



FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT

Second follow-up report

September 2015

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Foreword

This is the second annual follow-up report of the Framework of Actions on Youth Employment, adopted by the Social Dialogue Committee on 22 September 2015.

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 ETUC, BUSINESSEUROPE, CEEP and UEAPME would like to thank their national affiliates for their contributions.

Introduction

In their autonomous work programme 2012-14, the European social partners (EUSPs) 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 successfully adopted by the four EUSPs 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 are committed to report on their activities annually over three years (2014, 2015, and 2016) which will allow an evaluation of the progress made towards achieving their objectives in order to ensure they have a real impact. This will be followed by a final evaluation report in 2017.

As part of this follow-up process, the European social partners will evaluate the Framework of Actions' impact on both employers and workers. Furthermore, as indicated in the negotiated text, "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".

This time, a specific reference to the European social partners' role in promoting the Framework of Actions at national level and in keeping in touch with national social partners who have not taken any action within four years has been added: "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."

This new element is in line with the social partners' aim to improve the implementation and follow-up of EU social dialogue instruments, with a coverage in all Member States as also indicated in the newly adopted autonomous work programme of the EU social partners for the period 2015-17.

During this year's follow-up, the level of engagement and positive contributions of national social partners, including through their agreements, has increased, though in an uneven way. More progress is needed. Together with other EU mechanisms, such as the European Alliance

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.

for Apprenticeships and the Youth Guarantee, the Framework of Actions can be a catalyst for actions at national level, providing a platform for national social partners to engage.

Chapter I – European social partners’ promotion activities

Throughout 2015 the European social partners continued to promote and disseminate their Framework of Actions on Youth Employment. Various initiatives, undertaken jointly or unilaterally contributed to raising awareness and knowledge among their respective member organisations or to a wider public.

In particular, the Framework of Actions was presented in the context of the ongoing Integrated Projects of 2014-2016. Seminars to improve the interaction between EU and national social dialogues, including a specific session to present the Framework of Actions have so far taken place in Poland, Greece, and Paris, covering 12 different Member States. These seminars took place in Warsaw, 16-17 December 2014, with Danish, German, Polish and Slovakian social partners, Athens, 20-21 May 2015, with Belgian, Cypriot, Greek and Swedish social partners, and Paris 25-26 June 2015, with French, Irish, Italian and Lithuanian social partners. The Framework of Actions was also presented to social partners from candidate countries at a joint seminar which took place in Serbia.

In parallel, as part of their policy activities with the EU institutions, the European social partners would like to mention in this report that they have participated in the re-launch of the European Alliance for Apprenticeships in June 2015, under the Latvian Presidency of the Council. The Riga Conclusions, endorsed by EU Ministers in charge of vocational education and training (VET) and supported by the European social partners, seek to strengthen European VET policy with a new set of priorities. A key consideration after the first two years of the Alliance is to strengthen the link with relevant national efforts.

Besides, the ETUC presented the Framework of action on the occasion of:

- Study session "The challenge of representing young workers of the XXI century", ETUC and the Council of Europe; 2 - 6 November 2014.
- The European Social Dialogue Academy (ESDA) which provided training to young trade unionists about different aspects of social dialogue, including the various European level agreements. Two sessions, 17-19 November 2014, 23-25 February 2015.
- Seminar "A New Generation 4 A New Europe", organised by the European Economic and Social Committee, Brussels; 3 – 4 February 2015.
- European Youth Conference "Empowering the integration of younger workers in the European Manufacturing, Transport, Food, Services, Construction and Wood Industries", organised by the European Trade Union Federation, Croatia; 13 - 15 May 2015.
- Study session of the project "Dialogue Between Trade Union Organisations in Turkey and the European Union with a Focus on Young Workers", ETUC, Berlin; 26-29 May 2015.
- Meeting of the ETUC - Youth Committee, Brussels; 26 June 2015.

European employers’ organisations, for their part, promoted the Framework of Actions and concretely followed it up through actions such as their project on the cost-effectiveness of apprenticeships, which was also set up in the context of the ongoing Integrated Projects of 2014-2016 and following the employers’ strong involvement in the European Alliance for Apprenticeships. Promoting their business-case and overall attractiveness, several seminars were organised to discuss the advantages and design of apprenticeship schemes by exchanging best practices between ‘resource’ and ‘target’ countries, and advising member organisations and companies.

Apprenticeship seminars have so far been held in Bratislava (26-27 February 2015), London (16-17 April 2015), and Budapest (9-10 July 2015).

The ETUC as well as the European employers' organisations also frequently refer to the Framework of Actions during the course of relevant policy discussions in a number of committees and conferences, including the Advisory Committee for Vocational Training, European Social Fund Committee and CEDEFOP meetings.

Chapter II – Main trends

The level of youth unemployment for the age group 15-24 is still very high in the EU-28. In June 2015, 4.724 million young persons were unemployed². The youth unemployment rate was 20.7 %, compared with 22.1 % the previous year. There is also a longer-term trend for youth unemployment resulting from some young people experiencing difficulties integrating into labour markets. This has been exacerbated by the crisis and has seen a rise in the unemployment rate of 15-24 year olds from 15.5% in 2008 to 20.7% in 2015. Structural reasons including the lack of job opportunities, in particular in some regions, make it difficult for young people to fully integrate into labour markets.

Various national reports (from Portugal, Cyprus, Bulgaria, The Netherlands) underlined the still critical situation of young people in terms of their transition from education to employment. More than 13% of youth (15-24) in the EU 28 are not in a job, education or training (NEETs). There is wide variation amongst Member States with the highest NEET number exceeding 20% and the lowest number close to 5%. Between 2004 and 2015, the number of NEETs has increased in all but 7 EU Member States. NEET rates are also high for young adults aged 25-29 with the EU average at 20.6% and the highest national rate close to 40%. Those countries with the lower number of NEETs, and an overall trend for higher levels of youth employment, are Austria, Denmark and Germany are also those countries with well-developed work-based learning opportunities, notably including dual-learning apprenticeship systems. This suggests that such systems facilitate young people's transition into work. Countries like Spain, Greece and Portugal continue to show both high levels of NEET and youth unemployment. For example, in 2015, in Greece, nearly 38% of young adults (25-29) were not in employment, education or training, while there were 22% in 2007. Such high NEET rates are especially alarming and indicate that high unemployment rates are an acute social problem for young adults (25-29) and not only among youth (15-24), who for the majority are still in education.

When they are employed, young people are more likely to be hired with temporary contracts (31.7% in 2015), which could provide a helpful stepping stone into the labour market for some, but others may well find themselves stuck in a succession of short term and/or limited-hours contract. The share working on temporary contracts varies significantly across Member States, reflecting their different labour market structures and the corresponding nature of their economies and economic activities, being less than 10 % in Romania and Bulgaria and more than 50 % in Portugal, Spain, and Poland.³

Similarly, young people from 15-24 have a higher than average share of part-time employment (almost one out of three), with a larger than average increase in the share since 2007. In 2015, one out of four male workers under 25 had a part-time job, compared to one out of 13 male workers aged 25 or older. These figures may reflect the fact that some young people combine part-time work with their studies.

These figures show the need to continue to act to achieve concrete progress in favour of youth employment. This includes utilising EU tools such as the Youth Employment Initiative and Youth Guarantee in conjunction with undertaking appropriate reforms at the national level.

² Eurostat

³ Idem

Follow-up reports

Two years after the adoption of the Framework of Actions, national social partners are able to report a variety of measures taken.

For this second report, the EU social partners have received a total of 21 joint national reports, which is an increase from the 17 reports received during the first year of the follow-up. This confirms the importance of the issue of youth employment which remains a top priority across the European Union. Very few national reports were similar to last year (only Austria and Cyprus), and social partners from France, Ireland, Romania and Spain reported for the first time.

1) Priorities

Priority 1: Learning

Within the first priority “Learning”, educational systems continue to be an important area of intervention of social partners to foster youth employment. Although education is very much a competence of the state and governments, social partners have demonstrated their relevance and capacity to be key players in the way in which systems are adapted, reformed and/or managed. In addition, social partners take part in numerous consultations, on an ad-hoc basis or more permanently, with education Ministries or relevant institutions, as a way to influence the policy making process and give concrete input on how the labour markets function and the way to build stronger bridges between the world of work and the world of education. This holds true for the on-going efforts reported for instance in Austria, Cyprus, Germany, and in the United-Kingdom (UK).

Highlight: Germany – 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. 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 (see national report on page 39).

The subjects on which national social partners have mostly reported is dual learning. This includes all forms of work-based learning combined with school learning, as a way to reinforce field experience and at the same time theoretical knowledge. This includes Vocational Education and Training systems (VET) and apprenticeship schemes of various patterns. In a number of countries VET systems have been reformed between 2013 and 2015, notably in Denmark, France, Ireland and Latvia, in most of the cases with the direct involvement or participation of social partners who are able to connect the content of the learning programmes with the reality of the job market and work places. In countries like Bulgaria, Czech Republic, Latvia, Romania, Poland and Portugal, VET is also considered a priority and some interesting examples on how the systems have been adapted recently are reported (partnership agreements between social partners, industries, and/or sectors with the educational institutions; mapping of training needs; identification of job vacancies and opportunities).

Highlight: Denmark – Reform of VET

Starting on 1 August 2015, the reform was adopted late spring 2014 after a hearing process with extended involvement of the social partners. It includes a wider scope of career guidance in the last years of comprehensive school, new admission rules and clear expectations,

including in terms of maturity and basic skills. There is now a stronger focus on progression and coherence (starting and finishing a VET Programme). In addition, priority is given on improving the quality, with more detailed descriptions of competences to be achieved; continuous focus on employment rates and involvement of social partners (see national report on page 35).

Another focus area linked to this priority is the way countries choose to address early school leavers, drop outs or the least qualified. Social partners in Belgium, Bulgaria, Czech Republic and Sweden have reported concrete measures to tackle this problem which is sometimes considered as a precondition to the smooth integration of students in the educational system. This policy priority is in line with the Europe 2020 strategy targets that aim to reduce school drop-out rates to less than 10%.

Equipping students with the right skills, especially skills that would match the labour market demand, was reported as important. In Bulgaria, the Czech Republic, Denmark and Finland, social partners have put the focus on skills mismatches and the science, technology, engineering and mathematics fields. These measures often come together with a need to better inform students on possible jobs available on the job market.

See also: sectoral initiatives (below)

Priority 2: Transition

Initiatives linked with the Youth Guarantee, are the most reported by social partners under this priority “Transition”. This is not a surprise since it was expected that governments would step up their efforts to implement the Guarantee at the national level. Here social partners from Austria, Belgium, Bulgaria, Czech Republic, Finland, France, Italy, Poland, Portugal, Romania and Sweden report a number of schemes designed to provide young people a job or a training in line with the guidelines set at EU level. Social partner involvement in the design, implementation and governance of the Youth Guarantee varies between Member States and also in regions. In most cases the national governments have completed the measures with targeted approaches or financial support. Although according to most of social partners it is still too soon to measure the impact of the Youth Guarantee schemes put in place, many have identified challenges and continue to put forward proposals to make best use of this tool. The follow-up of the implementation process is mostly tripartite and social partners are taking an active role in this process.

In Bulgaria, Luxembourg, Romania and the United Kingdom, there are targeted initiatives on the NEETs (those not in employment, education or training), with a special focus on information campaigns to raise awareness and bring young people into employment. The initiatives include projects to evaluate individual capacities and competencies on the one hand, and to identify areas of skills shortages on the other hand.

Other initiatives reported under this priority include more ad-hoc national actions. For instance, social partners in Denmark have reported initiatives targeting young adults without qualifications while the Swedes decided to report on “student employees”. In Luxembourg, information sessions and “information days” have been organised to facilitate young people’s future career orientation. This is also the case in Latvia and the United Kingdom where career guidance initiatives and/or information desks are being developed. Guidance can also include specific information on traineeships opportunities, such as in Poland.

***Highlight:** Czech Republic – Skills matching labour markets needs
The SP realized a joint project with the CMKOS “Sector Agreements as a Tool of the Social Dialogue in Addressing Long-term Issues in the Area of Human Resources Development” from February 2014 to June 2015 to find effective solutions in the area of human resources development and needs of the labour market in the context of technological change and new*

skills and competences development using social dialogue tools (see national report on page 33).

Priority 3: Employment

This priority “Employment” addresses in general the conditions in which companies hire young people, how young people are given chances to build-up their career and how to improve opportunities for young people in the job market.

Several initiatives relate to the adaptation of employment legislation with the view to providing for better work opportunities for young people. Some reports underlined the still critical situation of young people at work and the proposals put forward to improve it. The national reports also outline the responsibilities of the social partners.

Social partners in Bulgaria and Cyprus have played an active role in reforming national employment legislation and/or labour codes. Others like in Spain and in Sweden have used their collective bargaining power to determine new conditions to encourage employment in general, with a focus on youth employment.

In France, social partners further contributed to the Learning, Transition and Employment priorities by simplifying the “Generation contract” (originally created in 2013) and making it less burdensome, providing SME’s with financial incentives to hire a young employee (under open-ended contract) while maintaining an older worker’s contract. Initiatives in the forms of projects in Bulgaria again and in the Czech Republic aim to activate and improve the employability of young people. Other initiatives like the summer job programme in Finland have been reported as an important opportunity for young people to gain field experience. The issue of funding and financially supported jobs is also important in Belgium, Romania and Sweden, with sometimes the help of the European social fund.

***Highlight:** Spain – 3rd Agreement for Employment and Collective Bargaining Signed on 8 June 2015, the ultimate goal is to support economic and employment recovery, encouraging companies’ adaptability and collective agreements coverage. The agreement (2015-2017) aims to guide the negotiation of collective agreements and contains measures aiming at increasing youth participation in the labour market. In particular, the second chapter of the Agreement recognizes a high use of temporary contracts, whose main recipients are young people. In order to address this issue, the Agreement provides certain criteria to easier transition towards open-ended contracts. In addition, the Agreement contains a specific section on young people hiring and section on training and professional qualifications (read more details on page 67).*

Mentoring is another area that has been highlighted in Cyprus, Germany, Romania, Sweden, and United Kingdom. This personal developmental relationship is a useful tool to facilitate the transition of young people to employment. These initiatives are not necessarily linked only to the Employment priority, they are also linked to the Transition and Entrepreneurship priorities.

Social partners also promote good working conditions and information campaigns through company visits of young people to virtuous enterprises in Latvia and Portugal, while in Finland a prize is given to the best employer for the summer.

Priority 4: Entrepreneurship

Although social partners have reported less activities under this “Entrepreneurship” priority, it still forms an important part of the follow-up of the Framework of Actions on Youth Employment.

Entrepreneurship training programmes have been developed or reinforced in Austria, Bulgaria, Cyprus, France, and Portugal, to equip entrepreneurs with the right skills and with an

entrepreneurial mind-set or to encourage young people to realise that they can create their own company.

Concrete financial support is given, projects and plans are developed and/or proposed in Bulgaria, Cyprus (notably for women entrepreneurs), the Czech Republic, Germany (entrepreneur games), Italy, Romania or Sweden.

Highlight: Romania – “Romania Startup”

Program launched in 2015 coordinated by Ministry for European Funds implemented at national level by NGOs and public authorities, with the objective: to develop entrepreneurial and managerial skills in order to increase the number of business. About 40 projects were funded for more than 1600 start-ups funded with 25.000 euro/ business plan; over 4000 new jobs created; 80 incubators launched; mentorship schemes for each project; capacity building for all entities involved (employers organizations, trade unions, universities, NGOs, banks, public sector entities, companies) (see national report on page 65).

2) Cross-cutting aspects

Macro-economic situation

Some social partners have reported about the negative impact on the situation of the labour market of the economic crisis and – when applicable – fiscal consolidation measures undertaken. 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. With more than 23 million people⁴ unemployed, the main challenge remains the stimulation of a job-rich growth pattern and the creation of jobs. The EU and Member states should foster job-rich economic growth through sound macroeconomic policies

Collective bargaining

Social partners have reported various bipartite solutions under collective agreements, at national or sectoral levels. In Germany, agreements were concluded in the field of apprenticeship and VET. In Spain, as reported above under the Employment priority, social partners have signed a major agreement at national level aiming to guide the negotiation of collective agreements for the period 2015-17; this includes measures to improve youth participation in the labour market. In Sweden, the social partners have signed an agreement for “student co-workers” aiming to provide students with opportunities to prepare for working life and facilitate employment in sectors with job vacancies. Social partners have also signed agreements on a form of youth introduction employment.

Despite their efforts to contributing youth unemployment in various countries, social partners in some other countries have underlined the critical climate to social dialogue.

Sectoral approach

Vocational education and training initiatives - In Bulgaria, social partners have cooperated successfully in implementing the dual training system particularly in the mining, construction, natural gas distribution, apparel industry, machine building engineering, woodworking, furniture production and services of general public interest. In Germany, the social partners in the chemical industry have worked to increase the opportunity to start an apprenticeship for

⁴ Eurostat, July 2015

young people. In Latvia, a project was aimed at researching education and labour market needs in 12 priority economic sectors and ensuring VET adaptation and compliance to labour market needs. More recently in 2015 the functions of the sector expert councils was stipulated into the law. In Portugal, a range of training initiatives developed through the Vocational Training Centre for the electric and electronic sector. In Belgium, sectoral agreements have been extended to facilitate more broadly a better coordination between schools and the world of work.

Other initiatives - In the Czech Republic social partners developed the project “Sector agreements as a tool of the social dialogue in addressing long-term issues in the area of human resources development”; this project resulted in the implementation of 6 sector agreements, 13 regional sector agreements and a national agreement. In Finland, several sectors have agreed to participate in a summer job program for school pupils (offering a possibility to employ a pupil for two weeks during holiday for a fixed pay); in Germany, collective agreements guarantee apprentices a permanent contract, on the condition of having successfully completed the training and probation period, this now includes jobs in the care professions as well as the forestry sector, and in the sector of local transport at communal level. In Luxembourg sectoral initiatives aim to better inform young people, parents and teachers on the different career options and social partners mentioned a “Building Generation” initiative in the construction and craft sector. In Sweden and the United Kingdom some more public sector specific initiatives were reported.

Regional approach

Regions, as reported by the Austrian, Belgian, Bulgarian, Czech, Finnish, German, Italian, Portuguese, Spanish and Swedish social partners, continue to be a key level of intervention, with sometimes more detailed initiatives taking place at this level rather than at the national level. Regional institutional structures play a strong role in Austria, Germany, Finland or Sweden, where initiatives take place and/or agreements are first signed at the level of the regions. In Austria for instance, a project to provide free coaching for the enterprise in case the apprentice experiences difficulties will be extended to all regions (after a trial in 4 regions since 2013). However, in Bulgaria and the Czech Republic the regional approach is different and the policy intervention aims to target those geographical areas where the level of youth unemployment is the highest.

European funding

The use of financial instruments is a key factor for the development and implementation of a lot of measures reported by the social partners under the Erasmus+ programme or the European Social Fund.

- Erasmus+: In Latvia, the social partners implement a strategic partnership project entitled "VET for Employment" which includes a study on training in the workplace study visits to Austria and Germany. They also participate in a programme entitled “National Authorities for Apprenticeships” aiming to implement work-based learning in the country. In Portugal, an initiative in the Metal Industry encourages students to participate in Erasmus Plus, in order to increase their autonomy and discovery spirit in entrepreneurship.
- ESF: In Germany, a programme co-financed by the Federal Ministry of Economy and Energy and the ESF, aims to support small and medium-sized enterprises in the matching of training placements and in the integration of foreign professionals. In Latvia, social partners participate in a project on restructuring of vocational education qualification system and improvement of the efficiency and quality of vocational education and training. In Romania, ESF is used for supporting subsidised employment for young people which are involved in school to work transition and for which SMEs

receive financing for the salaries of young graduates. The ESF is also used for supporting the implementation of the youth guarantee such as in France. Finally, in Sweden a project led by the Swedish Association of Local Authorities and Regions is developed to prevent students from dropping out of upper-secondary school.

- Budget lines of the European Commission's DG Employment have been solicited by the Polish social partners to finance an upcoming project with a specific focus on the role of social dialogue in the follow-up of the Framework of Actions on Youth Employment.

Women

Social partners in Romania and Cyprus mentioned specific initiatives supporting young women entrepreneurs and in the UK a company-led initiative supporting young women in STEM (Shell UK) was highlighted.

Chapter III – National evaluation reports

Austria

Sources of information

Trade Unions: ÖGB

Employers: IV, VÖWG and WKÖ

General remark

Austria's unemployment rate is among the lowest in the EU and its youth unemployment rate is the second-lowest. 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 97.300, April 2015). 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 9.000 apprentices, April 2015).

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 committed to provide the possibility for all young people to stay on in 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.

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). Access to higher education 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 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 university entrance diploma (Lehre mit Matura)

Apprentices may – with the agreement of the enterprise – sit the university entrance diploma 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 40% 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 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 2014 there were about 10.000 supra-company-training-places which cost about 125 Mio Euro.

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 information brochures, online career guidance (www.bic.at), 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.

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.

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"®.

Belgium

Sources of information

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

Employers: FEB-VBO, UNIZO, UNISOC

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. Un rapport de mise en œuvre est sollicité chaque année par les partenaires sociaux européens.

Un premier rapport de mise en œuvre de ce cadre d'action a été adopté par le Conseil national du Travail en date du 15 juillet 2014 (rapport n° 88). Un second rapport de suivi est attendu et le Bureau du Conseil national du Travail a décidé d'initiative de mettre ce point à l'ordre du jour de ses travaux et de le traiter dans le cadre d'une procédure écrite.

Dans le cadre de la coordination qu'il assure, le Conseil a invité les Conseils économiques et sociaux régionaux à fournir des contributions indiquant les actions en faveur des jeunes menées à leur niveau.

Ces contributions figurent en annexe du présent rapport, lequel est destiné à être transmis au Comité du dialogue social européen, comme annoncé dans un courrier adressé aux organisations européennes, membres de ce comité, en date du 19 mai 2015.

Sur rapport du Bureau et dans le cadre d'une procédure écrite, le Conseil a approuvé, le 5 octobre 2015, le rapport suivant.

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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.

Un premier rapport de mise en œuvre de ce cadre d'action a été adopté par le Conseil en date du 15 juillet 2014 (rapport n° 88). Le présent rapport constitue le second rapport de suivi. Y sont reprises les principales évolutions dans les travaux des partenaires sociaux concernant la problématique de l'emploi des jeunes depuis le précédent rapport de mise en œuvre.

Comme indiqué dans le précédent rapport, 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 les mesures prises au niveau fédéral. La seconde partie offre un bref aperçu des activités des partenaires sociaux au niveau régional en s'appuyant sur les contributions transmises par les trois Conseils économiques et sociaux régionaux (Bruxelles, Wallonie, Flandre) dans le cadre de la préparation du présent rapport.

Les contributions des Conseils économiques et sociaux régionaux figurent en annexe du présent rapport.

II. MISE EN OEUVRE DU CADRE D'ACTION EUROPÉEN SUR L'EMPLOI DES JEUNES

A. Mise en oeuvre au niveau fédéral

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

Comme expliqué dans le premier rapport de suivi (rapport n° 88 du 15 juillet 2014), un effort financier correspondant à 0,1% de la masse salariale doit être affecté par les secteurs 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 existe depuis 1989 et a été toujours reconduite depuis, soit en exécution d'un accord interprofessionnel soit en exécution d'une décision gouvernementale.

Un quart de cet effort devait déjà être réservé auparavant 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).

Le gouvernement a prévu en mars 2015 d'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.

Les secteurs sont en première ligne pour la mise en œuvre de ce dispositif, qui suppose la conclusion de conventions collectives de travail (CCT) pour introduire ce régime d'emplois tremplin.

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.

Sans préjudice des positions des organisations concernant l'orientation des politiques en faveur des groupes à risque, le Conseil a formulé dans son avis unanime du 14 juillet 2015 (avis n° 1.954) certaines critiques sur le calendrier choisi par le Gouvernement pour l'introduction de cette nouvelle mesure. Il a également demandé qu'une évaluation en profondeur des projets supplémentaires menés jusqu'à présent par les secteurs en faveur des jeunes soit menée.

Les remarques formulées conjointement par les partenaires sociaux dans leur avis n'ont pas été suivies par le Gouvernement.

2. Stages

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 ont été

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 par le Conseil national du Travail et le Conseil central de l'Économie. Un dernier rapport d'évaluation de cet engagement a été émis par les Conseils le 14 juillet 2015 (rapport n° 92). Dans ce rapport, 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 (1,42 %).

B. Efforts au niveau régional

1. Région de Bruxelles-Capitale

Dans sa contribution (voir annexe 1), le Conseil économique et social de la Région de Bruxelles-Capitale (CESRBC) a mis en évidence la signature par le Gouvernement et les interlocuteurs sociaux bruxellois, le 16 juin 2015, de la Stratégie 2025.

Cette stratégie, qui succède au « New deal » d'avril 2011, sera mise en œuvre avec le CESRBC dans le cadre de priorités partagées (pilotage et mise en œuvre en collaboration avec les interlocuteurs sociaux) ou de priorités concertées (pilotage direct du Gouvernement mais faisant l'objet d'une concertation approfondie).

La mise en œuvre de la garantie jeunesse fait l'objet de l'objectif 1 de l'axe 2 de la stratégie et constitue une priorité partagée. Deux objectifs essentiels sont poursuivis dans ce cadre à l'horizon 2020 : contribuer à la lutte contre le chômage et le sous-emploi des jeunes de 15 à moins de 25 ans et contribuer à l'amélioration des compétences (au sens large) des jeunes en vue de leur (r)entrée sur le marché de l'emploi.

L'objectif 6 de l'axe 2 concerne le Programme bruxellois pour l'Enseignement et vise, dans le cadre d'une priorité concertée, à travailler en amont, sur la question de l'enseignement.

Le CESRBC renvoie également dans sa contribution à un certain nombre d'avis qu'il a émis récemment sur des thématiques liées à la mise en œuvre du cadre d'action européen sur l'emploi des jeunes (stages dans l'enseignement, Service francophone des métiers et des qualifications, contrat d'apprentissage et plan de formation, stages pour demandeurs d'emploi).

2. Région wallonne

Parmi les éléments les plus importants depuis le précédent rapport, le Conseil économique et social de Wallonie (CESW) fait part dans sa contribution (voir annexe 2) d'une intensification des actions contribuant au rapprochement enseignement-formation-emploi et met en évidence la mise en place des « Instances bassins enseignement qualifiant-formation-emploi » qui visent à améliorer la cohérence de l'offre d'enseignement qualifiant et de formation avec les besoins socioéconomiques identifiés aux niveaux régional et sous-régional, notamment en s'appuyant sur la participation des interlocuteurs sociaux.

Concernant la mise en œuvre de la recommandation européenne relative à la Garantie pour la jeunesse, le Gouvernement wallon a adopté un plan d'actions 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. Des demandes de financement ont été introduites auprès du Fonds social européen pour soutenir la mise en œuvre de ce plan dans le cadre du Programme Opérationnel Wallonie-Bruxelles (FSE) 2014-2020 et un Comité de pilotage « Garantie Jeunesse » a été mis en place, notamment pour maximiser les synergies entre opérateurs dans la mise en œuvre des actions visant la prévention du décrochage scolaire, l'amélioration de la capacité d'insertion professionnelle et la suppression d'obstacles à l'emploi pour les jeunes de moins de 25 ans.

En outre, le Groupe des partenaires sociaux de Wallonie (GPS-W) et le Gouvernement wallon se sont engagés dans la conclusion d'un Pacte pour l'emploi et la formation, conformément à la Déclaration de politique régionale 2014-2019. Deux groupes de travail ont été créés dans ce cadre concernant d'une part la problématique des places de stage et d'autre part, le « Contrat d'insertion » destiné à offrir une première expérience professionnelle aux jeunes inoccupés depuis plus de 18 mois.

Enfin, des négociations sont actuellement en cours au sein du GPS-W concernant la réorganisation des aides à l'emploi (suite à la Sixième réforme de l'Etat). Les interlocuteurs sociaux wallons ont déjà fait part, dans ce cadre, de leurs options fondamentales, parmi lesquelles la confirmation que les jeunes constituaient un groupe-cible prioritaire.

3. Région flamande

Dans sa contribution (voir annexe 3), le « Sociaal-Economische Raad van Vlaanderen » (SERV) fait part des derniers travaux des partenaires sociaux flamands en lien avec les priorités figurant dans le cadre d'action européen en matière d'emploi des jeunes.

a. Groupes à risque

Un accord sur les « principes de politique des groupes à risque » a été conclu le 21 janvier 2015 au sein du SERV.

Concernant les jeunes, cet accord prévoit d'orienter les diminutions de cotisations patronales en faveur des jeunes les moins qualifiés. Des remarques concernant l'avant-projet de décret relatif à la politique flamande en faveur des groupes à risque a par ailleurs fait l'objet de questions et remarques des organisations patronales et syndicales dans un avis divisé du SERV du 10 août 2015.

b. Formation en alternance

Une note conceptuelle du Gouvernement flamand du 23 janvier 2015 a fait l'objet d'un avis du SERV en date du 16 mars 2015. Y sont abordées les questions relatives au groupe cible, à l'importance du screening et de l'orientation, à l'introduction de parcours qualifiants, à l'attribution de missions et responsabilités claires aux différents partenaires et acteurs ainsi qu'à la simplification des statuts. Le SERV est également impliqué dans le

développement ultérieur au niveau du dialogue avec les stakeholders. Une seconde note conceptuelle a été approuvée par le Gouvernement flamand le 3 juillet 2015.

c. Accords sectoriels

Les actuels accords sectoriels ont été prolongés le 10 juillet 2015 pour un an. Pour rappel, ces accords sectoriels (au nombre de 34) 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 (pour 2016-2017) s'inspirera des précédents accords tout en insistant davantage sur la collaboration intersectorielle et en introduisant, de manière limitée, un mode de financement lié aux résultats.

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

Une nouvelle note conceptuelle du Gouvernement flamand sur ce thème, destinée à remplacer le plan d'action de 2013, est actuellement soumise pour avis au SERV.

e. Cadre flamand de certifications

Différentes questions ont été abordées récemment par les partenaires sociaux flamands dans le cadre de la concertation tripartite menée au sein du VESOC. Ces questions ont trait notamment à la relation entre la formation de base, la qualification professionnelle et la qualification de l'enseignement.

f. Participation proportionnelle à l'emploi

La politique flamande en matière de participation proportionnelle à l'emploi est en voie d'adaptation. Une note conceptuelle du Gouvernement flamand du 9 juillet 2015, qui place l'accent sur le talent et les compétences, est en ce moment soumise à l'avis du SERV.

g. Plan pour l'emploi des jeunes

Dans le cadre de la garantie jeunesse, il a été misé notamment sur l'expérience professionnelle au moyen de l'apprentissage sur le lieu de travail via les mesures « Individuele Beroepsopleiding » et « Werkinleving voor Jongeren ».

h. Sixième réforme de l'Etat

Les compétences relatives aux conventions de premiers emplois (projets globaux) et au bonus de démarrage et de stage ont été transférées aux entités fédérées (au 1er avril 2015).

Bulgaria

Sources of information

Trade Unions: PODKREPA, CITUB

Employers: BIA, BICA

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.

With regard to **Priority 1: Learning**, BIA, BICA 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, BICA 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 Centres 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 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.

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.

BICA signed an agreement with the Bulgarian Academy of Science for developing of the scientific integration in the European Union, with a worthy contribution in the European scientific, research and educational area for boosting the competitiveness of the Bulgarian economy.

BICA actively participates in the implementation of the policies of the Ministry of Education and Science for increasing young people's educational level and employability. This takes place through a partnership agreement for co-operation in field of VET signed between BICA and the Ministry of Labour and Social Policy called "First Job Agreement".

BICA signed an agreement with the University for National and World Economy (UNWE) and established partnerships with three universities – the Technical University in Sofia, the UNWE

and the Higher School of Security and Economics – Plovdiv (former College of Economics and Administration - Plovdiv) for updating their curricula in accordance with the necessities of the business community. BICA actively works for legislative changes in the field of education and in VET in particular. The Association participates in working groups for preparing regulations (sub-law acts) for quality assurance in vocational education and for implementing of ECVET.

In 2014 within a project entitled “From Education to Employment” (part of the National Employment Action Plan) 513 young persons (up to 29 years of age) were trained. The “batch training” included motivation training, key competencies training in four professional directions: “business administration”, “informatics”, “production and processing” and “personal services”. In 2015 BICA carried a project “I Study and Succeed in Bulgaria” within the National Employment Action Plan. The “batch training” in this project included a new component crucial for the professional career of the young generation – informing and vocational guidance. BICA is striving to reach the regions with high unemployment level with such projects and in particular to help young people there develop their skills in occupations which lack human resources.

Furthermore, BIA has developed a competence assessment system, [MyCompetence](#), which offers young people including those not in employment, education or training (NEETs) possibilities to evaluate their individual capacity and competencies, identify probable skills shortages, enhance their knowledge, skills, competencies and qualification in line with employers’ requirements and needs, and take better informed career decisions. The e-platform offers nearly 500 competency models (professional standards) of key job positions and about twice as many of similar ones. These professional standards encompass the knowledge, skills, competencies, education pathways and resources which employers find key for the given position. The system offers over 30 e-learning courses in various areas and e-tests for assessing one’s competencies.

One of CITUB activities was a project “Chance to Work - 2014”. The project aimed to activate and improve the employability of young people up to 29 years. Project activities covered 875 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 245 successful trainees within the project. 43 of the young people got an Employment contract in the National Company “Railway Infrastructure” one of the Project partners.

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 centre 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.

Another activity of CL Podkrepa targeted to young people and aiming at improving their employability skills was implemented within *Compass* Project as part of National Action Plan for Employment Promotion 2014. As a result, a total of 647 young unemployed people up to 29 were supported by carrier guidance, trained in key competencies and vocational trainings, and employed in the spheres of their vocational competencies.

With regard to **Priority 2: Transition**, the social partners' role in implementing the Youth Guarantee comes to the fore. The EOs have been fulfilling their commitments stemming from a tripartite National Framework Agreement for implementing the National Youth Guarantee Implementation Plan signed by the social partners, governmental and non-governmental bodies including youth organizations in October 2014. The social partners participated actively in discussing and drafting the aforesaid plan. Some actions stipulated by the agreement include but are not limited to raising awareness and informing employers about the possibilities Youth Guarantee offers for employing and training young people, encouraging employers to post off job openings to PES and local Labor Offices, carrying out projects for youth employment and/or training etc. Currently, all of the municipal and local structures of the BICA sign agreements for implementing the Youth Guarantee at regional level.

The social partners participated continuously in tripartite working groups and committees for drafting the Youth Guarantee Implementation Plan and various supplementary measures that needed to be implemented. This resulted in the successful adoption of an amendment to the Labour Code in 2014 concerning youth employment and the introduction of a new form of contract entitled "Traineeship Employment Contract".

Identifying ESLs (school drop-outs) is of utmost importance for combating youth unemployment. It should be a joint commitment of Ministry of Education and Science, Ministry of Interior, local Labour Offices, municipalities and communities. BIA has repeatedly proposed measures to be taken for providing information on the grounds of personal E-educational and qualification profile of young people, a warning system for early school leaving, and identification of allocation of personal employment/ workplaces by region and place of residence through the introduction of E-code in the registration of labour contracts. Providing information about workforce qualification by place of residence, regions is important for employers, training providers and competent authorities for the purposes of strategic planning, investment, traineeship offers or job creation.

Identifying ESLs and NEETs is 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 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, labor 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.

Within the *Decent Work* Project, supported by the Operational Programme Human Resources Development 2011-2013, a national campaign for high school students took place across the whole country. These initiatives aimed at providing information to the students and facilitating transition from the world of education to the world of work by consulting them about labour rights, job opportunities, job application procedures, Europass CV as a competence self-

evaluation tool. A booklet with information was created and distributed at schools in the areas of 36 regions of CL Podkrepa regional structures.

In order to foster education modernization and facilitate transition from education to employment, BIA has signed a Memorandum of Cooperation with the National Representation of the Students' Councils. It aims at building up a sustainable and effective link between the universities and the business, refreshing university curricula in line with industry requirements, enhancing career orientation, encouraging lifelong learning and ultimately leading to bridging the labor market demand and supply gap.

With regard to **Priority 3: Employment**, BIA, BICA 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).

BICA supported actively the efforts for increasing the educational level of young people up to 29 years of age and for motivating them to work and strive for professional fulfilment. The activities for disseminating information concerning the different occupations and possibilities for finding a job after the completion of a certain training, are accomplished by the Center for Information and guidance (CIG) of BICA CONSULT. Due to the active efforts of the structures of BICA – The Center for Vocational Training (CVT) and the CIG, 326 unemployed persons (up to 29 years old) found jobs and professional fulfilment.

In 2015 more than 373 persons (up to 29 years old) were informed and vocationally oriented. Their professional realization is on the way by relying on the employers – members of BICA. BICA actively works on introducing of flexible pathways, which have to ensure a smooth transition from education to employment. This approach is non-traditional and it includes the establishing of a broad partnership network of secondary schools, universities and employers.

Generally, BIA has proposed different measures for making employment legislation and the Labour Code more flexible and encouraging employment, including youth employment in this respect. For instance, BIA has insisted that all governmental information systems be compatible and integrated with the data bases of the Ministry of Education and Science, Ministry of labour and Social Policy, National Revenue Agency, PES etc. in order to facilitate early intervention, monitor the results of various measures, reduce the number of NEETs etc.

The VET centre at BIA also carried out vocational training courses for unemployed youths. The main target group in these courses were young people under 29 years of age. The successful completion of a course resulted in job offers for trainees. Moreover, BIA has regularly informed its members about various possibilities for employing young people on subsidiary employment along the National Employment Encouragement Plan and encouraging employers to hire youths.

In 2015 Youth Forum 21 century, CITUB's youth organization, started a new project for unemployed 20 young people from region Smolyan, which will provide professional guidance, motivation and training for part of vocational qualification in one of the professions "Cook" or "Office manager". Young people who successfully complete the training will start work in companies from the region.

With regard to **Priority 4: Entrepreneurship**, BIA has initiated different activities such as launching entrepreneurship training courses and participating in events and competitions. Under the Operational Programme Human Resources Development the VET centre with BIA carried out entrepreneurship training courses for young people and taught them how to prepare business plans and apply for funding.

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.

EXAMPLES OF GOOD PRACTICE

The Confederation of Independent Trade Unions in Bulgaria (CITUB) and its youth organization - "Youth Forum 21st Century" Association - actively participate in the elaboration of a national plan for implementation of the European Youth Guarantee (2014 – 2020). Representatives of the Confederation participate in the Coordination Council chaired by the Minister of Labour and Social Policy which coordinates and monitors the implementation of the Plan. In the signed National Framework Agreement 2014 (on October 10), CITUB undertook the engagement to fulfil 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.*

In 2014 CITUB realized a series of activities and initiatives aimed at young people in Bulgaria, whose main objective was activating and promoting young people’s integration into the labor market, reduction of youth unemployment and informing young people about their employment rights and obligations. In particular, the activities carried out in 2014 by CITUB together with the Youth Forum “21st Century” along the lines of the framework agreement are as follows:

1. Developing a package of **information materials to promote NYGIP among young people.**

2. Carrying out of 15 **youth information campaigns** through a Mobile Youth Information Center in 12 Bulgarian municipalities (Burgas, Varna, Veliko Tarnovo, Gabrovo, Lovech, Plovdiv, Razgrad, Rousse, Smolyan, Sofia, Stara Zagora and Yambol) in the period April - October 2014 and with the participation of over 3 000 young people.

The main objectives of the information campaigns were: to promote NYGIP among a wide range of young people; to identify young people who are NEETs, and motivate them to register at the "Labour Office" Directorates with a view to promote their integration into the labor market or their return to the education system. Furthermore, within the frames of the campaigns the young people who visited the Mobile Information Center had the opportunity to receive **free employment/labor law consultation** from the lawyers of CITUB, as well as a **package of information materials "My first job"**. The package includes 9 thematic leaflets available in an electronic version as well at <http://mfwp.labour-bg.net> , entitled: I want to begin work; I start work; The remuneration of my work; Protection against risks in the workplace and in life - compulsory insurance; Working time; Safe working conditions; Working abroad; Once I start working, can I change anything?; Who monitors the workers' rights.

One of the information campaigns held on October 11, 2014 in the town of Smolyan and dedicated to the World Day for Decent Work, was realized jointly with experts from the "Labour Office" Directorate and attended by over 200 young people, the majority of whom were not previously familiar with the services provided by the Labor Offices and the Youth Guarantee. This good practice for joint fieldwork, close to young people should be multiplied during the current year and implemented in the other municipalities of the country as well.

3. **Trainings of the regional structures** of CITUB and the Youth Forum 21st century about the youth guarantees and commitments for the implementation of NYGIP. The 27 contact persons from the regional structures that have a commitment to inform young people of the region for NYGIP and the opportunities it provides them with a view to rapid integration and realization of the labor market.

4. **Training of topic "The labor market and young people - current policies and programs"** 10-12 October 2014 in the town of Smolyan and dedicated to the celebration of the World Day for Decent Work. Participation in the training took about 40 young people from across the country, employers, representatives of the Municipality - Smolyan, Directorate "Labour" - Smolyan, Regional Labour Inspectorate and etc.

5. Discussion forums:

- **Roundtable on "Young women and reconciling work and family life on public transport in the capital"**, organized jointly with the Union of Transport Trade Unions in Bulgaria CITUB on August 1, 2014 in Sofia with the participation of 40 people.

- **Final Forum "European face of Sofia: quality jobs for quality services in the public transport sector"**, organized jointly with the Union of Transport Trade Unions in Bulgaria CITUB on 27 October 2014 in Sofia with the participation of 50 people. As a result of the forum and within the project "Youth Partnership for European quality of public transport in the capital" (Programme Europe - 2014 Sofia Municipality) signed a Memorandum of Cooperation between Youth Forum 21st century and Sofia Municipality.

- **National Youth Conference "European Youth Guarantee - Opportunities and Perspectives"**, held on November 7, 2014 in Sofia. Participation in the forum took about 70 young people from across the country, as well as representatives of the Ministry of Education and Science, Ministry of Labour and Social Policy, Ministry of Youth and Sports, National Employment Agency, employers' organizations, the National Youth Forum, career centers, etc. At the conference were presented the results of the survey on young people's

awareness on the implementation of the European Youth Guarantee in Bulgaria and implemented youth action in support of the candidacy of Varna for European Youth Capital 2017 Forum concluded with the adoption Final document with specific recommendations to the responsible institutions in the country, aimed at realization of worthy young people in Bulgaria.

6. Surveys on its own initiative:

- Survey on "**Work-live balance**" - conducted in the period August to October 2014, together with the Union of Transport Trade Unions in Bulgaria and an external expert. The results of the study can be found on the website of the Confederation.

- Survey for young people's awareness on the **implementation of the European Youth Guarantee in Bulgaria** - conducted in the period August to November 2014, together with the Institute for Social and Trade Union Studies at CITUB. The detailed results and analysis of the survey can be found on the website of the Confederation.

Unfortunately, the survey demonstrated that the majority of young people, about 60% have never heard of the existence of the guarantee of youth or if they heard something they have no idea what is its essence. That is why all the institutions, local authorities, social partners and youth organizations, together with the media must work together to make sure that youth guarantee to be realized in practice and to achieve its goals in the Plan, and not remain only a plan on paper.

7. In 2014 the Workers' Education and Training Colleges /WETCO/ at CITUB **provided professional guidance** to 2000 young people up to 29 years old.

8. Various activities for implementation of the national plan started early 2014 and were funded by the state budget under National plan for employment promotion. One of the activities was a **project "Chance to Work - 2014"** implemented by the CITUB. The project started in February 2014 and aimed to activate and improve the employability of young people up to 29 years. Project activities covered 875 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 245 successful trainees within the project. 43 of the young people got an Employment contract in the National Company "Railway Infrastructure" one of the Project partners

9. In March 2014 within the framework of the project "First job" (Scheme BG051PO001-1.1.12 "First job" of the Operational Programme "Development of Human Resources"), **CITUB recruit 11 young people** aged up to 29 years.

10. In 2015 CITUB **implements targeted activities for NEETS** within 2 projects: 1) Regional project of Ihtiman Municipality in partnership with VET centre at CITUB. Trained in professional qualification "Garden worker" are 20 young Roma people who are now in internship within the municipality. 2) "Chance to Work 2015" project within which 530 NEETs were motivated. They have got professional guidance, Teamwork key competence development and professional qualification "Social assistant" - Work with children. 40% are involved in internship in the Municipal social facilities. The second part are 400 NEETs up to 24 years old with secondary education, but without professional qualification. They have already received professional guidance, motivation and part of the professional qualification "Assistant Educator".

11. Youth Forum 21 century at CITUB beginning of the year started a new **project for unemployed young people from region Smolyan**, which will provide professional guidance, motivation training and training for acquiring partial professional qualification in one of the professions "Cook" and "Office manager". Successful graduates' young people will start work in companies from the region.

Sources of information

Trade Unions: SEK, DEOK

Employers: OEB

The social partners organizations in Cyprus that are members and actively participate to the Employer and Workers organizations at the European level, i.e. the Cyprus Employers & Industrialists Federation (OEB), the Cyprus Workers Confederation (SEK) and the Democratic Labour Federation of Cyprus (DEOK), are jointly submitting the following report with regards to the Framework of Actions on Youth Employment.

It is noted that the Second Follow-Up Report is similar to the First-Follow-Up Report, in view of the fact that no major developments have been taken place since the submission of the first report. Nevertheless, the policies and actions undertaken by the government and the social partners' organizations continue to be implemented.

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 are taking step towards establishing 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. This system will be tailored in a way that will reform the current educational system, while taking into consideration the labor market needs.

Moreover, the aforementioned Ministries along with the social partners' direct involvement are taking 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 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 2014 was 35,9% (2013:38,9, 2012:27,7%), which constitutes the fourth highest rate in the Eurozone⁵.

⁵ <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&pcode=tipslm80&language=en>

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 to limit the period where the job-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 have been increased while the measures taken towards decreasing the high unemployment rates, especially among the youth, have been undermined.

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 Human Resource and Development Authority of Cyprus (HRDA) which operates under supervision of the Ministry of Labour, Welfare & Social Insurance, in association with the social partners has designed and currently implements various Schemes 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 is partially funded by the European Commission and is 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 Labor Organization in drafting the National Youth Employment Action Plan. In 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 Labor, 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. 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

In the Czech Republic (CR) the youth unemployment is below EU average over a long time. It exceeds the total unemployment rate considerably, though. The access to the labour market differs according to qualification. University graduates have the easiest one, employment of graduates in humanistic branches is generally low. The labour market lacks qualified workers mainly in technical branches even though the numbers of qualified school-leavers are high.

There are thus mainly initiatives to revive apprenticeships, to support technical education, to adapt technical branches to the demand on the labour market and to increase their social prestige. Youth employment varies also among regions with the worst situation in Ústí and Karlovy Vary Regions. The economy has been recovering in 2014 and 2015. It is a gradual process, which sustainability is uncertain. The social partners have been actively advocating for raising youth employment and pushed a range of activities and recommendations of the Agreement through to the National Reform Programmes 2014 and 2015.

The Czech Republic ranks among those EU countries where the question of employment and unemployment among young people is not so acute. However, even though it is necessary to support activities aimed at implementation of the EU initiative "Youth Guarantee" with regard to potential future risks.

The Operational Programmes "*Human Resources and Employment*" and "*Education for Competitiveness*" are used as the most effective tools for the national active labour market policy and modernization of the education system.

The Framework of Actions on Youth Employment supported employers and trade unions in a large scale of activities:

1.) Learning:

The SP launched a "Year of Industry and Technical Education" on 15 January 2015 under the auspices of the Prime Minister, the Ministry of Education, Youth and Sports (MoEYS) and the Ministry of Industry and Trade (MoIT). The initiative aims at enhancing the general interest in technical branches and helping promote technical education by changing the negative perception of the industry among the public, raising attractiveness of industry and technical education at all levels, promoting transversal and specific competences and skills (including jobs in shortages areas), providing highly skilled workers for the labour market, improving matching of skills on the labour market and enhancing the image of science, technology, engineering and mathematics at secondary school and in higher education levels. The pilot project "POSPOLU" ("TOGETHER"; "*Fostering co-operation between schools and companies with focus on vocational education and training (VET) in practice*") ran from December 2012 to June 2015 was launched by the MoEYS and the National Institute for Education in close co-operation with employers, professional associations and trade unions identified the possibilities and limits of cooperation between schools and employers in compliance with the current legislation.

The SP has been involved in the BUSINESSEUROPE project "*The cost-effectiveness of apprenticeships schemes: Making the business case for apprenticeships*" aimed to encourage the sharing and the improvement of national practices on apprenticeships.

2.) Transition:

The social partners continued to support implementation of the “*Youth Guarantee Implementation Programme*” and the Youth Employment Initiative in regions. A number of individual projects are run by the Labour Office under the Operational Programme “*Human Resources and Employment*”, including 14 regional projects “*Work Placements for Young People under 30 Years*”.

The SP realized a joint project with the CMKOS “*Sector Agreements as a Tool of the Social Dialogue in Addressing Long-term Issues in the Area of Human Resources Development*” from February 2014 to June 2015 to find effective solutions in the area of human resources development and needs of the labour market in the context of technological change and new skills and competences development using social dialogue tools. The project resulted in conclusion and implementation of 6 sector agreements, 13 regional sector agreements and a national agreement. The sector agreements were piloted within the project „National Register of Occupations II“ realized by a consortium of the SP, the Economic Chamber of Commerce and TREFIMA.

Big companies initiated individual projects with the aim to activate young people within their corporate social responsibility activities, e.g. IBM, ČEZ, Škoda Auto, ArcelorMittal etc.

3.) Employment:

The measures taken at the national level focus on activation of labour in general and are contained in the “*Strategy of Employment Policy until 2020*” and its strategic material “*Activation Measures to Address the Adverse Situation on the Labour Market (2014 – 2017)*”. The activation measures were developed by the government in cooperation with social partners. The activation measures were developed by the government in cooperation with social partners and include 37 legislative and non-legislative provisions. The social partners will continuously monitor and evaluate the implementation.

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, especially in situation when unemployment in the Czech Republic came to the highest levels of the whole Czech history.

4.) Entrepreneurship:

The Association of Small and Medium-Sized Enterprises and Crafts CZ (AMSP, SP member) evaluated implementation of its commercial projects “*Your Way – Young Business*” and “*Pulling for Crafts*” in 2014 and developed further plans for implementation in 2015.

The EESC adopted on 27 May 2015 an own-initiative opinion “SOC/518 Fostering creativity, entrepreneurship and mobility in education and training” (rapporteur V. Drbalová, SP) and the Czech employers’ members of the EESC have collaborated on the elaboration of opinion „SOC/521 Recognition of skills and qualifications acquired through non-formal and informal learning – the practical input of organised civil society“ focused on strengthening of key competences for young people to be knowledgeable in their careers and on increasing their activity and employability.

Denmark

Sources of information

Trade Unions: LO-D

Employers: DA

1. Reform of VET in Denmark

- The Government invited the social partners to mutual discussions on a reform of VET in autumn 2012. These talks ended summer 2013
- No final report, but productive discussions that formed the basis of the Government model for the reform programme
- Common declaration from the Government, DA and LO on the basic components of a reform. The Government presented its proposal.
- Traditional lobbying process during autumn and winter
- Reform adopted late spring 2014 after a hearing process with extended involvement of the social partners

The new Danish reform on VET commence on 1st August 2015.

2. Transition from School to VET

- Wider scope of career guidance in the last years of comprehensive school
- Admission rules and clear expectations
- Different options after school:
- 10th grade if you lack maturity or cannot pass in Danish and Math
- 30-40 weeks in a vocational class on a VET school if you meet admission criteria but is undecided in relation to what programme to choose
- Start on a specific VET programme

3. Progression and Coherence

- Everybody starting on a vocational school must be able to finish some VET programme.
- Everyone that is admitted into a specific VET programme can finish this programme.
- There are few quotas in the system
- There is a direct continuous flow from part one to part two of the programme, either in a full apprenticeship or in part-apprenticeships organized by “Apprenticeship-Centers”

4. Better Quality

- More detailed descriptions of competences to be achieved to raise quality of school-based as well as work-based learning
- Higher learning expectations. Explicit demands to the students about the standards they must meet.
- Vocational programmes prepare for further studies as well as for the profession
- Differentiation in all teaching and training to make sure that everyone reaches his/her maximum level of learning
- Continuous focus on employment rates and involvement of social partners

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

GENERAL

Social partners in Finland traditionally take part in all educational and labour policy work relevant to youth employment at local, regional and national level including the government's Youth Employment Guarantee -committee. The actions and development of proposals are therefore often shared between many actors.

As a member of the Committee the Social partners gave a lot of proposals based on their mutual agreements to the further development of the Finnish Youth Guarantee program. Social partners also influenced strongly to the continuation of the national program as a one of the key schemes in the new government's program.

EXAMPLES OF SPECIFIC CAMPAIGNS

The national labour confederations (SAK, STTK and Akava) 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 honour their young employees and the common rules of the working-life. <http://www.akava.fi/paraskesatyonantaja>

Encouraged by the central confederations, several sectors have agreed to participate in a summer job program for school pupils. It offers a possibility to employ a pupil for two weeks during holiday for a fixed pay of 335-345 euros. <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, EK has organized an internet based job offer portal for companies. The scope is to encourage employers to offer jobs for the young. Especially summer jobs and apprenticeships. <http://www.nuorilietoita.fi/>

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 continues 2015 thorough Kuntarekry Oy.

France

Sources of information

Trade Unions: CFDT

Employers: MEDEF

1. Learning:

-In order to promote the development of vocational skills, the French social partners reached in December 2013 a cross-industry agreement in order to reform the vocational training system.

This agreement was transposed into a law adopted in March 2014. The main priorities of the law are to reform the training policy by clarifying the overall governance of the system.

The main innovation is the creation of a personal training account which will facilitate access to training for both jobseekers and employees. Everyone above the age of 18 years old (15 in case of Apprenticeship contract) can open his personal training account. The right to training is now acquired on an individual basis and will remain in case of dismissal.

It also includes specific measures to promote apprenticeship such as the creation of a permanent apprenticeship contract and more secure funding for apprenticeships for those with fewer qualifications.

The French government also launched a process of simplification of the apprenticeship's contract. The apprenticeship financing channels have been simplified and the government has set out the target of reaching 500 000 apprentices by 2017.

-A French/German social partner's working group has been set up in 2013. The objective of this working group is to provide French and German government with recommendations for the training of youth and the development of the "work-based training".

-At European level, the French government joined the European alliance for Apprenticeship, in December 2014. This will strengthen the cooperation between the European countries in order to share knowledge and to develop international mobility of apprentices.

These measures will come into force during 2015 but their impact will depend on the relevance of trainings to the needs of the labour market.

2. Transition:

Measures have been taken to strengthen links between the education system and the labour market such as: the development of career guidance systems and the strengthening of the role of "professional insertion support offices in universities" (Fioraso Law 2013) and in particular the support for the research of internships and traineeships.

3. Employment:

3a. The "Generation contract" was created in March 2013. It provides financial support for SME's in order for them to hire a young worker (under open-ended contract) while maintaining an older worker's contract. The initial objective of the government was to conclude 500.000 generation contracts over a period of five years, but only 33.000 contracts have been signed since 2013.

To address this, the scheme has been made easier and less burdensome in March 2015.

3b. At national level, French social partners have been consulted by the French government for the **implementation of the ESF operational program, the Youth Guarantee and the Youth Employment Initiative.**

The YEI in France will support the implementation of the national Youth Guarantee to help those young people with worse chances in the labour market.

Actions include: counselling and training the less-skilled; enabling mobility of apprentices at regional, national and in some cases cross-border level; helping to prevent early school-leaving and better identify young NEETs, and giving a second chance to those who left school without any diploma or qualification to gain a foothold in the labour market through work experience or traineeships. Public Employment Services have a crucial role to achieve these aims and the national operational program will be an opportunity to improve their outreach to young NEETs.

4. Entrepreneurship:

The Fioraso law (2013) sets an obligation of entrepreneurship awareness-raising for all students during their studies.

In addition, the Ministry of Education is implementing for the start of 2015 school year a “Parcours Avenir” for all pupils in secondary level (from 11 to 18 years old). One of the priorities of this action is the development of the entrepreneurship mindset. The French social partners have contributed to the definition of this “Parcours Avenir” which stipulates the implementation of Minis companies.

Germany

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. The alliance is the further development of "The training pact – National Pact for Career Training and Skilled Manpower Development in Germany" (2004-2014). 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 creates 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" und to broaden the "training assistance".

Collective agreements in the public sector

At German Federal State (Tarifvertrag für Auszubildende der Länder) and at communal level (TVAöD) Collective Agreements guarantee apprentices a permanent contract, on the condition of having successfully completed the formation and probation period. 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 provide 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 an initiative for 100.000 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 training. A special focus is on young people who – for different reasons - did not find access to vocational training after leaving school.

Supporting small and medium-sized enterprises in the matching of training placements and in the integration of foreign professionals: The German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerks, ZDH) coordinates a national network of more than 170 consultants at the chambers of skilled crafts, the chambers of industry and commerce and other business organisations which supports small and medium sized companies in recruiting young people for dual apprenticeship training (Programm "passgenaue Besetzung"). The consultants also prepare companies for the training of young people from abroad. In 2014 nearly 200,000 companies have been contacted. Over 10,000 training placements have been generated. This program is co-financed by the Federal Ministry of Economy and Energy and the ESF.

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 apprenticeship for young people. The measure addresses young people that have not been able to find a vocational training placement yet and who are lacking 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 programme.

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

Report on vocational training: The DGB youth is issuing an annual academic study on the quality of vocational training. The comprehensive collective of data aims to identify areas for improvement within the system of vocational training in Germany.

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, the Confederation of German Employers' Associations 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.

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.

Hungary

Sources of information

Trade Unions: SZEF

Employers: MGYOSZ - BUSINESSHUNGARY

- As a joint action *at national level*, the Hungarian trade union confederations and MGYOSZ has applied for the translation of the Framework of Actions to the Translation Found last year and after we received the translated text we agreed on the final Hungarian version February 2015, which was distributed among our member organisations and published on our websites.
- The Hungarian social partners have tried to use the FoA as a reference in their negotiations *at sectoral level*; however, there is no national level tripartite social dialogue in Hungary since the National Reconciliation Council (OÉT) was terminated in 2010.
- The Hungarian Youth Guarantee Program started in February 2015. First it is targeting young people under 25, registered in the Public Employment Service, looking for a job for at least 6 month. The target group includes about 174.000 young NEETs, the full budget between 2014 and 2020 is about 220 billion Forints (approx.734 million EUR). The full implementation will follow only from 2018. Social partners (*Priority: Transition*)
- Further reconstruction has been made in the Hungarian education system. New dual learning programs have been introduced, not just on secondary, but from 2015 also on tertiary level at universities mainly in the area of economics and engineering. (*Priority: Learning*)

Ireland

Sources of information

Trade Unions: ICTU

Employers: ibec

Themes:

Learning

Transition

Employment

Expansion of Apprenticeships - Ireland

Objective summary

In 2013, the Irish Government's Action Plan for Jobs included a commitment to:

“Initiate a review of the apprenticeship training model, including costs, duration and demand with a view to providing an updated model of training that delivers the necessary skilled workforce to service the needs of a rapidly changing economy and ensures appropriate balance between supply and demand.”

The Government appointed an Apprenticeship Review Group, which included representatives from the social partners. It concluded that the current system, which is limited to 27 occupations, does not reflect the broader skill needs of the economy. An updated model could play a critical role in supporting young people into sustainable careers.

Description of the initiative

The Review Group proposed that dedicated funding should be established to promote the development and establishment of apprenticeships in new occupational areas. Proposals for new apprenticeships were invited by a newly established Apprenticeship Council – which includes government and social partner representatives - from consortia of enterprise and education and training providers. Proposals received were evaluated against criteria which included:

- The numbers to be trained
- The extent to which proposers are representative of the industry
- The continuing demand for apprenticeships into the future
- Evidence of labour market need and future strategic economic priorities, supported by evidence based studies
- The capacity to support quality training (facilities, participation in training of trainers, capacity to provide required range of experience, co-ordination with other employers, etc.)
- The willingness of employers to recruit and meet the relevant costs associated with apprenticeships
- A willingness of employers and education and training providers to engage collaboratively in development and delivery of apprenticeships
- A marketing plan to promote apprenticeships

In addition, proposers were asked to set out the format and structure of the programme proposed, an outline of the main occupational needs to be addressed, demonstrate the depth and transferability of the skills to be acquired, the entry levels proposed, and how learners will be equipped for progression to the next level of learning.

The process provoked a lot of interest with proposals for 86 new apprenticeship occupations. The Council has assigned these 25 new programmes Category 1 status, meaning that they are both sustainable and at an advanced stage of design, planning and industry/education collaboration. They will now enter a detailed development phase.

The 25 proposals are focused on a wide range of skills and sectors, including Manufacturing and Engineering, Tourism and Sport, Financial Services, Information Technology, Transport Distribution and Logistics, and Business Administration and Management.

The new types of apprenticeships being proposed today are very flexible, ranging in duration from two to four years, and will be offered at Levels 4 to 7 on the European Framework of Qualifications. This is the first occasion on which apprenticeships will be available at degree level.

Assessment/Results

The volume of proposals suggests there is a genuine interest amongst enterprises in the apprenticeship model. While 25 programmes have gone forward for early implementation, it is planned that other proposals will move into a development pipeline. Meanwhile, Ireland's economic recovery has stimulated demand for existing apprenticeships. They are mainly construction based but also include printing, aircraft maintenance and mechanics. This year approximately 3,000 young people are expected to begin apprenticeships in these areas. This represents a 100% increase in the number of new apprentices compared to 2012

Italy

Sources of information

Trade Unions: CGIL, CISL, UIL

Employers: Confindustria

The Italian translation has been agreed by the national social partners and is now available on the national and European social partners' websites.

It has also been circulated and promoted among affiliates and branches of the national social partners.

National social partners are also planning a joint event on the Framework of Actions in the upcoming months.

1. Learning

Internships

Following the adoption of the State Region Conference's Guidelines for Internships, Italian social partners have been active in its implementation at regional level. Regional legislation has been agreed with the regional social partners in order to more efficiently regulate internships. A minimum compensation, quality framework for training, compulsory tutorship and sanctions have been agreed.

Apprenticeships

See below in employment section.

2. Transition

Youth guarantee

The national social partners have been actively participating in the consultations for the National Implementation Plan of the Youth Guarantee in Italy. These meetings took place in the first instance at national level and then continued at regional level. According to the Recommendation of the European Council, regional implementation plans had to be designed and implemented with the contribution of youth NGOs and social partners at local level, too.

The Youth Guarantee is now operating in many regions also thanks to the (pro)active contribution of social partners, even though the level of their involvement differs from region to region. Monitoring is also problematic and the results, after a year since the beginning of this programme largely unsatisfactory: last monitoring reports that till June 600 thousands youngsters (15-29 y.o. / NEETs in Italy are about 2,4 mln) had registered and about half of them had been profiled; only 100 thousands received an offer.

3. Employment

A comprehensive labour market reform (the so-called "Jobs Act") has been adopted in Italy. The reform is not the result of social dialogue. Social partners have been informed and consulted in some phases of the implementation of the legislative decrees of the Jobs Act.

This reform also includes a comprehensive review of the dismissal procedures and regulations and the introduction of the "open ended contract with increasing entitlements", in addition to provisions on active labour market policies.

In order to increase the number of the newly introduced "open-ended contract with increasing entitlements", the Government allocated a significant amount of resources in order to cover the taxation over the first 3 years since the hiring for new contracts.

Reform of short term contracts and apprenticeship schemes has been passed by Renzi Government in March 2014 without consultation of social partners and by way of a Government Decree, contrarily to what stated in the FoA.

Apprenticeship schemes had been regulated by social partners at the sectoral level in many National Collective Agreements and also at regional level for the management of the compulsory VET schemes to be offered to apprentices.

4. Entrepreneurship

In **decree76/2013**, 328 mln € have been allocated for the following measures for youth in Southern regions:

- a) support for self employment and entrepreneurship;
- b) the measure (included in the Action and cohesion plan) aimed at the promotion of projects by young people and or persons of disadvantaged groups has been financed again; these projects must be aimed at social recovery and valorisation of public goods in the Southern Regions.

The national and regional implementation plans of the Youth Guarantee also include guidance and support for youth entrepreneurship with the allocation of EU and national/regional funding.

Sources of information

Trade Unions: LBAS

Employers: LDDK

National level

1. LBAS and LDDK actively participated in the design of the implementation of Youth Guarantee in Latvia. In 2014 the social partners was engaged in Steering committee of Youth Guarantee in Latvia.
2. LDDK and LBAS participate in an ESF financed project (running as of 2011-2015) on restructuring of vocational education qualification system and improvement of the efficiency and quality of vocational education and training. The project has been prolonged until November 2015. The project is aimed at researching education and labour market needs in 12 priority economic sectors and ensuring VET compliance to labour market needs. One of the main actions is Establishment of sectorial expert councils as advisory tool for improvement of vocational education and training (VET). In the middle of 2011 twelve sector expert councils have been established (composed from representatives of employers, trade unions and state institutions). LDDK coordinates involvement of employers, LBAS – of employee representatives. In 15 May 2015 by amendments to Vocational education Law, role and the functions of the sector expert councils was stipulated into the Law. Also by these amendments the role of Employers were raised giving possibility to act in advisory body (Convent) in state financed vocational education institution.
3. To support young people in their career and further education decisions, to ensure smooth transition from education to employment, LDDK organises information campaigns in spring, every year, targeting young people. As of 2012, a top of professions and educational institutions was launched, giving opportunity for individual employers (both private and public) to suggest to young graduates the professions and educational institutions which are trusted by employers. As a result, the top of the most suggested professions and educational institutions (where to obtain relevant qualifications) was created and promoted every year. For young people, it is possible to get information which companies suggest which professions and educational institutions, which allows them to plan their possible future traineeship or career, as well as potential place for employment.
4. LDDK in cooperation with LBAS implements Erasmus + strategic partnership project "VET for Employment". Project duration Main project activities are: Study on training in the workplace and practise system in Latvia, study visits to Austria and Germany, an international conferences held on 11 May 2015 "Competitive and Sustainable Vocational Education: achievements and new objectives" during the Latvian Presidency in the EU Council, a study on the reform of vocational education in Lithuania, exchange of experience in Lithuania, the portal <http://www.practican.com> improvement, development and implementation of methodological guidelines for organizing qualitative practices in pilot projects.
5. LDDK and LBAS is participating in ERASMUS+ programme KA3 project "National Authorities for Apprenticeships: Implementing Work Based Learning (WBL) in Latvia, Lithuania and Estonia" Project duration is 01.12.2014. – 30.11.2016. The main objective of the project is to support development of WBL and apprenticeships in the Baltic States and to enhance cooperation between Baltic States in implementing VET reforms.
6. LBAS 2014-2015 participates in the Cedefop research project „Governance and financing of apprenticeship” which main purpose is to study VET governance structures and financing arrangements in five countries – Italy, Latvia, Portugal, Spain

and Sweden – in the view of establishing or expanding apprenticeship and, more broadly speaking, dual vocational education and training and in identifying possible options of how governance structures and financing arrangements could be further developed to support apprenticeship in a given countries.

7. From 06-09/11/2014 LBAS organized competition “Know not guess” for secondary school pupils (11 and 12 grade) with aim to increase knowledge of labour rights, work safety and also role of trade unions at workplace. 33 teams from Riga schools participated into the competition.
8. From 05-07/06/2015 International trade union youth forum „On strengthening the trade union youth participation in decision making on European and national level” was organized to provide recommendations for European trade unions for work with future employee, drawing attention to the necessity to educate pupils and students on their labour rights and within it educate about trade unions.
9. On 21 October 2014 LBAS was organizing discussion about problems in implementation Work based learning drawing attention to need for legislation, quality and payments for students.

Sectorial level

Please see activities of Sectorial expert councils

Enterprise level

Please see activities of Sectorial expert councils

Sources of information

Trade Unions: OGB-L, LCGB

Employers: Fédération des artisans, Fedil Business Federation Luxembourg

Le ministre du Travail et de l'Emploi et de l'Économie sociale et solidaire, Nicolas Schmit, et le ministre de l'Éducation nationale, de l'Enfance et de la Jeunesse, Claude Meisch, ont présenté le jeudi 26 juin 2014 le plan de mise en place de la Garantie pour la jeunesse au Luxembourg, en vigueur depuis le 1^{er} juin. La Garantie pour la jeunesse sera progressivement mise en place pour qu'à moyen terme, tout jeune entre 16 et 24 ans résidant au Luxembourg puisse bénéficier de cette initiative.

La Garantie pour la jeunesse vise à ce que les jeunes âgés de moins de 25 ans ne restent pas plus de quatre mois sans avoir accès à une offre d'emploi, un complément de formation, un apprentissage ou un stage. Concrètement, le système de Garantie pour la Jeunesse, qui s'adresse aux jeunes entre 16 et 24 ans résidant au Luxembourg, proposera donc un accompagnement individuel à chaque jeune tout au long de son parcours vers la vie active, en tenant dûment compte du profil et de la situation personnelle du jeune concerné.

Le déploiement du nouveau dispositif reposera sur quatre phases, qui correspondent aux différentes étapes du processus qu'un jeune va parcourir "afin de lui offrir une nouvelle perspective dans sa vie", comme le précise le [plan national de mise en œuvre](#) de la garantie au Luxembourg.

- 1. Phase 1 : Prise de contact et information.** Cette phase a pour objectif de diffuser à grande échelle, les informations sur les diverses possibilités qui s'offrent aux jeunes qui ont besoin d'aide. C'est également dans le cadre de cette phase qu'est mise en œuvre la stratégie de prise de contact (« outreaching »), en contactant systématiquement chaque jeune décrocheur scolaire et en essayant d'être plus visible pour les populations cibles des jeunes inactifs (NEET). De nombreux partenaires collaborent dans cette phase et de multiples moyens de communication seront utilisés (brochures, documentation, portail Internet, médias sociaux). Il est prévu de créer un portail Internet spécifiquement consacré à la Garantie pour la Jeunesse, qui donnera un accès informatique à toutes les informations mises à la disposition des jeunes.
- 2. Phase 2 : Orientation :** Cette phase a pour objectif de s'assurer que les jeunes sont orientés/dirigés vers le bon acteur, en fonction de leurs intentions quant à leur l'avenir. Cette orientation peut se faire directement auprès d'un des acteurs, lors de la phase 1 ou par l'intermédiaire de la Maison de l'Orientation. Trois intentions principales des jeunes ont été identifiées et structurent le plan de mise en œuvre de la Garantie pour la Jeunesse :
 - *Certains jeunes ont l'intention de travailler :* Leur premier point de contact sera donc l'Agence pour le développement de l'emploi (Adem), qui dresse le profil du jeune, afin d'identifier ses besoins. Si le jeune est prêt pour le marché du travail, l'Adem poursuivra son travail avec lui et la procédure passera à la phase 3 du plan de mise en œuvre, à savoir la trajectoire axée sur l'emploi. Si le jeune n'est pas prêt à faire son entrée sur le marché du travail, l'Adem l'aidera à résoudre ses problèmes essentiels ou à définir son projet en l'accompagnant tout au long du processus qui le conduira vers sa carrière professionnelle.
 - *Certains jeunes ont l'intention de reprendre leurs études.* Ils trouveront de l'aide au Service de la Formation Professionnelle (SFP) et à l'Action locale pour jeunes (ALJ), dépendant du Ministère de l'Education, de l'Enfance et de la Jeunesse. L'ALJ dressera un profil du jeune, afin de clarifier ses intentions et de s'assurer que son projet est réaliste. Si c'est le cas, l'ALJ continuera à travailler avec cette personne et la procédure

passera à la phase 3 du plan de mise en œuvre, à savoir la trajectoire axée sur l'école. Dans le cas contraire, le SFP/ l'ALJ organiseront une réunion avec l'un des autres acteurs de la Garantie pour la Jeunesse, afin de trouver les meilleures alternatives qui s'offrent à cette personne, au vu de son profil.

- *Certains jeunes ont besoin de définir leur projet personnel/professionnel.* Ils ne savent pas s'ils veulent travailler, quand ils souhaitent commencer et envisagent même de peut-être retourner à l'école. Ils ont besoin de conseils sur leurs perspectives d'avenir. Ils seront orientés vers le Service National de la Jeunesse – SNJ, relevant du Ministère de l'Education, de l'Enfance et de la Jeunesse. Le SNJ dressera un profil du jeune, afin de clarifier ses intentions et de s'assurer que son projet est réaliste. Si c'est le cas, le SNJ continuera à travailler avec cette personne et la procédure passera à la phase 3 du plan de mise en œuvre, à savoir la trajectoire axée sur l'activation. Dans le cas contraire, le SNJ organisera une réunion avec l'un des autres acteurs de la Garantie pour la Jeunesse, afin de trouver les meilleures alternatives qui s'offrent à cette personne, au vu de son profil. A l'issue de la phase 2, le jeune sera orienté vers le bon acteur, qui sera ensuite chargé de mettre en œuvre la Garantie pour la Jeunesse propre au jeune en question.

3. **Phase 3 : Ouverture d'un dossier** : C'est à ce stade que le jeune signe un engagement – contrat formel avec l'administration identifiée dans le cadre de la phase 2 comme étant la plus à même de lui offrir une aide précieuse pour mener à bien ses intentions jugées réalistes. Le contrat constitue une composante essentielle du processus de la Garantie pour la Jeunesse, dans le sens où il formalise la stratégie que suivra le jeune, avec l'aide de l'administration, au cours des mois suivants. Il précise clairement l'offre que le jeune se verra proposer, que ce soit dans le cadre de la trajectoire axée sur le travail, l'école ou l'activation. Mais il décrit aussi en détail l'engagement que prend le jeune. En effet, le jeune doit également assumer certaines obligations, consistant principalement à respecter le contrat qu'il a signé. Par exemple, le jeune doit se présenter aux rendez-vous fixés, assister aux séances de formation qu'il a à l'origine accepté de suivre, obéir aux règles applicables à l'apprentissage, etc. Ces règles sont établies en fonction du profil spécifique du jeune et sont donc supposées être réalistes et réalisables. Ce contrat formel a pour principal objectif de responsabiliser le jeune quant à l'issue du processus et devrait de ce fait, améliorer les chances de réussite du Plan de mise en œuvre de la Garantie pour la Jeunesse.

4. **Phase 4 : Implémentation** : A compter de la signature d'un contrat convenu bilatéralement dans le cadre de la phase 3, l'administration en charge de la trajectoire choisie par le jeune doit commencer à mettre en œuvre certains éléments du contrat, dans les quatre mois qui suivent la signature dudit contrat. Un emploi, divers instruments de la politique active du marché du travail, des propositions de formation, un stage, un enseignement, un apprentissage et des instruments d'activation composent les principales activités d'intervention afférentes à une offre proposée au jeune, dans le cadre de la Garantie pour la Jeunesse.

A ce stade, il est des plus importants de souligner que cette offre doit être de bonne qualité. Une proposition à court terme n'est en aucun cas acceptable. L'objectif consiste en fait à donner à chaque jeune, une perspective crédible, réaliste à vue du profil en question et qui puisse progressivement être menée à bien. Par conséquent, la Garantie pour la Jeunesse doit être considérée comme un engagement pris par les services publics de sortir définitivement les jeunes d'une situation de précarité.

Compte tenu du lancement récent de la garantie Jeunes au Luxembourg, les partenaires sociaux luxembourgeois ne sont pas en mesure de fournir pour l'instant des actions concrètes menées dans le contexte du cadre d'actions.

Néanmoins, dans le cadre de la mise en application de l'accord-cadre européen sur les marchés inclusifs au Luxembourg, les partenaires sociaux luxembourgeois ont mené une série d'actions sur l'emploi des jeunes.

En ce qui concerne la formation des jeunes et leur intégration sur le marché du travail, différentes formules leur permettent d'entrer progressivement dans la vie active (exemples : dans le cadre d'un contrat d'apprentissage auprès d'un employeur, contrat d'initiation à l'emploi, contrat d'appui-emploi). Les organisations patronales et syndicales ont également à cœur d'organiser ou de s'associer à des événements permettant aux jeunes d'avoir des contacts ponctuels avec le monde des entreprises (exemples : l'initiative « Job Shadow Day » qui permet d'accompagner un dirigeant d'entreprise le temps d'une journée, ou encore le « Girls' day - Boys'day » qui permet aux filles et garçons d'avoir un premier contact avec des métiers moins prisés par les personnes de leur sexe et contribue à susciter des vocations dans ces domaines).

Ces démarches s'inscrivent dans l'action continue des organisations représentant les employeurs et les salariés pour valoriser et promouvoir l'image et l'attrait des différents secteurs, activités et professions au Luxembourg. Les organisations ont également à cœur de promouvoir les métiers en demande de main-d'œuvre et les métiers d'avenir.

Le travail est le facteur d'inclusion par excellence. Les partenaires sociaux luxembourgeois ont ainsi pour ambition, par la mise en œuvre des mesures susmentionnées et par la participation au sein des différentes instances de concertation, de contribuer à l'intégration du plus grand nombre sur le marché du travail et de promouvoir la diversité au sein des entreprises. Toutes les initiatives reprises dans le présent accord témoignent de la volonté communément partagée au Luxembourg de dynamiser le processus d'insertion sur le marché du travail.

De plus certaines initiatives sectorielles ont pour but d'informer les jeunes, leurs parents et le corps enseignant sur les possibilités d'emploi et de carrière dans différents secteurs. Soulignant ici par exemple l'initiative « Building Generation » de l'Institut de Formation Sectoriel du Bâtiment de l'artisanat <http://www.ifsb.lu/fr/rd.php?dossier=6>.

The Netherlands

Sources of information

Trade Unions: FNV, CNV, VCP

Employers: VNO-NCW, MKB-Nederland, LTO Nederland, Stichting van de Arbeid

Not received

ADDITIONAL JOINT REPORT

Sources of information

Trade Unions: SCO (Samenwerkende Centrales van Overheidspersoneel/Alliance of unions for governmental employees)

Employers: VSO (Verbond van Sectorwerkgevers Overheid/Alliance of Governmental Sector employers)

This report comes from the organisations making up the VSO (Verbond van Sectorwerkgevers Overheid/Alliance of Governmental Sector employers) as employers⁶ organisations and the SCO (Samenwerkende Centrales van Overheidspersoneel/Alliance of unions for governmental employees) as trade unions. It has been concluded on the 10th of June 2015.

Background, the Netherlands

Youth unemployment is still high in the Netherlands. Nevertheless, some positive changes can be noticed. The trend of growing youth unemployment has been reversed. From February 2014 youth unemployment has been decreasing in the Netherlands; from 16,5 percent in February 2014 to 10,8 percent (15 to 25 years) in April 2015¹. In addition, relatively more young people found employment compared to the general population in the first three months of 2015. Furthermore the kind of employment is changing in the sense that the number of young people with contracts for more than 12 hours per week also grew. From December 2014 the number of young people that work at least 12 hours per week has increased by 4.000 on average per month.⁷ However young people, as recent entrants to the labour markets, still are more likely to work on a temporary contract compared to people over 25.⁸

Besides that, there is also a group of about 75.000 young persons, who are not enrolled in training or education, with distance to the labour market, meaning that they are not available for the labour market.⁹

⁶ <http://www.cbs.nl/nl-NL/menu/themas/arbeid-sociale-zekerheid/publicaties/artikelen/archief/2015/meer-mensen-aan-het-werk-vooral-jongeren.htm?RefererType=RSSItem>

⁷ <http://www.cbs.nl/nl-NL/menu/themas/arbeid-sociale-zekerheid/publicaties/artikelen/archief/2015/meer-mensen-aan-het-werk-vooral-jongeren.htm?RefererType=RSSItem>

⁸ <http://www.cbs.nl/nl-NL/menu/themas/arbeid-sociale-zekerheid/publicaties/artikelen/archief/2015/meer-mensen-aan-het-werk-vooral-jongeren.htm?RefererType=RSSItem>

⁹ <http://www.cbs.nl/nl-NL/menu/themas/dossiers/jongeren/publicaties/artikelen/archief/2015/75-duizend-jongeren-ver-verwijderd-van-de-arbeidsmarkt.htm>

For the public sector the trend of staff reductions, as described in the report of 2014, continues. Also low labour mobility and less outflow to retirement than expected in 2010, still tempers access of young people to employment in the public sector.

Actions taken to follow-up the four priorities of the framework of actions:

The social partners already started to cooperate on the issues of youth employment before 2013, because of the acute problems concerning youth employment in the Netherlands. Several initiatives have been taken such as the Techniekpact (www.techniekpact.nl) or the Startersbeurs (www.startersbeurs.nu).

The Dutch government launched an action plan on youth unemployment in 2013. From spring 2013 until spring 2015 the government, local governments, social partners, education providers and young people themselves undertook several measures to ensure work or further education for young people. These measures include several actions on regional level, in which the social partners have been involved.¹⁰ In addition 'working agreements' have been made with employers, including some employers in the public sector.¹¹ As a result 23.000 young people attained a job, internship or apprenticeship and 9.000 have been rendered ready for further education or work.¹² The youth action plan will be continued by the government for another two years and will focus on closing the skills gap between education and the labour market and pay special attention to certain vulnerable groups, such as young people without a degree, dependent on social benefits or with a migrant background.

The following section focuses on five sectors within the public domain. The list below does not give an all-encompassing overview as not all public sectors (other sectors are judiciary, higher education, research institutions and university medical centres) and actions are covered as this would ask for a much longer report. However this report does give a picture of the situation and of measures taken in the public sectors to tackle youth unemployment.

Central government

- Retirement of a civil servant does not necessary lead to a vacant position, due to the above mentioned austerity measures and the agenda of the compact government. This especially affects young people.
- Most young people (up to the age of 35), who are working for the central government, found their jobs via regular vacancies (92%). Nevertheless, the government does offer internships, apprenticeships and traineeship programmes (yearly 4.000 internships/apprenticeships and 225 traineeships). The general government traineeship programme runs since 1998 and offers jobs for 100 to 120 trainees per year. This number is part of the above mentioned 4.000 placements.
- Also the Dutch tax administration and Rijkswaterstaat (the agency which is responsible for infrastructure), both part of the central government, made similar agreements within the youth action plan.¹³

Provinces

- The 12 provinces are dealing with shrinking budgets and reorganisations. Therefore tackling youth unemployment still was no top priority in 2014. Nevertheless, it is

¹⁰ For an overview see <http://www.rijksoverheid.nl/documenten-en-publicaties/publicaties/2014/10/27/activiteitenoverzicht-aanpak-jeugdwerkloosheid.html>

¹¹ For an overview of the last working agreements see: http://www.ditisssterkteam.nl/data/WerkAkkoorden_2014-15.pdf

¹² [http://www.rijksoverheid.nl/ministeries/szw/nieuws/2015/03/31/aanpak-jeugdwerkloosheid-werpt-vruchten-af-23-duizend-jongeren-aan-de-slag-geholpen.html?utm_source=](http://www.rijksoverheid.nl/ministeries/szw/nieuws/2015/03/31/aanpak-jeugdwerkloosheid-werpt-vruchten-af-23-duizend-jongeren-aan-de-slag-geholpen.html?utm_source=emailniewsbrief&utm_medium=email&utm_campaign=SZW+Nieuwsbrief+voor+gemeentebtenaren)

[mailniewsbrief&utm_medium=email&utm_campaign=SZW+Nieuwsbrief+voor+gemeentebtenaren](http://www.ditisssterkteam.nl/data/Werkakkoorden.pdf)

¹³ <http://www.ditisssterkteam.nl/data/Werkakkoorden.pdf> p.7 and p.170

expected that there might be more capacity to employ starters in four to five years as a result of the aging labour force of the provinces. In 2015 parliamentary elections for the provinces might bring policy changes. More about that in next year's follow-up report.

- A recent development is that provinces do focus more on youth in their hiring policy. In previous years the routine was to dismiss the last ones who got hired (last in first out). A more recent policy is to take into account quality and not only seniority to decide who can stay and who needs to leave. This could be beneficial to young employees.
- In the collective labour agreement 2012-2015, the social partners agreed to initiate a pilot project in two provinces, called 'Youth for Old' The aim of the pilots is to realise five jobs for young people per pilot. The provinces Noord-Holland and Friesland will start with these pilots from the first of January 2016. Preparations already started in 2014.
- Most of the provinces do have traineeship programmes.¹⁴ In 2014 the provinces offered 106 traineeships, 623 internships and 141 work experience placements. In total the provinces created 870 placements for young people to equip themselves for the labour market.
- Similar to the municipalities, provinces agreed to experiment with a so called generation pact. This means hiring formation is being created for young people by stimulating older employees to work less.

Municipalities

- Only 1% of the labour force is younger than 25 years old, which is of great concern for social partners.
- Social partners decided to take action on this issue. They agreed by their collective agreement of July 2014 to ensure that at least 1.500 young people will start working in this sector until the end of 2015. The bipartite A+O foundation for municipalities facilitates this by a programme of 2 million euro's, which rewards municipalities financially when hiring a young person.¹⁵
- In general, municipalities actively try to hire young people via intern-, apprentice- and traineeships. From the moment positions are vacant, youth desks are being consulted to find suitable and young candidates. Municipalities have difficulties finding resources to offer opportunities to youth, because of the process of decentralisation (more tasks, less resources for municipalities) and budget cuts.
- The municipalities expressed the intention to take more action on employing young people in 2015. However, much depends on the (financial) implications of the decentralisation.
- Some interesting examples of actions undertaken by municipalities are the collaboration of municipalities in and with the province of Limburg and the collaboration of 15 municipalities in the centre of the Netherlands. Since 2014, 400 young people up to the age of 27 will be able to do an intern- or apprenticeship. Several municipalities cooperate with the province of Utrecht in creating a traineeship programme that possibly starts in 2014-2015. Other municipalities offer traineeships to higher-educated, recent graduates.

¹⁴ See for example the province of Drenthe http://www.ditissterkteam.nl/data/WerkAkkoorden_2014-15.pdf p.90

¹⁵ <http://www.aeno.nl/gemeenten-juist-nu-gebaat-bij-instroom-jongeren>

- As a result of hiring less people and the municipal organisation becoming smaller, few young people are being hired. Fall 2014 the social partners and the municipalities agreed on the 'Generation pact: chances for youth'. Its aim is to stimulate the influx of young people by encouraging older employees to work less. According to the 80/90/100-rule, older people can work 80% of the time, for 90% of the salary while keeping 100% of their pension. There are also variations to this construction possible. The municipality of Delft is applying the 50/70/100 ratio.¹⁶

Water boards

- Just like last year, the labour market in the sector of water boards is locked, because of the economic crisis and national austerity measures.¹⁷
- To face the ongoing ageing within the sector, strategic workforce planning is being seen as one of the most important themes. In 2012 almost half of the water boards had formulated a strategy. In comparison to 2010 this has doubled.
- The bipartite A+O foundation for water boards does focus on attracting young people to work at the water boards, where there are possibilities. In some plans of provinces, the water boards are mentioned as partners.

Education sector

- The past decades pupil numbers have been decreasing because of lower birth rates. This leads amongst others, to less demand for recently graduated teachers.
- In 2014 the sector plan of the primary education sector has been approved by the Ministry of Social Affairs and Employment. The initiative for the sector plan comes from the social partners in this sector. Sectors can hand in sector plans for co-financing to mitigate, amongst others, youth employment. Part of this plan is the 'Young & Old'-programme. The programme offers financial support when hiring young teachers in general or when hiring in cases when another teacher leaves for early retirement.¹⁸ The aim of this programme is to create vacancies for young and unemployed teachers (1000 fte).
- There are also several other initiatives taken in the education sector to facilitate the entry of young teachers into the labour market. These included the project Vierslagleren of the social partners in the primary and secondary education sector, which amongst others facilitates 200 starting teachers to find a teaching position and attain a master's degree.¹⁹ Also trade unions take initiatives to support starters in the education sector by offering development programmes and job application support (see for example www.starteninhetonderwijs.nl)
- The secondary education sector already has two traineeship programmes. However, both programmes are not primarily focusing on youth employment, but on trying to stimulate extraordinary students to become a teacher.
- In 2014 the primary and secondary educational sector received 150 million euros for the purpose of retaining and hiring young teachers; 85 million for the primary sector and 65 million for the secondary education sector. Up till now the quantitative results

¹⁶ <http://www.aeno.nl/generatiepact-kansen-voor-jongeren>

¹⁷ http://www.aenowaterschappen.nl/fileadmin/user_upload/Algemeen/Strategische_Personeelsvraagstukken-1.pdf

¹⁸ <http://www.arbeidsmarktplatformpo.nl/arbeidsmarktplatform-po/activiteiten-subsidies/sectorplan-po/jong-en-oud.html>

¹⁹ www.arbeidsmarktplatformpo.nl/vierslagleren/ and <http://www.voion.nl/programmalijnen/arbeidsmarkt-en-mobiliteit/werken-in-het-voortgezet-onderwijs/vierslagleren>

of this funding and whether it has been spend on retaining or hiring young staff is not yet known. The employers' organisation for the primary education sector, PO-Raad, expressed the expectation that, despite of the decreasing number of pupils going to school, the extra funding made it possible that more young teachers could keep their jobs.²⁰ Also for the secondary education sector no facts and figures about the impact of the granted funding are known. In the Collective Labour Agreement 2014-2015 it has been agreed that the employers' organisation for the secondary education sector, VO-Raad, will give an update before the first of August 2015.

Police

- As one of the largest employers of the Netherlands, the police sector contributes to the education of young people by offering internships. It is also a way to raise interest for working for the police. It also contributes to prepare young people for the labour market in general and contributes to the employability of youth. Just like in 2013, also in 2014 800 VET-students are being supervised during their internship within the police force.

Defense

- In general the Dutch defense sector has more possibilities to hire new people compared to other public sectors. More specifically every year 3.000 new participants can take part in the Veiligheid & Vakmanschap (Safety & Craftsmanship) programme. This programme covers the different disciplines within the defense sector and also includes an internship. After graduating and a positive (physical) examination, it is possible to apply for a job at the military. In total the defense sector supervised about 6.500 interns in 2014. Besides this, 200 young people without degree are offered the possibility to start.
- The defense department also offered, via municipalities, 100 Werkfitstages (Work Fit internships). These internships are aimed at young people with a vulnerable labour market position. They were offered a three month period to work on there labour skills. The idea is that they will get more 'labour fit'. This program does not guarantee a job, but it is possible that a job is being offered.

Conclusions

The current discourse shows that the social partners in the public sector in the Netherlands are aware of the necessity to take action in fighting youth unemployment. Usually social partners and organisations in the public sectors did include intentions and provisions on hiring young employees in their policies, though a number of these still need to be realised. Most approaches to tackle youth employment entail a kind of trainee- or internship scheme. Some social partners feel that a more overall approach is needed to tackle youth employment, but also to attract and retain sufficient young people for a balanced labour force in the public sectors in the long run.

The aging of the workforce and the necessity and advantage of a balanced labour force have been the foremost reasons to hire young people or set up related actions in 2014 and 2015. Many of these measures have been in place for a couple of years. The ageing of the labour force will also result in a reasonably large outflow, even though smaller than expected earlier, of older employees in most public sectors. However, for now, this does not necessarily lead to more job opportunities for young people.

More than measures regarding their own organisation, organisations in the public domain have developed general strategies to tackle youth unemployment. In these strategies employers'

²⁰ <http://www.tweedekamer.nl/kamerstukken/detail?id=2014D47887&did=2014D47887>

organisation and trade unions are often involved. Most of the initiatives concentrate on stimulating and facilitating young people to work in the private sector; not so much in the public sector itself. These actions, together with slow but steady economic growth, seem to lead to results as youth unemployment has been decreasing since February 2014 from 16,5 percent to 10,8 percent now (April 2015). However in the public sector economic growth leads less directly to more employment of young people. The lack of financial resources has been mentioned as the main constraint to employ young starters in the public sectors and to carry out related measures.

Poland

Sources of information

Trade Unions: FZZ, OPZZ, NSZZ Solidarność

Employers: Konfederacja Lewiatan, Pracodawcy RP, ZRP

The actions taken in 2013/14 and described in the first follow-up report are being continued. According to arrangements accepted by experts of trade unions and the organization of employers working meetings of all organizations in order to prepare common initiatives are being held. Experts agreed that in the implementation of the Framework of Action the initiatives listed below will be taken in the first place.

- **Priority Learning:** It was agreed that employers and trade unions together would appeal to the government for the legal change of the definition of a young (juvenile) worker. This will enable more young people to have employment contracts for vocational training;

- **Priority Transition:** It was agreed to prepare joint guidelines for quality internships and apprenticeships in the open market, a separate element will be recommendations addressed to the government regarding changes in the current legislation.

As part of these activity special workshop of the social partners with invited government experts was held on 18 June 2015.

- **Overall initiative:** in June 2015 Konfederacja Lewiatan and trade union NSZZ “Solidarnosc” submitted a proposal to the European Commission for a joint project in which, apart from foreign partners all representative Polish social partners are also to be involved. The aim of the project is to strengthen social dialogue in Poland by increasing the involvement of Polish representative organizations of employers and trade unions in the implementation of the Framework of Action on Youth Employment in Poland. It will be implemented through joint actions of social partners based on facts, analyzes and experiences from other countries. In the framework of the project the potential of social dialogue to influence and improve the situation of young people in the labor market, in particular to improve their working conditions will be used. Included in the project will be tests and analysis, consultations and seminars, study tours to Germany, Italy and the Czech Republic. Also industries encountering most difficulties or reporting greatest needs regarding youth employment will be Identified and investigated and recommendations will be developed for these industries. As the result of these activities the implementation of the results through negotiations will take place and also the implementation of action plan to improve youth employment within the framework of social dialogue. Moreover there will be information and education campaigns conducted aimed at employers and workers and young people. Employers will be informed about the benefits, methods and quality of employment opportunities for young people. Workers and young people will be provided information on available tools to enable easier and better functioning on the labor market.

In addition to the activities of the social partners one should mention government's increasing activity in this area. These include initiatives such as:

- The implementation of the Youth Guarantee and a package of support for young job seekers offered from 2014 by the public employment service (e.g. apprenticeship and the employment vouchers);

- The First Job Program (in the course of legislative work), according to government will create 100 thousand jobs for people under 30 years of age. It consists of refunding the remuneration of such persons (in the amount of minimum wage) for the first year and increased

access to resources of the National Training Fund for the next year for employers who will participate in the program.

It would be desirable to achieve synergies between the implementation of the FoA by social partners and government initiatives. But the chances of such coordination can be assessed only after the parliamentary elections planned for October.

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)

NATIONAL CONTEXT

UGT-P and CGTP-IN agree that the unemployment rate remains unacceptably high, especially among young people (34.8% in 2014) as well as job insecurity (63% of young people up to 25 years had a non-permanent contract); early school leaving remains high and also occurs in higher education. Salaries are generally low, even in jobs that require high qualifications and, in many cases; salary proposals for graduates with higher education are slightly higher than the minimum wage. The causes for this situation lie largely in the policies pursued by the Portuguese government since 2011, specially the actions taken under de Troika memorandum, that have not allowed regaining the levels before the beginning of the financial crisis, both in terms of employment or unemployment.

Transversal initiatives from CIP

CIP, as is usual in this type of agreements, sent the Framework of Actions to all its member associations and affiliated companies as well as a note describing the agreement and highlighting the most import aspects of it.

CIP also participate, among others, in the Coordination and Follow-Up Committee of the Plan “A Guarantee for Youth” which covers the 4 priorities of the Framework of Actions.

CEEP PORTUGAL

SIG’S on the national context

The national SIG’S are passing, since 2011, through a hard and difficult process that results for some of them from the privatization process and for others from the merge/integration of some sectorial public enterprises under the same umbrella of State Holdings /SGPS that prepares new concessions.

This situation, particularly in the urban transport system, oblige the responsables to focus on the new organization and the best way to reallocate the operational resources trying to find the better solution, particularly, for the potential excess of human resources resulting from the merge/integration of different operators.

On this situation we support our members and understand the priorities that they have to obey for this period of time. Nevertheless they continue to work on the training departments looking to the future and trying to find adequate solutions for the future and the future and young employees. This of course altered the priorities of the framework of actions on immediate youth employment

Priority 1: Education/training

CGTP

About the monitoring and evaluation of vocational education and training and the governance of apprenticeship systems, social partners participated in meetings of ANQEP (National Agency for Qualifications and Vocational Education and Training) and IEFP (Institute for Employment and Vocational Training). Last year, there were three meetings of the ANQEP's General Committee, but this subject was discussed as a simple footnote to the main agenda. However, through ANQEP's activity, CGTP-IN participated, along with other partners, in a working group called "Management working group for the anticipation of qualification needs". In this group we discussed (three meetings taken place) the problem of Training and Employment, concerning the market's qualification needs. Through IEFP, in the monthly Management Board meetings, we participated in the discussion on the implementation of several programmes concerning young workers' integration in the labour market. However, the entire participation is a mere formality, because, normally, all the policies are already designed when they came to the knowledge of Trade Unions and social partners.

With regard to traineeships for young people, the CGTP-IN presented several proposals to improve the legislation and has denounced several misuses of the work of trainees, particularly replacing real jobs, as well as unpaid work situations (against the law) while the traineeships are not approved by the IEFP, the entity responsible for the programme. In CGTP-IN's view, in most cases, traineeships are being used to mask unemployment.

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

“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.

Priority 2: Transition

CGTP

CGTP-IN IN issued an opinion on the Youth Guarantee, considering that there is a contradiction between the announced intentions of the Portuguese government and reality itself. While allowing for easy dismissals, they are not fighting job precariousness, they are facilitating low wages and emigration, they are simply proposing palliative measures for labour market insertion or reintegration, some of them actually enhancing precariousness and subsequently unemployment, as happens with measures regarding support to collective bargaining, which the government refuses to change. CGTP-IN presented proposals on these and other Youth Guarantee measures. It is our view that these measures have a short reach 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.

Social partners participated in a committee monitoring the Youth Guarantee, but the information on the impact is too small, since there is no data available about the type of employment contract of supported employment, wages paid or the subsequent inclusion of trainees in jobs, among other indicators requested by the CGTP-IN. There is an increasing number of young covered by this initiative, but with respect to employment measures and traineeships, the few elements available point to the predominance of non-permanent contracts and low wages in the case of employment support, and the existence of situations of misuse of traineeships as a way to replace regular jobs.

With regard to lifelong learning, the CGTP-IN has developed an action among its members, drawing attention to its importance and has also required the fulfilment of the right to 35 hours of annual training provided for in legislation, but most companies do not comply.

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

“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.

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.

Priority 3: Employment

CGTP

Job precariousness is one of the most serious employment problems for the Portuguese youth. 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, same applying to false self-employment. CGTP-IN also put forward demands to repeal a law allowing the short-term hiring of youngsters seeking their first job, or of the long-term unemployed, and to repeal the possibility of prolonging short-term contracts. We also demanded the surveillance of the implementation of legislation regarding short-term contracts, to try and prevent the substitution of open-ended jobs, as we did the same with regard to traineeships and the mandatory community work that is used extensively in Public Administration to meet the need for permanent workers but without the same rights and wages that are paid to regular workers.

As for the protection of unemployed workers, namely the youngsters, who are less covered by unemployment benefits, the CGTP-IN presented, on multiple occasions and in many discussions, including at the Social Dialogue Council, proposals to broaden the coverage of the unemployment social allowance to all the unemployed who are no longer covered by the ordinary unemployment benefit or by the unemployment social allowance, during this crisis period.

UGT

UGT organised two 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

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 IEFP) assure employability of about 90% of their trainees.

Priority 4 – Entrepreneurship

CIP

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.

Romania

Sources of information

Trade Unions: BNS

Employers: National Council of SMEs from Romania, Young Entrepreneurs Association of Romania

1. Learning

Practice enterprise for high school and for students

- Developed at national level in high schools with technical and economic profile;
- Objective: A practice enterprise is a virtual company that runs like a real business using a real firm's business procedures, products and services. A couple of the objectives of the Practice Enterprise methodology are to train the ability to take initiative, self-reliance and also to deliver knowledge on how to establish and run a company;
- Developed by Ministry of Education, NGOs, high schools and universities using own funds or the financial support of the European Social Fund;
- Statistics: at the end of 2014, 1305 practice enterprises for high schools were active at national level
- Link: www.roct.ro

2. Transition

"Youth Guarantee" initiative

- Developed at national level (December 2013 – November 2015) by the Ministry of Labor, National Council of SMEs, Young Entrepreneurs Association from Romania and National Trade Union;
- Objective: increase employability rate for 5052 young people aged between 16 and 24 years who haven't passed baccalaureate exam by ensuring access to information services, training, apprenticeship, mediation and entrepreneurial counselling;
- Link: www.garantiipentrutineri.ro/about-the-project

3. Employment

Subsidized jobs for youth

Subsidized employment for young people which are involved in school to work transition. SMEs receive financing for the salaries of young graduates. The project has a budget of 40 million euro and a target group of 6400 young persons. The project is financed by ESF;

279/2005 – Apprenticeship law

The law has been changed in order to increase the level of grants for employers which are involved in the implementation of apprenticeship activities. At the national level, 500 apprenticeship activities have been financially supported. The project is implemented by Public Employment Agency;

Stimulating self-employment and entrepreneurship for young people

The project is implemented by Public Employment Agency, has a budget of 21,2 mil euro and a target of 1328 NEETS

Providing grants for mobility

According to unemployment law (76 / 2002), Public Employment Agency is distributing grants for youth which are moving in another city (inside Romania) for getting a job. The project is financed by EU and national resources and has a target of 5846 NEETS.

4. Entrepreneurship

A. Romania Startup

- Program launched in 2015 coordinated by Ministry for European Funds implemented at national level by NGOs and public authorities;
- Objective: to develop entrepreneurial and managerial skills in order to increase the number of business
- Statistics: 40 projects funded; 1600 start-ups funded with 25.000 euro/ business plan; over 4000 new jobs created; 80 incubators launched; mentorship schemes for each project; capacity building for all entities involved (employers organizations, trade unions, universities, NGOs, banks, public sector entities, companies);

B. Startup law

- Initiative launched in 2011 coordinated by the Ministry of Energy, SMEs and Business implemented at national level
- 2 components:
 - o New businesses launched without any costs (only for persons with no entrepreneurial experience);
 - o 10.000 euro grant after online submitting a business plan;
- Statistics: 22.000 new companies; over 44.000 new jobs; over 1600 business plans financed.

Spain

Sources of information

Trade Unions: UGT, CC.OO.

Employers: CEOE, CEPYME

The most relevant actions carried out to follow-up the priorities of the Framework of Actions on Youth Employment (FoA) at national level are basically linked to learning and employment.

The main action carried out within the framework of the Social Dialogue has been the signature of the 3rd Agreement for Employment and Collective Bargaining (AECB) by UGT, CCOO, CEOE and CEPYME on 8 June 2015. The ultimate goal is to support economic and employment recovery, encouraging companies' adaptability and collective agreements coverage. The Agreement (2015-2017) aims to guide the negotiation of collective agreements. Although the AECB is not an agreement on youth inspired by the FoA, it contains measures aiming at increasing youth participation in the labour market.

In particular, the second chapter of the Agreement recognizes a high use of temporary contracts, whose main recipients are young people. In order to address this issue, the Agreement provides the following criteria:

1. Promote permanent contracts and to convert temporary contracts into open-ended ones.
2. Promote a suitable use of all types of labour contracts so that permanent needs of the company are met with open-ended contracts, seasonal activities with discontinuous fixed contracts and short-term needs, where they exist, with temporary contracts.
3. Analyze, in the scope of the collective agreements, the possibility and the desirability, or not, of establishing the global volume of temporary contracts.
4. Adopt measures to avoid the unjustified linking of temporary contracts for the same job.
5. Partial-time indefinite contracts can be an alternative to temporary contracts.
6. Regulate the trial periods in the collective bargaining, in order to make them suitable to the professional development of workers and to the qualifications demands of companies.
7. Partial retirement and hand-over contracts should continue to be the adequate instrument to preserve employment and to rejuvenate staff.
8. Introduce follow-up and monitoring mechanisms of the evolution of employment.
9. In terms of subcontracting and outsourcing, to facilitate the fulfilment of the information rights of workers representatives through collective bargaining.
10. Ensure that the Spanish collective agreements is applied to the hired workers abroad and/or transferred and/or displaced to our country.

In addition, the Agreement contains a specific section on young people hiring, which set up the following criteria to guide collective bargaining in this field:

- Encourage the consideration of academic and professional qualifications or work experience of young people in the recruitment and/or career development processes so as to be able to offer them adequate jobs.
- Prioritize the access of young people to the training offered by the company and individual training leaves, as well as to facilitate their participation in the procedures of work experience recognition.
- Follow-up to assess the fulfilment of the training goals as an appropriate instrument to join the labour market.
- Promote measures to stimulate the recruitment of young people preferably through hiring rather than non-labour internships in companies.

The Agreement also includes a section on training and professional qualification. This section is not only focused on young people, but these issues have a direct impact on them. The priorities for the collective bargaining are:

- Facilitate the implementation of training leaves.
- Define training needs as well as the priority groups in order to improve their employability.
- Develop a sectorial training map and collaborate with the National Reference Centers (VET system) in the design and implementation of innovative actions.
- Develop the theoretical training component in the training and learning contract.
- Improve the quality of training.
- Assessment of the training, its use and its impact.
- Offer guidance to workers and develop training paths matching the needs of companies and workers.

Finally, the Agreement comprises a section on ensuring equal treatment and equal opportunities. The aim is to fight any kind of discrimination, including the one that could be based on age, as it is expressly stated. In this regard, the recommendations are the following:

- Make progress in the development of guiding criteria to encourage equal opportunities, within the full exercise of the social partners' autonomy.
- Promote anti-discrimination clauses that allows for adapting the content of collective agreements to the existing legislation and to contribute to the establishment of an equitable frame work for the development of working conditions.

With regard to the Youth Guarantee, it should be stressed that -even if a brief consultation took place- any bi-partite or tri-partite formal negotiation has taken place at national level. For this reason, this report does not make reference to the Youth Guarantee, although some agreements have been reached at regional level.

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 remark – autonomous social partners

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 commitment by the social partners for a well-functioning social dialogue both at national and EU level. The subjects in the Framework of Actions on Youth Employment, as well as the subjects in other different EU social dialogue instruments, like Framework agreements and Framework of actions are already on the agenda for the Swedish social partners. Thus the different EU social dialogue instruments have created an additional arena/platform to meet and work with different subjects, and contribute with a positive, added value. In this way the EU social dialogue and the national social dialogue mutually strengthen each other.

Introduction

Youth unemployment in Sweden is still high, 23,9 percent (Apr. 2015)²¹. Young people are underrepresented in fixed contracts and overrepresented in temporary contracts compared to the workforce as a whole. The framework of actions on youth unemployment was launched in Sweden by the social partners and the government. The framework was translated into Swedish and distributed.

The framework's role in creating momentum is not clearly defined. However, the agreement has had a positive effect on the debate on youth unemployment for the stakeholders involved in the discussion on EU level.

²¹ Källa SCB, AKU

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.

Drop-outs and Plug-In

SALAR's (Swedish Association of Local Authorities and Regions) 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. The *Plug In 2.0* follows the *Plug In* which ended in December 2014. *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*, whose 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. 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.

Student employees

In 2014 a collective agreement on "student employees" was signed in the private, municipal and central government sectors. The private sector agreement refers to the property industry. The agreements vary but target students in universities, other higher education institutions or post-secondary education and refer to qualified work for a limited period, for a maximum of 10-15 hours on average per week. 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.

Fastigo and the trade unions for white-collar workers have also agreed to allow fulltime students with at least the equivalent of one year of completed studies at the University temporary "student employee employment" The requirement is a maximum of 25 per cent of full time to work with qualified duties for up to four university semesters. The agreement facilitates the students the transition between studies and working life and contributes to more qualified extra jobs during their period of study. Member companies of Fastigo that employ students within the framework of "Student Employee Agreement" have the opportunity to create an interest for the future recruitment of fully trained graduates for the real estate sector.

Technology Leap

Fastigo and the trade unions for white-collar workers have agreed to participate in this internship programme in order to allow upper secondary school graduates to get practical experience. The goal is that the students gain a better understanding of the profession and develop an interest in applying to study engineering or pursue another form of technical education.

Young people in employment

SALAR will continue to prioritize the issue of *Young people in employment* in 2015 and in the scope of this work, the association is developing its support for the municipalities in their striving to promote the road of young people to self-sufficiency. This work is also taking place through the communication effort "Sweden's Most Important Jobs" to encourage young people to choose specializations that lead to work, with the goal of recruiting to the welfare sector.

SALAR also cooperates with the research project *Uncertain transitions*, which are investigating how local factors affect the possibilities of young people for self-sufficiency. Among other aspects, they have studied what strategies and efforts there are in the municipalities to support the transition of young people from school to working life.

Priority 3: Employment

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. The number of participants/employment has been relatively low, even though the subsidies provided by the state have been relatively extensive. So far it has had limited effect on youth unemployment and still it is relatively few were employed under these forms of contracts, probably since it takes some time to develop new forms of employment and the educational part in it.

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 launched in 2014 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. JP Morgan and Accenture are financing the project.

United Kingdom

Sources of information

Trade Unions: TUC

Employers: CBI, CEEP

Background

Due to the wide scope of the Framework, the UK social partners made a decision to focus on one priority area of the Framework per year. This decision was made to increase the likelihood of meaningful progress being made, by enabling joint activities to be properly planned. It was agreed that the 2015 report would focus on the "Transition" theme.

Individual Actions

CBI

Over the past 12 months the CBI has been working to secure reform to the education system to ensure all young people are better prepared for the world of work. This includes reforming accountability frameworks to incentivise schools and colleges to build links with employers, restoring mandatory work experience at Key Stage 4 in England, and reforming careers systems so that students are better informed and inspired about different work and study routes and careers. The CBI called for a nationally mandated, but locally run, system of brokerage to enable greater business-school collaboration – and the new Careers and Enterprise Company is the government's response.

Shell UK - Inspiring young women in STEM:

The Girls in Energy programme, run by Shell UK, aims to inspire young women to study STEM subjects by demonstrating the wealth of career options available to women in the energy industry. The 12 month programme for girls aged 14–16 equates to 160 hours of engaging STEM education and teaches young women about the future energy challenges and the role engineering plays in meeting demand in a sustainable and innovative way.

Sky – understanding career opportunities in the creative industries:

Leading media company, Sky, run the Sky Academy which aims to help 1 million young people by 2020 develop the skills and experiences required for work. Young people aged 16-19 can attend their Careers Lab to explore the range of roles available within a media company. Professional technology is available for young people to use and, as part of the Lab experience, individual mentors and inspirational speakers are provided.

CEEP

Research carried out by CEEP's members in the UK clearly points to the need to improve access to, and the quality of, information, advice and guidance for young people preparing to leave mainstream education. For example;

In July 2014, the Association of North East Councils' Task and Finish Group on Supporting Young People into Employment observed that 'A *substantial number of young people expressed dissatisfaction with the careers information, advice and guidance they receive.*', and recommended '*...improved access to careers advice and guidance alongside information on work experience and apprenticeship opportunities.*', noting that the current policies were moving away from such provision.

Commentators have noted that, although the policy framework and supporting infrastructure is fragmented, there are many examples of effective partnerships to support youth transitions.

NHS Online Mentoring Scheme

The scheme is run by the education and social mobility charity Brightside and the National Skills Academy for Health (NSAH). The project aims to make young people more aware of job opportunities in the health sector. NEETS are recruited through their local Jobcentre Plus. Participants get travel expenses, two weeks unpaid work experience in hospital and 10 weeks online and mentoring from an employee at their local NHS Trust who works in an area they are interested in. A pilot scheme reporting in January 2014 at Guy's and Saint Thomas' in London, showed that 6 months after taking part, 18 out of 52 young people had found jobs. The scheme has been rolled out to a further 20 trusts.

TUC

The TUC (unionlearn) is developing a youth engagement strategy, working with affiliates and third party organisations that deliver impartial careers information to young people, to promote Apprenticeships. This work involves attendance at national and sectoral skills shows events, where young people are in attendance. It involves engaging directly with schools in conjunction with an affiliated union. It also involves publishing materials for inclusion in careers guidance materials which are distributed to school students.

Joint Actions

In January 2015, the TUC, UNISON and the National Union of Students, held a parliamentary event to publish a set of recommendations for the careers guidance service. The event was attended by parliamentarians from across the political spectrum and was successful at highlighting the inadequacies in the current system and highlighting where improvements could be made.

Rob Wall, Head of Education and Employment at the CBI, delivered a key note speech and echoed the need for improvements to our careers system. In particular, the critical need for improved links between employers, schools and those providing careers guidance was highlighted.

Impact

The actions of the social partners have contributed to the wider chorus of voices in the UK calling for an improved careers guidance service. The new, employer-led, Careers and Enterprise Company has been established as a direct response to improve the links between employers and schools.

Future actions

Following the recent change in government and the establishment of the new Careers and Enterprise Company, designed to improve the links between employers and educational institutions, the social partners will have further discussions to assess whether further joint/independent actions can be taken to help young people make successful transitions from education to work.

Ongoing work continues around the other priority areas:

1. Learning – this was the focus of our 2014 report. However, support for the employer-led apprenticeship reform programme continues and in late 2014 the CBI published *A Better off Britain* which calls for a series of reforms to our education and skills systems.

3. Employment – we will focus on this in our 2016 report. However, the social partners' actions around apprenticeships and traineeships contribute to this priority. This year the CBI is developing a set of case studies that will showcase innovative ways in which businesses enable employees to progress in their careers.

4. Entrepreneurship – we will also focus on this in our 2016 report. However, examples of actions to date include the CBI's support for *Young Enterprise* which helps young people

develop a better understanding of what it takes to set up and run a business and develop enterprise skills.

Annex I – List of contact persons ²²

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²² This list is composed of contacts given in the questionnaires or, by default, of Social Dialogue Committee members.

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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 qualifications²³, 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.
- Prioritise support for young job seekers who wish to shift their career orientations and adapt their skills towards sectors in demand in order to

²³The Framework of Actions on lifelong development of competences and qualifications was adopted by the European social partners in 2002

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.
