

First Survey “School and the World of Work”

European benchmarks,
Dimensions of Living, Learning, Working for Youth
and
Strategies and Perspectives for a Smooth
Transition of Young People from
School to World of Work

of the Countries:

Austria
Czech Republic
Denmark
Finland
Germany
Greece
Italy
The Netherlands
Poland
Romania
Slovakia
Spain

February 2008



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I. Preamble

The Comenius Network “School and the World of Work”

Partners: Austria, Czech Republic, Denmark, Finland, Germany, Greece, Italy, Poland, Netherlands, Romania, Slovakia and Spain

The central aim of the network “School and the world of work” is to give contributions for improvement of policies, strategies, structures and processes in Europe, to give all young people a chance for a successful pathway from school education to the world of work and employment.

This task is seen as a part of European policies for the Youth, for education and employment, and as a part of Strategy for Lifelong Learning within the Lisbon Agenda is one of the most important tasks of European strategies for education, for employment, for lifelong learning and for social cohesion. The main approach of the Comenius network “School and the World of Work” is, that the best way to fight against youth unemployment is to improve proactive processes at all interfaces between school and the “World of work” that youth unemployment can’t emerge at the beginning of career pathways of young people.

There exist a lot of experiences, developments and best practices in European countries. The gap is however missing clear pattern of the main criteria for successful transition for young people from school to work and of the most hindering aspects for successful and smooth transition.

The benchmarks for the last interim report 2006 shows, that some reforms are moving forward but not enough, especially in the field of youth unemployment and the transition from young people from school to the world of work. A casual point is, that the benchmarks – especially low achievers in reading, upper secondary completion, early school leavers – in several countries don’t correlate with the situation of young people in further pathways, in labour market and employment. A main thesis is that there are essential additional aspects responsible for a successful and smooth transition from young people from school to the world of work in a smooth and sustainable successful way.

The network discovers, analyzes, documents, disseminates the casual elements of successful preparation, orientation, guidance, counselling and coaching of young people at the process from the initial education to a further pathway in profession and the world of work. This work will be done in 3 working groups: 1) Principles and criteria, 2) School and 3) Transition.

Principle, criteria and methods of the network are: strict reference to European policies and strategies, evidence based exchange of experiences, transfer from best practise examples between the partner countries, analyse and description of special models in fields of special interest. The Partnership consists of various types of institutions with responsible and experience at the interface between school and world of work with additional background of national and regional networks.

The partners in the network

Austria	Styrian Association for Education and Economics
Czech Republic	Association of Educational Guidance Counsellors
Denmark	VUE – The National Knowledge Centre for Educational and Vocational Guidance
Finland	University of Jyväskylä
Germany	Ruprecht-Karls-University of Heidelberg
Greece	Greek-German Education
Italy	Eurocultura
The Netherlands	Municipality of 's-Hertogenbosch
Poland	Jagiellonian University
Romania	Institute of Educational Sciences
Slovakia	Slovak Academic Association for International Cooperation
Spain	Andalusian Entrepreneurship Network

Context of the Survey

Four of the five European benchmarks in education and training deals directly with young people on the way from school to the world of work.

The performance in reaching benchmarks is not strongly related to other dimensions and criteria to describe the situation and the success of young people in educational development, social cohesion, employment and access to the world of work – for example the quote of youth employment in various countries.

The aims for the start up conference were:

- Present the recent situation in the partner countries in European benchmarks concerning young people
- Describe other dimensions of living, learning, working for Youth in partner countries.
- Compare strategies and perspectives to improve a smooth transition of young people from school to world of work
- Discover innovative, future-orientated approaches for strengthening communication, contacts and co operation between the world of school and world of work
- All countries answered the questionnaire. Based on this survey of all reports a summary of the report was made.

All further information about the project and contact in the partner countries you find on the website: www.school-wow.net.

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II. Survey

II.1. Short description of the partner institution, competences, contacts and involvement in regional, national and European activities and networks in the field of school and world of work

Austria

The Styrian Association for Education and Economics (STVG) is a non-government, not for profit organisation.

Key competences and core tasks are to work at the interfaces between the field of education and the world of work.

The range of activities reaches from very local, regional and country based activities and projects e.g. to support the smooth transition of young people from initial education to the world of work, to cooperations and networks at national level – for example in the steering group of the National Lifelong Guidance Platform – in school reform process, in much partnerships and networks for inclusive vocational orientation, education and training within the program ESF and other.

STVG is the official partner of the Federal Ministry for Education, Arts and Culture and the Federal Ministry for Economics and Labour in various programs and projects, e.g. regarding to entrepreneurial education, transition from school to work and in the steering team for the Lifelong Guidance Platform Austria.

STVG is and was coordinating institution and partner in a lot of European projects and programs, e.g. Comenius, Leonardo, Youth, Joint Actions, Equal – ESF etc.

STVG is the official Austrian contractor and partner in the new established European Lifelong Guidance Policy Network in behalf of the Government, the Federal Ministries for Education and Economics and the national platform for Lifelong Guidance.

Czech Republic

The Association of Educational Guidance Counsellors (AVP) is a voluntary association associating educational guidance counsellors from secondary and basic schools. According the Czech School Act educational guidance counsellor (výchovný poradce) is a teacher that for several hours per week (depending on the school size) works as guidance counsellor. On 1.3.2007 AVP had 188 members from all part of the Czech Republic. The work of AVP is organised by an Association Board which has president, two Vice-presidents and a Secretary. The AVP does not have any permanent staff. The AVP is focused on development of educational and career guidance, on professional orientation of young people at basic and secondary education, on issues related to school leavers and their success at labour market, as well as legislation of guidance provision. The AVP is organising workshops, seminars, conferences and congresses on mentioned topics for its members and for wide professional public.

Denmark

The National Knowledge Centre for Educational and Vocational Guidance (VUE) is an organisation set up by a consortium of three university colleges in Denmark – University College Mid-West, University College of Jutland, and University College Greater Copenhagen with the purpose of making research and development projects in the field of guidance and career counselling in Denmark. VUE is financed by The Danish Ministry of Education and the university college consortium.

Since VUE's start in 2006 sixteen research and development projects has been designed and started, aimed at transition between school systems and further education or the work market/employment, or aimed at study guidance in education, or aimed at career counselling of adults.

An important focus in the projects is best or good practice, for example in transition or in fulfilling goals for youth educational rates. VUE's staff in addition works in international projects.

The approx. 30 researchers and project workers in VUE all come from either the consortium partners or from guidance practice, and they are Phd's or MA's, senior lecturers or heads of guidance centres. They work in VUE on a part time basis.

VUE works in close connection with practitioners in guidance and counselling, in schools, guidance institutions, and with university researchers.

The sixteen research or development projects are funded by the grant from the Danish Ministry plus co-financing by the three university colleges in the consortium. In addition VUE is involved in two EU-financed projects and in a number of separate projects for the Ministry of Education:

- Developing a model for competence assessment of guidance counsellors
- Quality assessment of guidance in Youth Guidance Centres, Regional Guidance Centres and educational institutions
- Country report for the International Symposium for Career Development and Public Policy in Scotland 2007
- Communication plan for Project Adult Guidance – information about training and further education for adults

Finland

THE INSTITUTE FOR EDUCATIONAL RESEARCH (IER) is a separate institute of the University of Jyväskylä. It is a centre for educational research and evaluation in Finland. THE NATIONAL TASK of the IER is investigating, assessing and developing the Finnish educational system and school culture. Its research findings and its experts are a much-exploited resource in educational reforms covering the whole of the educational system from pre-school to higher education and to the links between vocational and academic education and working life.

The research activities focus on the field of school and world of work at the IER by analyses of different pedagogical solutions grounded on the integration of work and learning, different models of work-based learning, and strategies for co-operation between education and work.

Thus, the analyses focus on individual and social learning processes at school, at work and in the networks linking these two settings, and at the level of the educational system. More and more attention is also being paid to student recruitment and students' educational orientation and to students' transition to working life.

The IER has a widespread network of collaborative links with both national and international partners. Its national partners include the Ministry of Education, the National Board of Education, the Academy of Finland, many institutions and enterprises in working life, educational establishments and teachers. On the international level the IER collaborates most extensively with the IEA the OECD and the EU.

The IER researchers appear as active expert contributors in various international and national contexts. With in the knowledge triangle: education, research and innovation.

Germany

The working group "Further education and counselling" is part of the "Institut für Bildungswissenschaft (Department of Education) of the University of Heidelberg. Our research activities focus on the field of further education, lifelong learning and lifelong counselling especially in respect to vocation and employment.

The central research fields of our working group:

- the increased significance of further education in the context of lifelong learning
- cornerstones of a new learning culture: Self directedness in learning processes, the competence concept as a frame for learning, involvement of informal learning in the further education/lifelong learning, learning with new media
- Institutional contexts for learning and guidance/counselling
- Counselling as a transversal task

In terms of guidance and counselling the working group is dealing with different research projects and we are running a Master-Program (www.beratungswissenschaft.de) since 2006.

Prof. Christiane Schiersmann is very much part of the expert-networks in the field of lifelong learning and counselling, e.g. she is part of the innovation group (lifelong learning and counselling) of the ministry of education (<http://www.bmbf.de/de/7023.php>) and she is member of the board of the German national guidance forum (nfb).

Greece

Ellinogermaniki Agogi is an educational organization with primary and secondary level education. Since 1995, the organization has established a devoted department, the Research and Development Department for the design, development and implementation of the research activities in education, expanding the collaboration with Universities and pedagogical Institutions across Europe, as it provides the best test bed for research applications. The research work of the department focuses apart from various subject-matter areas mainly on the development of new fields of science like career guidance. EA is actively involved in the field of Career Guidance. A series of research initiatives have been designed and implemented the last years. EA is the coordinator of the Career Guide for schools network that includes network of educational institutes (about 60 schools and educational institutes) from Greece,

France, Lithuania, Estonia, Great Britain, Bulgaria, Germany and Romania. The work of network focuses on the identification of good practices among the partner institutions aiming at the creation of a resource centre of educational and training materials, available to all European teachers and counselors. The current year Ellinogermaniki Agogi involves in two new projects relative with career guidance, WoW and the "Career Counsellors Interactive Training" (CarCoulT), which is coordinated by Ellinogermaniki Agogi.

Italy

Eurocultura is a no-profit research, training and career counselling organization established in 1987 and based in Vicenza, north east of Italy.

Our main activities:

International projects granted by different European Programmes and focused on issues as vocational counseling, training, employment, youth, social affairs etc. As far as Leonardo Mobility and Erasmus placements concern, we organize every year traineeships for about 200 foreign students and workers coming from several European countries.

Workshops and seminars on international mobility issues both for individuals and career counselors;

Career counseling provided to individuals or to homogeneous target groups (students, unemployed over 45, women etc).

Periodical publications such as the monthly magazine Lavoronotizie, the twice-weekly newsletter Muoversi, a series of guides for working abroad (Lavorare all'estero), reports and booklets about job opportunities in Italy, Italian labor legislation, Italian labour market trends etc.

Researches on different issues as migrants, racism and xenophobia, equal opportunities etc.

Networking, at national and international level, with organizations, institutions and enterprises (Universities and Vocational Training Centers, Local and Regional administration, Labor Offices, Trade Unions, Employers' Associations, Chambers of Commerce, Recruitment agencies etc.).

The Netherlands

Institution: Municipality of 's-Hertogenbosch / Section Culture, Welfare and Social affairs / Department of Youth and Education. One of the main goals for youth and education policy in 's-Hertogenbosch is to reduce the number of youngsters leaving school without qualification.

Concerning the field of school and the world of work, the department of Youth and Education maintains many contacts and participates in various networks:

"DOVO" : together with 11 schools for vocational education; an essential network in 's-Hertogenbosch in (for example) the discussion on quality of education.

Equal project : In Sight

Main objective: keep problematic or demotivated youngsters in the educationssystem and raise the chances for these youngsters to enter the labourmarket.

Regional partnerschip “de Meierij”: partnership in the region of ‘s Hertogenbosch, 17 schools participating, (Secondary education and Pre-vocational secondary education) main objectives: fitting educational and care programs for each student

National partnership: Partner regions: ‘s-Hertogenbosch; Almere; Leeuwarden; Zoetermeer
Partnerorganisations: Municipalities; Cooperatives of schools for prevocational education / special education; Schools for vocational education; PSW (private consultancy bureau).

European partnership: Wales, Czech Republic, Austria

Equal project: Connections

Main objective: Development of an integrated approach to guarantee suitable learningjobs/workplaces for every youngster to raise the chance to achieve a schoolqualification and increase the possibilities to enter the labourmarket.

Local partnership: Municipality ‘s-Hertogenbosch, Labouroffice, schools for prevocational education, schools for vocational education, Ambassadorsnetwork of captains of industry

National partnership: 3 Regions: (‘s-Hertogenbosch, De Vallei (Ede/Wageningen), Stedendriehoek (Apeldoorn/Deventer/Zutphen) and partnerorganisations (Municipalities

- Schools for prevocational education and schools for vocational education, Labouroffice
- Association small and medium enterprises (MKB), Technocentre De Vallei)
- European partnership: Slovenia, Sweden, Lithuania
- (future) New European Network

Poland

The Jagiellonian University is one of Poland's leading research institutions. It has been recently rated number one among 275 academic schools in Poland. The University is not only the oldest and most prestigious, but also the best university in Poland. It is a member of the Utrecht Network, the Coimbra Group and the SYLFF Institutions' Network. The Jagiellonian University, grounded in 1364, is the oldest university in Poland and one of the oldest in Europe. Its reputation attracts large numbers of international students, many sponsored by their government or organizations in their own country. Dynamic from its inception, the Jagiellonian University is developing new degree programmes and courses which satisfy the needs of contemporary science and commerce in Poland and in Europe. The Jagiellonian University is located in Krakow, the unique historic King City in the south of Poland. The university has also the Academic Career Office, which supply career guidance service to students and graduates as well as courses, apprenticeships and contacts with employers.

The Jagiellonian University supports the Bologna Process to create a common "European" response to problems which have arisen in a majority of countries. It aims to create conditions for increasing the mobility of the citizens, adapting the education system to the needs of the labour market and raising the attractiveness and improving the competitive position of the higher education system in Europe.

Romania

According to Education Law 84/1995, the Institute of Educational Sciences Romania (IES) is the national research authority having the status of an autonomous body, within the Ministry of Education and Research. As a national institute for research and development in education, IES aims to put forth the education policies and decisions by the scientific studies and data, to analyze needs and issues of the educational system in Romania, to support the innovation and the reform of the national education system.

Organisational structure: 5 departments:

- Curriculum
- Educational management
- Evaluation
- Theory of education
- Counselling and lifelong learning

Scientific Council + Administrative Council

Recent research topics (related with the field of school and world of work):

- Rural education in Romania: strengths, weaknesses and development strategies
- Gender dimension in education
- Violence in school
- Relations and the communication between generations
- Education in the family
- Informal education and the mass-media
- Communication competencies in the compulsory education
- Learning motivation and social success
- Using the ICT in career counselling
- Lifelong guidance needs analyses

IES is the methodological coordinator of the school counselling network (1600 practitioners). European active affiliation: NRCVG – Euroguidance network: 61 centres in 32 countries www.euroguidance.ise.ro. Involvement in different European projects (Grundtvig, Leonardo da Vinci, Comenius see p.5) in the field of lifelong learning and guidance.

Slovakia

Slovak Academic Association for International cooperation - SAAIC is an association that has been established by Slovak higher education institutions. The main agenda contains acting as the national agency for Lifelong Learning Programme. Beside that, SAAIC has a contract with The Ministry of Education of the SR on implementing other multilateral programmes in the education sector (TEMPUS, ERASMUS MUNDUS). At European level SAAIC has been involved in information networks: EURYDICE a EUROGUIDANCE.

Euroguidance centre has been focused on enhancing conditions for development of lifelong career guidance and counselling in the Slovak republic, mainly through transnational exchange of information, knowledge and experience. It is also in charge of information exchange between the SR and the relevant EU institutions. At national level, the national authorities in the field of career guidance and counselling consult Euroguidance centre on the issues related to policy making and developing strategies.

The centre supports national networking between education institutions and key stakeholders in the labour market. Since its establishment in 1996, the centre has been acting as a national coordinator in several international projects and it supports involving partner national institutions in international cooperation.

Spain

The Fundación Red Andalucía Emprende is a non profit making organisation dedicated to supporting the economic activity in the Community of Andalusia, whose objectives are centered around the promotion of entrepreneurial culture and the creation and consolidation of enterprises.

The Foundation was created by agreement of the Council of Government of Andalusia in 1999 with the initial name of Fundación Andaluza de Escuela de Empresas (FAEE), although it did not begin its economic activity until 2000. Later the Foundation Board of Trustees approved several changes of denomination until the present one.

Its final purpose is to contribute to the enterprise development of Andalusia, in both local and rural areas. Also in the main economic enclaves of Andalusia, for which it counts on the collaboration of the municipalities where their support devices are based.

It is wholly participated by the Andalusian public administration and directed by a Board of Trustees, whose presidency and vice-presidency fall, respectively in the General Secretariat for Industrial and Power Development and in the General Director for Social Economy and Entrepreneurs.

For the fulfilment of its objectives, the Foundation manages the Andalusian Network of Business Incubators, integrated by 150 Schools that provide their services in municipalities and rural areas. Also, it counts on 11 Support Centres for Enterprise Development (CADEs) located in each one of the province capitals and in strategic towns of the Autonomic Community.

Both companies, Business Incubators (EE) and CADEs, form the Territorial Network of the Foundation that offers cover to 100% of the Andalusian territory. In addition to the direct and immediate support to entrepreneurs throughout the Territorial

Network, the Foundation manages and provides a series of programs and projects directed at the detection and support of entrepreneurs and the improvement of enterprise culture.

In this way, the Fundación Red Andalucía Emprende undertakes works with numerous potentially entrepreneur groups (university population, women, young people, unemployed professionals, immigrants, groups in risk of social exclusion), fomenting the economic activity in traditional and novel sectors (knowledge-based projects, both technological and creative, multicultural projects, social projects...) and facilitating the introduction of all those innovating elements that ensure the company's success. The Foundation in addition tries to tightly collaborate with other countries in the European Union through integration in European Networks, for the development of common projects and the interchange of experiences within the European community.

The success of the programs managed by the Foundation, in terms of employment and economic development, has sparked up the interest of other Independent Communities in the European Union and has allowed its export to Central America (El Salvador, Panama and Guatemala) and to Morocco, where through co-operation programs, established by the Regional Government of Andalucia, Business Incubators are being developed or already working.

II.2. Situation and progress in the European benchmarks for education and training based and commented on the 3rd annual report of the European commission.

Austria

In some of the benchmark areas Austria has reached the European benchmarks at targets, e.g. share of early school leavers target no more than 10 percent Austria 9,7 percent.

Up secondary completion rate at least 85 percent, Austria 86 percent

but

in not one of the five benchmark areas Austria is among the free best performance

in one of the benchmark areas (ration of low achieving reading literacy) Austria has the first value (minus 41,8 percent).

but

Austria has a relatively good performance in the situation of transition from school to work – youth employment, (among the three or four best of the EU member states).

- Relatively good labour market situation
- Relatively good productivity and growth performance
- Relatively good development of innovation score board, competition index and investment in research

So it is the question, what is the relevance of the benchmarks for the real situation in country, in education, employment and economics.

Czech Republic

Number of dropouts

This benchmark is and in recent times always has been an easy point for the Czech Republic. Currently we are achieving 6, 4 % dropouts, which is lower than is demanded by the European benchmark (which is 10 %). These results might be caused by several issues

- when the compulsory education finishes, the students are not choosing another school – it is in between their studies at secondary school
- the approach of the families is here still more dominant and influential to teenagers

To higher the interest in science

Just 15 years ago there were 40 students preparing to become science teachers at the Institute of Mathematic Science in Prague. Now there are only two. This issue is being interpreted mainly by two ways

- scientific career is very difficult and not promising a good salary
- after overstressing of the importance of science during the communisms, people are looking for new fields to discover

Anyway, the situation has been improving; there are many projects, which are helping to promote science among the students. And also because of European Structural Fund there will be more funding involved.

Higher the number of students with finished secondary education

This benchmark is not every problematic, the Czech Republic is achieving 90 % of students with finished secondary school. But only 20 % of them are from comprehensive schools (Gymnazium), the most of them are still from vocational schools.

12, 5 % adults involved in further education

The Czech Republic is achieving 7 % and finds quite difficult to higher the number. There is still no system of further education and no tradition to be involved in it. New system is being promoted and built with the help of ESF.

All absolvent will speak two foreign languages

This is a very tough goal for the Czech Republic. Although most of the secondary schools are teaching two foreign languages, the student often are not able to use any of it. The reason is that there is a big lack of qualified language teachers.

Improve the reading skills

Last PISA testing showed that Czech Republic is not the best, nor the worst in Europe. The lowest degree of literacy was diagnosed with 17 % of pupils.

Denmark

Presently 50.000 young people per year accomplish a youth education (gymnasium or vocational college). The Danish benchmark for 2015 is accomplishment of youth education by 95 % of one years youth population, which means that 65.000 young people must accomplish a youth education in 2015. The 120 vocational colleges play a key role in accomplishing that.

The dropout rate has grown to one third in vocational training and to half of the pupils with a foreign background, also in vocational training.

From 2003 to 2005 the number of contracts for practical training places in vocational training has increased by 10 % to 31.700 in 2005. ¹

¹ Undervisningsministeriet 2006: "Uddannelse – udvalgte nøgletal"

Finland

Uncertainty in working life has increased, and as a result, managing one's life, skills and careers has become more challenging for the individual. Continuous participation in training has become part of the individual's career development. The educational standard of the unemployed, which is lower than the standards of the rest of the population, must be improved. Young people without vocational competence must be guided to educate themselves and to improve their vocational capacities before moving on to the actual working life. The growing share of the immigrant population and cultural diversity are increasing challenges. A new Finnish modus operandi will be worked out to create greater harmony between job security and flexibility.

There is a risk of early leavers especially at the beginning of the second level education and at the transition from the comprehensive education to the second level education although there have been national and regional development projects for the transitions. Needs and interests of young people for more apprenticeship contracts has been distinguished.

The growing share of the immigrant population, cultural diversity and the educational, vocational and guidance needs of the immigrant students at the all phases of the education system are increasing challenges.

Adult guidance developmental needs include: information sharing and guidance to the adults at the working places.

For to promote the excellence in higher education and university-business, Finland is promoting new law for the universities to modern their economic and administrative position

The National Centre for Lifelong Guidance Expertise has been set up as a multidisciplinary research unit with a view to strengthening the evidence base to inform national practise and lifelong guidance policy.

Germany

In our point of view, Germany couldn't make a large advancement in regard to the themes which are covered in the European Benchmarks. Some examples:

- There is no sufficient development in „Reading literacy“ (PISA 2007). Little development can be identified in IGLU-Study 2007 for the Primary Schools
- The number of pupil who will complete upper-secondary education declines from 2000-2005, 2% (Eurostat). The number of students at HEI (first year) is decreasing too.
- In MST (math, science and technology), there is no substantial positive development, the gender-imbalance reduces very slowly.
- There is a moderate growth in expenditures for education.

For Germany it seems to be very difficult to realize a change at the crucial education topics. The efforts which are made are rather conducted to additional programs (language programs for children and parents with migration background, additional full-time schools) than to the change of the system level. (For example, there is no shift to a society of highly trained people or to more equality in chances).

But the Benchmarks are (in our opinion) just a on-sided picture of the German situation. The benchmarks focusing very much on a higher participation in education (more, longer, better, more expenditure). Germany traditionally is orientated to integrate youth with lower educational status in the work-system and to train them (and socialize them) within the firm. For a high number of young people until now this is a successful model.

Actually the division and selection proceeds not alongside the line "upper-secondary", but within the young people who are leaving school before upper secondary. On (relevant) part of this group starts successful to the world of work in industry, craft or service (and finishes the upper secondary in the dual system). An other part not. But without the chance to enter to the dual system, this group is excluded also from the upper secondary certificate as well as from the job marked. This system can not easily changed by offering more school-based training or more bridge-over programs. The described problem concerns more young man then women, more youth with migration background, more young people in urban surrounding. The familiar background is the strongest indicator. For example, the number of pupil with migration background who do not reach competence level 2 in mathematics (Pisa) is three times higher (over 40%) than for others (13,6%) (OECD PISA Datenbank 2003). Especially unfortunately in the German system is still the early splitting between the different forms of secondary one (at age of 11) and the poor possibilities for vertical mobility. (Konsortium Bildungsberichterstattung 2006, 52) But this and other described aspects are not covered by the European benchmarks.

Greece

A special benchmark that EE indicates at the field of education and training, concerns the percent of young people that leave prematurely school. At the January 2007, the percent of leaving early school was 16% and the by 2010 should be reduced to 10%.

Concerning the first classes of schools, at the ages from 6 to 11, we could say that in Greece, there is no prematurely leaving. At the three first classes of secondary school, at gymnasium, there was a percent of 6, 09 % for the year 2006. Actually there was a reduce of the percent of 6, 98 for the previous year (2005). For the upper grades of secondary school, there is a lower percentage of 3, 32%. For the same ages, at the vocational schools the percentage is 20, 28%.

Italy

Italy has endorsed and started implementing the process launched by the Lisbon European Council and the related agenda. To this end Italy has adopted a set of measures within the framework of the five priority areas, with the view to ensure a higher quality of education systems.

The analysis of expenditure confirms the commitment of Italy to implement LLL strategies, being the constant increase in expenditure (around 10% per year on average) an indicative element. As for policy planning, Italy has identified as priority actions those related to the five benchmarks approved in May 2003.

Distinguishing elements of actions are: the strengthening of school autonomy; the development of personalized study tracks, allowing students to choose more freely according to their aptitudes, talents, interests and aspirations; a wide diversification of the education and training tracks on offer, some being academically oriented, others mainly vocationally oriented; the possibility for learners to move from one education path to the other, in line with the principle of combining education, training and work; a move away from concept of compulsory school attendance till a required age to the principle of the right and obligation to receive education; the development of National Guidelines and Lines of action for initial and continuous guidance and counseling; the implementation of a national evaluation system to assess the quality of the school system; the active participation of parents in school life and the strengthening of the ties between education and the world of work.

The Netherlands

In the Netherlands the number of youngsters who left school early is 56.500 (2005).

In the Netherlands about 1.5 million adults would be low performers in reading literacy (13% of the population) (Cinop)

Poland

5% of young people aged 18-24 in Poland would leave school prematurely at 2010

25% students would graduate in math, science and technology every year by 2010.

90% of 22-year-olds in Poland should have completed uppersecondary Education by 2010.

10% of adults would participate in lifelong learning within any four week period in 2010 if the EU benchmark of 12.5% participation rate was achieved.

About 15,2% of young people at the age of 15 in Poland would achieve only the lowest level of proficiency at 2010.

Romania

From 2003, Romania annually reports the situation and progresses in reaching the European benchmarks in the field of education. The evolution of this indicators according to the aims needed to be reached by 2010 are:

- **2 million fewer young people would have left school early.** From 1997 until 2004 the early school-leaving rate increased from 19.7% to 23.6%. In 2005 the percent of young people aged between 18 and 24 that have graduated only the lower secondary cycle and that are not enrolled in any kind of educational or professional training dropped almost 3 %. Reaching the aim of reducing the rate of early school leaving phenomenon at a maximum 10 % by 2010 is still far from the actual situation (in 2005 the rate was 20.8%).
- **2 million more would have graduated from upper secondary education.** In 2002-2005 the rate was 75-76%. The level of the indicator is 1.3% lower than the EU-25 average. Comparing current situation of Romania with the European indicator, which implies, that 85% of the European population aged 22, should have finished at least upper secondary education, the differences are still considerable.
- **200.000 less 15 years olds would be low performers in reading literacy.** 41% of the Romanian students age 15 have low achievements (EQF level 1 or less). The rate at the European level is two times lower.
- **4 million more adults would participate in lifelong learning.** A very small number of adults aged between 25 and 64 have participated in education and training. Compared with the European aim, which claims that at least 12.5% of the total 25-64 years European population, Romania has a rate of 1.9%.

Slovakia

European benchmarking in the field of education and training has showed following strengths of the country: very low drop-out rates; strong growth in MST graduates; high graduation rate from upper-secondary education; high study mobility rates.

On the other hand, weaknesses include: participation of adults in lifelong learning; performance in reading literacy; investing in higher education; attractiveness of teacher profession; language skills; etc.

There have been several measures currently taken at national level to combat the weaknesses:

- Act on LLL – adopted by the National Council of the SR
- Establishment of a national authority, that will be in charge of authorizing physical and legal bodies for recognition of non-formal education and informal learning results
- development of National Qualification Framework and National Qualification System



Spain

Spain annually reports the situation and progresses in reaching the European benchmarks in the field of education. In the last 2006 PISA report, Spain is far away to reach the aims by 2010:

In Spain, the early-school leaving rate is 29,9%, moving away from the established rate by the European Commission which is 10%. In Spain, the percentage of population among 18 to 24 years old that has not completed the compulsory education level and doesn't continue with any education training has decreased since 1999 that was 31,4%. Among the countries that have reached the established rate by the European Commission by 2010, with a percentage lower than 10%, we can find Poland, Czech Republic, Slovakia, Denmark, Finland....

The percentage of education level of the population among 20 to 24 years old that has completed the compulsory education level in Spain is 61,6% with lower levels than the rest of European countries, being in first positions Belgium, Finland...with rates higher than 80%.

In the last 2006 PISA report, Spain was in the position 31st in scientific knowledge, with one point more than the last report in 2003 (488 in 2006 and 487 in 2003) and much lower than the average OCDE countries (491). In reading literacy, Spain has got 461 points being in the 26th position and the average OCDE countries got 492 points. However, in the north of Spain, La Rioja and Castilla y León, have got in scientific knowledge 520 points and in reading literacy 492 points, with rates higher than the average of Spain and OCDE countries.

In Spain, the percentage of population aged 25-64 participating in education and training, that is, in lifelong learning, is 10,4%, and the benchmark 2010 is around 12,5%, so in this way Spain is not in a really bad position, being in first position Denmark, UK and Finland.

Nowadays, in Spain, 99,6% of young people study one foreign language (English) and 42% of these young people study a second language (French), so the average languages study in Spain is 1,2

II.3. Situation, strengths, weaknesses, challenges and problems for young people in education, school, employment, social life, access to the world of work from the recent point of view of your organisation.

Austria

Of course it is the main goal of career development for young people – and of the education system in general – to **provide a successful transition from school to world of work** as a basis for a lifelong career and a process of Lifelong Learning.

One of the **first criteria** to measure this topic is the rate of **youth unemployment**.

Austria has one of the **lowest rates of youth unemployment** in the European Union and in OECD Countries (about **7 per cent**). This could be an **indicator** for a **good preparation** of young people, an **effective process of transition from school to work**.

The two **most important reasons** for this situation are first the **structure of the educational system** on **secondary level two**, especially the aspect that in Austria exists two lines of vocational education at this level, both fulltime vocational school system – especially technical, commercial and human services – and part-time education system – apprenticeship training, and, second, the willingness of entrepreneurs and companies to give young people at the age of fifteen and sixteen a chance to for access to an apprenticeship training position. The **quote of young people in vocational education** at the level of **secondary two** (ISCED 3) is about **eighty percent**, one of the highest in the European Union.

There are some **additional features** in the Austrian education system which provide the process of transition between school to work. One feature is a **good preparation** in preliminary school types, especially in the **secondary school “Hauptschule”** and in the ninth grade school type **“Polytechnical School”**. This one year school type has his **main focus** to prepare young people for the **step into the following apprenticeship training** with **orientation, vocational preparation** and **occupational basic training** in the chosen field of professions. This school type is very successful to help young people to **get access to an apprenticeship training position**, also for young people with less educational conditions.

Of course their exist in Austria a lot of **open questions** concerning the transition of young people from school to work, e.g.

- How could we **reach young people who leave the school** and are not successful to reach an apprenticeship training position (the quote of persons is not very high, but relevant)?
- How can we assure that young people get education and training in a **field of their interests and potentials**?
- How can we assure a transition process as a successful **basis for a lifelong career** and Lifelong Learning process in a very flexible and changing world of work, especially for persons with **lower education and qualification**?

Czech Republic

Challenges of young people in the Czech Republic

Language education. For most of the population it is a big problem – more about it question number 2.

Comprehensive school vs. Vocational school. There has a big and long fight between the Ministry of Education and the regions. Ministry of Education would like to higher the number of students, who attend comprehensive schools; the regions would like the opposite. In European view, we have low percentage of students leaving comprehensive schools, and there is also a lower unemployment after the comprehensive schools in comparison to vocational schools. In some regions though the local authorities believe the comprehensive schools are only for elite – around 7 % of population! This fight is quite important to students and their parents – what should they choose for their future? What will be more beneficial? Which policy will the country follow in the future?

Students from low status families. Apart from finding out the direction, which should be set for the development of human resources, Czech Republic is certainly missing some measures to motivate the students from low status families to study.

Unemployment. Now, Czech Republic is in a time, when the unemployment is very low (5, 6%). In some parts, the opposite problem is arising, e.g. in Prague it is very difficult situation for the employers. Though some students or young people might find difficult to find a job. It is mainly in region Ostrava and Ústí nad Labem.

Low salary for young people. It is quite unbelievable, but when you are a young doctor, young teacher, psychologist or anyone else working in public sector, you hardly make your living. It is also a reason why some of those professions are becoming less and less popular and being totally feminized (not only teachers, but doctors as well.). Starting salary for young doctor is around 400 EUR per month.

Denmark

The major challenges in DK connected to career development are:

- In youth education the rate of dropouts is much too high, especially in vocational colleges
- One fifth of one years' youth population does not get a youth education and similarly half of one years' youth population with foreign ethnic background does not get a youth education

Finland

CHANCES development project to prevent exclusion of young people was conducted 2005-2007 in Finland. The results of the project are at the back ground for this answer.

STRENGTHS

At the policy dimension: 1) practitioners of the guidance provision are aware, that national educational and labour market policies in Finland (law, core curricula) emphasize cross-sectoral guidance provision as one key measure in promoting lifelong learning and active

citizenship 2) Strategic and operational plan for guidance provision is a compulsory component in curricula. 3) Education is part of regional development strategies – regional co-operation in education is a compulsory component

At the regional network (contextual) dimension: 1) Regional strategic plans for guidance provision are emerging that clarify the co-operation. 2) First steps in modelling the regional cross-sectoral guidance provision: Rationale (Why does network matter for regional guidance provision?), Needs, Goals, Services and activities, Partnerships, Information, ICT, Follow up

At the organizational dimension (schools, social services, PES.): 1) Schools and institutes are developing curricula with embedded guidance. 2) Work in the networks is identified as a “window” to develop also an organisation and also an opportunity for personal in-service training. 3) There are traditions of student welfare and support that form a basis for internal co-operation in schools and institutes. 4) Internal co-operation is used to compensate for existing limited resources in guidance. (It means guidance and support in transitions phases and promoting commitment to studies, student retention and prevention of exclusion.) 5) Division of labour between organisations occur in the multi-professional cross-sectoral groups, in which there are representatives from schools and institutes, youth work, health and social care, public employment services, third sector, etc. Members are aware of the need to work in and between the interfaces of these organisations. Cross-sectoral networks function more effectively on a practitioner level than on an administration level.

WEAKNESSES Strategic development of cross-sectoral guidance provision weaknesses

At the policy dimension: 1) Despite cross-sectoral national guidance policies, regional systematic cross-sectoral activities have taken only the first steps. 2)

Each sector still has their own strategies for preventing social exclusion – few cross-walking mechanisms in this mosaic. 3) The balance between education provision and the labour market needs. 4) Education is part of regional development strategies, but guidance is not included. 5) Regional co-operation between vocational and upper secondary institutions is compulsory – not in reality due to regional competition.

At the contextual dimension: 1) Fragmented service provision, little coherence between service providers and information gaps. 2) Regional cross-sectoral network is not yet a stable concept or activity. Initiatives towards regional coordinating expert groups exist. 3) Co-operation with administration, other bodies and schools is not established systematically yet: Preconditions and mandates to co-operate at actor level are not clear yet, temporary contracts of the actors and lack of staff development opportunities.

At the organizational dimension: 1) Strategic statement “guidance as a shared responsibility” is not a reality yet. 2) Isolation of organisations and staff members are working alone. 3) Thin co-operation between parents/guardians and schools. 4) Lack of internal co-ordination and co-operation of guidance. 5) Weak co-operation within transitional phases of students. 6) Hardly any follow up mechanisms of student transitions.

Germany

Strengths:

- The school system for those who enter a direct way to a secondary two certificate ("Gymnasium")
- the dual system for those who have access after secondary one or after secondary two (after baccalaureate).
- Vocation oriented employment-system in industry, trade and other traditional branches

Weaknesses:

- In General, the school system has many weaknesses for those who are at risk . Risk factors are versatile: e.g. attendance to "Hauptschule" (9 years secondary one) instead of "Realschule" (other form of secondary one, lasting 10 years); lower social status; migration background, male; urban localisation.
- In the last years, the number of contracts in the dual system was reduced . At the same time, there are complaints about the weaknesses (maturity for the world of work) of the school leavers after secondary one. In the year 2007, the number of contracts in the dual system grew.
- school leavers after secondary one, who do not enter a school that leads to baccalaureate or do not enter a dual vocational training are confronted with problematic alternatives: the school based vocational training and much more the bridge-over-programs are risky. These bridge-over-programs have increased over the last years (Today 40% of the part of an age group who do not enter the higher education system takes part in this system, in 1995, it were 31%). The lower the educational background, the higher is the risk to enter this system. However, participation in this systems lowers the chances radically (Konsortium Bildungsberichterstattung 2006).

In social life, the most crucial problem is the gap between different social groups and their possibilities to participate in cultural, social and economic life. This gap grows. Whereas in former periods (until the 1990s) the industry absorbs a huge percentage of this group, this is not longer the case today. A lot of the not well /poorly educated or trained people can't enter the normal employment system or work in precarious jobs with low payment.

Challenges:

- the most important challenge is (in our view) to develop a clear vision about the educational goals. Until now, Germany refers to a out-dated picture of the world of work.
- One of the consequences should be to make a clear investment in the best available education for as many pupils as possible. Primarily, we need more education and organized care for the first five to six years. Moreover, we need an integrated secondary one and two for the mass of the youth.
- Another challenge is to realize good ideas in the mass of the institutions and to realize the idea of cooperation between schools, firms, social partners and other institutions which are dealing with the issues of vocational training, prevention of social exclusion and so on.

- Industry, handcraft, trade and all branches, especially the new ones should make a clear commitment to the dual system (and to the necessary reforms). Wherever the dual system is not longer a stable way to educate young people, new forms of education in school-systems and higher education systems should be developed.

Greece

The transition from school to the world of work is unfortunately a hard process that demands preparation and a structured plan. In Ellinogermaniki Agogi we are dealing with young students, from 12 to 18 years old. According to the greek educational system, students choose an educational direction (theoretical, technological, scientist) at the last grade of lyceum, and choose different major lessons. At the end of the year, in June, students participate in general examinations, with common topics for all students, according to the educational direction. At the end of June, the official grades of the examinations are announced and students fill a specific form according to their preferences. The last grade of school is a determinant year for the students, as far as determine the entrance in the university and students' further education. The greek educational system is quite close and strict, that's means that if someone failure to get into a university school, has to participate at the final examinations, the next year, as far as there are no other way to enter to the university. This situation causes a lot of stress to students. Actually the final examinations are the only way to get in the university. Under these circumstances, students give much more importance to school performance but not to their educational and career choice. Their main aim is to achieve grades.

As a result, in a lot of cases, young people graduates from their universities or colleges and then have to face the unemployment. The tendency the last decades indicates that many more young people graduates from universities but in a more difficult way can find a job relative to their studies.

The lack of information is one of the most important deficiencies at the greek educational system. In most cases young people have no idea what are exactly specific professions, how is the every day life, which are the difficulties and the challenges of jobs.

At the other hand, a main problem concerns the young people professional experience and mostly the first occupation.

From our point of view, for an effective transition from school to work, students must be well prepared in three basic accesses. First of all, it is important young people to identify personal skills, abilities, strengths and weaknesses, (Know about their self, personal development). An other important point is to learn about the labour market and finally to develop their self for the labour market (development of soft skills). According to recent surveys the key words in the labour market will be adaptation, flexibility and development of all soft skills like communication skills, team working skills, leadership, time management, etc.

Italy

The situation of Italian young people worsened in the last years and actually is one of the less favorable in the western world.

After the conclusion of the learning and vocational process, only 40% of people from 20-25 years have a job, while the average in other big European countries is about 60%.

Besides the difficulties to succeed to find the first job, young Italian people have very low entry salaries. In fact the medium income of Italian workers between 25 and 30 is almost the half of the income of English people of the same age and about 50% lower of French and German.

The conditions of young people have progressively got worse and consequently the permanence in the house of the parents got longer.

As far as graduates concern, the situation is even worse. In fact in 2004 the graduates who found a stable job within 3 years from the end of their studies was 56%, while in 2001 it was 63%.

Unemployment, unqualified jobs, low income, uncertain and temporary jobs heavily influence the possibility of choice of young Italian people.

That's the main reason why the majority of unemployed over 30 and 1/3 of workers of the same age indicates as a pre requisite the improvement of their working conditions in order to be able to be independent from their family of origin.

All this causes frustration, unrest, lack of trust in the future. A recent survey highlighted that people in their thirties are the most unhappy part of the Italian population, more than retired people and than old people living alone.

The delay to achieve full autonomy from the family of origin has also a strong impact on the realization of some important personal goals as, for instance, the creation of a own family. In fact the time period between the end of the education and training process and the first marriage/union is one of the longest in Europe (average 10 years for man and 5 years for women).

The deficiencies of the system of social protection for Italian young people are partially compensated by the crucial support from the parents: for Italian young people the true and substantially only social bumpers are the family of origin.

During the education and training process, family resources are closely linked to the possibility to continue the studies up to college or university level.

In Italy the social status of parents plays a fundamental role in the education, training and future destiny of children.

About a young person every three finds a job thanks to informal helps, mostly coming from the family, and the professional success is highly linked to the characteristics of the family of origin, mainly to the father level of education.

The Netherlands

Many young people in secondary and primary vocational education and a lot of young jobseekers who are unsufficiently qualified need dual learning courses. Suitable working-learning places are needed for that, but they are too scarce to meet the demand at the moment.

For the educational sector this causes problems. Because of the shortage of suitable workplaces students have to be refused admission to training within the so-called 'beroepsbegeleidende leerweg' (BBL- 4 days of work, 1 day to school). Also the full-time education needs places with employers for doing practice in order to conclude a training with a certificate. This applies to the secondary vocational education but also for primary vocational education. Due to lack of learning places with employers a rising number of unqualified school-leavers is imminent. While at the same time the labour market will be confronted with a growing shortage of sufficiently qualified youngsters because of the ageing and de-juneralisation of personnel.

In the current situation it is even more difficult for the young jobseekers with insufficient qualifications to find a workplace combining work and learning. Employers prefer when they provide a dual learning place a younger person at school instead of a jobseeker.

Cooperation and fine-tuning between several partners at the regional level is required to alleviate the shortage in the number of learning-working places and to create a better climate for opportunities for learning and working. It concerns companies, middle professional education, expertise centers, employment agencies, municipalities (departments of education/social affairs) and possibly organisations of sheltered workplaces which often have diverse possibilities for learning and working for young people. The government presses for such an integral approach, which appears from the Action Plan Youth unemployment of the Ministries of Social Affairs and Education and the activities and mission of the Taskforce Youth Unemployment.

Such an integral approach is not easy to realise because of the complexity of the different policy areas, the differences between the various parties and competition in the acquisition of working-learning places.

The situation described before leads to a dispersion of efforts and inefficient approach in the acquisition of rote leaning places which does not make up for the shortages and leads to irritation with employers.

Poland

The situation of young people and especially graduates in Poland has recently changed in a remarkable way. In the past few years a dramatic number of youngsters has gone to other countries for work.

In 2005 there were about 40% of unemployed graduates (18 – 25 years old), and over 60% job seekers. The mean time of being unemployed was about 12 months in a group of university graduates and 15 month in a group of upper secondary schools.

At present there is a new occurrence of more and more jobs waiting for graduates. The matter has change and new factors are now at play, such as awards, salaries, quality of working life and the most the fit of proper job to proper persons due to spreading high quality

lifelong guidance services. In this situation the lifelong guidance started to play a new serious way as a tool for implementing the LLL strategy.

Research provided in schools revealed that there are no counsellors in secondary schools and in upper secondary they appear seldom. School guidance service is provided very narrow. There is usually an identification of vocational interests in students by school pedagogues or psychologist.

Some headmasters invite vocational counsellors from county offices for one informational meeting with graduating students. They expect that the meeting will direct the youth for further choice of educational path.

The majority of students (about 70%) has difficulties in recognizing their interests and vocational inclinations. They have limited knowledge in professions and job requirements.

In general all schools enduring cope of Psychological – Pedagogical Units were are employed pedagogues and psychologists and sometimes vocational counsellors. The students can measure there their interests and vocational inclinations. However there is lack of career planning and activities directed to plan vocational development of students.

Some schools apply to projects financed by ESF directed to undertake activities in the area of vocational career counselling for youth.

Youth in the process of transition from school to the world of work has difficulties with preparation of applicant's documents and has the feeling of being not prepared to the selection interviews and talks to employers.

The graduates who are registered in county labour offices can take part in group trainings and courses as well as can receive individual counselling from career guidance professional.

Romania

Situation:

The unemployment rate at the end of October 2007 is 4.1% (according to National Agency of Employment-ANOFM) and 7.2% at the end of September according to Eurostat. From the total number of unemployed persons 78.7% have primary, secondary and vocational education background, 16.7% have accomplished high school and post high school levels, 4.5% - university degree.

Strengths:

- Children increasing involvement in projects and mobilities financed through Community programmes (Comenius, Youth in action etc.)
- Lots of issues addressed in different programmes developed by schools or NGOs: truancy, violence in school, educational and social integration of roma children
- No gender differences regarding the intentions of continuing school or insertion on the labour market (research under progress)
- Enlargement of the school counselling network (42 county counselling offices and 1600 school counselling offices - this means the number of school counsellors)

Weaknesses:

- Decreasing learning motivation and increasing tolerance for “fake success models”
- More than half of the pupils finishing compulsory education on professional stream do want to continue school and not insert on the labor market (research under progress)
- Even after obtaining a high level of qualification in the professional stream, more than half of the pupils do want to continue education and not insert on the labor market (research under progress)
- Children in the rural area have made considerable progress, but educational mobility is still not so good wanted or accepted in rural areas (research under progress)
- Not enough school counsellors for supporting the transition from school to work of every child (not every school has a counsellor!)

Access to education and the world of work:

(Conclusions from the 2006 IES research “Analysis of the lifelong learning needs”)

Children

1. Romanian high-school children need guidance and counselling regarding the world of work, especially information about educational and vocational training offers, and *professional development opportunities* in different occupations.
2. Romanian children learning in professional school need information about vacancies and *working conditions* at national level and abroad.
3. High school and professional school children need more guidance and counselling regarding in the following areas: self-knowledge, social competencies, communication and career planning.

Parents

4. According to the above mentioned research, *parents are willing to be involved in the school and work activities of their children* but
5. Parents themselves need more support and information regarding the educational streams, more guidance regarding their own involvement in the learning activities of their children, they do not know *what kind of activities to develop together with the children* in their free time.
6. Parents consider very important the information about labour market, employment possibilities for their children, better communication strategies between generations, conflict-solving techniques.

Students

7. Students consider very important for their career planning process the *job-search abilities* as well as *psychological counselling*.
8. Students need more information about: internship in companies, educational offer and mobility programmes, professional qualifications.

9. The most valuable information resource are: the Internet, magazines, leaflets, occupational profiles and consider of not so larger impact: handbooks, books or “scientific” publications.

Slovakia

So far the Slovak Republic has avoided any radical content reforms in vocational education. As a result, the formal system of formal education is stable and based on principles from the past. It does not reflect new trends, but on the other hand it results in low drop-out rates. This fact is a consequence of low flexibility and transferability between education courses, non-existence of systems for recognition of non-formal education and lineality of education pathways. Students are under strong family and social pressure to graduate from formal vocation education even when they are not interested in the vocational course. Disadvantages of the system include: low engagement of students in their study results and education content and links between education and training and practise.

Slovakia shows weak results also in reading literacy.

Statistics show high rates in study mobility. However, the statistical data include a very high number of students studying in the Czech Republic.

Higher education institutions in Slovakia charge external students in a form of study fees, with the aim to increase investing in higher education. Limited numbers of full-time study placements at HEIs lead to increasing interest in study abroad and with higher standard.

Secondary education deals with problems such as low quality language education and low competencies for labour market and own career management.

High priority is given to education and social inclusion of Romany ethnic minority, fighting with poverty and negative social models. Exigency of the issue has risen with increasing number of Romany population in the country.

It is needed to put attention to local partnerships and their functioning in the field of education and employment. Non-active citizenship attitudes have been still remaining, in contrast with Anglo-Saxon societies. Employers rarely engage in vocational education and training, because the system of vocational education and training is only in competence of education sector, and there are no vocational schools that would be owned by employers. There is no dual system of vocational education and training in Slovakia, and practical training is provided in specialized school establishments.

From the point of view of our organization, we can see weaknesses in low participation of young people in study and working mobility in countries with foreign languages (means except the Czech Republic), low engagement of school management in supporting European mobility and xenophobic attitude towards European integration among many adult people.

We put special focus on current and future calls concerning career guidance and counselling for youth and people entering labour market, with the aim to reach European standards and accept best practises of the most successful countries (Ireland, Denmark, Finland, etc.).

Spain

The period of time of the compulsory education and other aspects of the national educational system affect the early-school leaving. One way to reduce the early-school leaving rate is to offer more specialized programs after the compulsory education to motivate students and offer those one who have difficulties, the opportunity to other fields. In Spain, important changes related to “second chances” have been introduced through the professional training. In this way, Spain has got an important impact reducing the number of students that haven’t got a secondary education. This professional training degree is accepted by other educational institutions and by the employers as well. More than the quarter part of Spanish people aged 25-64 (28%) have a superior degree, higher than the average OCDE countries (26%) or EU (24%), however the percentage of those one who have just only the compulsory education is 51%, and the OCDE countries 29%, so we can assume that the level of studies reached in Spain is lower than the average OCDE countries.

The rate of youth unemployment in Spain in all educational levels has decreased continuously since 1995. However, higher is the level of education higher is the rate of occupation. The male rate of occupation in all educational levels is 82%, same one as the OCDE rate and higher than the European one, 79%, however the female rate in Spain is 55%, lower than the OCDE and EU rate, 63%.

The unemployment rate of the active population aged 25-64 in Spain in 2006 is 8, 51% (Those one with superior education 6, 10%; with secondary education 10, 5% and with primary education 10, 6%). The unemployment rate in Euro zone is 7, 6%. So in this way, Spain is among the countries with higher unemployment rates in Europe, occupying lower positions Poland 13, 6%, Slovakia 12, 3%, Greece 8, 7% and France 8, 6%.

II.4. Main national strategies and politics to improve the situation of Youth concerning to the topics school and world of work.

Austria

The over all strategy in Austria is actually at discussion about a holistic school reform, beginning from the pre school phase, a new structure of lower secondary – especially concerning to the early tracking after the fourth grade, a more effective pedagogical approach to address all talents to individual interests of young people concerning with their further life perspectives and access to the world of work.

Within this strategy there are some concrete activities especially e.g. for

- Early school leavers
- A working group in cooperation by the Federal Ministries for Education, Arts and Culture, Economics and Labour and Social Affairs in cooperation with the social partners and other institutions and organisations is working on new strategies and measures for reduce Early school leaving.
- The new period of European Social Fund will be used for a lot of projects for young people, young adults, adults and older people to innovative approaches in joint actions of education and employment.
- A special line is the activity for integration and inclusion of young people with special needs, especially in the field of vocational education and apprenticeship with the so called “Inclusive Vocation Education”

One of the **most important tasks** of the **education** and **career development services** for young people is to help them to **develop own skills, qualification** and **potentials**, to develop employability and career self management skills.

One of the **most relevant criteria** for effectiveness of the education system and career development services concerning to this tasks is, **how transition works between school and world of work** and give chances for access to career pathways, further education and Lifelong Learning.

The Thematic Review of the **“Transition from Initial Education to Working Life”** of the OECD defines essential features of well functioning transition systems – e.g. clearly defined learning pathways and qualification frame works, the provision of a broad range of vocational and technical skills, together with general education and personal skills, a **“youth friendly”** labour market etc. – also pitfalls to be avoided – e.g. large numbers of early school leavers in low skilled work, limited opportunities for young people to combine class room learning with learning outside of the class room, a lack of readily available pathways back into education for school drop outs etc.

For young people with disabilities and special needs exists since 2004 the offer of a special kind of vocational training (**“Integrative Berufsausbildung”**), a legally based kind of training with official certificate in defined fields of professions.

In relationship of measures to improve employability skills for young people and for adults it is the more effective the earlier we try to develop employability skills.

The priorities for employability skills programs for adult people should be to anticipate changes and brakes on work places in companies and in professions to intervene in time in qualification needs and demands.

For those people who get unemployed it is necessary to offer active programs and offers for orientation, activation and improvement of qualification and skills.

Czech Republic

The prime document, or the guiding force, of the governmental policy in the youth sector is the **Conception of the National Youth Policy till 2007** (conception for the next period is under preparation). The Conception is not a document that would encompass all the future governmental activities pertaining to the youth, but it is constructed with an ambition to regulate the following five-year period in this sector.

The key legislation on the working conditions of young people is contained in the **Labour Code** (Act No. 65/1965 Coll., as amended) and in the act on employment (Act No. 435/2004 Coll.). The Labour Code establishes a ban on any discrimination, in this case on the basis of age. Fitness to become employed, i.e. to have rights and obligations and perform labour-law acts, is established at the age of 15. Work by young people aged up to 15 or older but while still in compulsory schooling is forbidden.

National Employment Act sets up Active labour market policies (ALMP) that do not have much of an effect on youth unemployment. There are two traditional major ALMP programmes involving youth labour force: retraining programmes and jobs subsidies for recent school graduates. Recently, in line with EU employment guidelines, individual action plans (IAP) are being offered by Labour Offices to all youth below 25 years of age before these complete the 6th month of unemployment. IAP contains a course of action and a timetable for fulfilling measures, corresponding to the qualifications achieved and the individual's abilities and skills; the job seeker is obliged to cooperate in drawing up the plan and to follow it.

The aim of all the regulatory measures is to protect minors, school-leavers and other young people entering the labour market; to ensure that school-leavers enter the labour market and young unemployed people return to the labour market as quickly as possible; to reduce unemployment rates in these categories by raising and harmonising the offered skills with the demand for labour; to prevent unemployment among school-leavers and young people in general by means of an effective structure of all levels of the education system; and to integrate disabled or otherwise socially or economically disadvantaged young people onto the labour market.

Other national strategies that among other issues are focussed on youth:

National Action Plan for Employment for the period 2004 – 2006 (plan for the next period is under preparation)

http://www.mpsv.cz/files/clanky/1994/plan_2004-6.pdf

The National Reform Programme of the Czech Republic 2005-2008

http://www.mfcr.cz/cps/rde/xchg/mfcr/xsl/cardiff_report.html

Joint memorandum on social inclusion of Czech Republic. (2004) Prague, Ministry of Labour and Social Affairs and European Commission.
<http://www.mpsv.cz/files/clanky/2059/memo.pdf>

National Action Plan on Social Inclusion 2004-2006. (2005a) Prague, Ministry of Labour and Social Affairs. http://www.mpsv.cz/files/clanky/1103/NAPSI_eng.pdf

National Lisbon Programme 2005-2008. (2005b) Prague, Office of the Government. http://www.vlada.cz/assets/cs/eu/oeu/lisabon1/ls_a_cr/npr_cr/national_reform_programme_en.pdf

Denmark

In the year 2001/2002 Denmark participated in the OECD-review: Policies for Information, Guidance and Counselling Service and just prior to that, the Danish Government had initiated a national survey which, among other subjects, addressed issues around from school to work transitions and the role of the guidance system.

As a result of the survey findings – and the recommendations in the OECD-review report, the Danish guidance system was subject to a comprehensive reform that led to a new National Act on educational and vocational guidance that was implemented in 2004.

The new national act led to a number of changes in the structure and organisation of the guidance system – e.g. the establishment of local youth guidance centres (UU), targeted toward transitions between compulsory school and the youth education system - and regional centres that provide guidance connected to continuing training and further education (Regional Guidance Centres / Studievejlscentre). Additionally, new public management strategies were implemented throughout the guidance system – e.g. quality measures that address the national goals and objectives that the service providers are now submitted to. The main objectives of the reform were to:

- Improve the quality of the service provision in general – e.g. through the implementation of quality insurance systems and the improvement of counsellors qualifications
- Establish progression and coherence in the guidance service provision – e.g. through specialisations (transition guidance, study accomplishment guidance) and the establishment of centres with specified tasks and responsibilities
- Target the service provision towards pupils with special needs

Additionally, the reform of the guidance system strengthened the links between education and employment policy – and the guidance service provision. Educational and vocational guidance is described as an important strategic tool in relation to reaching the goals in Lifelong Learning and the national employment strategies. The central national goals connected to educational and vocational guidance are:

Reduction of the number of early school leavers

- Increasing the number of students reaching both secondary and upper secondary level of education – and
- Reduction of drop-outs from the education system

The overall objective is to enhance all young people's employability through promoting participation in further education and training and to ease their transition between the world of school and education and the world of work.

A number of national goals for education and career guidance have been pointed out within the last 2 years. The Danish government established different important and influential commissions with the purpose of formulating recommendations on the basis of analyses of needs of specific educational and guidance arrangements, efforts and tasks. In short their recommendations are as follows:

Recommendations and strategies suggested by these commissions and committees are:

- Earlier language (e.i. Danish) stimulation and training in preschool and in basic school
- Obligatory participation in doing home work for pupils with special needs
- Courses for parents of foreign origin about the Danish Educational system
- -Placing responsibility on local municipalities concerning goals for youth education (85 % in 1020 and 95 % in 2015 – it is 80 % today)
- Actions to improve guidance about youth education with special focus on young people with special guidance needs
- Improvement of guidance support concerning search for practical training places

Another important source of recommendations comes from an extensive evaluation in 2007 of the Danish Guidance Reform, that is an evaluation of the practice and effects of guidance in Youth Guidance Centres (UU) and Regional Guidance Centres (Studievalg).

The evaluation report points at some significant challenges here:

- The problem of defining and limiting the group of young people with special guidance needs, which leads to an incoherent and inefficient guidance effort
- Lack of prioritisation of guidance efforts towards the ones with special guidance needs
- Lack of evidence (research) of the effect of guidance efforts

The report strongly recommends common definitions of special guidance needs, and focussing/targeting guidance efforts towards those with social, educational or vocational difficulties.

The challenges and development issues that are focused in these surveys and reports can be summed up in the following issues:

Reducing the dropout from youth education in order to enhance equal opportunities for both young people with foreign and with Danish background concerning further education

- Reducing the differences in educational level between young people with a privileged social background and those with foreign or a poor social background (lack of social, educational and cultural capital)

A number of projects and development activities have been initiated as a result or follow up of the above mentioned reports and recommendations. A few of them should be mentioned here:

- Law (L559) from the Ministry of Education: Identification of pupils with special guidance needs from grade 6 in primary schools; study plans for all pupils; mentors for pupils with little contact to and support from adults

- Initiatives targeted at young people with special needs: Mentor arrangements for specific groups of young people connected to the transition from grade 9 in primary school to vocational education and training; systematic reaching-out activities concerning drop-outs from youth education; interviews with pupils in youth education with a risk of dropping out.
- A great number of development and research projects have been funded by the Danish Ministry of Education, the Ministry of Integration and/or EU. These projects include one about gender, ethnicity and guidance aiming at including ethnic minorities in the strategy of breaking gender segregation at the labour market (Sørensen et al. 2007), and mentor pilot projects involving nine Youth Guidance Centres aimed at transition from secondary school to youth education (Ministry of Education 2005).
- In the spring of 2007 the government and The National Association of Local Authorities launched 'Project Youth Education for All'. 17 'model municipalities' have been appointed to initiate actions to rise the percentage of youth education participation from 80 to 95 %. The project runs until 2010.

New bills in the field of youth education and vocational training:

- 2007 (Law 173): Vocational colleges are obliged to set up concrete targets and strategies to reduce drop out rates. Targets and strategies must be published and evaluated, and benchmarking with examples of best practice must take place once a year. The Ministry of Education will evaluate the level of ambition in the strategies and the colleges can get financial support if necessary. Among the suggestions for strategies are mentor arrangements, contact teachers and psychological support for the pupils.
- Establishing a new 10th grade in the Danish Folkeskole (which is a comprehensive school from age 6 to 16 years) with the aim of supporting pupils in choosing a youth education and building bridges from 10th grade to youth education.

Finland

The current Government aims to boost labour supply and to create a better balance between labour supply and demand. At the same time, the importance of foreseeing labour and training needs is underlined.

The Government will endeavour to make graduation periods shorter and especially to reduce the percentage of young people without vocational qualifications. Educational opportunities for immigrants and people at risk of exclusion will be developed.

The Ministry of Education has produced publication Education and Research 2007-2012 Development Plan (draft). This publication includes the objectives and principles for the development work in educational sector in Finland. The changes in the operational environment - globalisation, ageing of people, changes in working life and cultural changes in the society - form the basis for the planning of educational services.

Focuses of the strategy to improve the situation of Youth is on offering equal opportunities to have education, quality of education, producing a capable labour force, higher education and staff training in educational sector. There is a need to accelerate young persons' entering to working life and to re-train adult people. There is also need to modify the educational

structure to be more flexible towards meeting the needs and changes of working and economic life.

Career guidance and counselling services are seen as a tool to prevent social exclusion. A contract of delivering guidance and counselling services between different stakeholders should be made.

It is stressed that the penetration through educational paths should happen faster and the possible drop-outs should be noticed by follow-up systems to be developed. The flexible routes from comprehensive education to further studies should be developed. There is a recommendation that the occupational start –extra year before vocational education continues and that it becomes permanent part of the Finnish educational structure.

During the recent years a lot of effort has been made to improve the overall service system for immigrants in Finland. The national guidelines for the curriculum for integration training were published during the year 2006 by the Finnish National Board of Education. The guidelines also included the validation of former competencies as well as goals for vocational guidance.

A guidebook for the experts organizing the qualifications includes special instructions concerning the immigrants.

In Finland, careers information, guidance and counselling services are provided mainly by two established public service systems: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration. Schools have the main responsibility for student counselling, with the guidance and counselling services of the employment offices complementing school-based services, being mainly targeted at clients outside the education and training institutions. The effectiveness of the used action models and sufficiency and availability of guidance and counselling services are to be evaluated.

Germany

A. The system in general (by Bernhard Jenschke, 2006)

Career education and orientation in schools

Since the late 60ies of the 20th century school curricula slowly began to include aspects of **career education** in their mandatory courses, often in the subject *Arbeitslehre* (learning about the world of work). There is a great variety between the 16 Federal States (Laender) with respect to the scope of career education in school. In some cases, it is integrated also in specific subjects such as economics, technology, home economics or social sciences, in others it is spread broadly across the curriculum. Also in special need schools, career education with the preparation for the world of work and for a career decision is offered very often in connection with practical lessons in handicrafts. Two or three weeks work experience periods in business, administration and private companies give the pupils an impression of the real requirements in the employment sector. This comprehensive *Career Orientation* (Berufsorientierung) is a part of the guidance system in schools.

In addition, links with the world of work and industry are supported by a well-established network of **school-business partnerships** ("School-Economy") across the country, including the special needs schools. It provides work-experience programmes for teachers and students, further training for teachers, and work based resources and mini-companies for students and twinning arrangement between schools and particular companies.

Recently, a nation-wide **five-year school-industry/working life development programme** funded by the Federal Ministry of Education supports relevant innovations in schools to address employers' concerns about some school-leavers lack of trainability or about the numbers of trainees who drop out of their apprenticeship. Within this programme, there are also some more guidance related projects: for example, the development of a "career passport" for students to report their career-related experiences.

Vocational guidance and career counselling in Local Employment Agencies (Arbeitsagenturen)

Career guidance is the legal task of the Federal Employment Agency (FEA) and is carried out by its local employment agencies (LEA). The main responsibilities of FEA in relation to schools cover information, guidance and counselling and placement services relating to post-school career options (including vocational training and higher education). It is complemented by guidance and financial support schemes for target groups (disabled, disadvantages) and combine guidance with granting vocational rehabilitation support measures. general career guidance service in LEAs. According to Social Welfare Code III, this service is responsible for guidance and counselling in the transition process from school (general education) to vocational training and employment.

The German system of career guidance and counselling in LEAs for school students and other youth clients relies on the close cooperation between schools and employment agencies.

These links between schools and the Federal Employment Agency FES are formally defined through an Agreement between FES and the Standing Conference of Ministers of Education, renewed in 2004. The detailed arrangements of the co-operation are negotiated annually at local level between local agencies LEA and the school staff.

The co-operation between teachers and career counsellors of the LEA is especially important for the special need pupils as teachers know best the strengths of their pupils and also the problems of each individual.

So far there are no specialized teachers for career guidance or counselling within the school system – in part due to the long lasting monopoly of the FES. Some schools (often comprehensive and special need schools) have appointed careers teachers for the co-operation with the counsellors of LEA.

Vocational and career guidance activities and means of the LEA

There are different guidance activities of the career counsellors of LEA for pupils in schools to support their process of choosing a career in the transition from school to training or work.

Career orientation and information activities in schools

Each vocational counsellor (also from the rehabilitation teams) is appointed to certain schools and takes care for all guidance and counselling activities and means in these schools, as are

- Class room lectures on career education in the penultimate year of compulsory schooling

- Open hours for short individual counselling interviews in schools
- Special lectures, seminars and group counselling sessions on career choice strategies, training and labour market opportunities, job search strategies, assessment experience.
- Special lectures or group activities for parents and school teachers
- Career education manuals for teachers for use in the class room (“MACH’S RICHTIG” – “Do it the right way”)
- Joint guidance projects with schools, enterprises, training institutions and various other partners

Counselling Activities in schools and LEAs

- Individual and group counselling sessions in the employment agency
- team counselling , especially with special need teachers
- Individual profiling and subsequent action plan for persons applying for apprenticeship training or rehabilitation measures
- Psychometric testing; psychological assistance by LEA’ psychologists

Placement and support Activities

- Placement service for apprenticeship training, internship and regular jobs for both parties in the market: employers and training or job seekers
- Consulting services for employers with respect to training needs, activities and financial assistance through the LES
- Work preparatory and work shadowing programmes especially for youngsters with learning problems or multiple social problems
- Financial assistance and subsidies for training to those who are entitled to participate in such programmes
- providing financial support and establishing training support schemes for target groups (socially disadvantaged and persons with disabilities)

Career Information and Self-Service Facilities

- Career Information Centre (Berufsinformationszentrum – BIZ) on the premises of each of the 180 LEAs with InternetCenter and a large variety of print as well as online and offline career and labour market information
- Training data base “KURS” with more than 600.000 training courses actual on a daily basis
- Occupational dictionary data base “BERUFEnet” with information to more than 6.000 occupational fields and jobs
- Job-search machine www.arbeitsagentur.de

- Self assessment tools for investigation one's abilities and interests ("explorix", "jobs and interest")
- Booklets, brochures and career magazines for different target groups

B. Newer Developments and activities

In the last years, there has been a wide discussion about changes in schools and in the vocational training system to foster the competence development of young people (e.g. as a reaction to PISA), especially for pupils with a background which enhances the risk / pupils with a high-risk background. Some measures can be named:

- Establishment of more full-time-schools
- Integration programs for people with migration background, especially in respect to the German language
- The "federal government's training initiative in conjunction with trade and industry" (Ausbildungspakt) which is an initiative for more trainee posts within the dual system
- Establishment of a new agreement between schools/ministries and the federal employment agency in 2004 to enhance the vocational orientation in schools and on this base the concretisation in the federal states between LEA's and federal state governments.

The development of vocation descriptions (Berufsbilder) for more simple vocations and new branches

- Initiatives to encourage the gender issue in career choice, e.g. "Girls-Day" which invites girls to explore technical jobs
- The enhancement of the cooperation between schools and industry
- The development of „school firms“, especially in secondary one (Hauptschulen)
- The high engagement of specific companies for vocational training within the company or in the region.

However, it can be criticized that the efforts often lack coordination, since each individual federal state makes its own policy, mainly activities depending on the engagement of single schools or teachers. The federal employment agency has been restructured over the last years. Thus it missed to develop (until now) a new strategy for the transition. Some activities just have the status of short-term projects, not of continuous programs.

Greece

Career Guidance is provided in Greece in two main areas: education's sector and labour's sector. The two corresponded ministries, Ministry of Educational Education and Religious Affairs and the ministry of Labour and Social Security.

In the framework of schools, there are career offices, which help students to recognise their skills and abilities, to develop skills, to get informed for the needs of labour market and finally to choose the educational and career paths with alternatives options.

Regarding the labour market in Greece, there is the “Greek Manpower Employment Organization”. OAED is the main organisation which schedules and implements policies about unemployment, employment, vocational training and lower technical education. In addition, OAED tries to forestall and prevent any social isolation, as well as to inform both young and adult about vocational opportunities and jobs offered in public and private sector.

EKEP, the National Recourse Centre of Vocational Guidance, is an independent public institution, which on a national level is the body for coordination, support, certification and enhancements of the action taken of those who providing Counselling and Vocational Guidance services in education, training and employment. In addition EKEP is an information resource centre for educational and vocational guidance. In view of its role, EKEP cares for the development of a unified strategy with respect to the aims and orientation of Vocational Guidance in Greece.

Italy

To help transition from school to world of work, Italian legislation has two different tools: traineeship and apprenticeship.

Traineeship (in Italian is used the French word: STAGE): Traineeship in a company is the “practical” part of a training process and is aimed to promote the labor market insertion of young people through a direct and qualified knowledge of the world of work.

For young people is a good opportunity to have a first contact with the pragmatic dimension of a specific profession and to better focus own potentials, interests and aptitudes. Traineeships can be performed during the educative and training process or during unemployment periods.

In the first case they are compulsory, as integrant part of the curriculum studiorum, in the second case are more devoted to promote the matching between unemployed and world of work.

Apprenticeship: Is a special working contract that foresee theoretical training and work. Apprenticeship lasts from 18 months to a maximum of 4 years, depending on professions and according to the collective labor agreements. It’s only possible for people form 16 to 24.

In Italy education and training are totally different areas. In fact the education system is run by the central government (Ministry of Education, Research and University), while responsible for vocational training are Regions, Provinces and local municipalities.

Italy is a country with many differences between north and south: the north is rich and industrially well developed with unemployment rates in many cases lower than the European average (in Veneto in 2006 the unemployment rate was 4%).

In the south of the country the unemployment rate is very high, and youth unemployment is even higher. In fact in some areas it reaches 29%.

In Veneto, and generally in the north of Italy, a young person with a low degree of education (8 years – compulsory education) can easily find a job as apprentice, because this kind of contract is very convenient for companies from an economic point of view (reduced salary for the apprentice and reduced taxation).

It’s more complicated to find an apprenticeship contract as white collar and hardly impossible for graduates, since graduation usually happens at the age of 24 and over.

The Netherlands

Important development is strengthening the cooperation between schools and companies. Schools for (pre)vocational education, VMBO and ROC, use guestlessons of workers of companies in schools. Also the dual programs (learning at school, working or working placements in companies) is of importance to realise the right knowledge/understanding for students. The companies have a growing lack of good qualified people, there is a growing shortage.

With the primary schools there are interventions by the companies to get young students in contact with the world of work. More attention for technics. Too little people choose a technical educationprogram. Too little girls choose technics, too little ethnic minorities choose technics.

(Some) companies are willing to bring in their specific human resources in the schools. Heineken, a big company in our city is even willing to help teachers and schoolmanagement to change the pedagogical climate by showing the schools how Heineken stimulates motivation of workers.

The idea is that teachers/schoolmanagement learn from Heineken so that early schoolleaving will decrease. Very interesting!

On national level the departments of Education, Economic affairs and Labourmarket try to work integrated to solve the common problems namely approach early schoolleaving and approach youthunemployment. Important is also the device that "every youngster counts".

The ministry of Education wants that every youngster gets a starting qualification to create the possibility to enter the labourmarket (to compare with NVQ level 2).

More attention for ethnic minorities for a higher result to get startqualifications and places at the labourmarket.

Poland

Some statistics to mirror the situation for the school year 2006 / 2007:

- There were 549 vocational counsellors employed in schools and psychological-pedagogical units. It means:
- 1,69 of etat (full time work) in primary schools
- 77,76 l of etat in secondary schools
- 67,07 of etat in upper secondary schools
- There were 1 494 153 students in secondary schools
- There were 1 025 485 students in upper secondary schools (without Lyceums and special schools (for disabled and disadvantaged students))
- There were 731 611 students in Lyceums.

There is still too less solutions and the Policy is still too weak to improve the situation of Youth concerning to the topics school and world of work. The attention is paid to various projects on the local and regional level from one side. From the other side there are some preparatory proposals to develop the legislative procedures directed to change the situation. The role of international projects is also not to overvalue as well as the entrepreneurial policy.

Very important role plays the National Forum for Lifelong Guidance in concern to improve the process of transition from school to the world of work as well as in developing career guidance professionals.

Romania

1. National Programme - "Second Chance" structured on two levels:

- a. Primary Education (persons that have not graduated primary education, and they have exceeded the legal age for enrolling into compulsory/ mass education);
- b. Lower Secondary Education (persons more than 14 years old that have graduated primary education but have not completed compulsory education).

There is no upper age limit for enrolling in this programme. "Second Chance" Programme has a general aim to support children/young/adults in finishing compulsory education and social insertion.

In a first stage the "Second Chance" Programme is financed by 2005 Phare Project Funds (autumn 2007), at the end of this period, the cost will be undertaken by schools, local councils, other institutions or entrepreneurs with who the schools have partnership agreements.

2. Governmental Strategy of improving roma population situation

This strategy has as a target several groups: Romanian citizens of roma origin; political leaders; institutional leadership and central or local authority; civil servants; mass media; public opinion.

The following sectors are included in the national strategy: Administration and Community development; Housing; Social Security; Health; Economy; Justice and Public Order; Education; Culture and customs; Communication and Civic Participation.

In the field education the aims are:

- Developing a Programme of improving school attendance and reducing school abandon, mostly for the poor roma population.
- Analysing the possibility of organizing primary, secondary and professional educational institutions for roma population (arts and crafts, vocational training, professional route changes etc.).
- Conceiving and implementing training programmes for school mediators and teachers in the field of intercultural education.
- Introducing prevention themes in the school curricula.

- Introducing in the training programmes for the public administration, social assistance, health and education workers some subjects concerning social problems of the roma population.
- Conceiving and implementing programmes of encouraging roma parents involvement in the educational process.
- Adopting legal measures to support roma population from the perspective of promoting roma in the public administration working places (school headmasters and school inspectors).
- Facilitating and supporting young roma students in university education.
- Schools have to organize courses for the roma population to complete their education at all levels, according to their personal needs or of the local roma organizations in the area.
- Promoting jobs in the fields of social assistance, public administration, health, military schools etc, for the young roma population.

Stimulating access to education by ensuring a free meal for all the students in the primary and secondary cycles.

3. The National Plan Anti Poverty and the Promotion of Social Inclusion (PNAinc)

The policy has as aims:

- Promoting social inclusion and diminishing sever social exclusion cases.
- Promoting social cohesion and development.
- And as specific goals:
 - Ensuring decent life conditions for children and access to developmental opportunities
 - Access to primary and general education (limitation of not attending school cases, reducing school abandon, possibility of completing compulsory education etc.).
 - Increasing the participation at the professional and upper secondary (high school) education (diversity of the training offered in education for professional and pre-university areas; activities to complete education focused on the 20-29 young people that have not completed their compulsory education; raising the opportunities of upper secondary education attendance of children from disadvantaged groups.
 - Stopping the phenomenon of "Street Children".
 - Educational inclusion of disabled persons.
 - Adopting a new preventing delinquency law based on the principle of social inclusion.
 - Increasing school attendance at all educational levels of disadvantaged children: rural area, poor or disorganized families, special needs children etc.
 - Organizing a coherent and efficient system to support abandoned children.

- Promoting social cohesion through equal educational opportunities (diminishing school failure; the raise of educational opportunities for children from rural areas, roma population and poor families).
- Improving access conditions for young people into the adult life.

4. **Youth in Action** is a programme that puts into practice the legal frame of supporting youth non-formal learning activities. This is a European programme in implemented By the National Agency for Community programmes in Education and Professional Training - 2007-2013.

The aims of the project are:

- To promote active European citizenship among young people.
- To develop solidarity and to promote tolerance for contributing to the process of social cohesion in EU.
- To support understanding between young people in different countries.
- To improve the quality of system in supporting youth activities and the youth organisations capacities in the civil society.
- To promote the European cooperation for youth.

The main priorities of the programme are:

- European citizenship
- Youth active participation
- Cultural diversity
- Social inclusion of young people with less opportunities

Slovakia

The key documents in the field of youth policies in the Slovak Republic contain:

Year of Adoption – Title

- | | |
|------|---|
| 2001 | National Policy on Issues Related to Children and Youth in the SR till 2007 |
| 2003 | Establishment of the National Council of the SR for Children and Youth; and adopting its Statute |
| 2004 | Policy on Integrated Education of Romany Children and Youth, including Secondary and Higher Education Development |
| 2006 | Adaptation of European Youth Pact to national conditions in the SR and including the pact into the Competitiveness Strategy of the SR till 2010 |
| 2006 | Adoption of the Statute and Appointing Government Mandatory for Youth and Sport |
| 2007 | Proposal on Coordination System for vocational education and Training for the Labour Market in the SR |
| 2007 | Proposal on Act on Youth |

Beside the strategies mentioned above, the policies have been currently implemented through the relevant legislation on employment, higher education, graduation from secondary education, recognition of qualifications, funding secondary education institutions and establishments, etc.

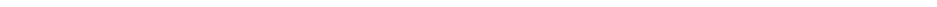
Status of youth in the SR has been strongly influenced also by initiatives at European level. Entering EU in May 2004 brought new financial resources and policies defined in structural funds (particularly ESF). Several social benefits have been implemented to motivate students for reaching good study results.

Some operational programmes have become strategic documents too, e.g. Operational Programme Employment and Social Inclusion. In those the issue of youth is being addressed separately, as graduates entering labour market have been considered as a disadvantaged group.

Spain

Some examples of the Spanish legislation to improve the situation of Youth concerning the school and the world of work:

- ORDEN ECI/3354/2007, 16th November 2007, by that the regulating bases of the concession of aids for the National Program of Projects of Fundamental Investigation of the National Plan of I+D+I 2008-2011 settle down within the framework. The financed performances under protection of the National Plan: in the first place, to put the activities of investigation, development and innovation to the service of the citizenship, the social welfare and a sustainable development, with total and equal incorporation of the woman; secondly, to contribute to the enterprise development; and thirdly, to be an essential element for the generation of new knowledge.
- REAL DECRETO 1494/2007, 12th November, by that the Regulation is approved on the basic conditions for disable people access to the technologies, products and services concerning the information society and social mass media.
- REAL DECRETO 1467/2007, 2nd November, by that the structure and minimum criteria of compulsory education is established.
- Andalusia. – Some orders approved in 2007, by that the curriculum of the professional lessons of different branches like music, dances... is developed in Andalusia.
- Andalusia. - Order 2007, by which the arrangement of the evaluation of the learning process of the primary and secondary education in Andalusia settles down.
- Andalusia. - Order 3rd August 2007, by that the cooperation with the local organizations is regulated, as well as the bases for the grants with the purpose of promoting the development of prevention programs, pursuit and control of the scholastic absenteeism.
- Andalusia. EmprendeJoven. It's a program in which we support and encourage young student from primary and secondary education to business creation through training courses about business plans and development and through business ideas competitions.
- Andalusia. Practiquemos. It's a program in which we give innovation and business development training and internship in European and Andalusia enterprises.





II.5. Suggestions for special topics for strengthening the communication, contacts, cooperation between school and world of work, for examples or good practice for innovative programs, projects, measures in your or in other countries.

Austria

- Aspects of cooperation between education and enterprises.
- Curricular based approaches of Guidance and Counselling in school.
- Development of pathways for smooth Transition from school to work.
- Quality aspects of Guidance, Counselling and Transition.
- Evidence based policies for improve Transition from school to work.
- Benchmarks and Criteria for measurement and evaluation.

Czech Republic

In the area of vocational school the cooperation with the world of work is quite established in the Czech Republic. Although there is not a tradition of Dual- system, quite many companies are binding with vocational schools and offering there positions to apprentices. That is mainly in areas, where there are big international companies – e.g. car industry. In other parts the cooperation is being supported by regions and Economic Chamber.

There have been several projects established to help the career consultancy in the country. One of the biggest is called V.I. P. Kariéra, which is establishing career centres within schools.

There has been also a big focus on the subject called The world of work, to which now exist quite comprehensive materials and seminars for the teachers.

Another project is about fictional companies. In the classes the students are motivated to establish fiction companies, which are doing the business together. Though the system of student companies is not that developed as in Austria.

We are interested in examples of good practice tools (tests, games, books) aimed to prepare the youth for entering the labour market. As far as we know each country has some of such tool and it might be fruitful to make some overview of them.

Denmark

In VUE (the National Knowledge Centre for Educational and Vocational Guidance) we have a special interest in development of guidance, guidance according to accomplishing education and training, and guidance connected to career choice and development.

Finland

Web-based resource-centre for period of work experience

Our institute has been developing tools to promote the use of Internet in managing guidance resources and especially communication between schools, students, parents and enterprises. The "TET-tori" was developed in co-operation with regional comprehensive schools, companies and secondary level vocational training institutes and upper secondary general education. The TET-tori builds on the needs of individual students looking for information on placement options in enterprises. The companies themselves maintain the information needed by students and the schools. The system includes the main legislative documents needed in the process. It provides the vocational schools opportunities to link their training provision with the job placements available. It also includes materials on how to integrate this introductory period in the local career education programmes. TET-tori illustrates how ICT can be used in managing the whole regional guidance provision, not only information in individual guidance process. This makes the whole guidance provision more transparent for the students, parents, providers and companies. The use of this system is a comprehensive content in career education sessions.

Guiding and Preparatory Vocational Education Programme

The Finnish Ministry took the initiative to start a vocational education guiding and preparatory programme in 2006-2008. The education programme is meant for the students who have finished their comprehensive school but who do not know where to start their studies.

The aim is to introduce the students into different study fields and working life in order to be able to choose the right education path. The experiment programme has proved to be very promising. With this research in 2007-2009 the Department of Education wants to find out its effectiveness and the curricular grounds to establish it.

Clarification of Those Measures Which Reduce Drop-out of Vocational Education

In spite of many positive results to reduce drop-out of education, this issue still challenges the Finnish education. Therefore, the Department of Education wanted to clarify the best practices and measures which had proved to be successful in reducing drop-out of vocational education, based on the experiences of 14 vocational education organizers.

Germany

"Ausbildungspakt"

The "federal government's training initiative in conjunction with trade and industry" (Ausbildungspakt) is an initiative for more trainee posts within the dual system. It started in 2003 and has been continued until now.

Some results:

On the page <http://www.ausbildungspakt-berufsorientierung.de/> one can find a manual for vocational orientation and cooperation between schools and the world of work.

One of the results is a catalogue of criteria for the maturity for vocational training ([Bundesagentur für Arbeit 2006](#)). This catalogue is developed and recognized by all partners of the Ausbildungspakt and gives orientation to schools, pupils, parents, politicians or companies about the current necessary competencies in the world of work.

Another result is, that the Ausbildungspakt leads to a growth(?) in the number of possible dual vocational training contracts. In the year 2007, the number of contracts in the dual system grew and the Ausbildungspakt could develop new possibilities for vocational training (Declaratin Okt 2007).

Increasing number of school firms

School firms are a form of vocational orientation which have developed in the last years, especially in the secondary one school forms (Hauptschule, Realschule). The concept of the school firm is not new but today, it gains more importance. The development of a school firm at a school depends more or less on the initiative of single teachers or school classes.

Some good examples and discussions can be found on the internet source of the Konference "School, economy, sustainability – strengthen the weak" which took place in 2006 (dbu.de).

The source <http://www.schuelerfirmen.de/> gives access to more than 250 school firms in Germany as well as information alluding this issue.

Engagement of specific companies

To provide a good example of the high engagement of specific companies, we can present the regional project of BASF AG the "BASF Ausbildungsverbund" (Vocational training network).

The BASF vocational training network is a cooperation between firms in the region to develop new vocational training possibilities and to give more school-leavers a chance to enter the dual system. The initiative is supported by the chambers of the LEA and the association (?) of the chemical industry. Beside the development of more vocational training possibilities, a program to develop key competences for all participating trainees is part of the initiative.

Greece

Transition from school to work is unexceptionably one of the most important functions at the process of career development. In Greece a lot of tries have been done to help young people to enter to the labour market, from the private and public sector. Here are some examples of good practices:

- "Job shadow": During the christmas/easter /summer holidays students have the opportunity to observe specific professionals at their work placement. For one or two weeks students follow the daily programme of a professional
- I, observe his/her work, the difficulties, the knowledge and the soft skills that required.
- Career Days: In the framework of schools, once in a year, a career day is organised, where students have the chance to discuss with professionals for different fields. Young people can get information about the every day life of the professionals, the specific objective, the educational background that is required, the perspectives, the difficulties and the challenges.
- Simulations games: A new approach of career counselling is interactive web based games, which simulate work placements and give to students the opportunity to measure and develop their abilities and their skills, to pretend that they are candidates for a job.
- Visits to work placements: Students in small groups visit companies, factories and work placements in general .Young people have the chance to observe the functional of a specific company, to see the departments and the employees.

The Netherlands

Creating an ambassadorsnetwork of captains of industry Municipality taking the lead in improvement the cooperation between education and labourmarkt Stimulate regional cooperation between municipality, labouroffice, prevocational education, vocational education, higher vocational education, chamber of commerce, companies, employersorganisations We did a rather big research in an Equalproject and can bring in the success-stories and the things which were not that successful.

Poland

Meetings and cooperation in teams of lifelong guidance professionals, employers and teachers. Cooperation with organizations, which deal with problems of employment, education, entrepreneurship, labour market etc.

The Regional Fora for Lifelong Guidance as branches of National lifelong Guidance Forum organize meetings and conferences. They provide also trainings for vocational counsellors and try to increase the number of school counsellors by developing centres for career guidance school service.

Romania

Projects and good practices:

- Information and Career Counselling project
 - Training sessions for counsellors working in education or in the labour field
 - Developing instruments for practitioners: 450 occupational profiles, interest questionnaires (Jackson Vocational Interest Survey was adapted for national use), psychological tests (BTPAC – cognitive aptitudes) etc.
- Joint Actions against truancy and juvenile job – YOUNG
 - Collection of good practices concerning actions against truancy and juvenile job
 - Testing and validating different “criteria” of good practices
- ONCE Against Abandon, Opening to New Country Experience
- Fit for Europe Enlargement www.fit-for-europe.info
 - Portal with information about study, work, training in different EU countries
- PLOTEUS <http://europa.eu.int/ploteus>
 - Portal of learning opportunities thought Europe
- Internet platform with information about professions, occupational profiles, interest and aptitude tests, how to write a CV www.go.ise.ro
- Distance counselling
 - Training the counsellor working in educational or labour counselling network in distance counselling techniques

- eTweening
 - Developing a platform where EU pupils and teacher can meet and share experiences, exchange information and establish partnerships on common interest themes or on study disciplines.

Competencies for the knowledge society

- Which are the competencies an employee must have in the knowledge society – from the perspective of the company and of the employee

Cooperation between school and work:

- Agreement between schools and National Agency for Employment regarding common action for offering information and support to gymnasium and high-school children

Legislative measures:

- Educational guidance and counselling: Guidance and counselling in the official curricula (grades I-XII and professional schools)
- Establishing Guidance and Counselling Centres in Higher education institutions
- Establishing a network of information and counselling centres for Youth at national level

Slovakia

Career education at schools, career information, guidance and counselling services for youth; experience and best practises in common coordination of the issue (by both: ministry of education and ministry of labour)

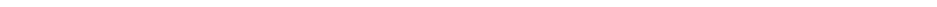
Spain

Communication and information projects according to the world of work for primary and secondary education students.

Business creation courses for young people in school.

More information and dissemination to let young people know that there are other ways for the transition to the World of work apart from the incorporation in a big company, as self employment.

Benchmark with other countries in this network according to initiatives of good practices in the transition from the school to the world of work.





II.6. Special interests and competences you want to deal with within the network e.g. entrepreneurial education, self employment, coaching, school reform etc.

Austria

- Skills and qualifications needed for a world of work tomorrow
- Entrepreneurship education

Czech Republic

What about communication between the school and the family?

Denmark

VUE (the National Knowledge Centre for Educational and Vocational Guidance) is working with the following projects and we want to bring our experiences and results from these projects into 'School and the World of Work':

- Development of quality in bridge building projects between basic schools and youth education
- Involving parents in guidance in Youth Guidance Centres (UU)
- Mentor systems and competence development for mentors
- Identification of youths with special guidance needs
- Guidance of youths with special guidance needs
- Mentorship in guidance as a method to ensure accomplishment of youth education and reduction of dropout from youth education
- Development of practice hosts' guidance competencies in vocational education
- Development of guidance strategies in youth education
- Development of guidance strategies and career guidance in professional education in university colleges
- Education accomplishment guidance of students with a different ethnic background in pedagogical professional educations (teacher education, preschool teacher education)
- Strategy for information on the system of training and further education for adults
- Development of strategies for career guidance
- Competence assessment and recognition
- Development of training material about mentor systems and mentor competencies
- Problems/issues of circumscription in adult guidance (focus on gender)

- Municipal strategies on youth guidance – focus on cooperation about youths with special guidance and educational needs

From a career guidance perspective stronger emphasis needs to be put on strategies that enhance individual's ability to create coherence between their social life, career and personal (life-)goals. This calls for a strengthened individual perspective on the guidance service provision and a need to explore young peoples ability to profit from available offers within the education system and on the labour market and from the guidance they receive.

Of particular interest to VUE is to increase the evidence base regarding:

- The links between career theory, methods in use and formulated goals – e.g. guidance strategies and methods that fosters enduring interests, ability to formulate personal goals or decision making skills
- Initiatives, strategies and methods in use, based on empowerment approaches (in contrast to psychometric) – e.g. initiatives which aims particularly at enhancing young peoples self-efficacy and self-agency and/or to widen the individuals perspective on the choices at hand
- Existing studies on factors that influence individual's career, personal perseverance and accomplishments and their connection with factors such as: Personal goals, identity-issues, individual competences and available resources.

Finland

Innovative ICT-enriched practices that support transitions.

Germany

- The change of the competencies the world of work demands today
- The development of adequate counselling approaches (theory and practice)
- Organisational issues (e.g. collaboration between the different institutions, social partners and others who are dealing with vocational orientation, prevention of social exclusion and related issues).

Greece

Representing an educational organization, we could evidently say that we can deal with all the activities of implementation. Concerning the research material, we could really reveal our interest in the area of coaching. The same time, we have to notice that we are flexible and we could deal with all relative topics

Italy

- Vocational and career counseling; traineeships abroad.



The Netherlands

- Matching student (individual profile) with measure made jobs
- Strategies to build network education – labour market
- New competencies teachers/guiders because of changing labour market
- Youth and education monitoring

Poland

- Lifelong career guidance and counselling, training for lifelong guidance professionals, Individual Career Plan, professional tools, entrepreneurial education, coaching, apprenticeship, and research on lifelong guidance.

Romania

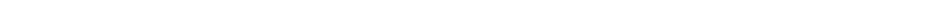
- As to reduce the existing gap between school and the world of work, we see that an approach on the Lifelong learning area (LLL), or more specific Lifelong guidance (LLG) will be of interest.
- Career counselling activities/ information sessions

Slovakia

- career education at schools
- career information
- guidance and counselling services for youth
- experience and best practises in common coordination of the issue (by both: ministry of education and ministry of labour)

Spain

- Entrepreneurial education and culture
- Better visualization of entrepreneurs



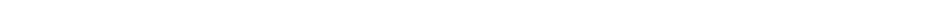
II.7. Other questions, suggestions, themes from your and your country point of view.

Not all of the countries had other questions, suggestions and themes from their selves and the point of view of their country. For **Austria** the reform of school system is from interest.

For **Denmark** it would be of great interest to explore themes like ethical problems connected to linking political and human/individual goals, the pressure on youth guidance concerning fulfilling goals in education policy and the pressure on youth guidance concerning use of specific guidance methods and activities – for example mentor arrangements – when at the same time guidance is obliged to take its approach in the individual.

The situation in **Poland** is complex and various in different regions. The school headmasters as well as Kuratoria recognize the problem but they do not have enough financial resources to employ the guidance counsellors. Thus, the schools are interested in projects funded by EU. The second factor, which influence the limitation of professional counselling service for Youth is a small number of career guidance professionals especially in the country schools.

For **Romania** some themes of work interest may be school abandon/ early school leaving, educational problems in ethnic communities and their insertion in the world of work, children exploitation throughout work/ leaving the educational path and Romanian emigrants children that remain home after their parents leave country to work





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