuneration. The Education systems reforms are still in process, some improvement was gained by higher-level collective bargaining in remuneration.
- National project Dual learning system (VET) with legislative support was developed. Secondary vocational schools cooperate with employers organizations to make quality future employees with relevant practical skills. <http://www.dualnysystem.sk/Default.aspx>
- Social partners supported development of all legislative reforms aimed on youth employment (in educational field) like graduate practice (Employment services - http://www.upsvar.sk/buxus/generate_page.php?page_id=512899), requalification (REPAS+ - http://www.upsvar.sk/sluzby-zamestnanosti/nastroje-aktivnych-opatreni-na-trhu-prace/repas-pre-mladych-uchadzacov-o-zamestnanie.html?page_id=720988), competency courses (KOMPAS+ - http://www.upsvar.sk/sluzby-zamestnanosti/nastroje-aktivnych-opatreni-na-trhu-prace/kompas-pre-mladych-uchadzacov-o-zamestnanie.html?page_id=720998) or Youth guarantees (http://www.upsvar.sk/zaruky-pre-mladych/narodne-projekty-zamerane-na-podporu-zamestnania-mladych-do-29-rokov.html?page_id=512908).
- Trade unions representative made several lectures and consultations at Slovak universities about trade union movement and its importance. <https://www.facebook.com/KOZSR/>
- In cooperation with ETUI, Slovak Trade Unions Confederation made trainings for young trade union representatives. <https://www.facebook.com/KOZSR/>
- Main impact – higher employment of young people; youth unemployment is reduced at half; higher awareness about trade unions movement and social dialogue.

b) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **TRANSITION dimension of youth employment?**

- Transition dimension at national level is aimed generally, not specifically on youth employment.
- Social partners participated on preparation and development of several national project:
- ISTP - <https://www.istp.sk/> - Web guide on labour market - general information and database of job vacancies, courses, job positions and it's characteristics; easy navigation what school or educational section choose and what job position suits.
- NSK – <http://www.kvalifikacie.sk/> - National Qualifications Framework – database of qualifications and it's characteristics.
- NSP – http://www.sustavapovolani.sk/vz_domov - National Job positions Framework – database of job positions and it's characteristics and competences.

c) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **EMPLOYMENT dimension of youth employment?**

- As mentioned, social partners supported development of all legislative reforms aimed on youth employment. Social partners are involved in policies and reforms aimed on youth employment via the Inter-Ministerial Comment Procedures (MPK) as well as the other resorts and institutional bodies where they have space to express themselves, to comment the proposed measures, to suggest suitable adjustment of the actions or propose a new measure. Social partners participate in working groups, and reforms and policies are negotiated at Economic and Social Council:
- Civil service Act – <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2017/55/20170601> - definition of graduate and planning the job position for graduates.
- VET – active participation of employer's organizations.
- Employment services Act – several instruments of active labour market measures - http://www.upsvar.sk/sluzby-zamestnanosti/nastroje-aktivnych-opatreni-na-trhu-prace.html?page_id=13313 – contributions for employees – e.g. mobility, contributions for employers – e.g. for creation of job position for youth, contributions for training and requalification etc.
- Youth unemployment is reduced at half.

d) What are the main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the **ENTREPRENEURSHIP dimension of youth employment?**

- NP „Úspešne na trhu práce - National project “Successfully on the labour market” - http://www.upsvar.sk/buxus/generate_page.php?page_id=512899 – [contribution for self-employment of youth.](http://www.upsvar.sk/buxus/generate_page.php?page_id=512899)
- No data about promoting the entrepreneurship by social partners.

Trade Unions promote youth working conditions including remuneration in several web articles. - <https://www.facebook.com/KOZSR/>; <https://www.dennikpraca.sk/> - project of Youth Council at Trade Unions Confederation of Slovak republic.

Generally

In the post-crisis period, youth unemployment in the EU Member States was the highest, in some countries up to 40%. Unemployment rate of Slovak young people rose year to year and

reached its peak in 2012, when the number of registered young unemployed reached 140 137 by the end of the year. Since 2014, the number of registered job seekers has gradually decreased and by the end of 2016 decreased to half of the number in 2012.

In 2016, the average number of registered unemployed under 29 years was 81,700, which is 27.14% of the total number of registered unemployed. The registered unemployment rate of young people under 29 years declined to 15.04% in 2016.

Improving of youth unemployment is linked to the overall recovery of the economy that has started to create new jobs. Some measures like the youth guarantees, measures aimed on youth in Employment services Act and several National projects etc. were successful and helped integrate young people into the labor market.

Despite of the improving situation and the positive statistical indicators, there persist a number of challenges, which need to be addressed in the coming years. There is an urgent need of Educational reform aimed on labour market needs, housing support and remuneration issues.

Spain

Sources of information

Trade Unions: UGT, CC.OO.

Employers: CEOE, CEPYME

As it has been pointed out in previous monitoring reports, the initiatives connected to the Framework of Actions on Youth Employment agreed and developed in Spain since 2013 have been very scarce. Therefore, this final report will not follow the proposed scheme but it will be limited to include a synthesis of what has already been outlined in 2015 and 2016.

In previous years, bipartite negotiations contributed to the adoption of the III Agreement on Employment and Collective Bargaining, endorsed by UGT, CCOO, CEOE and CEPYME on June 8, 2015 and in force until 2017, which – due to its importance – was reported in detail in the second follow-up report of the "FoA" (see annex).

On another note, it is known that employers' organizations and trade unions expressed concern in previous reports about the situation of the Youth Guarantee in Spain and the lack of participation by social partners in its development and monitoring.

In December 2016, the Government introduced – informing all parties of this step – some modifications to the Youth Guarantee, but none of them was adopted in the framework of bipartite or tripartite negotiations or agreements. So far, social partners have been summoned on one occasion only to the Monitoring and Evaluation Delegate Commission for the Spanish Youth Guarantee Scheme and there are no sufficient published data – quantitative or qualitative – to evaluate the usefulness of the existing initiatives and, therefore, to amend the less effective ones in a consensual way. As a result, social partners continue to ask the government to open up the doors of all the negotiating areas and not just of information sharing or consultation, with the conviction that – taking into account our experience – we could provide valuable tips on how to improve the implementation and the efficiency of the plan.

Sweden

Sources of information

Trade Unions: The Swedish Trade Union Confederation (LO), the Swedish Confederation of Professional Employees (TCO), the Swedish Confederation of Professional Associations (Saco)

Employers: The Confederation of Swedish Enterprise (Svenskt Näringsliv), CEEP Sweden (the members are the Swedish Association of Local Authorities and Regions – SALAR (Sveriges Kommuner och Landsting); Swedish Agency for Government Employers – SAGE (Arbetsgivarverket), KFS, Fastigo and Pacta)

Introductory remarks

Swedish social partners have a long tradition of being engaged in work to make labour markets more inclusive and well-functioning. The social partners are responsible for setting wages on the Swedish labour market and safeguard the social partners' autonomy. Fundamental components of the model are that the trade unions have a high level of organization rate, employer associations have a high level of affiliations, that the collective bargaining agreements enjoys a strong position, and that the representatives of the social partners at workplaces with mandates to conduct negotiations are independent from the State.

This independence is manifested in part by the majority of the labour market being regulated by a number of main agreements reached at a central level between employers and trade unions, which regulates such aspects as negotiation procedures, dispute resolution procedures and development issues. There are currently about 650 central collective bargaining agreements stipulating wages and general terms of employment in Sweden.

It is important with strong and long-term committed social partners for a well-functioning social dialogue both at national and EU level. The topic in the Framework of Actions on Youth Employment, as well as the topics in the other European Framework agreements and Framework of actions were already on the agenda for the Swedish social partners. Thus, these different EU social dialogue instruments have created an extra arena/platform to meet and work with different topics and contribute with a positive, added value. In this way the EU social dialogue and the national social dialogue mutually strengthen each other.

Some statistics on the current state of play

Youth employment is still high in Sweden but the situation on the labour market is improving for a majority of young people, according to key indicators. Unemployment among youth age 15-24 has declined from 26,6 % in the first quarter of 2013 to 21,8 % in the first quarter of 2017.¹⁶ According to an analysis by the PES¹⁷, the relatively high unemployment rate is largely explained by high frictional unemployment, with short periods of unemployment for most youth.

¹⁶ The Swedish Labour Force Survey (AKU), available at <http://www.scb.se/>

^{17.3} Arbetsförmedlingen "Perspektiv på ungdomsarbetslösheten", 21 April 2016

Also, a large proportion of the unemployed young people are in fact students that look for an extra job. This group should not be considered as a big problem.

Another positive indicator is the share of NEETs which has decreased from 6,6 % in the first quarter of 2013 to 8,7 % in the third quarter of 2014 to 5,8 % in the first quarter of 2017.¹⁸ One can argue that NEETs is actually the most appropriate concept when describing the labour market situation for young people.¹⁹

What now grows and strengthens young people's employability is industry/branchcollege and industry/branch upper secondary school establishments. Introduction employment (YA) have also helped young people and spread more and more.

However, there are exceptions to this positive development. The share of young people registered at the PES for more than 90 days has increased from 23% in 2008 to 41% in 2015. The share of young people registered for more than 12 months has more than doubled, rising from 8% in 2008 to 21% in 2015. Three groups of young people stand out as running a particularly high risk of unemployment: youth with disabilities, who lack a high school diploma, and/or are foreign-born.

Actions taken

The Swedish social dialogue partners have distributed and informed about the Framework of Actions on Youth Employment in various ways within their respective organizations, member organizations and other stakeholders.

The Framework of Actions on Youth Employment has been translated into Swedish jointly by the Swedish social dialogue partners. The Swedish version has been distributed among the Swedish social partners and other relevant stakeholders at both national and European level, i.e. the Cabinet Office, the Employment Ministry and DG Employment. The translated agreement has also been published on the websites of each respective social partner.

On March 31, 2014, the Swedish social dialogue partners jointly organized a conference "Launching; The Framework of Actions on Youth Employment". The purpose of the conference was to promote the Framework of Actions and present some good examples for inspiration. The Minister for Employment, representatives from the Swedish Employment Ministry, the public employment services (PES), the European social partners (BUSINESSEUROPE, CEEP, and ETUC) and our member organizations participated in the well-attended seminar.

The Framework of Actions on Youth Employment has a rather broad and holistic approach. In this report below you will find some examples of work overall related to the different priority areas of the Framework of Actions. There are both joint and unilateral examples from the national, sectoral and company levels. Sometimes they overlap each other. It is not an exhaustive list. For a more broad/extensive picture, we refer to the three previous joint Swedish reports.

Based on the four prioritized areas, the following initiatives are reported.

¹⁹ IFAU: En förlorad generation? – Om ungas etablering på arbetsmarknaden. Rapport 2016:1

Priority 1: Learning

Learning is at the top of the agenda of the political debate in Sweden. The social partners continue to take active part in both short- and long-term motorizing actions. The scope of the framework to encourage the social partners is therefore fulfilled but can be improved. The social partners influence the development within the area of learning that is the scope of the framework. The framework can be seen as a reference in designing measures to meet the needs that faces the challenges that is in the scope.

WorldSkills

WorldSkills Sweden aims to raise the quality, status and interest in the Swedish vocational training. WorldSkills Sweden is a collaboration between the Confederation of Swedish Enterprise, LO and the government via Ministry of Education, Swedish National Agency for Education and the agency for Higher Vocational Education. WorldSkills Sweden organizes WorldSkills Championship and the Swedish Occupation national team's participation in WorldSkills Championships (EuroSkills) and World Championship (WorldSkills).

Drop-outs and Plug-In

SALAR's work with "Drop-outs" is focused on the new project *Plug-In 2.0*, which SALAR is conducting together with six regional associations and at least 45 municipalities. *Plug In 2.0* will continue and deepen the work done within the *Plug In*, and it will be extended with one region. The structure with efforts being conducted simultaneously at the national, regional and local levels will continue. The project is co-financed by the European Social Fund (ESF). *PlugInnovation* is a national platform developed in the *Plug In-project*, who's purpose is to prevent students from dropping out of upper-secondary school. The platform comprises information on research and studies about school absenteeism.

Priority 2: Transition

The youth guarantee has been implemented in Sweden.

The social partners have signed collective agreements for student co-workers in parts of the private, municipal and central government sectors. The purpose is to provide students with opportunities to prepare for working life, as well as facilitate employment in sectors where there is likely to be a labour shortage in coming years. Student co-workers are part-time positions, and the work is to be carried out in parallel with studies. For the employees the agreement provides an opportunity to work on qualified tasks with a clear link to their ongoing studies, as well as facilitating the transition from studies to working life. The employers gain the opportunity to utilize the competence of students in tertiary education while at the same time having the chance to show their business to be able to attract a competent workforce.

Priority 3: Employment

Youth Introduction agreement

Some of the social partners have signed collective agreements on a form of youth introduction employment (YA), further explained in the annex to the Framework of Actions on Youth Employment, case study from Sweden. The Swedish government has introduced financial support structures to promote employment within the agreements. In total there are 42 collective agreements on YA. Since the launch of the scheme approx. 2 100 youths have gained employment via YA. The employment is time limited and there are currently approx. 870 ongoing employments within YA. The reform is being supported, monitored and evaluated by different authorities. There are also ongoing political work in order to increase the use of

the model. From 1/6 2016 the targeted group for the scheme is being broadened, to also encompass long term unemployed persons older than 25 years old and newly arrived immigrants.

KFS has been promoting the youth introduction agreements among the member enterprises, mostly by launching of a new tutor training aiming at making introduction of new employees easier. The tutor training consists of a webb-training part, a printed sample of check lists and a one-day course. A new agreement with the Arbetsförmedlingen (PES), "Sverige Tillsammans", is aiming at making the recruitment process easier for the employers on a local level. KFS has also broadened two out of three of our agreements to also encompass long term unemployed persons older than 25 years old and newly arrived immigrants. KFS is a delegate of the YA-delegation.

Like many other industries, the real estate industry has high recruitment needs and lack of employees with the right skills. As of 1/1 2017, employers' organizations and trade unions in the real estate industry (Fastigo, KFO, Almega and Fastighetsanställdas förbund, Kommunal) have therefore agreed to extend their previous signed Youth introduction agreement in the industry. This allows even new arrived immigrants and persons older than 25 years to get a so-called youth introduction employment (YA).

Since 2014, KFO's member OKQ8 Scandinavia has had an internship- and mentoring program called 'Ung på Väg' focusing on unemployed youth in the ages 18-24 years old. The goal of this project is to give these young people, all over Sweden, work life experience in a period of 3 months which will help them get a job at OKQ8 Scandinavia or another company. Internships' are offered both at their offices and at service stations. Around 50 internships are offered every year at their Customer Service local in Avesta.

The goal of the project was that as many interns as possible was going to get a job. When the internship period was finished 13 of 15 interns in total got jobs at OKQ8 and one intern got a job at another company. In total 14 of 15 earlier unemployed young people now got a job!

There are many benefits for the company with the project besides all the benefits for the young unemployed who get their first job! The company provide social responsibility, positive publicity, decreased recruitment costs, the interns already practiced the work tasks for three months and are productive from day one and á good example for other companies interested in the way they run their internship program and who are thinking about doing similar projects.

Welfare Trainee in health care

The local social partners in the municipality of Trollhättan and the local Employment Service are arranging trainees in health care sector. The Employment Service has recruited people, who have been practicing for a month to see if they would like to work in the sector. A one-year education has been created and is approved by the Swedish National Agency for Education. (The program is 46 weeks, including holiday) Participants are studying three to four days per week and are at their appointed workplace one to two days a week. There they have a private tutor, who is in contact with the school to plan the training periods. Since the regulation now allows a trainee job for up to two years (previously one year), the parties agree that they can use the opportunity to extend the trainee period in case the education is not finished after one year.

Priority 4: Entrepreneurship

Giving young entrepreneurs better opportunities to create a viable company

The Swedish Jobs and Society foundation is the leading actor in start-up advice in Sweden. Jobs and Society is supporting entrepreneurship in Sweden through professional start-up advice at no cost at local level to people thinking about starting a business. Private industry,

authorities and organizations finance the activities. Private businesses contribute with the majority of financing. Jobs and Society is a project aiming to increase entrepreneurship among people aged 18 – 35 years. The program contains of start-up advice, workshops, specific information and mentorship for one year.

Annex I – List of contact persons ²⁰

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Annex II – Framework of Actions on Youth Employment (June 2013)

INTRODUCTION

Youth unemployment is one of Europe's most pressing problems. In the current economic and financial crisis the lack of job opportunities has affected young people more than any other group in society; this is reflected in high and increasing youth unemployment rates and levels of precariousness.

In Europe, more than 5.68 million young people are unemployed. The average rate of youth unemployment (23.4%) is more than double the overall unemployment rate (10.7%). Even before the crisis the youth unemployment rate was particularly high (17% compared with an average rate of 7% in 2008).

Those with jobs are strongly represented in temporary and part-time work with 42% on temporary contracts and 32% in part-time contracts, especially young women.

This shows that there are structural reasons including lack of job opportunities, in particular in some regions, making it difficult for young people to fully integrate into labour markets. The crisis has exacerbated this youth unemployment challenge in many countries especially for disadvantaged groups. More than half of young men and women on the labour markets are now unemployed in some countries. Urgent action is required to provide more and better jobs for the young and avoid scarring effects both to young people and European economies and societies as a whole.

When they enter into the labour market, many young people lack work experience. Therefore, in order to achieve a quick introduction of new recruits into labour market, it is necessary to address this issue. In addition, insufficient basic skills, lack of focus on learning outcomes in education and training, as well as a negative perception of initial vocational education and training (IVET) can lead to difficult integration into the labour market.

Contracts of indefinite duration are the majority form of employment relationships. For some young people, temporary contracts could provide a helpful stepping stone into the labour market. However, supporting young people to develop their career from there is important so as to limit as much as possible the proportion of young people who may well find themselves stuck without longer-term prospects. Social partners should support them in doing this and ensure the adequate protections apply to these contracts.

Longer and unpredictable transitions to the labour markets can have a negative impact on young people's confidence in the future and daily lives, notably in terms of access to a regular income, risk of poverty, possibility of forming a family, and health. Moreover, without a job and adequate social protection, more young people are dependent on their families for a longer time and are more likely to slip into poverty.

According to Eurofound, the cost of 7.5 million young people (15-29) who are not in education, employment or training (NEETs) is more than €153 billion a year, or 1.2% of EU GDP. We risk missing a great deal of the potential of the young generation of Europeans. If this risk materialises, European economies would be losing a part of the young to social exclusion. This would also undermine Europe's competitiveness and innovation potential for the next decades.

Active labour market policies are part of the solution, but reducing youth unemployment is not possible without a strong commitment to education, growth and recovery. Adequate financial resources should be allocated at the appropriate level taking into account fiscal discipline and the objectives of the Europe 2020 strategy.

Employability is a valuable way for young people to invest in their future. Measures and targeted incentives should be put in place to stimulate employment and achieve a better match between young people's aspirations and available vacancies.

1. CHALLENGES

The crisis together with the on-going process of economic transformation coincides with profound demographic, cultural and social changes throughout Europe.

Youth unemployment is a key European concern that needs to be addressed. Two main objectives are to create the right conditions to foster employment opportunities for young people and to ease their transitions between education and work.

European social partners aim to address three inter-related challenges:

1. Create more and better jobs and attractive career opportunities for young people;
2. Strengthen the quality and relevance of education and training at all levels to address skills mismatches;
3. Optimise the role of industry, in particular SMEs, and of high-performing public services in Europe as a driver of sustainable and inclusive growth.

More specific challenges include the following:

Creating more and better jobs and the right framework conditions for smoother transitions into employment. With more than 26 million people unemployed, the main challenge remains the stimulation of a job-rich growth pattern and the creation of jobs. In this context, social partners together with institutions should engage at European, national and local levels to foster economic growth, productivity and competitiveness in order to improve the quality and increase the number of jobs. This will make it possible for young people to fully integrate into the labour market.

Promoting the attractiveness of vocational education and training (VET) and ensuring its quality. This will contribute to improving the learning environment and providing young people with relevant skills and competences.

Promoting the acquisition of transversal and specific competences and skills:

The evolution towards process-oriented and interdisciplinary work organisation increasingly requires transversal and technical competences, problem-solving and communication skills, and teamwork. Transversal and specific competences and skills should be promoted on a lifelong learning basis including in the work place.

Dealing with the increasing need for highly skilled workers: Together with medium-skill, high-skill jobs are very likely to be on the rise in the coming decades (CEDEFOP forecasts 2020). Preventing young people from dropping out from school and training and incentivising them to achieve medium and high educational attainments, be it through higher vocational education and training or university pathways, will contribute to reinforcing the EU's competitive edge through higher added value and quality production and services. Higher educational attainments will also contribute to their personal and social development.

Improving the matching between skills supply and demand: Closing this gap will help fill the current 2 million job vacancies in European labour markets. In some regions in particular, even qualified young people face difficulties integrating in labour markets due to a lack of jobs or skills mismatches. This requires increasing collaboration between educational institutions and social partners so that young people acquire the right skills. Closing the skills gap will also require better information to young workers on possible attractive career prospects of sectors/areas they may not have considered. This will increase the chances for employers to find the right candidates and for employees to choose the career they aspire to.

2. SOCIAL PARTNERS' APPROACH

The European social partners reject the inevitability of a lost generation. That is why they have included this Framework of Actions as the first priority of the Work Programme for 2012-2014. They agreed to “focus on the link between education, young people’s expectations and labour market needs, while taking account of young people’s transition from school into the labour market, in an effort to increase employment rates in general”.

In this respect, European social partners fully support the objective of article 3 of the TEU of working for a highly competitive social market economy and article 9 of the TFEU of promoting “a high level of employment, the guarantee of adequate social protection, the fight against social exclusion, and a high level of education, training and protection of human health.”

With this Framework of Actions, we call on national social partners, public authorities and other stakeholders to act together to achieve concrete progress in favour of youth employment. A multi-pronged approach is needed with measures and appropriate resources to secure high quality learning outcomes, promote vocational education and training, and create jobs.

The European social partners are thus committed to putting forward practical solutions to address youth unemployment taking into account the specific situation of each country, in order to contribute to growth, employment and social cohesion.

This Framework of Actions is based on existing and new practices. European social partners aim to promote the most effective initiatives identified across Europe that could be used as inspiration for designing solutions by national social partners in their respective contexts. We also include recommendations to other relevant actors such as the EU institutions and Member States.

BUSINESSEUROPE, UEAPME, CEEP and ETUC:

- are convinced that investing and creating more and better jobs is the way forward to improve the situation of young people on labour markets,
- consider that much can be achieved by high-performing education and training systems to deliver the right skills for young people, while taking into account their expectations, and the efficiency and resilience of labour markets,
- stress the importance of measures and means aiming to stimulate sustainable and inclusive growth and job creation in Europe,
- want to contribute to setting the right incentives and framework conditions to make the hiring of young people a more attractive option for employers, particularly through collective bargaining between social partners,
- aim to promote adaptability of both enterprises and workers, and opportunities to workers through more dynamic careers,
- recall that inclusive, open and efficient labour markets are fundamental for improving young people's access and sustainable integration in employment,
- affirm the joint responsibility of social partners at all levels in policy development through constructive autonomous social dialogue, in line with the diversity of national industrial relation systems,
- acknowledge the broader dimension of the challenge, which calls for close cooperation with public authorities, as well as education, training institutions, employment services and open dialogue with youth organisations at all levels,
- consider that current and future measures taken must comply with the aims of intergenerational solidarity,
- stress the shared responsibility of employers, public authorities and individuals to invest in skills development.

3. PRIORITIES

PRIORITY 1: LEARNING

Young people need to be equipped with basic competences, transversal competences, as well as technical and specific competences for their own personal development and employability.

Well-designed education and training curricula, with social partner involvement, responsive to labour market and young people's needs can contribute to reducing the skills mismatch.

Work-based learning, including apprenticeships and traineeships, can also contribute to smoother transition into the labour market for the young and reduce the risks of long transitions.

Primary and secondary education

Access to basic education is a fundamental right and discrimination should be prevented.

Education is a value which benefits the individual and contributes to achieving the Europe 2020 targets. Therefore, governments must provide a well-functioning universal, free and quality general public education – both primary and secondary – and invest in vocational training that prepares pupils properly for further general or vocational education and training pathways.

Young people dropping out of school or vocational education and training before having acquired basic skills are more likely to be confronted with difficult transitions from school to the labour market or to face unemployment later on in life.

Coordinated action towards the design, implementation and monitoring of curricula and education programmes must ensure that learning outcomes foster young people's aspirations and employability.

Initial vocational education and training

In work-based learning models, such as dual learning systems, a significant part of the education takes place in an enterprise. The principle is to alternate between learning and training in school and on-the-job learning while working in an enterprise.

High-quality initial vocational education and training systems have shown merits in a number of countries, involving social partners in their design and functioning.

In particular, well-established dual learning systems can contribute to lower youth unemployment levels.

It is difficult to transfer the dual learning system from one country to the other. The concept of work-based learning needs to be tailored to the context of each individual country, where applicable on a tripartite basis. The idea is to allow all countries that want to review/improve their systems to do so while being fully aware of the characteristics of other countries' systems.

Apprenticeships

Well-designed apprenticeships systems have proved to be effective in easing young people's transitions into work.

The preconditions are the existence of places in enterprises and that pupils have acquired the necessary basic skills.

The agreement between young people and individual employers is to be quality-assured, inter alia through well-defined learning objectives between the apprentice, the training centre and the enterprise.

Social partners have a key role to play in the setting of quality regulatory frameworks at national level and in the design of procedures that limit excessive legal or administrative requirements. Additionally national governments should enforce these frameworks to ensure that the conditions are right to offer apprenticeships placements and comply with the agreed rules, to the benefit of the employer and the apprentice.

The European Commission and European social partners have a role to play to encourage the sharing and the improvement of national practices on apprenticeships.

Traineeships

European social partners take note of the Commission's intention to propose a Council Recommendation on the European quality framework on traineeships and support Member States' actions aiming to improve the quality of traineeships.

Mobility

Programmes such as Lifelong Learning Programme and specific sub-programmes like Leonardo, Grundvig, Erasmus and Comenius as well as the Youth in Action programme have proven their added value. European social partners support a next generation of EU education and training programmes focusing on learning mobility, cooperation for innovation, as an engine for growth.

I. Social Partners' Actions

a. Short term

- Take part in the monitoring and evaluation of vocational education and training (VET) to ensure smooth transitions from education to further training and/or work within quality regulatory frameworks at national level.
- Participate in the governance of apprenticeship systems.
- Identify and address barriers to the development of apprenticeship systems in each country.
- Contribute to designing and participating in setting up the EU alliance for apprenticeships.
- Envisage taking further joint actions towards the Council and the European Parliament based on the upcoming Commission's proposal for a Council Recommendation on a European quality framework on traineeships.
- Ensure that apprenticeship agreements between young people and enterprises clearly define the terms of the apprenticeship and learning objectives of the work-based part of the education.
- Promote the attractiveness of and work on the image of science, technology, engineering and mathematics fields at secondary school and in higher education levels. This should include attracting more women into STEM disciplines.

b. Long term

- Promote education which better meets labour market and young people's needs whilst fostering young people's personal development and employability.
- Strengthen dual learning elements in existing work-based learning models.

II. Recommendations

a. Short term

- The European Commission should add the “share of work-based learning” as one of the variables in its proposed employability benchmark.
- The European Commission should adequately involve European social partners in the management of the next generation of education and training programmes.
- The EU and Member States should ensure that EU funding programmes such as ESF provide initial funding for setting up or reforming apprenticeship systems.
- The European Commission and Member States should support and coordinate European and national campaigns for changing the perception of vocational education and training in European societies, and promote quality work-based learning.
- Eurostat and CEDEFOP should cooperate to provide accurate and harmonised data and policy analysis on the share of workplace-based training at all levels of education and training.
- Member States in cooperation with social partners could consider establishing national and/or sectoral training funds.
- Member States should encourage employers to take on more apprentices and trainees, in consultation with social partners.
- Member States should devise, in consultation with the relevant social partners, framework conditions for apprenticeship and traineeship that are attractive for enterprises and young people, in line with the diversity of industrial relations systems and taking into account their learning objectives.
- Member States should fully implement national qualifications frameworks to improve learning outcomes at all levels of education and training.
- Member States should ensure quality initial vocational education and training (IVET) to increase the qualifications and employability of young people and reduce skills mismatches with the involvement of social partners.
- Member States should promote the attractiveness of and work on the image of initial vocational education and training (IVET) and apprenticeship systems towards young people, their parents and enterprises with the involvement of social partners.
- Member States should improve the labour market relevance of the education and training systems' output as a matter of priority, by putting a focus on investment in education and skills to address increasing skills' mismatches, in line with the Europe 2020 strategy and in the context of the European semester.

- Member States should offer early leavers from school and training and low skilled young people ways and means to re-enter education and training or second-chance education programmes in order to reduce skills mismatches.

b. Long term

- The EU and Member States should spread the principles of work-based learning models and dual learning systems both in secondary and in higher education and training throughout Europe, including apprenticeship schemes and efficient, highly qualifying and sustainable initial and continuous vocational education and training (VET) systems.
- The EU and Member States should encourage cross-border mobility of teachers and trainers, as well as young people's learning mobility and study of foreign languages.
- Member States should ensure quality and inclusiveness in primary and secondary education and training so that pupils possess the necessary basic skills and to reduce early school-leaving.
- Member States should on the first hand encourage employers to offer more and better apprenticeship placements while on the other hand easing administrative procedures for enterprises and in particular for small and medium-sized enterprises (SMEs) regarding the provision of apprenticeships.
- Member States, in cooperation with social partners, employer organisations, enterprises, crafts chambers and chambers of commerce and VET providers should work together at national level to ensure apprenticeships improving career opportunities for young people and enterprises' performance.

Priority 2: TRANSITION

Change has become a constant feature of our economies and societies. This makes it important to ease and support transitions into and within the labour market with reliable, efficient unemployment insurance and social safety nets which are financially sustainable in the longer term.

Labour market transitions usually refer to periods between the exit from the education system and entry into the labour market as well as between different jobs. Under this priority, the focus is put on the transition between education and work.

Transition measures, including in the area of guidance, training and employment integration, are limited in time and agreed, monitored and performed by various actors in accordance with national industrial relations systems.

EU Youth Employment Initiatives

European social partners support the European institutions' determination to address the youth unemployment challenge, while making sure that EU support will go where it is most urgently needed, in particular by enhancing territorial and social cohesion.

In particular, EU social partners welcome the Youth Employment Initiative which was adopted by the European Council on 8 February 2013 in the framework of the discussions on the Multi-Annual Financial Framework for 2014-2020.

Youth Guarantee

Transitions from school to work have become longer and more complex for many young people.

As agreed by the EPSCO Council on 28 February 2013, the objective of a youth guarantee is to ensure that young job-seekers do not remain outside the labour market for long by providing them with a good-quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education.

Only a job-rich recovery and growth can reduce unemployment sustainably. With that in mind, youth guarantee schemes should take into account the following basic principles:

- a targeted approach for young people, especially those who are at the margins of the labour market,
- a partnership approach including the involvement of social partners,
- identification and allocation of the appropriate means,
- early intervention to prevent long-term unemployment,
- time-bound schemes with measurable outcomes,
- fostering of employability and mobility to prevent or reduce youth unemployment,
- promotion of employment opportunities for young people which enable them to become independent.

Considering the severity of the situation for young people nowadays, a focus on activation measures targeting the young through the setting-up of a youth guarantee and/or similar measures at national level is necessary in many countries. The youth guarantee may also contribute to the achievement of some Europe 2020 strategy objectives, namely a reduction of early school-leavers, an increase in the employment rate of the population aged 20-64 and a lifting-out of poverty and social exclusion. Measures and actions related to the youth guarantee represent a certain cost which needs to be weighed against the high social and economic cost of inaction.

The youth guarantee must be adapted to the situation in each Member State. Social partners should actively participate in its design and implementation, in partnership with public authorities and other relevant stakeholders. Financing the cost of these measures is primarily the responsibility of public authorities.

Guidance and information

Establishing better guidance and information for all young women and men, and tailored career service centres focusing on employability is a good way to strengthen

the links between secondary, further and higher education and training and the labour market.

This is particularly evident in some sectors including public services. Young people are often unaware about the scope of possible careers and activities offered by both private and public employers and enterprises.

Disadvantaged groups of young people, such as socially marginalised young people, those lacking basic skills and school drop-outs, need special attention in guidance and information.

Identification of new skills and new jobs

Identifying new skills and new jobs and anticipating their development can represent a complex task given the difficulty for social partners and training providers to anticipate future skills needs. Numerous and changing socio-economic and technological factors must be taken into consideration, making it challenging to compile reliable data in this area. Nevertheless this exercise is imperative.

As described in the Framework of Actions for lifelong development of competences and qualifications²¹, this anticipation takes place at two levels: the enterprise level and the national and/or sectoral level.

I. Social Partners' Actions

a. Short term

- Promote the attractiveness and value of jobs in “shortages” areas as future careers (e.g. in green economy, ICT, health, education, industry, etc.) by organising, where relevant, awareness-raising campaigns, open days, “taster” opportunities, initiatives between social partners and schools/colleges, etc., and/or restore the image of a sector or occupation in all their aspects, ensuring that health and safety regulations are respected in all sectors.
- Contribute to governments' actions aiming to implement youth guarantee schemes at national level.
- Take part in the design, monitoring, evaluation and review of youth guarantee measures implemented at national level to monitor their effectiveness and value for money, in light of their performance in activating the young unemployed.

b. Long term

- Achieve a lifelong learning culture by informing and advising their members.

²¹The Framework of Actions on lifelong development of competences and qualifications was adopted by the European social partners in 2002

- Prioritise support for young job seekers who wish to shift their career orientations and adapt their skills towards sectors in demand in order to address existing job vacancies, without discriminating against other age groups.
- Enhance the cooperation between human resource managers, private and public employment services, educational institutions, social counsellors, employers' and workers' representatives and external/internal coaches and/or mentors.
- Contribute to the design, implementation and monitoring of education, training and lifelong learning curricula, policies and programmes.
- Cooperate with governments and education and training institutions to provide young people with targeted information on available career opportunities and skills needs on labour markets, and on apprentices', trainees' and workers' rights and responsibilities.

II. Recommendations

a. Short term

- The EU and Member States should ensure that a share of ESF resources can be set aside to provide initial funding for Member States that have already introduced or wish to introduce a youth guarantee.
- The European Commission and Member States should involve European and national social partners in the design and implementation of the Youth Employment Initiative in order to ensure its success.
- Member States should examine and, where needed, address the interplay between tax and benefit systems in a fiscally neutral way, also respecting wage policies, in order to encourage young people's employment participation while ensuring full access to social protection.
- Member States should provide effective career guidance within the education systems to help young people make better informed decisions both in lower secondary education and in higher education. Career guidance materials should include clear information about available jobs and career prospects on the labour markets.
- Member States in partnership with employment services should include job search techniques in school curricula to better equip young people in their search for a first job.
- When introducing a youth guarantee or equivalent measures, Member States should follow an approach targeted firstly on young people who are at the margins of the labour market.

b. Long term

- The EU and Member States could develop networks to collect information and exchange experiences aiming at fostering partnership with education and training providers at all levels.
- Member States should foster partnership between social partners and employment services to find effective ways to address vacancies.

- Member States should organise public employment services as effective “transition management agencies”, with the capacity to provide tailored advice to young people to facilitate their transition from the world of education and the world of work and between jobs.
- Member States should consult relevant actors in the administration of traineeship and apprenticeship programmes in order to ease administrative procedures for employers while respecting the social protection and rights of trainees and apprentices.
- Member States should seek to prevent young people without any qualification dropping out of schools with measures such as youth coaching and mentoring at school, compensatory measures such as bridging programmes, and systemic measures such as further training for teachers on the issue of early school-leavers and early warning system.

PRIORITY 3: EMPLOYMENT

With more than 26 million Europeans unemployed, a key condition is to create more and better jobs in addition to the 2 million vacancies in Europe.

The level of youth unemployment is rising across Europe in many countries, a situation which has been exacerbated by the financial and economic crisis. Young people’s integration into the labour market is made more complicated in many countries due to a lack of jobs. Dynamic, open and mobile labour markets should aim to encourage job creation and job search without undermining social protection systems.

Adequate macro-economic policies and targeted measures for productive investment are needed to foster growth and a job-rich recovery. The competitiveness of EU products and services depends significantly on investment in research & development, innovation, education and training.

It is the responsibility of national social partners and governments, in accordance with industrial relations practices, to determine terms of employment, including labour costs, with the aim of helping young people to enter and develop in the labour market.

There is a lack of certain key competences and a shortage of adequate skills in certain sectors and regions in Europe, in particular related to new industries’ and specific public services’ needs. In order to fill in the existing vacancies, European social partners fully support EU and national efforts to provide the adequate (re)training and promote mobility opportunities for young jobseekers who are considering moving and working within and between Member States.

Well-designed and well-functioning employment regulations, and tax and social protection systems are essential for effective labour markets and for the promotion of more opportunities for young people to obtain a job. Labour market reforms, where needed via collective bargaining or legislation in consultation with social partners, could reduce segmentation and enhance access to labour markets for young people. When devising solutions to maximise youth employment opportunities, it is important to respect agreed social and labour rights.

Active labour market policies are also needed to promote young people's access to employment, which enables them to become independent.

Lifelong learning is a shared responsibility which lies with all actors: enterprises, workers and their representatives, public authorities and individuals. Each employee should be aware of and encouraged to develop her/his competences in the course of her/his working life.

Coaching, tutoring and mentoring, including through intergenerational cooperation, can facilitate the integration of young people in their first job. Such an approach can help enterprises promote simultaneously young and older workers' employment. Moreover, individual competence development plans can allow employers and employees to identify the required competences of the young worker in a given work situation.

A diversity of contractual arrangements can help to better match employers' and young workers' needs, for example to cope with changing demand for goods and services, to fill in for absent employees due to sickness or family duties, or to allow young people to better reconcile work with private life or education duties.

However, some young people may well find themselves stuck in a succession of short term and/or limited-hours contracts, accepting these working arrangements due to a lack of other opportunities, thus hampering their possibilities to embark on an autonomous life and kick-start a secure professional development.

Social partners and public authorities need to ensure that the conditions are right for job creation and that permanent, temporary and short-term contracts are regulated in a way that fosters sustainable integration of young people in employment.

I. Social Partners' Actions

a. Short term

- Agree specific terms and conditions of employment support for young job-seekers to promote their access to a first job including special programmes designed to support and qualify the young people to access jobs.
- Promote contracts of indefinite duration to ensure that they remain the general form of employment relationships.
- Ensure, according to the national industrial relations systems, an optimal balance between flexibility and security including the provision of employment protection for all employment relationships in order to tackle segmented labour markets.
- Support mentoring initiatives to allow and recognise the contribution of an older and/or more-experienced worker in transmitting his/her knowledge and expertise to a younger employee.
- Promote smoother integration of young recruits in the workplace through induction and coaching.
- Promote individual competence development plans jointly agreed by the employer and the worker.

- Continue to engage at European level in on-going discussions on transparency and recognition of formal and non-formal competences and qualifications, by promoting the development of Europe-wide means of recognition and validation of competences and qualifications across general and vocational education and training systems.
- Contribute to European initiatives aiming to promote the potential benefits of mobility of young job-seekers and workers, such as via the “your first EURES job” initiative whilst avoiding brain-drain in some countries which would hamper their future development.

b. Long term

- Conclude bi- or tripartite agreements and/or contribute to the design and implementation of labour market reforms aiming to reduce segmentation and enhance access to labour markets for young people while maintaining the agreed level of social and labour rights.
- Tackle the causes of bogus self-employment to avoid detrimental effects for both employers and employees.
- Take part in the monitoring, evaluation and review of national job plans for young people.

II. Recommendations

a. Short term

- The EU and Member states should foster job-rich economic growth through sound macroeconomic policies.
- The EU and Member States should work together to make youth employment a more attractive option for employers and promote training of young people as an investment for both enterprises and individuals.
- The EU and Member States should design specific employment policies for young people in close consultation with the social partners, in line with industrial and sectoral needs.
- The EU and Member States should invest in innovation, research & development, and education and training in order to make it easier for young workers to get their first job and gain work experience.
- The EU should associate European and national social partners in the design, implementation and evaluation of the 6 billion euros targeted on youth employment measures in the Multiannual Financial Framework for 2014-2020.

b. Long term

- The EU should foster and ease young workers’ geographical and occupational mobility, in particular for those wishing to move and work abroad. This can play an important role in helping to match labour supply with demand, while preventing possible brain-drain effects and recognising the rights of and benefits for mobile individuals.

- Sending Member States that are affected by brain-drain effects should take action so as to limit the negative consequences for their labour markets.
- Member States should address youth employment challenges as part of their national jobs plans.
- Member States should foster active labour market programmes and ensure a balance between the necessary support for job seekers and effective incentives to employment. Specific mechanisms should be foreseen for young people dropping out of activation schemes.
- Member states should ensure that effective and proportionate sanctions are foreseen in case of non-compliance with applicable employment regulations, including in situations of bogus self-employment.

PRIORITY 4: ENTREPRENEURSHIP

Fostering entrepreneurial thinking and promoting entrepreneurship skills have a positive impact on the employability of young people and on job creation. Nevertheless, it is only one element of comprehensive youth employment strategies.

Entrepreneurship should be promoted as early as at school level and further integrated into secondary and tertiary education, be it general education or vocational education and training.

Guidance and mentoring for new entrepreneurs should be made available in order to provide them with information on existing legislation, on potential funding opportunities and with all further necessary advice for creating and managing a successful and responsible business. This includes providing user-friendly tools and promoting simple and easy-to-use administrative requirements to create an enterprise.

Creativity should be encouraged along with entrepreneurship as a mind-set that promotes genuine individual initiatives and self-employment, and positive attitudes towards sustainable risk-taking while respecting labour legislation and workers' rights.

Apprenticeship can lead to entrepreneurship due to the first-hand work experience in an enterprise in their field of work and favour the start of a business.

Other forms of entrepreneurship

“Intrapreneurship”, which is about promoting entrepreneurial attitudes of employees, and employee-driven/social entrepreneurship, can be successful examples of employee participation schemes aiming to achieve the economic and social goals of the organisations they work for.

However, the boundaries between a worker and an employer can be blurred in cases of bogus self-employment.

I. Social Partners' Actions

a. Short term

- Foster training and mentoring services for young entrepreneurs in order to increase chances of young enterprises to continue activity and grow after the first years of their creation.
- Promote entrepreneurial mind-sets at school and in the society as a whole, aiming to avoid stigmatisation of young entrepreneurs in case of failure.

b. Long term

- Promote partnerships between large and small enterprises aiming to identify and support market and growth opportunities with special attention to the high value added industrial and services sectors.
- Encourage female entrepreneurship and entrepreneurship from groups at risk of being excluded by specific accompaniment and mentoring advice.
- Address social and environmental challenges as part of activities that enterprises choose to undertake in the area of Corporate Social Responsibility.

II. Recommendations

a. Short term

- Member States should find a right balance between administrative and regulatory requirements, and the guarantee of a favourable environment for the creation and/or handover of small enterprises, including the development of one-stop web portals (e-administration services).
- Member States should implement targeted tax incentives and enhance support in terms of access to finance for young entrepreneurs to set up an enterprise.
- Member States should set up entrepreneurship courses as part of schools curricula and promote entrepreneurship in work-based learning models, in line with the new Entrepreneurship 2020 Action Plan launched by the European Commission in January 2013.

b. Long term

- The EU, including the European Investment Fund, and Member States should develop further existing instruments and, where relevant, establish new ones to support creation and growth of young enterprises, such as for example the Microfinance Facility and the Programme for the Competitiveness of enterprises and SMEs (COSME).
- Member States should organise and promote local, regional and national competitions between young entrepreneurs.
- Member States should integrate entrepreneurship in VET schools so that VET students can choose to become entrepreneurs.
- Member States could promote socially and environmentally responsible entrepreneurship as part of higher education curricula.
- Member States should make sure that the status of the self-employed is enforced where it exists.

4. PROMOTION, ACTIONS AND FOLLOW-UP

Promotion

BUSINESSEUROPE, UEAPME, CEEP and ETUC (and the liaison committee EUROCADRES/CEC) will promote this Framework of Actions in Member States at all appropriate levels taking account of national practices, through joint and separate actions, as appropriate.

Regional seminars will be organised by the EU social partners to make their members aware of this Framework of Actions. Additional national meetings can be organised in each country by national social partners themselves.

The EU social partners will also transmit this document to all relevant players at European and national levels, including EU sectoral social partners, EU and national public authorities.

Actions

The signatory parties of this Framework of Actions invite national social partners - members of BUSINESSEUROPE, UEAPME, CEEP and ETUC (and the liaison committee EUROCADRES/CEC) to act upon the four priorities identified in this Framework of Actions to foster youth employment and smoother transitions between education and work.

Moreover, European and national social partners will cooperate with EU institutions and/or national public authorities on the basis of the recommendations included in this Framework of Actions.

Follow-up

After three annual reports, the European social partners will evaluate the impact on both employers and workers. This evaluation can lead to an update of the priorities identified and/or an assessment on whether or not additional action is required in one or more of the priority areas.

The European social partners will be entrusted with the preparation of the overall evaluation report during the fourth year after the adoption of this Framework of Actions. In the case of absence of reporting after four years, European social partners will encourage their members in the countries concerned to keep them informed about their follow-up activities until actions have been undertaken at national level.
