

Third Survey “School and the World of Work”

“Young People
and
Transition in the World of Work”

of the Countries:

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

March 2009



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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 First Survey (cf. First Survey, February 2008) present the recent situation in the partner countries in European benchmarks concerning young people and describe other dimensions of living, learning, working for Youth in partner countries. Also the first survey compares strategies and perspectives to improve a smooth transition of young people from school to world of work and discovers the first innovative, future-orientated approaches for strengthening communication, contacts and co operation between the world of school and world of work

Based on the First Survey, three working groups were built up, to create the working line for the areas:

- 1) Principles and Criteria
- 2) School
- 3) Transition

The Second Survey is focused on these 3 areas regarding the thematic of the second thematic Conference of the Comenius Network “School and the World of Work” held 9th – 11th of June 2008 in Jyväskylä, Finland “**Preparing young people for a changing world of work**” and describes the specific situation in the partner countries and gives inputs for the common European development especially in this field.

This **third Survey** is used for preparation of the third Thematic Conference of the Network held 9th- 11th of March 2009 in Bucharest, Romania with the theme "**Young people and transition in the WOW** " and consists of following elements:

- Analysis, developments, conclusions of The Transition from School to the World of Work
- A summary of the chapter "Transition" of the second survey (c.f. page 4), a background
- A survey of the country reports for the third Thematic Conference
- Contributions of the partner countries for the public conference on 9th of March 2009, Bucharest, Romania with the focus on topics to discuss defined in the second conference in June 2008

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

Co-ordinator:

Peter Härtel Michaela Marterer
ph@stvg.com mm@stvg.com
Styrian Association for Education and Economics
Freiheitsplatz 2
8010 Graz
Austria



PREAMBLE

II. The Transition from School to World of Work

Analysis, developments, conclusions

Peter Härtel,
Steirische Volkswirtschaftliche Gesellschaft, Austria

Descriptive analysis of school to work transition.

Individual transitions from school to working life are complex. These transitions begin at different ages depending on how much initial schooling is acquired. Labour market entry may occur immediately after completing compulsory education or some time later, and it may proceed smoothly or only with considerable difficulty or delay. Moreover completing initial education may not mark the definitive end of educational activities as some young people may decide to pursue further education some years later after gaining work experience, whether combining this additional education with work activities or not. Finally the early years of work experience are often associated with significant changes in the types of jobs, held and the wages received as new entrants settle into the labour market gaining new skills and discovering which jobs and employers best correspond to their interest and competences.

There are two broad reasons why it is timely to assess the school to work transition process and how this process influences youth labour market outcomes.

First, despite improvements in youth labour market conditions in many OECD countries over the past decade, there remain concerns about the ability of many youth to gain a secure foothold in the labour market and move up career ladders (OECD 2006). The currently uncertain macro economic environment reinforces these concerns, because the historical pattern has been for the labour market prospects of youth to be particularly sensitive to business cycle conditions.

A second reason it is timely to assess school to work transitions is that youth may be disproportionately affected – either for better or the worse – by a number of demographic, economic and social trends, which are reshaping OECD labour markets.

Main developments in EU- and OECD countries

- The labour supply profile of school leavers has evolved during the past decade. In almost all OECD countries the share of 15 – 24 year olds in the total population has fallen, often quite sharply. If workers of different ages are imperfect substitutes in production the relatively small size of the most recent cohorts of youth should be an advantage to them in the labour market. Another potential advantage to youth in the labour market today is, that they are better educated on average than preceding cohorts. Moreover, despite the rising educational

attainment for youth, the education wage premium increased in the past decade in the majority of the OECD countries for which these data are available.

- The youth employment rate (15 – 24 years) fell in the majority of OECD countries during the past decade but this reflects rising school and enrolment rates rather than worsening labour market opportunities. Indeed, the unemployment rate for youth fell in the majority of countries, as did the more comprehensive NEET rate (i.e. the share of youth not in education employment or training) suggesting that it became somewhat easier for young job seekers to find work over past decade. This is also confirmed by the fact that fewer youth experience a protracted spell of unemployment in most OECD countries both absolutely and relative to adults.
- In most OECD countries the share of employed youth who are working part-time or in temporary jobs grew during the past decade. The expansion in temporary employment was similar to that observed for adult workers, but youth part time work increased disproportionately. When working full time the share of youth earning less than two-third of median earnings tended to fall during the past decade both absolutely and relative to adults. However this improvement should be placed in the context of rising part-time employment for youth.
- Youth unemployment rates are more sensitive to business-cycle conditions than the adult unemployment rate and this high-sensitive tends to decline progressively with age. The relative sensitivity of youth employment rates to the cycle is less clear cut, probably reflecting difference in the way labour market conditions affect the decision to stay in education or enter the labour market across OECD countries.
- There is much variation both across youth groups and across countries in the pace of convergence of youth employment rates towards those of prime working age people (proxied here by ages 30 – 49 years). Employment opportunities are much lower for early school leavers, who have not finished upper secondary education than for their better educated counterparts, and it takes longer for the employment rates of early school leavers to converge towards those of prime age workers. This suggests that the absence of qualifications represents a barrier to obtaining job offers especially in combination with little or no work experience. However, an age effect also depresses initial employment rates for early school leavers many of whom are teenagers living with their parents who may delay entering the labour market for several years. Male and female school leavers have very similar employment rates in the first year out of school but the male employment rate subsequently rises more steeply and steadily than does the female rate. Indeed, female employment rates first declined for several years and then dip in a considerable number of OECD countries, as many young women exit the labour force when they become mothers.
- The average length of the school-to-work transition is an intuitively appealing measure of how easily youth integrate into employment, but rises difficult

measurement issues in practice, especially when making international comparisons:

- The most commonly used estimates are based on activity status by single year of age and can be calculated using standard labour force statistics. Typically, the duration of the school-to-work transition is calculated as a difference between the median job entry and school leaving ages (i.e. between the age at which the employment population ratio reaches 50 % and the age at which 50 % of the cohort have finished their initial schooling). This measure ranges from under one year in Austria and Switzerland to five years or more in Denmark, Finland and Sweden.
 - While cohort based measures provide a useful indications of the lengths of time during which many youth are making the transition from studying to working, they do not provide a reliable estimate of the average duration of the school-to-work transition at the individual level (i.e. the average time lapse between leaving school and starting the first job).
 - Ideally longitudinal data should be use to calculate individual transitions. Despite some upward bias, due to the difficulty of detecting jobs of short duration in the panel data analysed here, these individual based estimates of average duration tend to be substantially lower than the cohort level estimates and also imply a very different country ranking. For example the estimated average duration in Finland is no less than one year, much lower than the cohort based estimate and well below the EU 15 average value. Panel data are not available for many countries, but (somewhat less accurate) individual level estimates of the average duration of the school to work transition can also be made using more widely available cross sectional data.
- Finding the first job is an important stepping stone towards obtaining a permanent job for many youth, but there are significant differences across groups and countries. For those with low education in selected EU countries and Korea, finding permanent jobs takes longer than for better educated youth while transition patterns are similar for all educational levels in Australia. Young Korea women have greater difficulty than young men in access permanent jobs, while young women have as good a chance as young men to find a permanent job within five years of finding their first job in Australia and selected EU countries.
 - Temporary employment has become a major mode of entry to the labour market for youth in many European countries, as well as in Canada and Japan, while part time employment is more common among young workers in the Netherlands, the Nordic- and English-speaking countries. In most cases, low-paid and temporary jobs serve a stepping stones to better paying and more stable jobs for young job starters. However, a minority of youth become trapped in low paid and / or temporary jobs.

- Youth neither in school nor in employment may find it difficult to move into stable employment. Following them over time suggests that they spend more than three of the five years after education in non-employment in ten of 13 countries for which such individuals could be followed using longitudinal data. Of the young NEETS followed over five years, 20 % of those moving into employment in the second year experiences one or more repeat non-employment spells in the remaining four years in eight of the 13 countries analysed. Another indication of the importance of repeat spells of non-employment is that 60 % of the young school leavers, who experienced an early spell as a NEET experienced two or more such spells during the following four years.

Conclusions

First, the overall picture with regard to developments in the youth labour market over the past decade is a mixed one. Some key indicators point to small improvements in performance, others point in the opposite direction. Some countries have also recorded an improvement in youth labour market performance while others have not. The youth labour market is characterised by much turnover between the states of employment, unemployment and inactivity. The length of the transition from school to work varies significantly across countries: it can take up to two or more years before many school leavers find their first job. Some young people, particularly those with low educational attainment, can find it very hard to escape from spells of unemployment/inactivity punctuated by spells of employment, often on temporary contracts. Many others, however, progress fairly smoothly into jobs with good career prospects.

Countries use a variety of instruments to improve the labour market situation of youth. There is agreement that, in order to improve youth job prospects, it is essential to combat school failure. In particular, early and sustained intervention can help prevent a vicious circle of cumulative disadvantages. Most countries have only started to tackle the issue, mostly through reforms of initial education aimed at guaranteeing equity of its provision and by reinforcing vocational education for students not attracted to general studies.

Second, apprenticeship and dual-type systems, traditionally found in Austria, Denmark, Germany and Switzerland, have proven successful in giving young people a good start in the labour market. This helps explain why these countries enjoy relatively low youth unemployment rates. Recently, however, concern has been expressed, especially in Germany, as to whether employers in these countries will continue to offer a sufficient number of apprenticeship places. As a result, particular attention should be paid in dual-type systems to the existence of sufficient incentives for employers' participation – such as an apprenticeship pay level that offsets the cost of the training effort – and to the creation of high-quality classroom-based vocational education for those young people who may not get an apprenticeship place. In general, the difficulty of instituting

or expanding dual-type systems in other countries is not to be underestimated, as such systems rest on the presence of powerful employer associations and the active involvement of all social partners.

Third, there is increasing recognition of the importance of activation strategies for promoting employment prospects of unemployed youth. Some of the most ambitious and comprehensive programmes seem to have been successful in helping participants find a job. These programmes should focus on job-search assistance, often found to be the most cost-effective programme for youth. Besides, where training is envisaged, it should be designed with labour market requirements in mind. Finally, good targeting and tight work-search requirements are important design features to help contain overall costs while guaranteeing focus on the needy. Work remains to be done in terms of evaluation and monitoring, especially in terms of the ability of active labour market programmes to help the most disadvantaged youth find a job.

(by sources amongst others of OECD, EU, IZA: OECD Employment Outlook 2008. Paris 2008, Institute for the Study of Labour (IZA), Bonn 2008)



III. Summary of the Second Survey “School and the World of Work” concerning “Transition”

Peter Härtel,
Steirische Volkswirtschaftliche Gesellschaft, Austria

I. Introduction

Within the general approach of the network “School and the World of Work” is “Transition” one of the essential topics (also: “Preparing young people for a changing world of work”, and “Benchmarks and indicators for a successful transition from school to the world of work”).

The questionnaire for the Second Thematic Conference in Jyväskylä in June 2008 included a chapter “Transition”, the partner countries gave responses to questions concerning to the most relevant changes in the world of work, the needs and demands in the labour market in companies and the workplace, the most relevant competences, youth friendly society and economy, networks between the relevant actors and regarding to experiences with companies, good practice examples and suggestions and recommendations for improvement of structures and processes for transition in the own country and in Europe.

The results of this request are documented in the Second Survey “School and the World of Work” (July 2008) and are the base for further work and discussion on this topic within the general theme “School and the World of Work”.

II. Short overview

Most of the answers show a common picture about the circumstances, environments and frameworks for “Transition” at national and European level.

A changing world of work, quick changes of qualification requirements, a world of work in which the qualification demands have become more fluid changing and unpredictable, a field of transition with more flexible jobs, short time employment and long time transition phase. The impact of globalisation, new technologies and information society was addressed several times, it is visible that the impact of this influences increased dramatically in the last months.

The partner countries agree concerning the Conclusio that a good quality of basic skills combined with personal competences like flexibility, willingness and ability to participate in lifelong learning processes, and key competences like motivation, responsibility, team work are essential for successful and sustainable transition processes.

Quite different pictures are shown concerning to structures and processes of transition from school to the world of work, e.g. regarding the system features in vocational education and training at upper secondary level, some countries have a system of dual education – apprenticeship –, it make differences in the process from school to the world of work in comparison to countries which have most of young people in full time school until the end of upper secondary, also whether more young people are joining general are in vocational education pathways.

The feature “youth friendly society and youth friendly economy” is estimated in a different way in the partner countries, it seems important to include this aspect into policies and strategies for improving processes of transition from school to the world of work for young people.

The descriptions of existing networks related to the topic school and the world of work show a broad range of structures, systems and processes of cooperation and coordination between the relevant actors at the points of transition, also some gaps and deficits, and the importance of this aspect for successful transition processes.

The role of companies and their contact to the world of school and education seems essential to give young people concrete chances and perspectives for their personal and professional pathway, also for access to early work experiences. The examples of good practices concerning networks between school, companies, public and private institutions give an overview about options and possibilities for concrete and concentrated cooperation concerning the processes of successful transition.

For details please see Second Survey “School and the World of Work: Transition” July 2008, Version January 2009.

III. Suggested topics for discussion

The partner countries suggest some discussion points, which should be part of the base for the agenda of the Second Thematic Conference “Transition from School to the World of Work” in Romania, March 2009.

E.g.

- Trends, needs and demands for qualifications determine labour market demands – how and if qualification demands can be generalised to cover the whole labour market
- Early communication of live perspectives and the organisation of school and other institutions
- Important factors for interaction between the individual and the labour market and the role of the partners in the transition process

- Development of new job descriptions, occupational programs and positions for young people with lower educational background
- Aspect of self employment as a perspective for young people at the point of transition
- Entrepreneurship education, business creation as a field of active transition in close cooperation of actors from the system of education, enterprises and employment
- Aspects of inclusion, migration, special needs etc. concerning to the process of transition
- Position and profession of career counselling in schools and at the relevant points of transition
- Qualification and continuing training for counsellors with the perspective of improving successful transition processes
- Involvement of family, parents, peer groups, other stake holder in the process of transition from school to the world of work
- Using tools and instruments like distance online counselling etc.
- Experiences with networks at local, national and federal level, additional networks for special topics and section of transition between special schools and special fields of world of work

This suggested topics and tasks are a background for further work and discussion in the field of transition, combined with the general and special approaches developed in the large OECD projects and the common EU education and employment policies and strategies.



IV. Country reports

IV.1. General remarks and overview

The partner countries were asked to fill in a template concerning the *framework of key features and basic goals concerning for effective Transition processes* and to vote the importance and performance of them in their countries and tell the interest for conference work. 3 key features and 3 basic goals of high interest are described in a more detailed way.

The template for the third country report:

Framework of

Key features and basic goals concerning for effective Transition processes

I. Key features

a healthy economy

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

well-organized pathways that connect initial education with work and further study

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

tightly-knit safety nets for those at risk

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

good information and guidance

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

effective institutions and processes

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

youth friendly society and economy

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

Other key features:

Importance / performance / interest for Conference work

II. Basic goals

high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

high levels of knowledge and skill among young people at the end of the transition phase

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

a low proportion of teenagers being at the one time not in education and unemployed

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

a high proportion of those young adults who have left education having a job

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

few young people remaining unemployed for lengthy periods after leaving education

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

stable and positive employment and educational histories in the years after leaving upper-secondary education

importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

an equitable distribution of outcomes by gender, social background and region

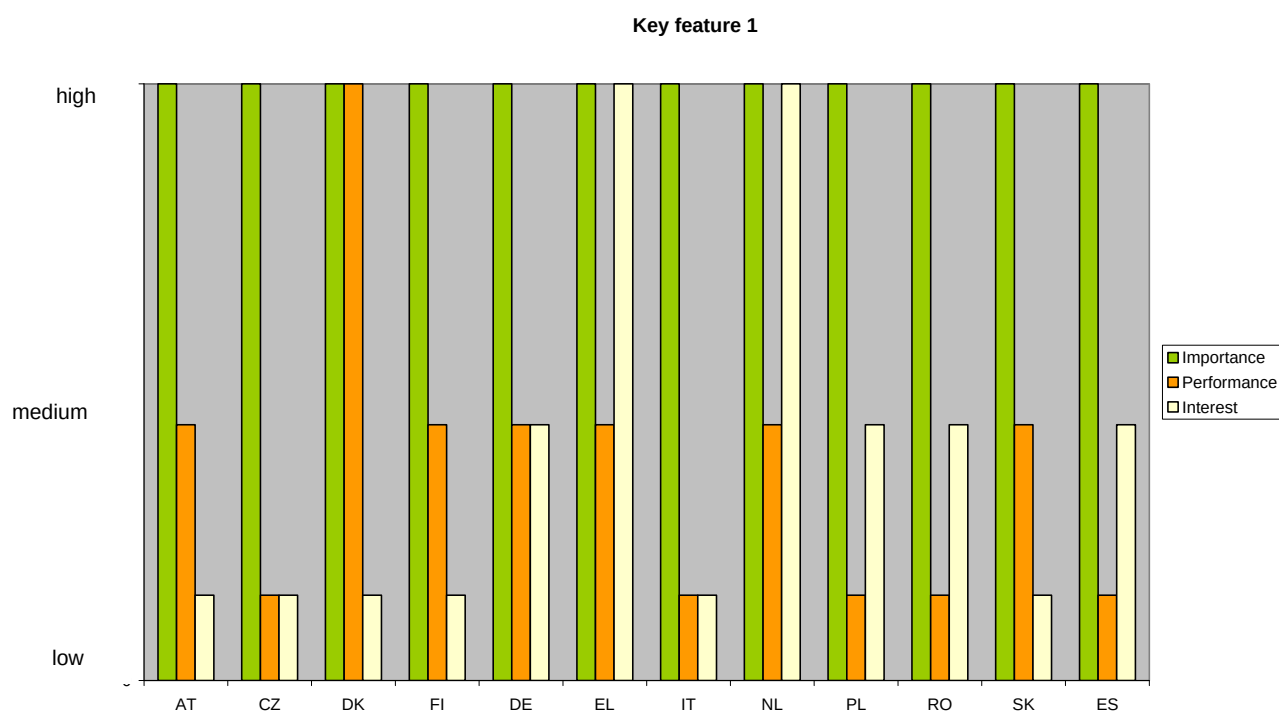
importance	performance	interest for Conference work
☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low	☐ high ☐ medium ☐ low

Other goals:

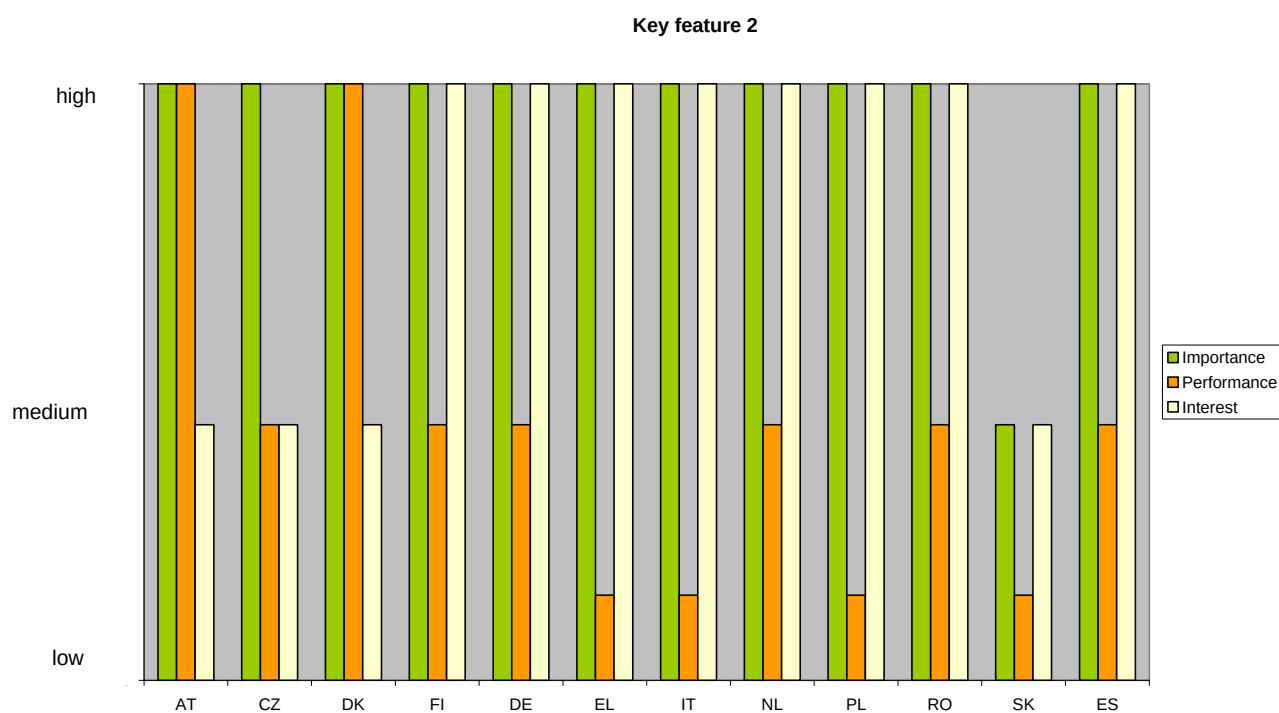
Importance / performance/ interest for Conference work

Overview of the self-assessment of the I. key features:

Key feature 1 *a healthy economy*

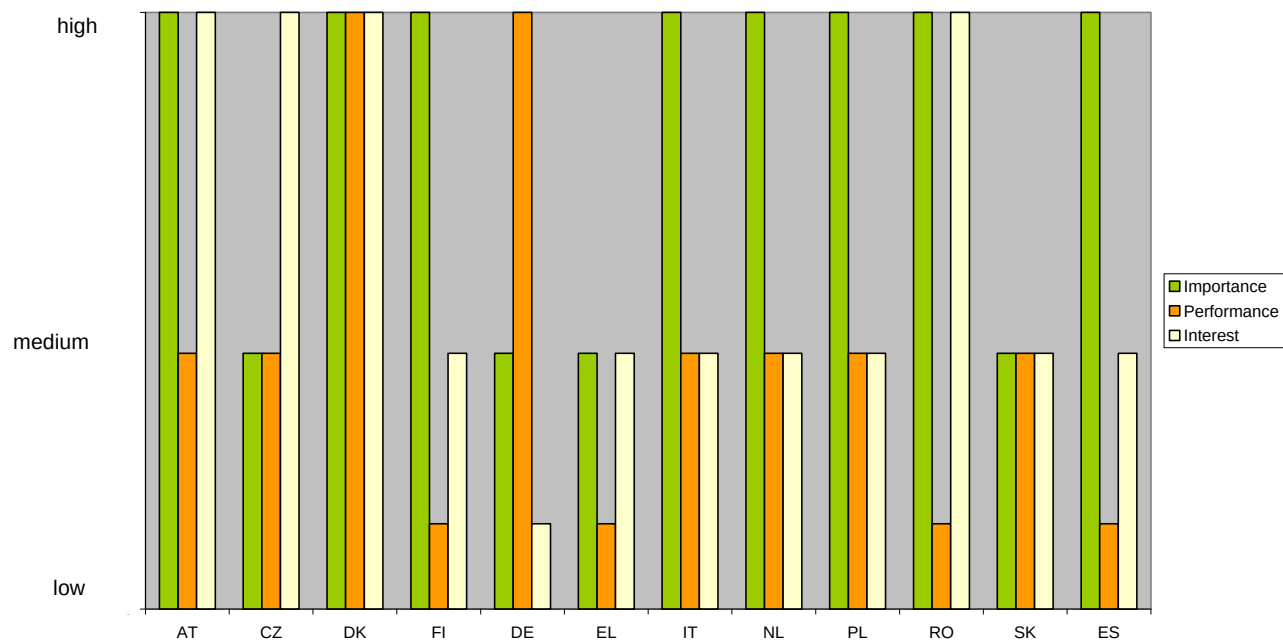


Key feature 2 *well-organized pathways*



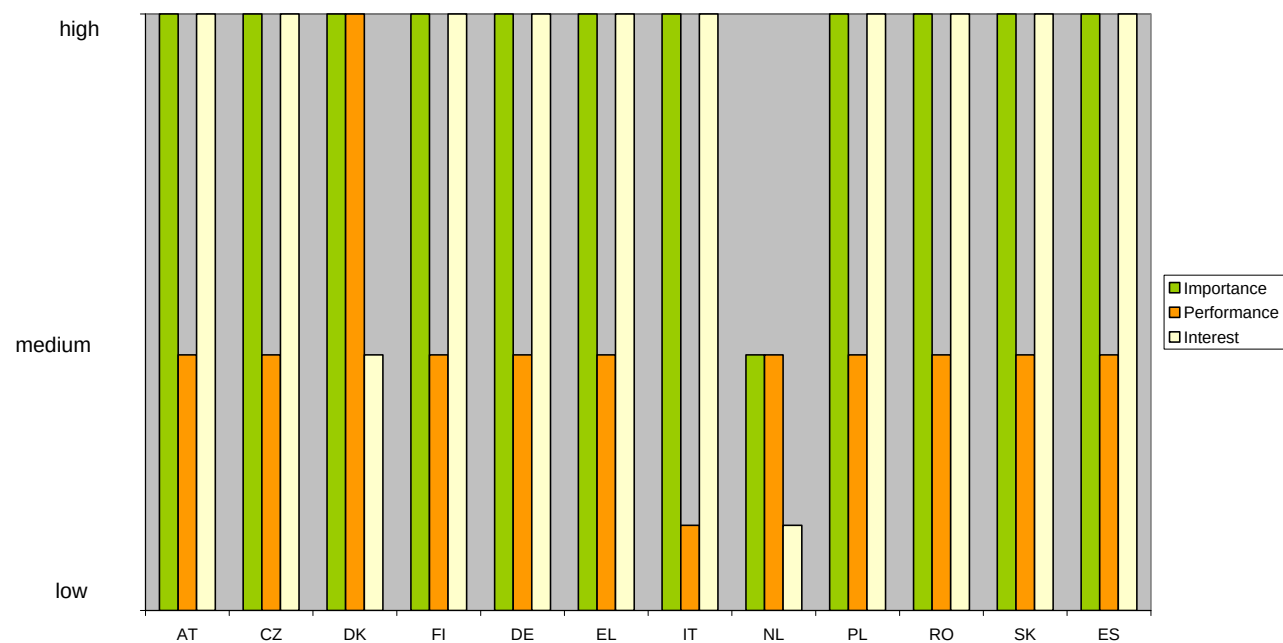
Key feature 3 *tightly-knit safety nets for those at risk*

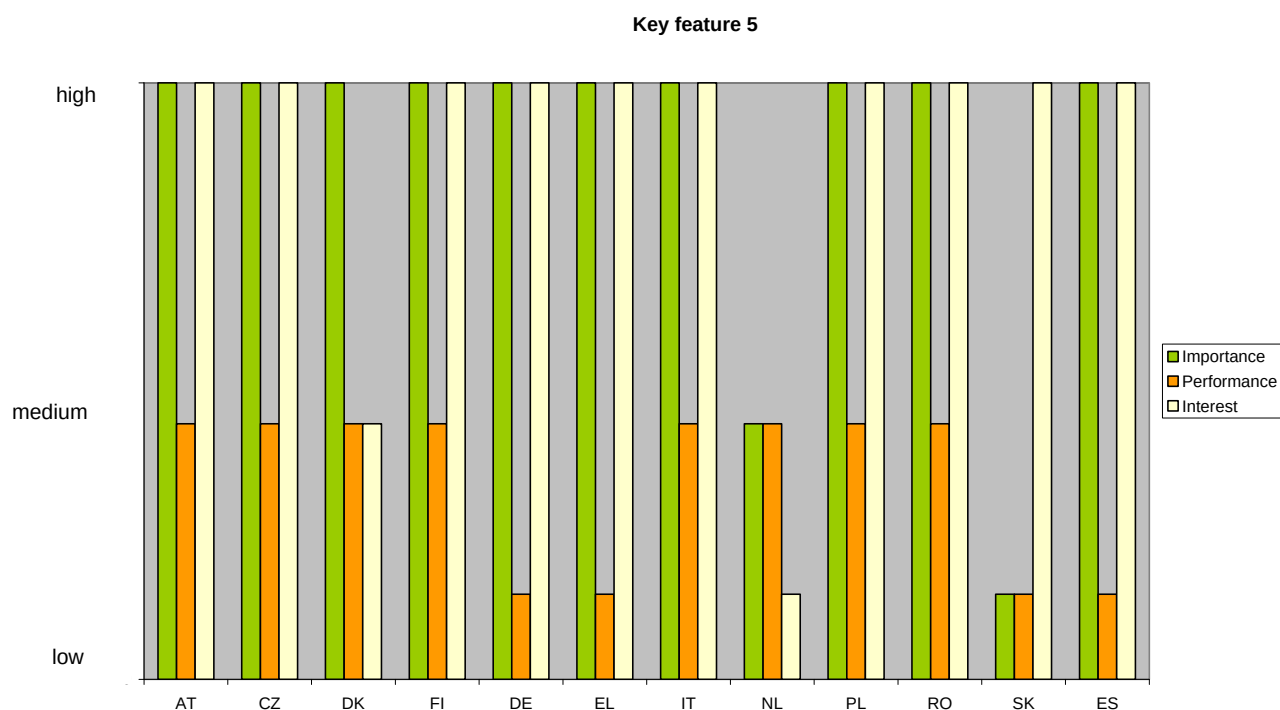
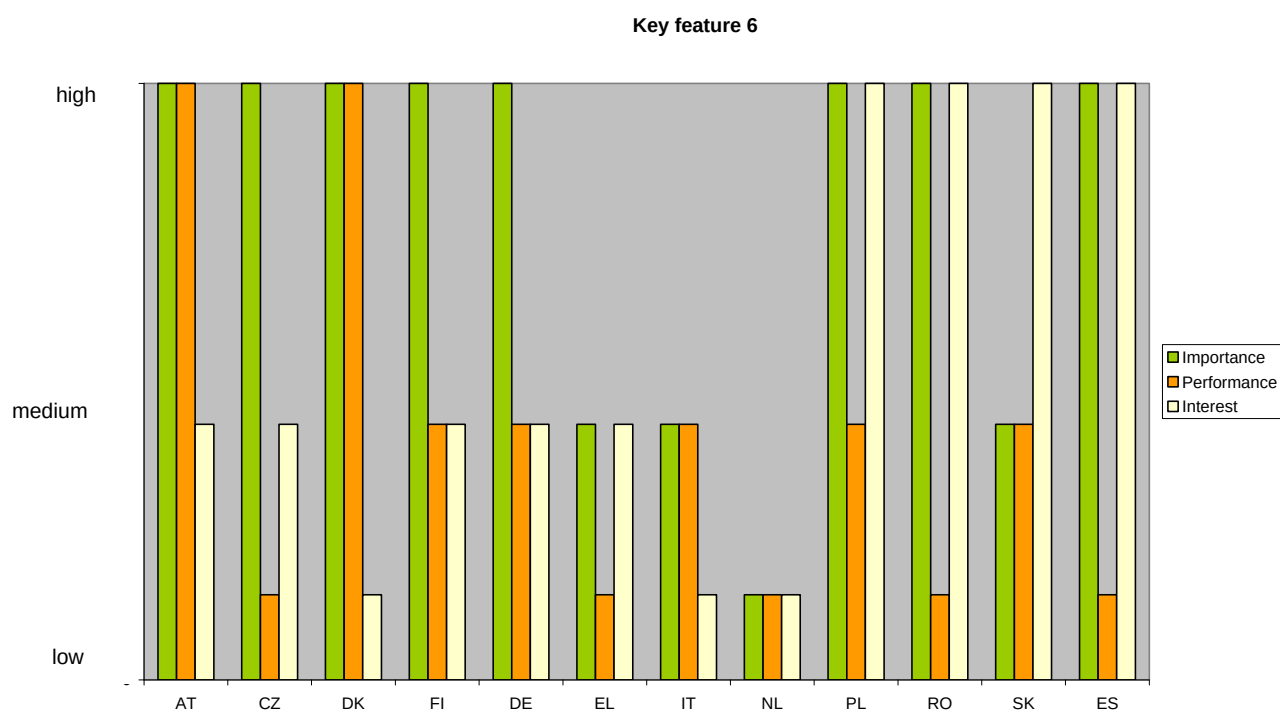
Key feature 3



Key feature 4 *good information and guidance*

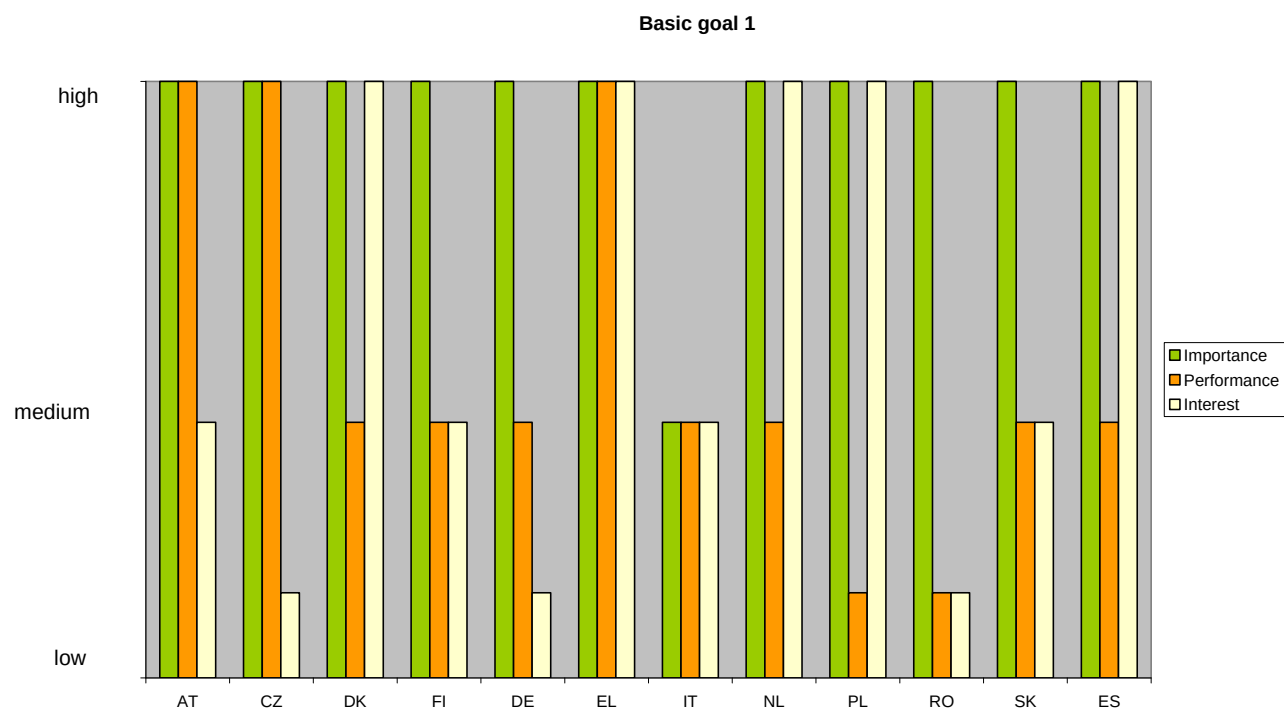
Key feature 4



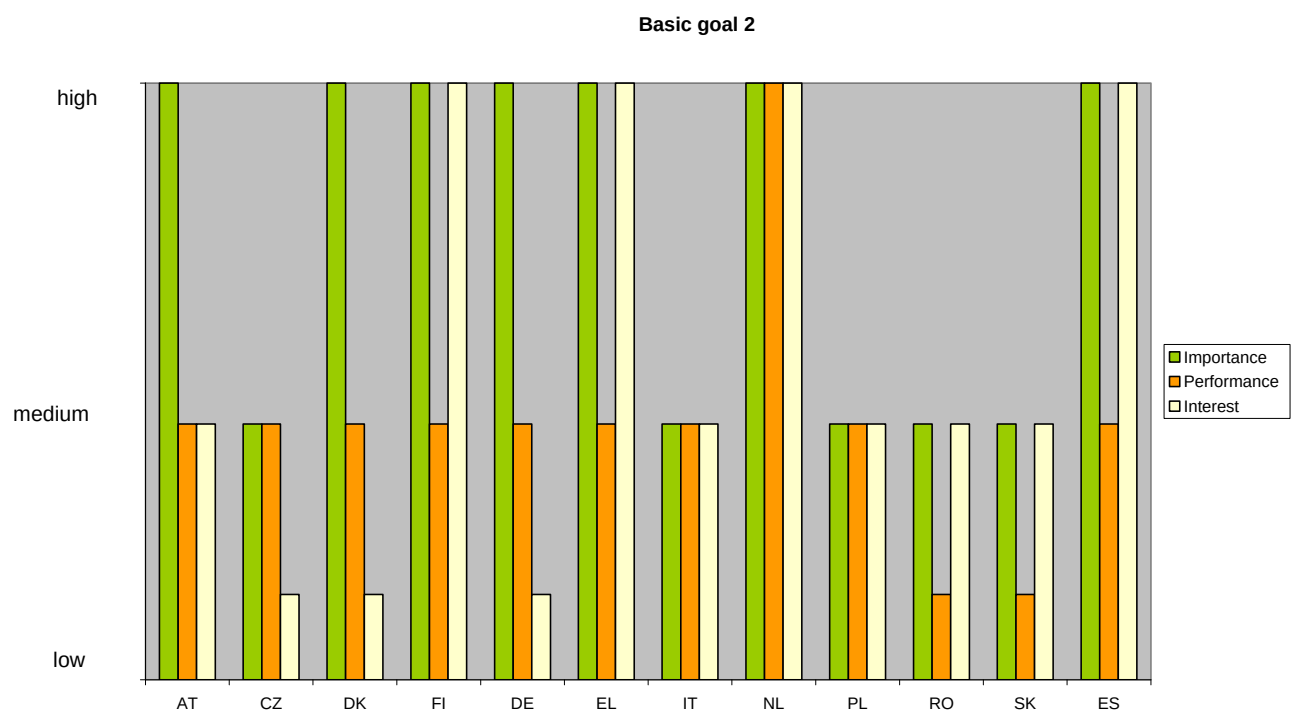
Key feature 5 *effective institutions and processes***Key feature 6** *youth friendly society and economy*

Overview of the self-assessment of the II. Basic goals :

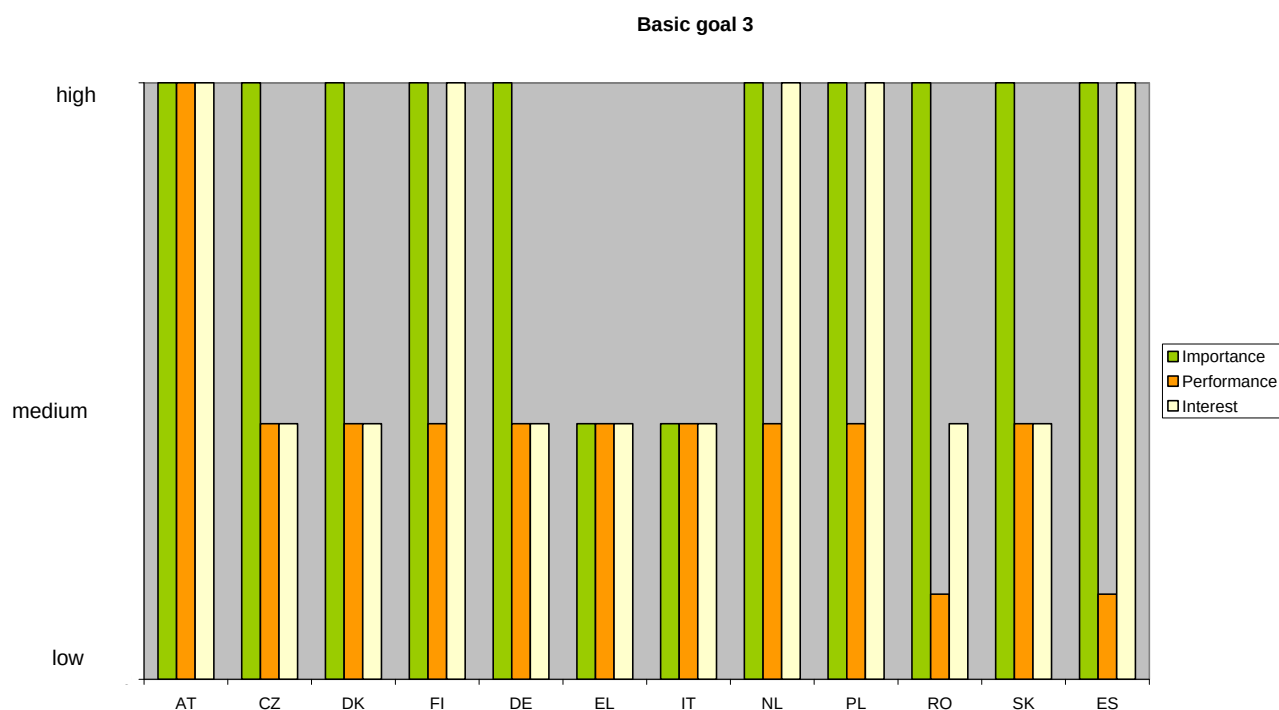
Basic goal 1 *high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both*



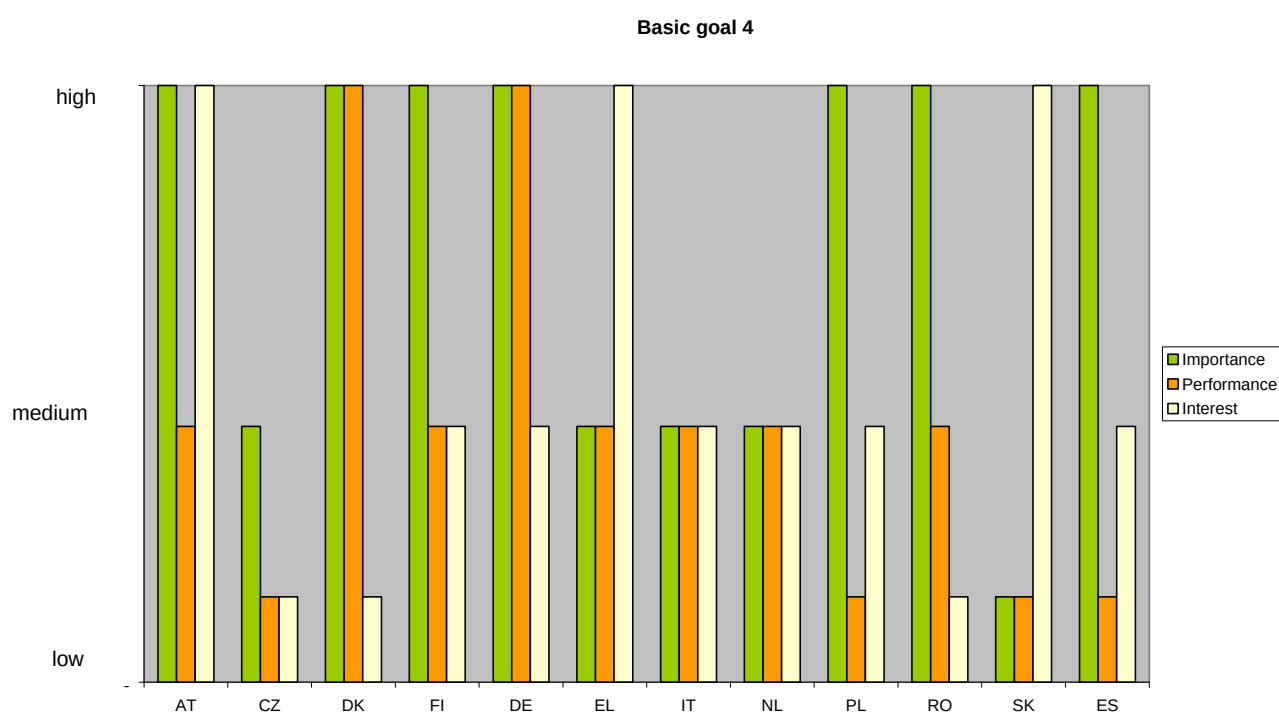
Basic goal 2 *high levels of knowledge and skill among young people at the end of the transition phase*



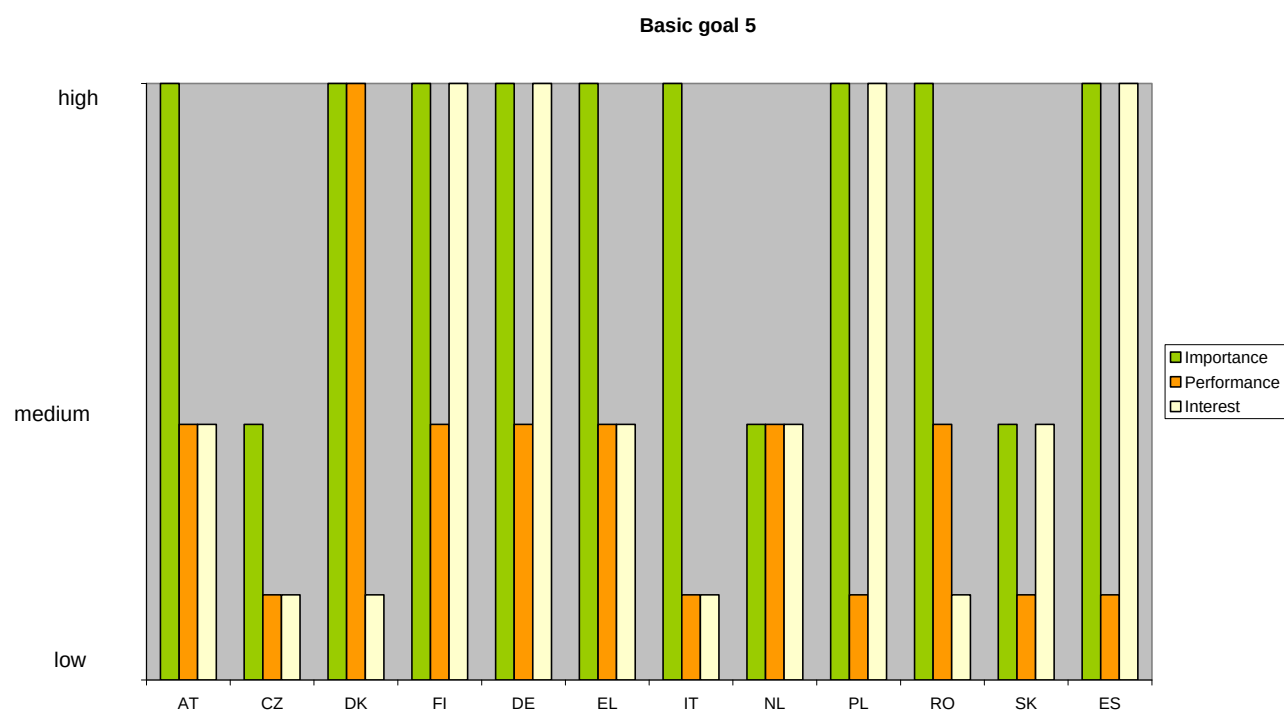
Basic goal 3 *a low proportion of teenagers being at the one time not in education and unemployed*



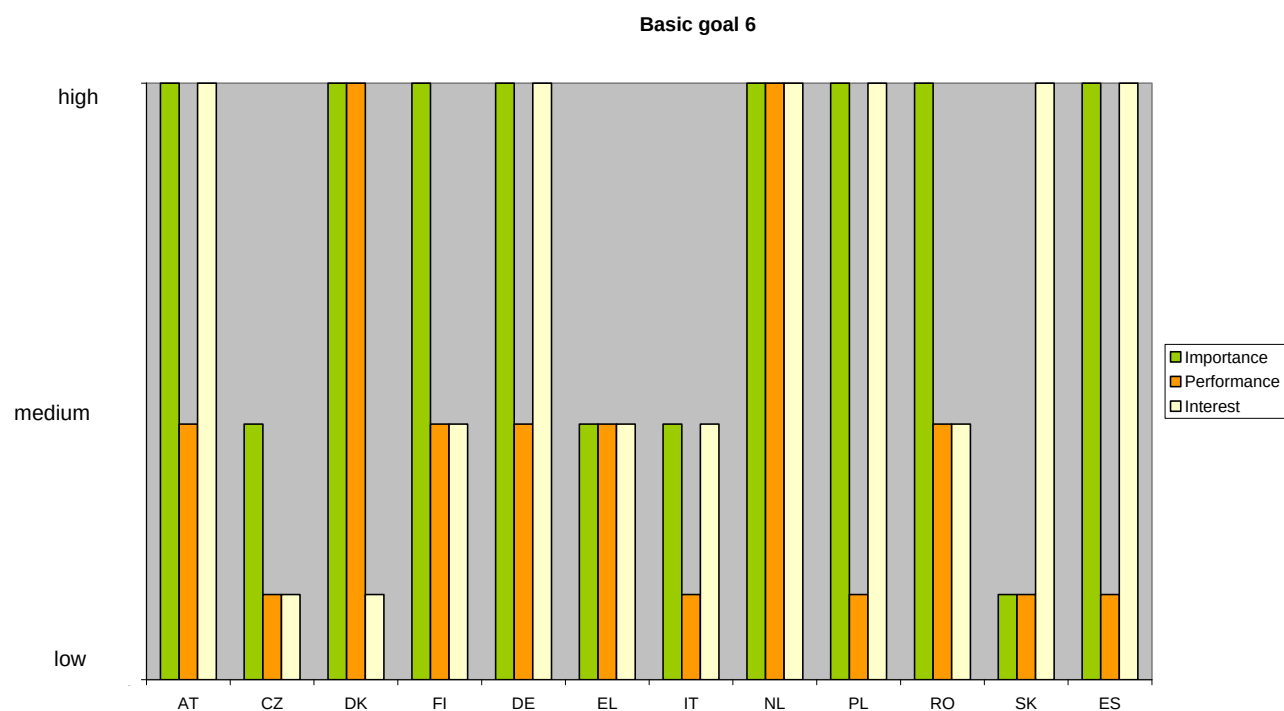
Basic goal 4 *a high proportion of those young adults who have left education having a job*

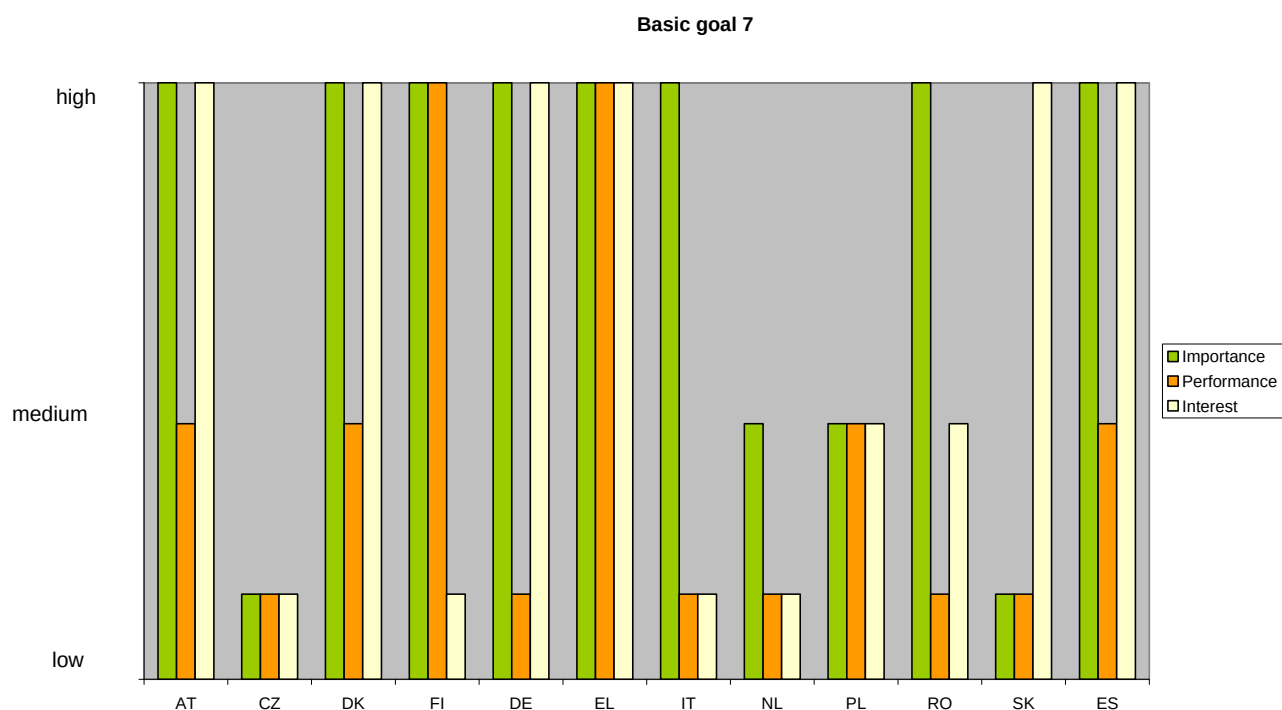


Basic goal 5 *few young people remaining unemployed for lengthy periods after leaving education*



Basic goal 6 *stable and positive employment and educational histories in the years after leaving upper-secondary education*



Basic goal 7 *an equitable distribution of outcomes by gender, social background and region*

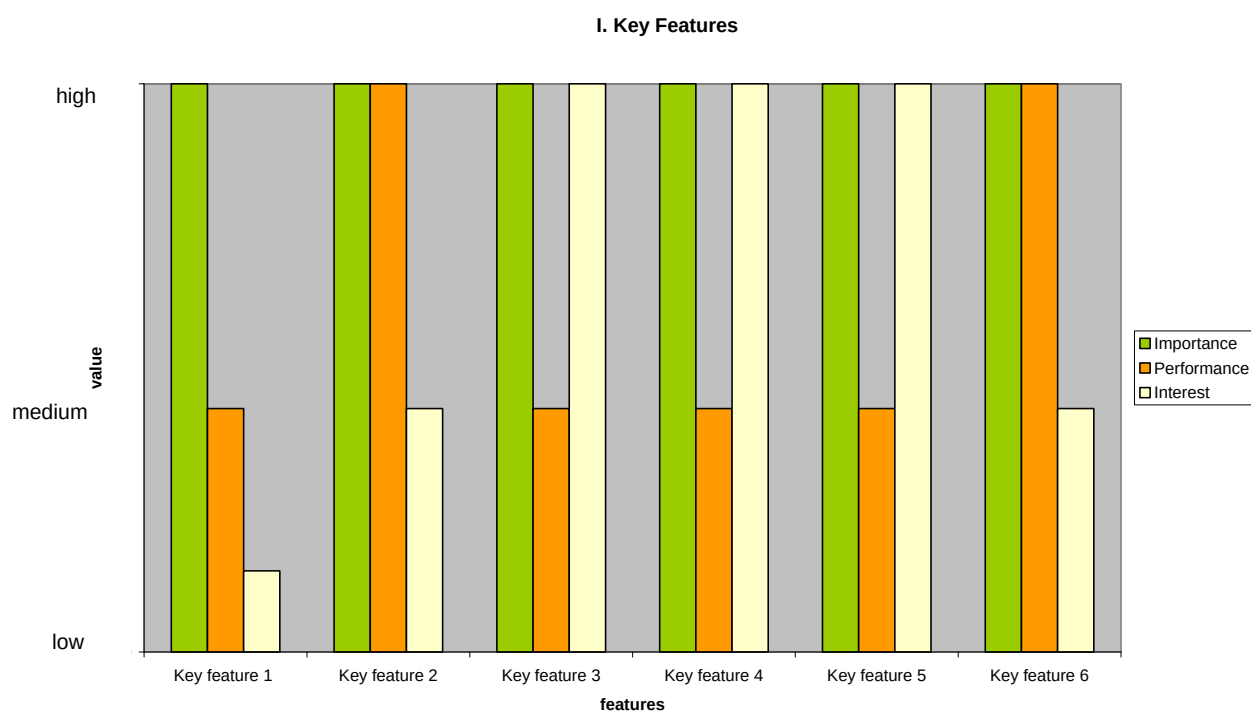


IV.2. Country report: Austria

Example of analysis:

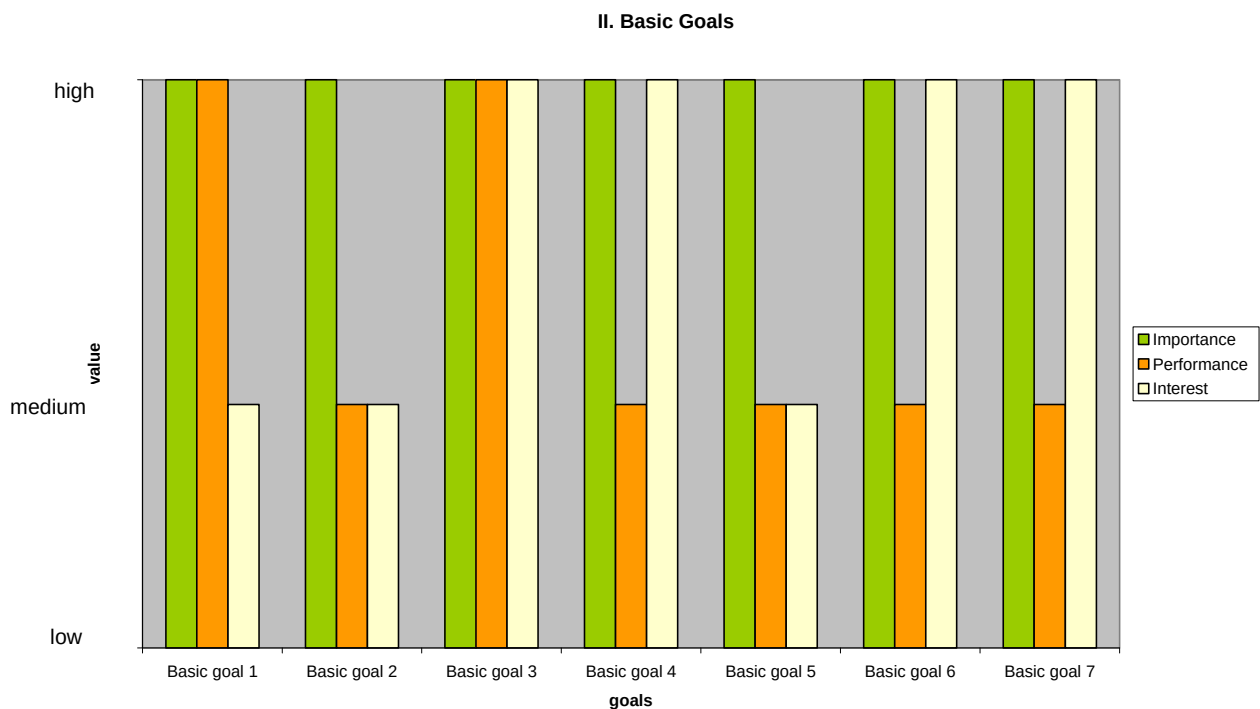
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
- Basic goal 2 high levels of knowledge and skill among young people at the end of the transition phase
- Basic goal 3 a low proportion of teenagers being at the one time not in education and unemployed
- Basic goal 4 a high proportion of those young adults who have left education having a job
- Basic goal 5 few young people remaining unemployed for lengthy periods after leaving education
- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1:

Good information and guidance

Lifelong Guidance is a key strategic line within the Lifelong Learning Strategy Concept in Austria. The process of transition from School to World of Work – a process who starts with about 13 years at the latest and “ends” not earlier than in the age of 27 – is one of the most challenging areas for guidance, because all personal, professional, social etc. development processes after this period depends on the successful transition in this phase.

Austria has some strength in this area of “transition guidance”, guidance in school, guidance at the interfaces between school and world of work, special school types like “prevocational school”, high percentage of VET in upper secondary etc., but also some open questions, concerning not completing upper secondary, school drop out, post secondary and tertiary education etc.

Current are running some initiatives at national and regional level to improve coordination mechanism and effective measures for guidance in the area of transition; Austria is interested in experiences of partner countries in this field to exchange good practice transfer innovative ideas and discuss strength and weaknesses opportunities and traits at this points of transition.

Key feature 2:

Tightly Knit safety nets for those at risk

In Austria exist some risk nets for young people who fall out from the educational process without access to further training or employment; some of these nets are organised in a formal way (JASG), some are organised as projects without continuity or nation wide effects.

Austria is interested in experiences of other countries in innovative ways for safety nets or adequate offers and measures for those at risk, like “bypass measures”, social programmes, cooperation activities between school, communities, institutions etc.

Austria can offer information about the so called “inclusive VET”, which is an innovative programme within the dual apprenticeship education system.

Key feature 3:

Effective institutions and processes

Austria has a well developed landscape of institutions from social partners, PES, and other institutions like the associations for education and economics, who provide measures and activities at the process and points of transition, Austria is interested to compare the situation in Austria with other countries, experiences in the field of co-operation between school and institutions outside of school and other educational areas like post secondary and tertiary education institutions, enterprises etc.

Basic goal 1:

A low proportion of teenagers being at the one time not in education and unemployed

Austria has already reached the EU benchmark for ESL but the number of young people leaving school early without further education is growing again, the risk of this people not be employed is the significant highest of all groups.

Austria is interested in innovative approaches to avoid early school leaving and give young people without additional education a chance for access to jobs and further training and education. Austria can offer some strength in this field, e.g. the prevocational school and the inclusive education in VET / apprenticeship.

Basic goal 2:

Stable and positive employment and educational histories

It is not only the question to find a job after upper secondary education, it is the question to find the right job, in which you can be satisfied you can improve motivation for further learning and additional perspectives, Austria is interested in experiences of other countries in this field, in measurements indicators and benchmarks and in innovative activities to improve the situations to reach this goal.

Basic goal 3:

An equitable distribution of outcomes by gender social background and region

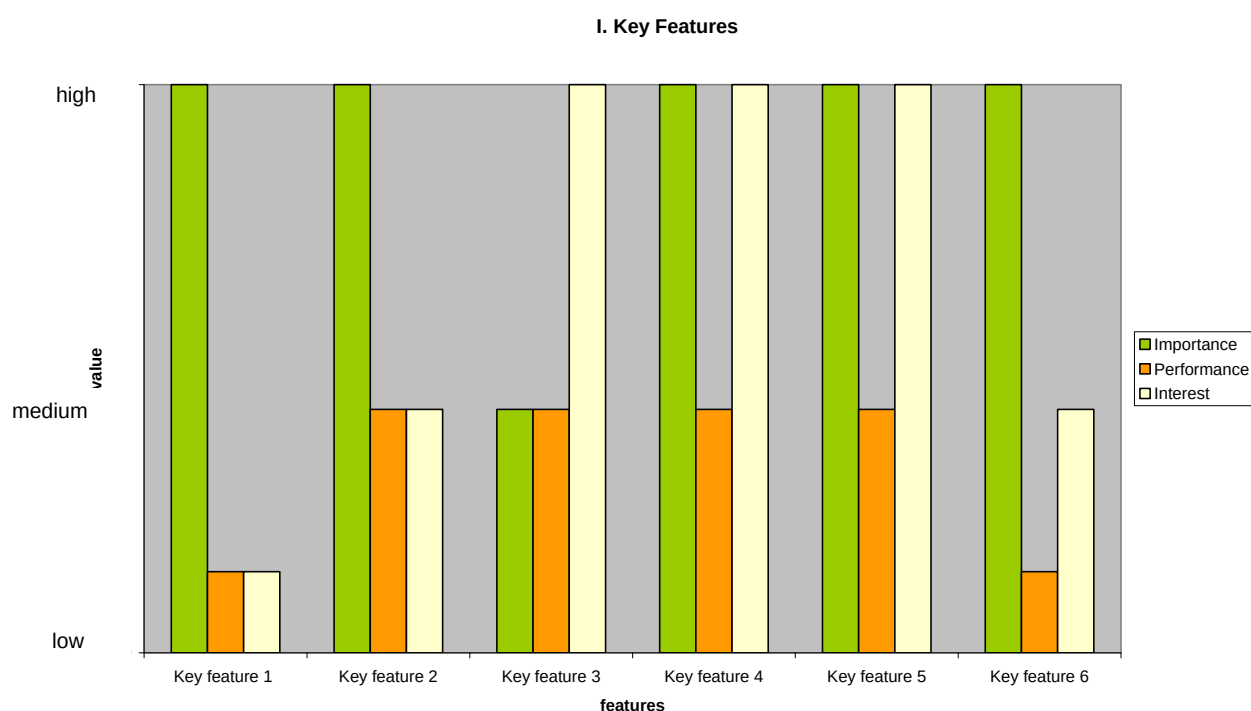
Austria has a situation with an unacceptable difference between gender situation in the world of work, very traditional choices of professions by women, high difference in income concerning the gender, and a kind of social disposition of choice of education and participation in further training.

Austria is interested to learn from best performers in Europe in this fields, e.g. the Scandinavian countries and other, and to find solutions to improve the situation of equity concerning to gender and social aspects in education and employment.

IV.3. Country report: Czech Republic

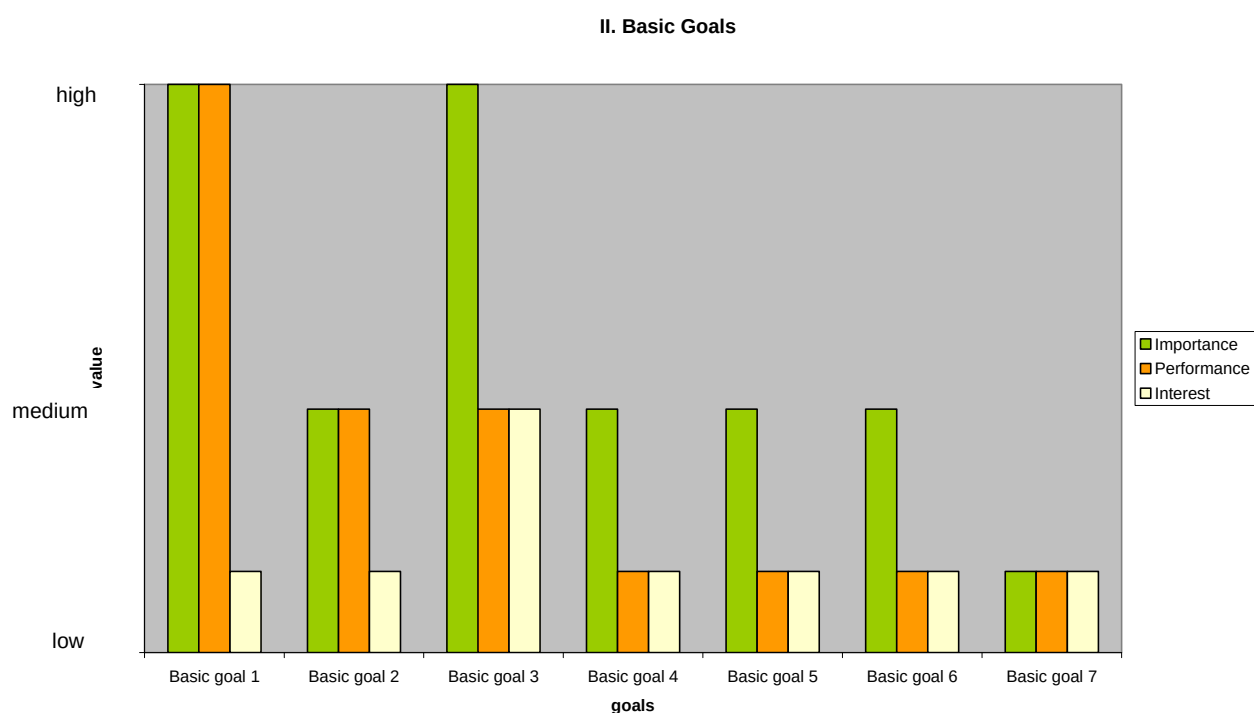
I. Key features

- Key feature 1 a healthy economy
- Key feature 2 well-organized pathways
- Key feature 3 tightly-knit safety nets for those at risk
- Key feature 4 good information and guidance
- Key feature 5 effective institutions and processes
- Key feature 6 youth friendly society and economy



II. Basic goals

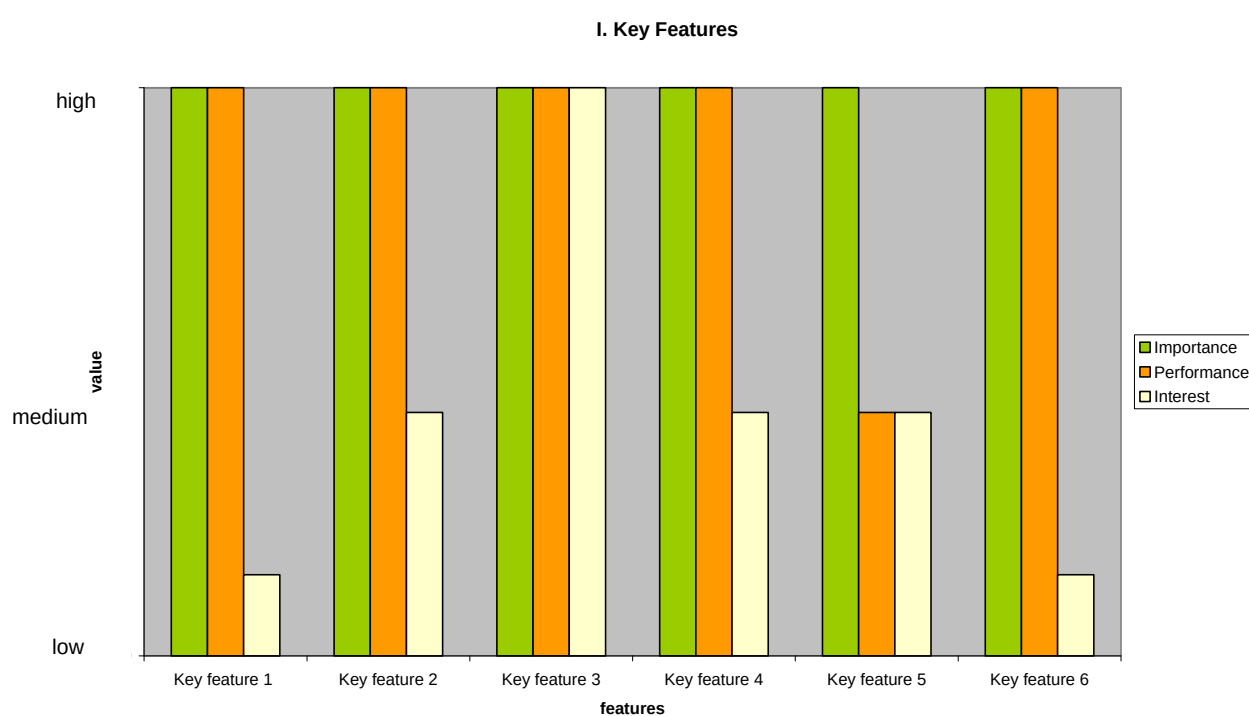
- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
- Basic goal 2 high levels of knowledge and skill among young people at the end of the transition phase
- Basic goal 3 a low proportion of teenagers being at the one time not in education and unemployed
- Basic goal 4 a high proportion of those young adults who have left education having a job
- Basic goal 5 few young people remaining unemployed for lengthy periods after leaving education
- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



IV.4. Country report: Denmark

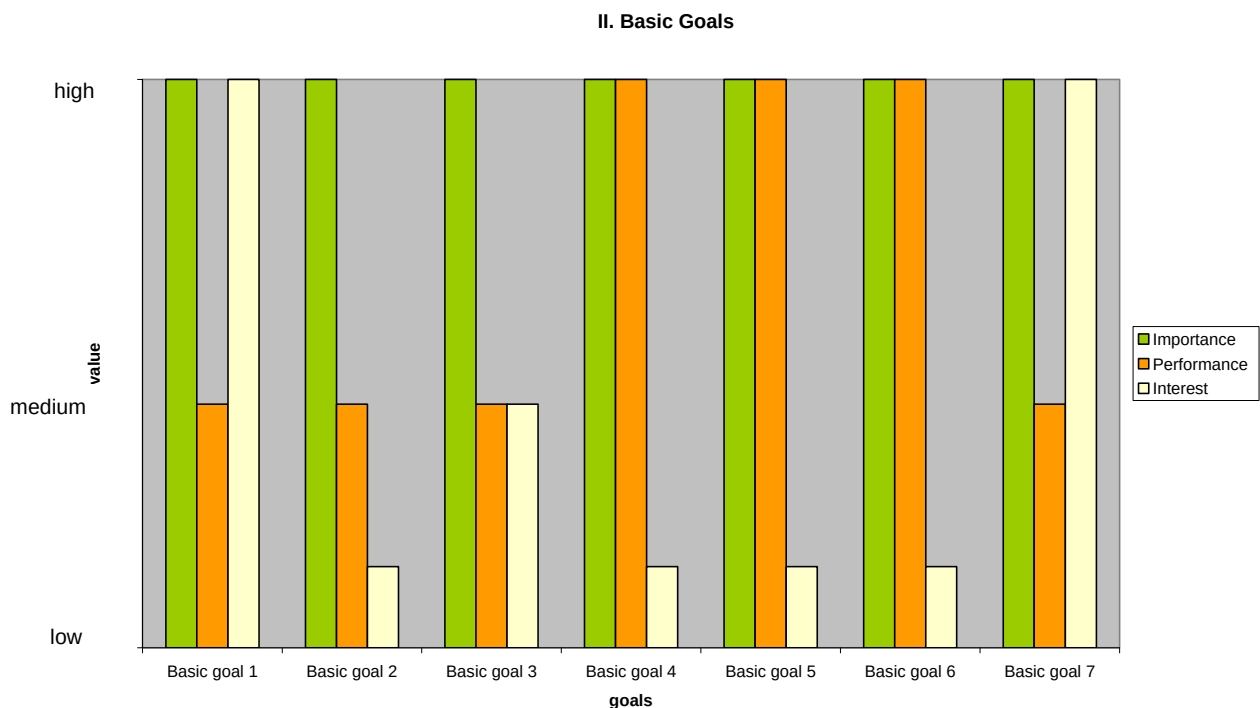
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

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- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1:

Tightly-knit safety nets for those at risk

In DK the safety net has been very much improved over the last ten years for example by creating mentor arrangements or other support arrangements (peer mentors, social workers) in youth guidance centres and vocational colleges. The aim of the arrangements is to prevent dropout from youth education and to give young people with personal or study difficulties extra support – a tight support that neither youth guidance centres staff nor colleges teachers/staff can give (they do not have the time resources for it).

Unfortunately the arrangements are very different, many of them are based on project (= not lasting) resources, there are no common qualification demands for becoming a mentor. These are the problems connected to mentor arrangements.

Basic goal 1:

An equitable distribution of outcomes by gender, social background and region

Although the general educational level of the Danish population has risen remarkably over one or two generations the situation now is stagnation and the educational differences between social groups or background are unchanged.

Concerning gender: Over the last ten to fifteen years we have seen a remarkable change in specific higher educations – the two genders balance in former male dominated educations as medicine, law (jura), psychology and philosophy. But the lack of balance persists in educations like math, computer science and other 'hard core male' studies.

In mid cycle educations (profession educations in university colleges: Nurse, preschool teacher, primary and secondary school teachers) there is a great majority of female students. This is considered a serious problem especially in initial education, but it causes other problem as well, for example in a decrease in status for these professions.

Basic goal 2:

High proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both

The dropout rate in especially vocational colleges is very high, varying between 25 to 50 percent.

The national aim for young people fulfilling a youth education (upper secondary in gymnasium or a vocational education in vocational college) is 95 % in a few years, and all professionals doubt the reality in fulfilling that goal.

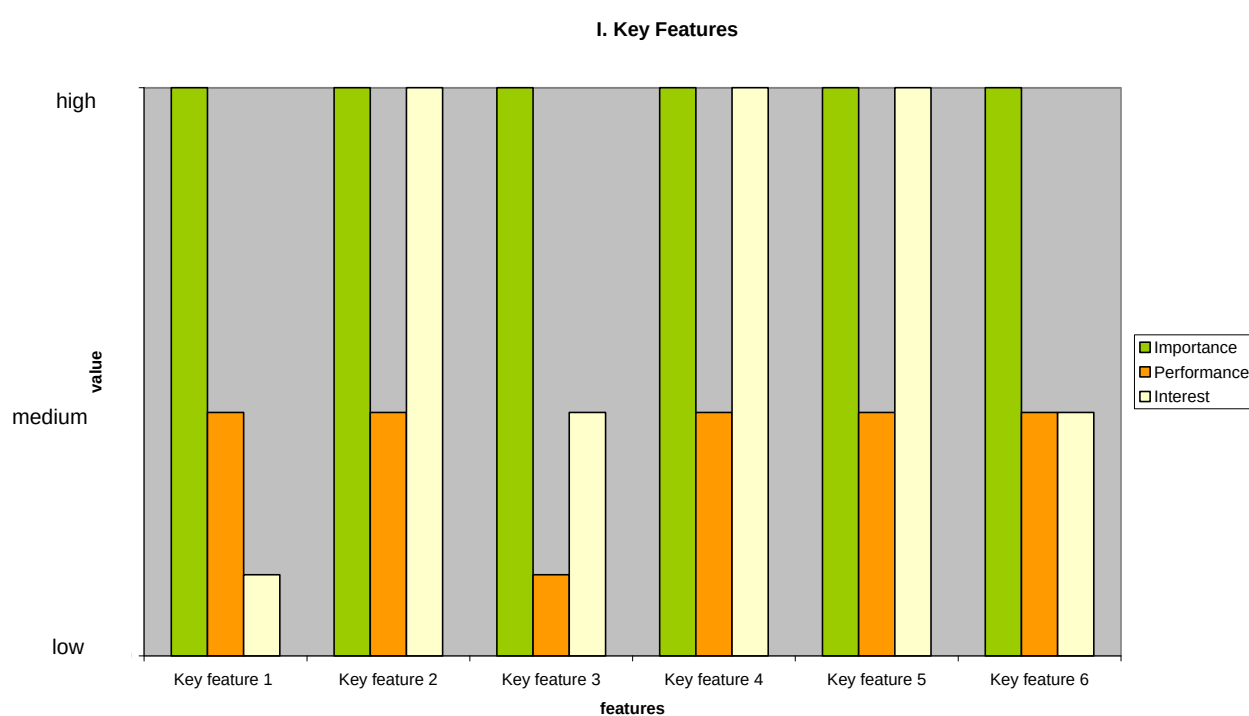


DENMARK

IV.5. Country report: Finland

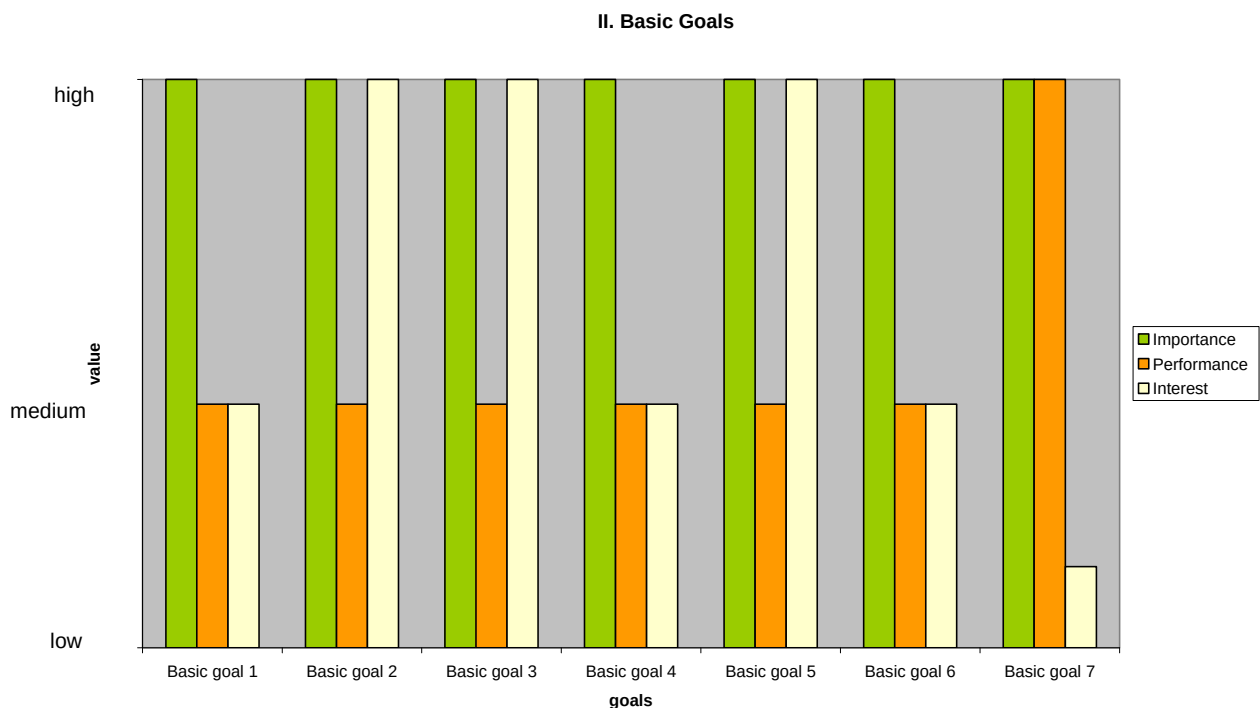
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

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- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1:

Well-organized pathways that connect initial education with work and further study

The pupil's smooth transitions during the education path must be supported through cooperation. The cooperation transcends the boundaries between institutions and educational levels. Well-organized pathways introduce students into different study fields and working life in order to be able to choose the right path.

- Regional network cooperation
- Coordination of cross-sectoral cooperation networks
- an institutional plan, which describes the areas of responsibilities for staff members producing guidance and counselling services in different phases of student's learning programmes and career path.
- settings and mechanisms for decision-making on guidance policies

Key feature 2:

Tightly-knit safety nets for those at risk

In spite of many positive results to reduce drop-out of education, this issue still challenges the Finnish education. 7 % of school leavers after 9 years of compulsory education in Finland in 2007 did not continue directly in education.

Tightly knit safety nets for those at risk are key to successful transition systems.

Basic goal 1:

High proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both

It is a growing challenge for Finnish society to fast-track young people's entrance from education to the world of work. 68 % of school leavers after upper secondary general education in Finland in 2007 did not continue directly in education. There is a current political discussion going on in Finland how to increase the possibilities for upper-secondary students to continue studies directly to the University after the matriculation examination.

Six per cent of students attending education leading to a qualification or degree discontinued their studies and did not resume them in any education leading to a qualification or degree during the 2005/2006 academic year. If discontinuation of education is examined by sector of education, upper secondary general education aimed at young people was discontinued by 4 per cent and vocational education by

10.5 per cent of students. Polytechnic education was discontinued by 9 per cent and university education by 6 per cent of students.

Basic goal 2:

A low proportion of teenagers being at the one time not in education and unemployed

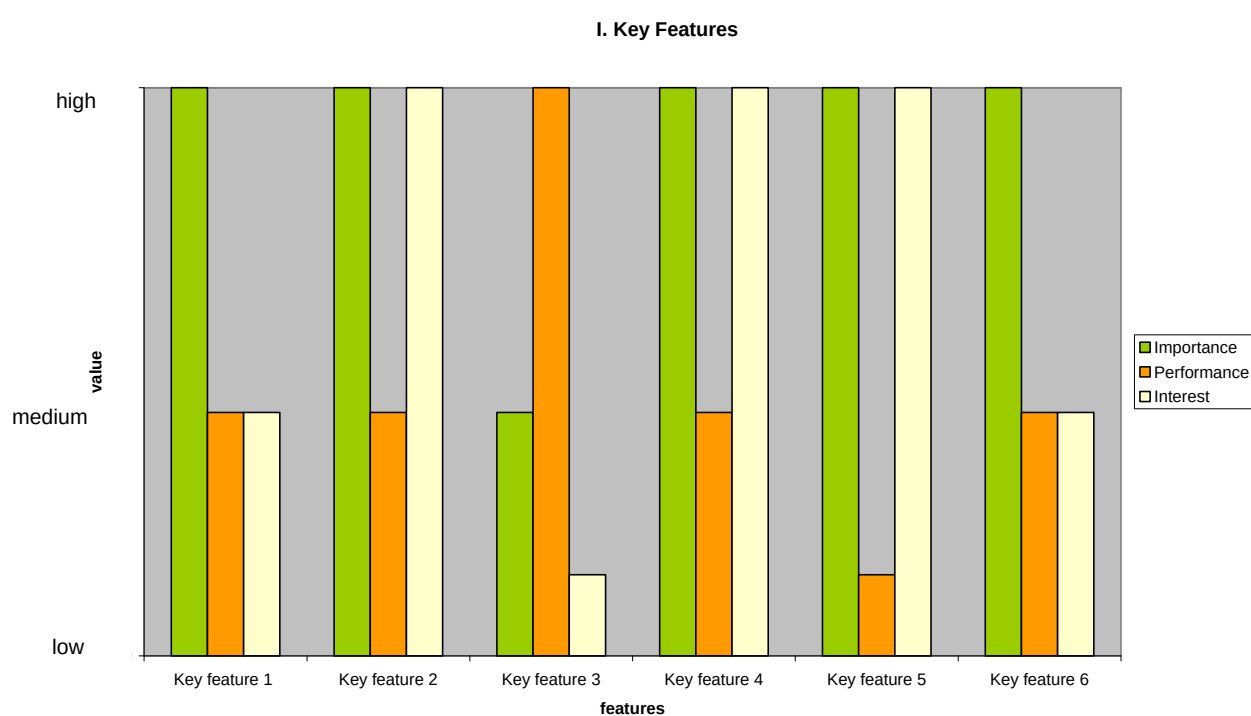
The principle underpinning the education system is to ensure a supply large enough to enable the whole age group to continue in upper secondary vocational training, polytechnics or universities after general education.

Students' opportunities to progress from one level of education to the next is safeguarded by legislation. Both general and vocational upper secondary certificates provide eligibility for further studies in universities and polytechnics. A student completing one level is always eligible for the next level studies. The qualifications of each level are governed by a separate Act of Parliament. This assures harmonised qualifications and their quality and guarantees students' rights.

IV.6. Country report: Germany

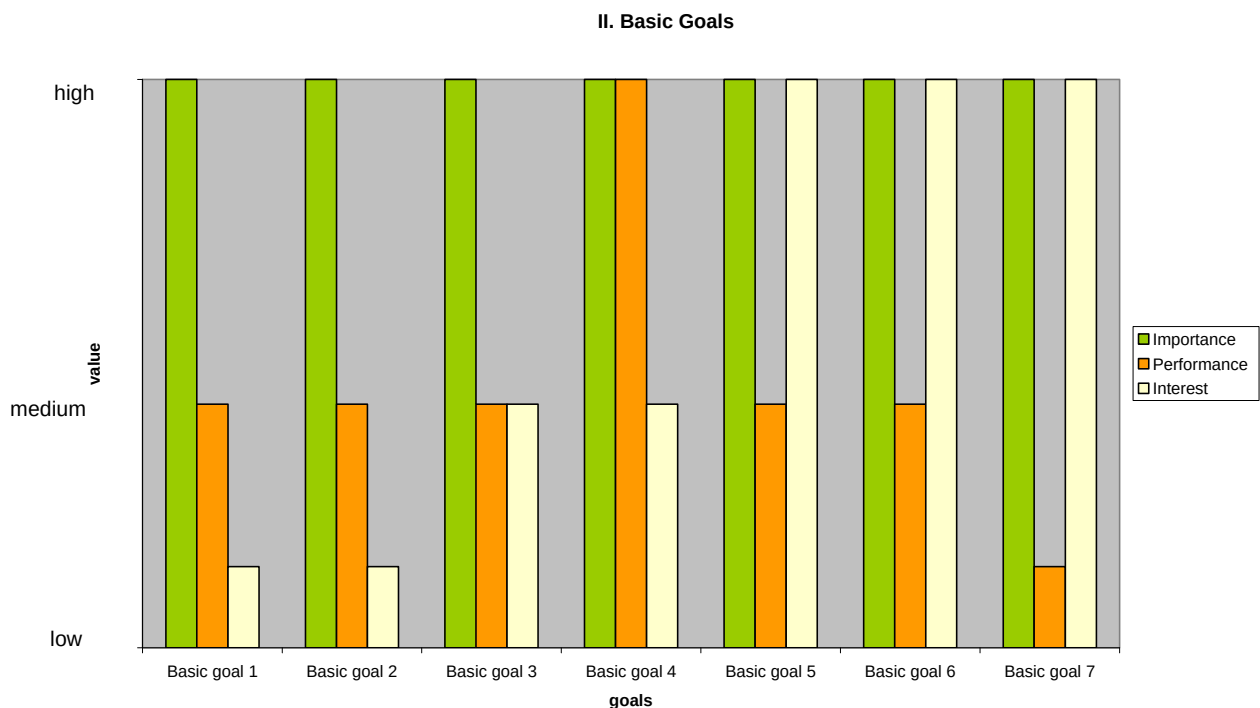
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

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- Basic goal 5 few young people remaining unemployed for lengthy periods after leaving education
- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1:

System of Transition Management. In Germany since some years a shift from Guidance activities on single points of time to a more comprehensive approach of “transition management” can be recognized. The characteristic of such an approach should be, that a process is focused and that more than one group (young people itself) is target group of the approach, e.g. local employers are involved and supported to enlarge the opportunities for young people getting into the world of work, schools are integrated to change curricula to prepare young people better, other institutions are integrated to give support and so on.

What is lacking in most of the local initiatives is a clear lead and system of all the activities.

- there are parallel activities without coordination
- measures are implied without clear evidence of their impact
- actors with “own interest”, often a commercial interest are active
- standards and systematic coordination and evaluation of the single initiative and the whole approach is missing.

Key feature 2:

From the list above I think most relevant from my perspective are the following points. These points should be integrated as different perspectives on the transition discussion:

- effective institutions and processes
- well-organized pathways that connect initial education with work and further study

Youth friendly society and the economic background are of course relevant aspects. But our task is more on creating services which are working properly – for all young people. Also those, who have good schooling are lacking orientation! (e.g. Students in University or those who have good chances to get vocational training in dual system).

Basic goals: I agree very much with the basic goals. Especially the stable biography after school is of importance for those who are at risk. In Germany many young people are on one way or the other in this group. Not just early school leavers, also young people who get into vocational training and work are confronted with unstable career and precarious jobs and employment below their education and qualification level.

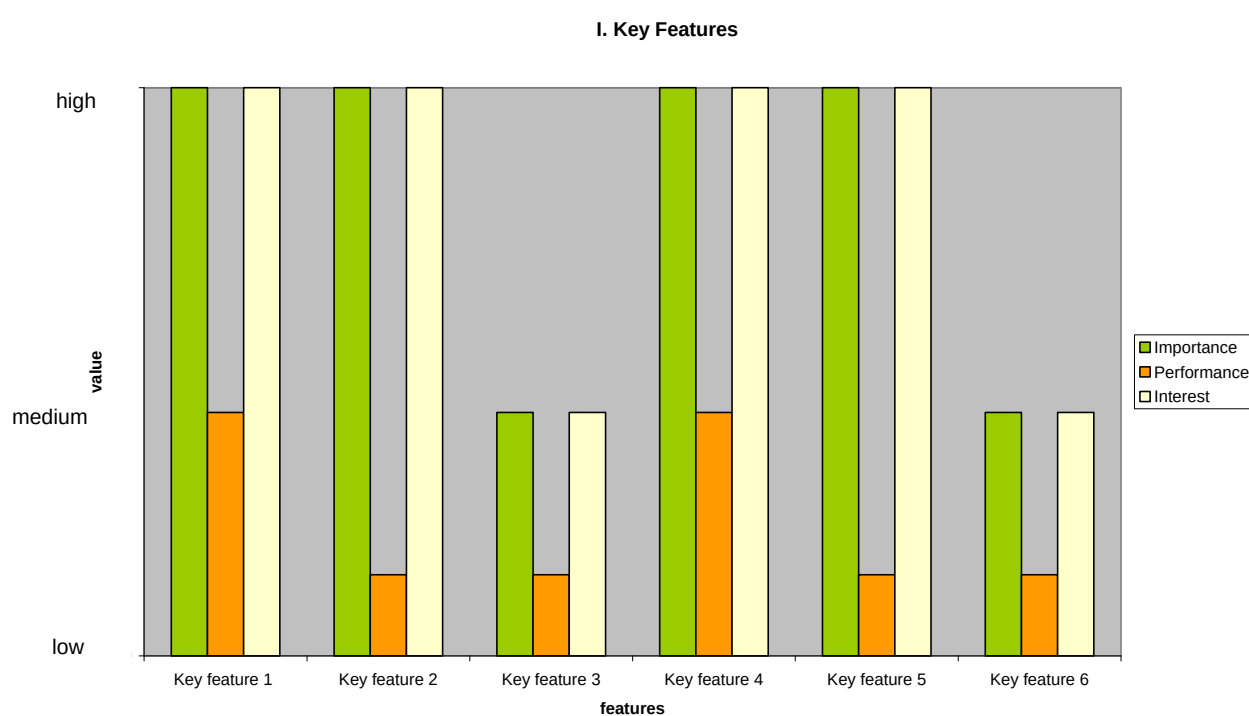


GERMANY

IV.7. Country report: Greece

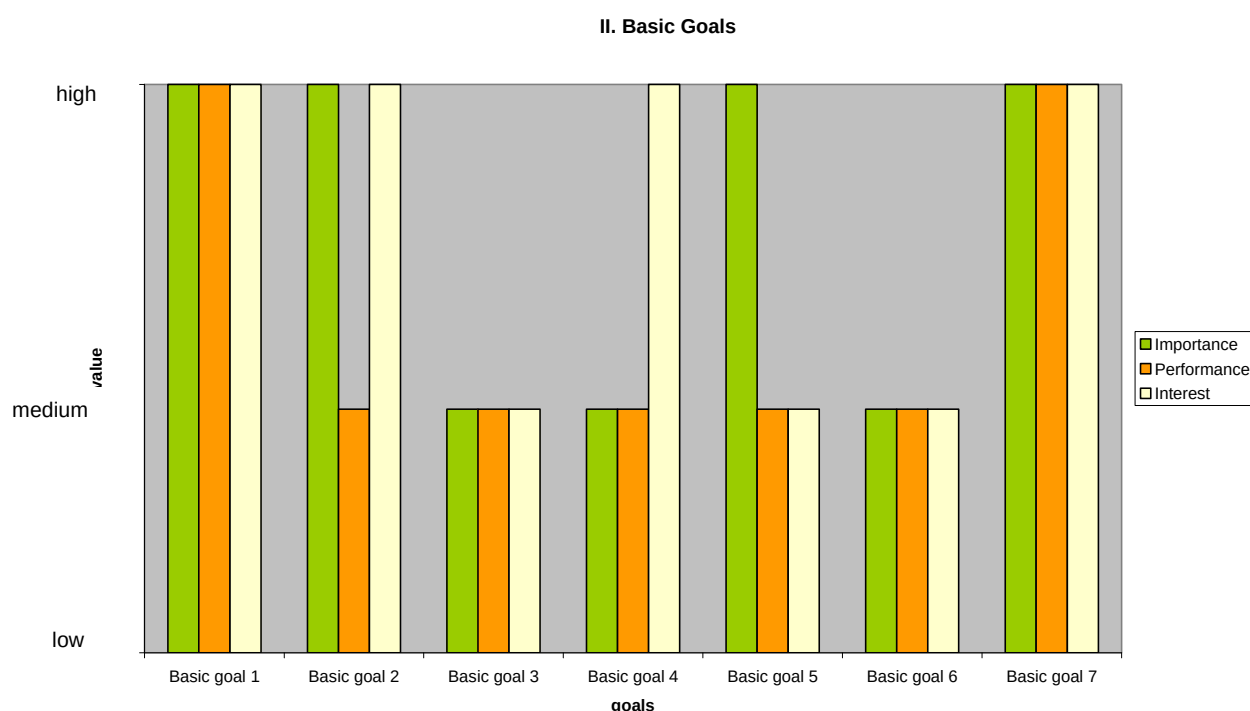
I. Key features

Key feature 1	a healthy economy
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Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
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II. Basic goals

- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
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- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1: Healthy Economy

The economical status of a country affects definitely the entrance of young people to the labour market. In Greece were almost always problems in this area, and the problem is increased the last months due to economical crisis. The problem is easily indicated from the range of the lower salary in each field of the labour market. According to European research, Greek people have the lowest salaries and work much more hours than the other European citizens. The inflation is still in high levels, taxes reduce the companies' profit, bureaucracy complicates the progress of small or medium enterprises and a large percentage of the job positions belong to the public area. Companies pay the minimum of the salary to employees and force them to work much more than eight hours (average working hours are about 10 -12 per day). As far as the human work force is multiply than the job vacancies, enterprises have this asset. The same time the problematic economic situation increases the problem of the companies' profit. Political authorities and consultants deem that the unemployment in Greece is strictly depended on the economic situation and if the economic situation will not change, the range of the unemployment will be the same and most of the times will be fake and will not image the real situation in labour market.

Key feature 2: Well organised pathways that connect initial education with work and further study

Each transition from one level to another demands preparation, information and planning not only for the person who pass the stages but from the ordinance authorities. In Greece the transition from the one step of the education to another is strictly organised and structured (see report for the Greek educational system), but there are a lot of changes every 8-10 years and endless discussions in order to become the universities private institutions. The main problem of these transitional steps is that students have to decide in a very early age, about 16 -17 their career path and this situation arise many restrictions.

The transition from the education to labour market in Greece is not actually well structured and not well implemented. There are career offices at schools which prepare students for the next steps. The same career offices exist in universities and colleges which prepare young people in basic topics to enter to the world of work. The preparation concerns mostly typical skills like cv construction, targeting companies, job interview play role and in some cases successful events (career days) where companies are taking mock interviews from students.

In a more typical way, the National Institution for Employment organises various projects in order to help young people to enter to the labour market:

- Grant enterprises in order to hire young people for 4 to 6 months
- Grant young people to develop their own enterprise (motivation for entrepreneurship)
- Provide an unemployment benefit to all unemployed people who have worked at least one year (full time)

- Organise many events where brings together the young people with the companies and the job vacancies.

Overall, the status in Greece make clear that young people have to try by themselves to enter to the labour market as far as some pathways which are developing recently, are still in initial and not effective stage.

Key feature 3: Good Information and Guidance

The last 8 years have been made a lot of changes in Greece at the field of Career Guidance. There is still at the curriculum as “lesson” and it is not actually works in this framework. The last years have been developed career offices at schools and universities. The main goals of these offices are to prepare young students for the best educational and professional choices. As far as we are at the beginning, the system provides mostly information for education and jobs. It is very important and we could say it is works well, covering the main but current needs of young people. But the role of guidance is to prepare people for future choices and these demands the development of personal skills and characteristics. At this field of guidance, unfortunately in Greece we are at premiums levels and still work on it. The whole process of structured guidance is focused on information for educational institutions in Greece or abroad, the educational opportunities in general, job descriptions and the status of the labour market. In some cases counsellors provide some personality tests in order to identify interests, abilities and personal characteristics. But the truth is that there are not many validated tests in Greece

Basic goal 1: high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both

The last ten years in Greece a grand percentage of young people get upper secondary education in all fields. As a result there are many qualified people, especially in “papers” but without experience. It is more than obviously also that the level of education is lower than some years ago (especially in some colleges). The finally result although, according to researches, indicates that in Greece there are many “highly educated young people with recognised qualifications, but there are much more than the labour market can absorb.

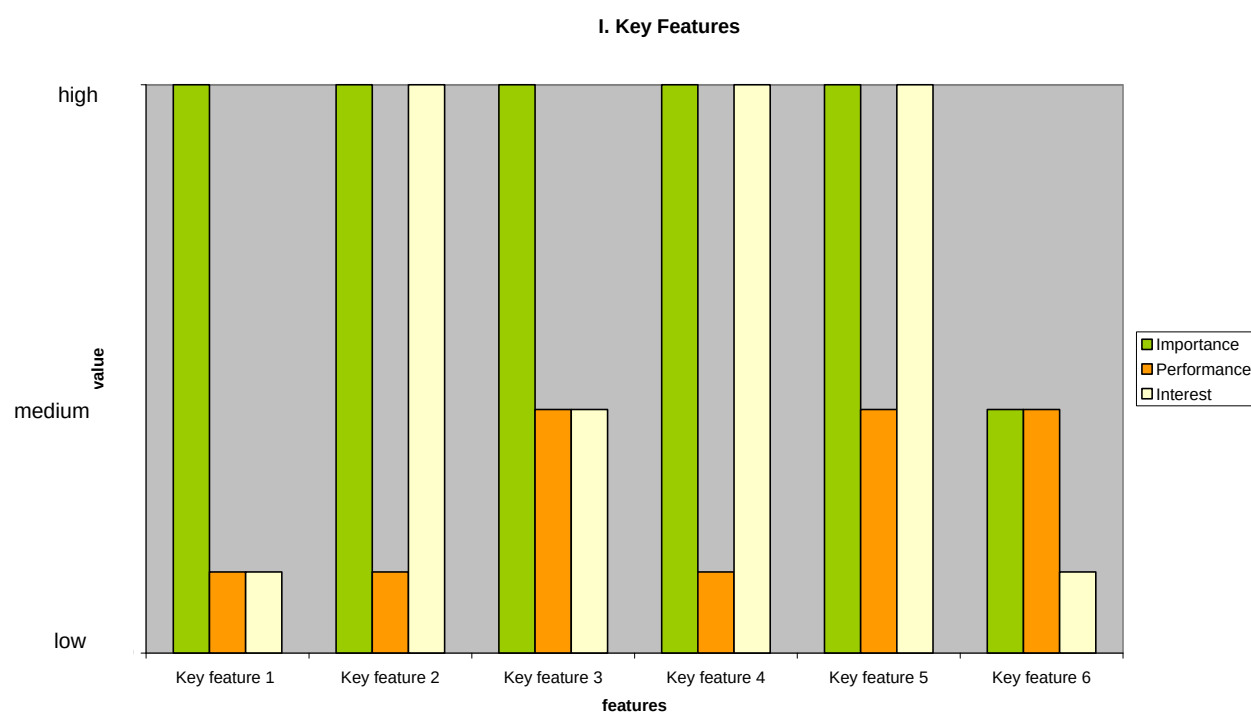
Basic goal 2: few young people remaining unemployed for lengthy periods after leaving education

Unfortunately in Greece the biggest percentage of unemployed people is consisted from people with tertiary education or upper education and is young, at the beginning of their professional life. Approximately, a young person has to try to find a job at the field that has been specialized about 6 months to one year. But even after this period, it is probable to be occupied in different field. This is a very sensitive step, as far as a new problem arises: young people have to reconsider their choices and enlarge their choices and possibilities. At this stage in Greece there is no guidance process and young people are quite lost. Most of them, are taking another bachelor, master or doctora, hoping that those diploma will help them to enter to the labour market. At the other hand, people with the basic education have low perspectives and are available to fill many job vacancies, especially at the technical fields.

IV.8. Country report: Italy

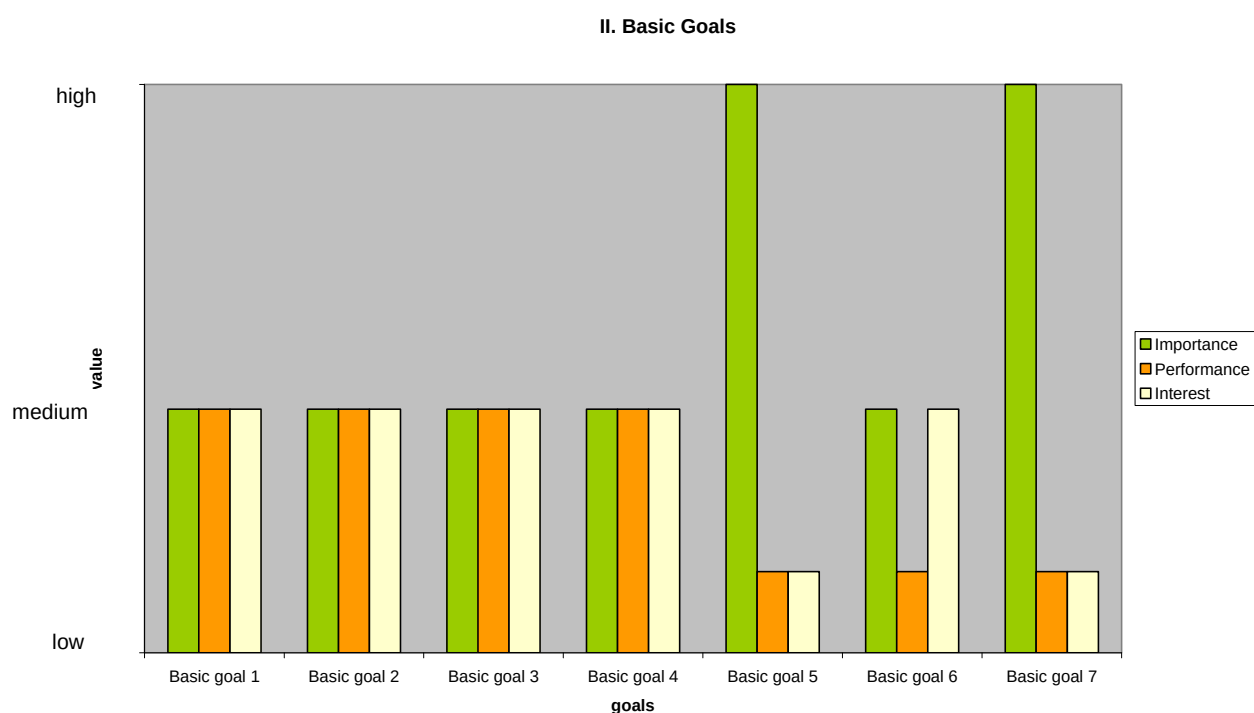
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
- Basic goal 2 high levels of knowledge and skill among young people at the end of the transition phase
- Basic goal 3 a low proportion of teenagers being at the one time not in education and unemployed
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- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1:

A healthy economy is a basic factor to guarantee a smooth transition of young people from school to the world of work. Actually the international situation is very bad: companies are closing or reducing their workers, international markets are not able to absorb the production of goods and also emerging countries as China are suffering of this general recession.

In such a situation, is hard for young people to insert in the labour market, unless they accept unskilled, temporary and bad paid jobs.

Key feature 2:

Good information and guidance are very important factors in order to avoid early school leaving out and unemployment at the end of the educative/training pathways. A wrong choice is one of the main causes of school leaving before the achievement of the final degree: students realize that the studies they chose do not correspond to their capability and/or expectations. Also youth unemployment is often linked to a wrong choice: obsolete professions, skills not needed by the labour market etc.

Key feature 3:

Well organized pathways connecting initial education with work and further study is a key element to guarantee the right choice of the future profession and help in reducing early school leaving and youth unemployment.

Basic goal 1:

high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both

Often young people leave school before completing the educative/training pathways and without achieving the final degree because of a wrong choice concerning their future profession.

Early knowledge of the world of work. Often young people have a vision of the world of work that doesn't correspond to reality. Depending on family situation and of parents work experience they might think that the world of work is some kind of heaven or of hell. Moreover often the decision on their future profession comes from an idea they have of a certain kind of job and not from the reality. That's why is important that young people have an early impact with the world of work, in order to see and understand the working environment and the professional content of different jobs. Furthermore a direct experience will help in the decision making process when it will be time to choose high school or tertiary education pathways.

Basic goal 2:

few young people remaining unemployed for lengthy periods after leaving education

Involvement of parents in counselling activities. The choice of the educative/training pathways must be done at a very early stage (at the age of 13) and in most cases parents (namely mothers) are the ones making the final decision. This decision comes from personal knowledge of labour market, previous personal working experience and (but not every time) student's talents and *desiderata*. In many cases, when we are talking about girls, also the image (stereotype) of women in society plays an important role in the decision, leading to the choice of training pathways typically feminine (teacher, secretary etc), with the result of a great number of girls ending their studies with a certificate so called "week", and consequent difficult to enter in the labour market. It's important to involve parents in the counselling activity in order to help them to make the right choice for their sons/daughter, although the best would be let the students decide by their own.

Basic goal 3:

high levels of knowledge and skill among young people at the end of the transition phase

Work experience abroad: Doing a work placement or some voluntary work abroad can make a huge difference to both personal development and career prospects. Working abroad can help to:

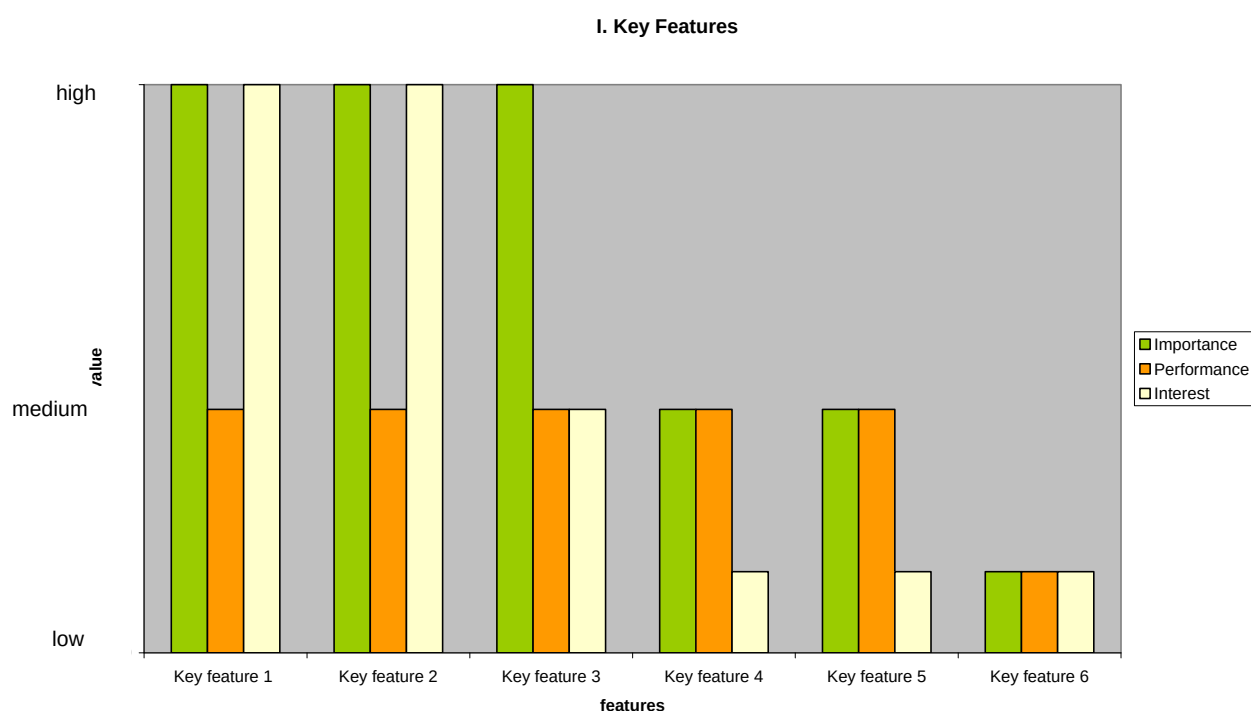
- add value to the CV and enhance future career prospects
- develop self-confidence and self-reliance
- gain valuable insight into different employers and career options
- develop interpersonal, problem-solving and foreign-language skills.

Local government and EU allocate huge economic resources to improve youth international mobility and every students should make at least one experience of this kind during his/her training pathway.

IV.9. Country report: The Netherlands

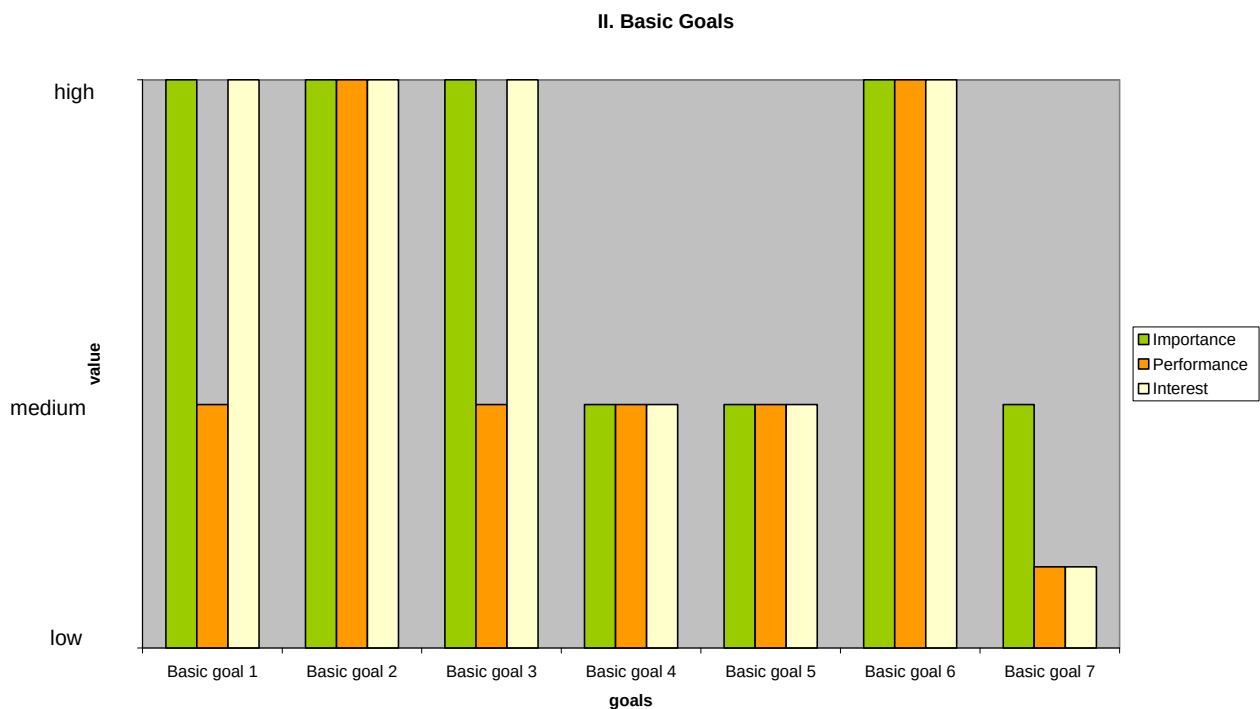
I. Key features

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- Key feature 6 youth friendly society and economy



II. Basic goals

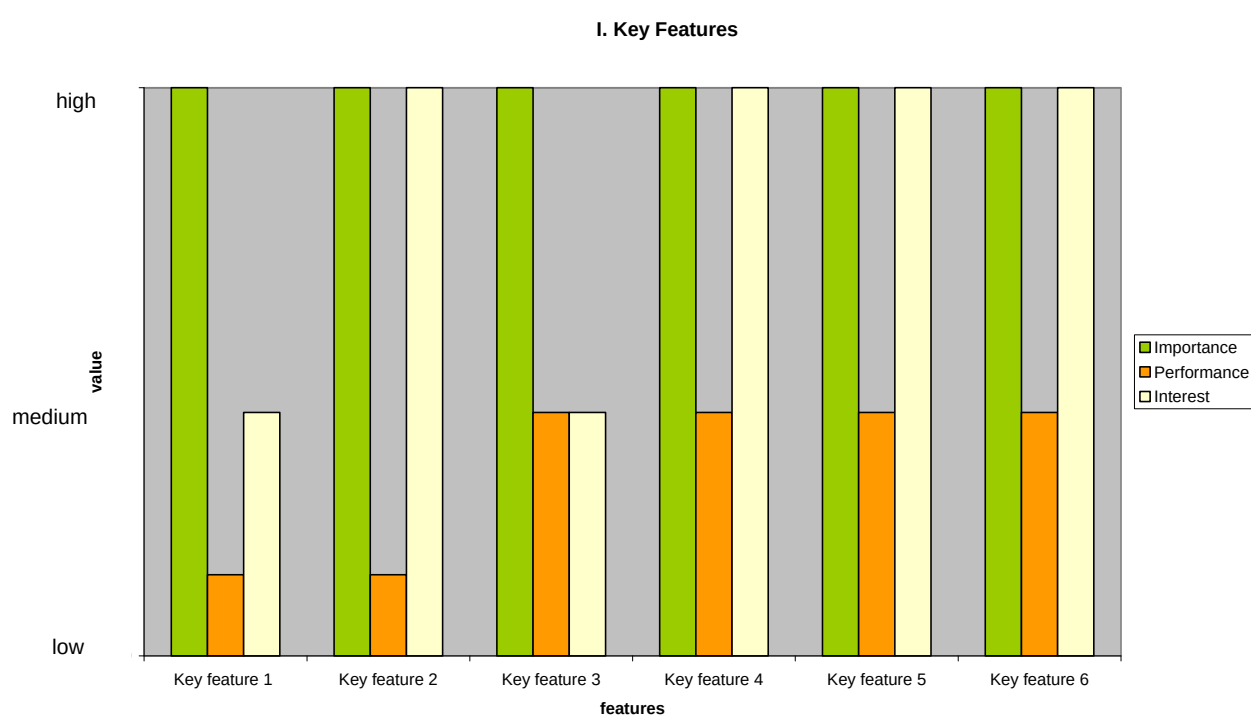
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- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



IV.10. Country report: Poland

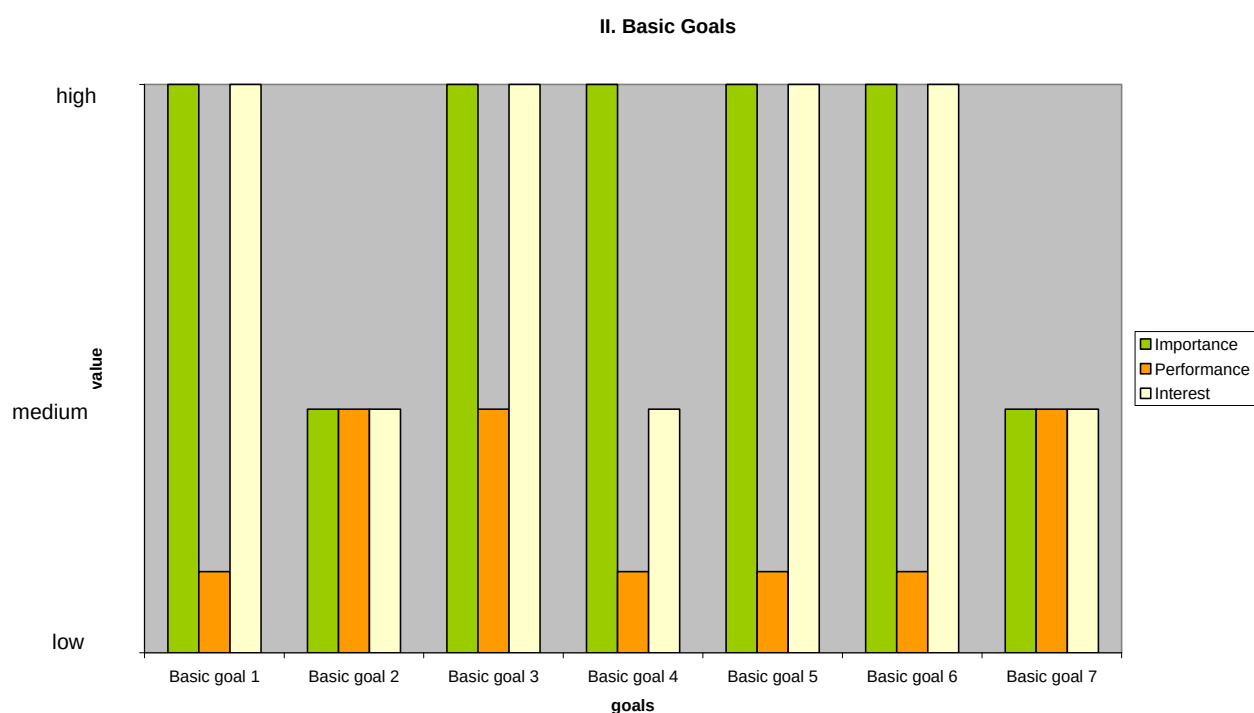
I. Key features

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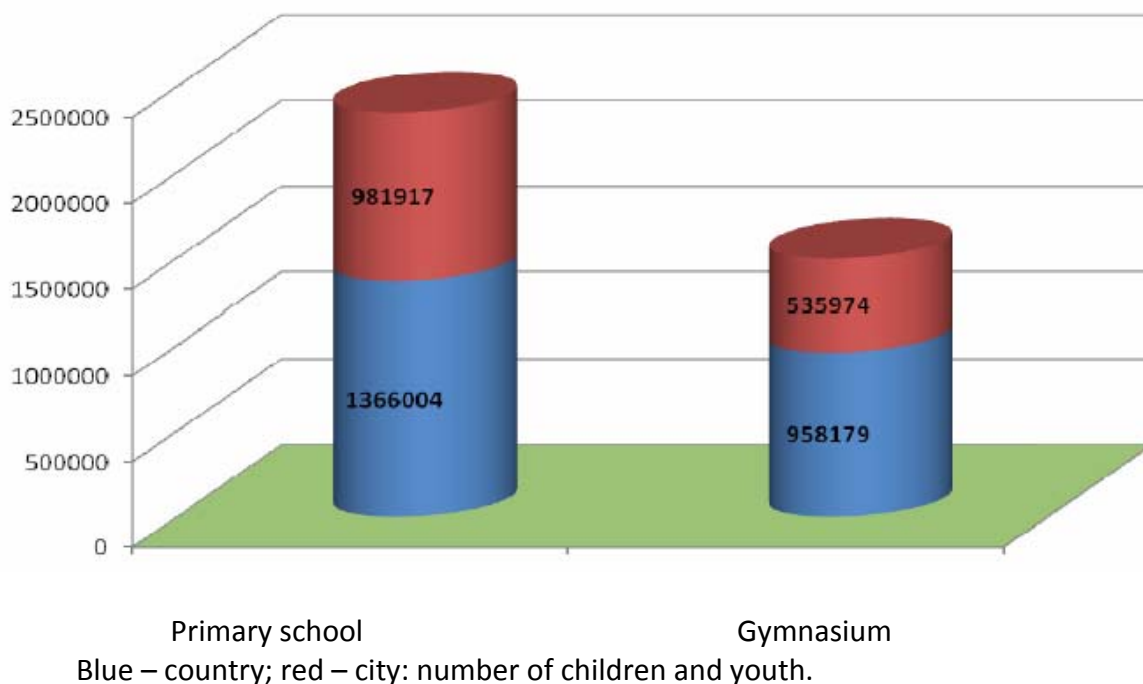
Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1: *well-organized pathways that connect initial education with work and further study- Polish case*

The initial education ends in Poland at the secondary level of compulsory education that is at the level of Gymnasium. That is the start point for transition to the labour market. The gymnasium graduates follow next various paths:

- direct preparation for work (1 – 2 years apprentice in various institutions an employers) secondary education
 - vocational 52%
 - upper gymnasium schools preparing for work
 - basic vocational schools
 - technikum
 - technikum for completing secondary education (evening)
 - general
 - general lyceum
 - profiled lyceum
 - lyceum for completing secondary education (evening)
 - artistic
- further education or transition to the labour market

In the year 2007/2008 the number of graduates was about 1,5 million, what was of 4,9% less than in the former year. Less than the half of that group continues education chosen general path that is lyceum.



The number of gymnasium graduates, who were in direct transition to the labour market, was only 6% of youngsters. About 54% continue education in various vocational schools, and over 40% continue general education.

Key feature 2: ***good information and guidance- Polish case***

Vocational information that is area of knowledge necessary to make vocational decisions for taking work or job as well as to learn about privileges and obligations of unemployed and job seekers. It covers the three main streams:

- information about education
- information about professions
- information about labour market

Vocational guidance is a process, in which vocational counselor and client work together in order to help client in making decision about his further career in reality of labour market requests. The main method of that process is building the Individual Action Plan (IAP), which covers:

- individual counseling
- group counseling
- vocational information
- clients individual "homework"
- implementation of IAP
- evaluating meeting

There are two main kinds of vocational guidance and counseling professionals in Poland:

- vocational guidance and counseling professionals in education: they deal with teenagers and youth at all levels of education starting at secondary one.
 - school vocational counsellor
 - counselor in Psychological-Pedagogical Guidance Unit
 - counselor in Academic Career Office
- vocational guidance and counseling professionals in labour market: they deal with adults being in the production age only.
 - vocational counselors in all institutions of the labour market
- special guidance services like Euroguidance, Eurodesk, TVC.

Key feature 3: ***youth friendly society and economy***

The future of Europe depends more and more on its ability to build and support societies friendly and open to youth and young people. The arising meaning of young people follows the social-economic and political circumstances. The getting older societies and decreasing number of young employees bear down on support of future development of Europe to nowadays youth.

The next aspect of building youth friendly society and economy is the important meaning of young people to democracy, Young people have a natural capacity to tolerance and almost organic aptitude to take various viewpoints and to discuss aligned with conservative truths and traditional authorities. Thus, youngsters possesses natural capability for accepting pluralism and diversity, which develop democracy.

They have also a lot of other features, which belong to young age and that sustain building and developing democracy. Hence the most important is youth education for they could in youth friendly society and economy take part in public debates having wise voice against European democracy.

The crucial stream in that process in Poland is youth entrepreneurship and its readiness and openness to entrepreneurial education. The situation in that field seems to be quite good. The average percentage of young people in “new” member states who take part in entrepreneurial education is 43%. That ratio in Poland is over 55%. However, there is important to be conscious of some impedes that abandon development of youth entrepreneurship. The most important in Poland are system of taxes, difficulties in getting start capital and complex regulations. The Ministry of Economy begins activity to change the situation and to help young people to start and to provide business in more easy way.

The university graduates have support in Academic Entrepreneurial Incubators, which are also places of youth activation.

Please choose **up to 3 Basic goals** of interest and describe the situation in your country in a more detailed way: (max. 10 lines per basic goal)

Basic goal 1: ***high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both***

Basic goal 2: ***a low proportion of teenagers being at the one time not in education and unemployed***

Basic goal 3: ***stable and positive employment and educational histories in the years after leaving upper-secondary education***

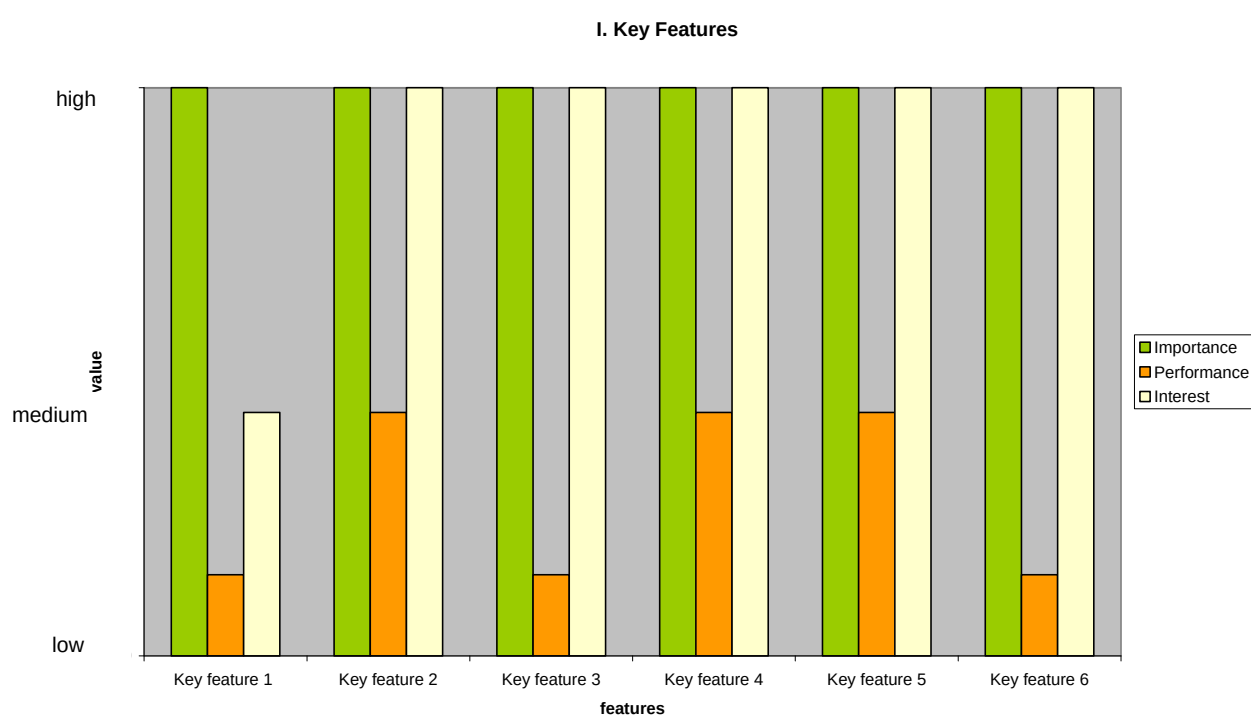


POLAND

IV.11. Country report: Romania

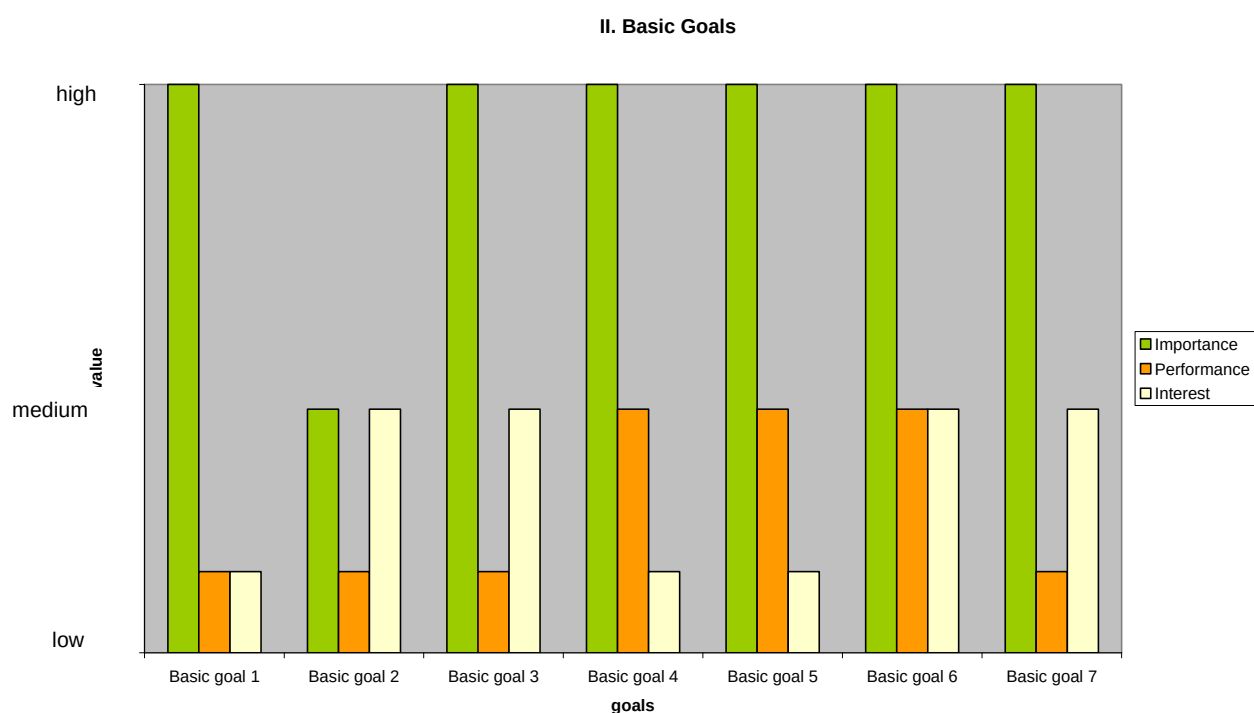
I. Key features

- Key feature 1 a healthy economy
- Key feature 2 well-organized pathways
- Key feature 3 tightly-knit safety nets for those at risk
- Key feature 4 good information and guidance
- Key feature 5 effective institutions and processes
- Key feature 6 youth friendly society and economy



II. Basic goals

- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
- Basic goal 2 high levels of knowledge and skill among young people at the end of the transition phase
- Basic goal 3 a low proportion of teenagers being at the one time not in education and unemployed
- Basic goal 4 a high proportion of those young adults who have left education having a job
- Basic goal 5 few young people remaining unemployed for lengthy periods after leaving education
- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1:

Well-organized pathways that connect initial education with work and further study

There are some specific “crossroads” during the educational stages within the Romanian educational system, when pupils/students have to make choices regarding their educational life and/or professional insertion.

The most problematic are those between:

- the 8th and 9th grade (when children can choose to go either to *high school* or to the *professional stream*)
- after the 10th grade (when the compulsory education is finished)
- after the 12th grade (when the high school and the professional stream is over and pupils can either go further to study in *universities* or go to the *labour market*).
- after university (3-years-Bologna-programm) – when students can *study further* and/or can go to the *labour market*.

At all these stages there are difficulties and efforts are being made at national level through policies, but also through projects and initiatives financed by European funds.

The best organised pathway between school-work concerns the professional stream (SAM) and the possibility to go to the labour market and/or to study further (through Phare projects, concluded with new curricula; one “transition year” has been established offering to pupils from professional stream the possibility to study further in order to finish their highschool).

Regarding the teenagers finishing highschools, there are no pathways in order to connect them to the world of work and/or to further study. Usually, pupils finishing highschools are going to university.

For students finishing university (3 years), new laws are given advantages to employers when hiring graduates and counselling services are trying to better connect them to the world of work. The Unemployment Agencies are offering job fairs and courses for those not finding jobs.

Recently (2008) European Structural Funds are taken into account the “transition from school to work” dimension in order to implement different initiatives and create structures at national level. The Exercises firms are examples of good practices implemented at a large scale in Romania.

Key feature 2:

Good information and guidance

Information and guidance services in Romania are playing an important role in the transition from school to the world of work. Therefore, services have given much importance in both educational and employment field. Guidance and counselling are seen very much as “proactive” approaches, but services in educational and employment fields are still acting separately and not in connection.

As regard the educational field, the Ministry of Education recognised the importance of such services and aproved an official curriculum (educational counselling) for the whole compulsory education, so that starting with 2006-2007 school year all children to be able to “study” one hour/week topics like: selfknowing, career planning, information management, communication and social skills (inlcuding pupils in the “preofessional” stream and those in the highschoools). Counsellors and teahers have been trained during a big national trainig programme in order to be able to apply the new curricula. Meanwhile, the number of the school counselling centres increased (from 500 practitioners in 2003 to 1000 practitioners in 2008).

At the university level, a 2005 Ministry of Education order established that all higher education institutions to establish “guidance and counselling centres”. These centres are very much focussing on educational information and on supporting students in writing CVs and gaining work experience.

Regarding the guidance for employment, practitioners are mainly oriented in supporting the unemployed to find a job. The direct collaboration between school and the unemployment agencies is still a difficult task (there is a Collaboration protocol in place since 2002, but practical activities are very poor).

Basic goal 1:

a low proportion of teenagers being at the one time not in education and unemployed

Based on the statistical information provided by the National Institute of Statistics (www.insse.ro, 2006) the percentage of persons aged between 15 and 24 that are inactive is of 69% of their total, 24, 5% have a job and 6,5% figures as unemployed in official documents. If we should refer to young aged between 25 and 34, the employment percent is of 79,4 and the unemployment rate is similar to the one of the group above mentioned (6,1%). The statistical information reveal also that a part of the population aged under 25, seek financial support from the national structures and some of them are in part enclosed in the databases as unemployed for a period from 1 day to 3 months. After this period the numbers are diminishing as a result of young seeking employment. Some of the young prefer having a short period after their studies to think through their situation and opportunities and also to “relax” after finishing one part of their education.

To increase participation of young to the labour market the employers are stimulated by the state throughout subventions. In January 2009 the employers were helped in hiring 11.486 graduates with different educational background (5483 from higher education and 1009 with vocational training). An important role in this puzzle is attributed also to local and regional investors.

We can not say in fact that a large proportion of teenagers are also out of school or not employed but there are some cases, depending also of the social and cultural background of the family, the values promotes within certain communities and areas. The school abandon rate is also high but, most of the children continue their educational path at least by finishing high school or vocational training. The problem is for this young that the qualifications “on the paper” are not converging with the real ones they have and are not too correlated with the needs on the labour market. Still young (at university or pre university level) are following the “fashion” or “the group” sometimes without really knowing the real impact on their adult lives (if they can find as job or not, if the market can absorb so many practitioners with the same qualification). Counseling and guidance prove their need in reducing such effects on a long terme.

Basic goal 2:

stable and positive employment and educational histories in the years after leaving upper-secondary education

Generally the judge and accept a job by the salary, not always by the domain. The actual economical developments have an impact on their decisions that are declared to be temporary. The young deciding to follow university classes can also wok to support him self in a domain not necessarily convergent with his area of interest. They tend to change jobs often (1-2 years) and to follow the best offer on the market. The impact at personal level is not foreseen at this point, frustration and disappointment being the results of their decisions in the following years. Employers’ attitude is not often the best, so the young change jobs in order to find something better after have reached a plateau in a certain job. Longevity in one field is not always foreseen by the employer and there are some that prefer changing labour force then to promote persons by their competences. Young are not well trained (yet) to be able to distinguish their rights and responsibilities at work, but that is correlated with the economic development at this point in our country. Also there is a need for counselling and guidance services to be spread much broader and to reach each individual by its needs.

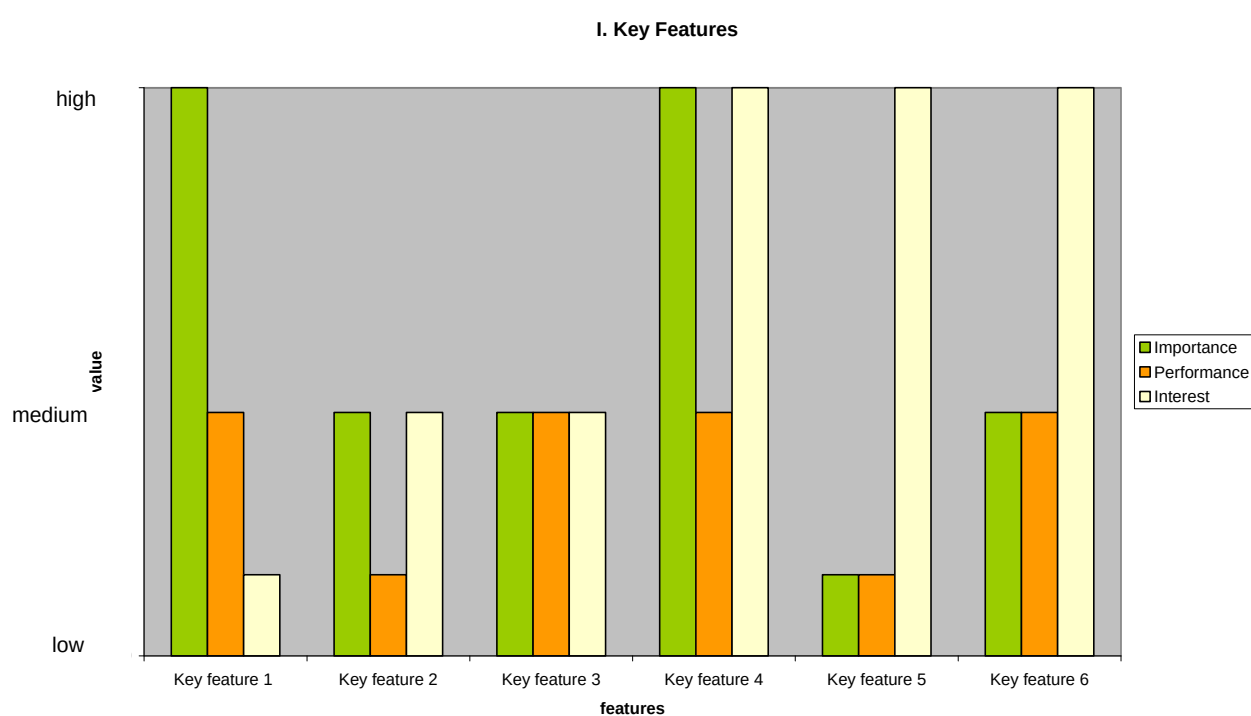


ROMANIA

IV.12. Country report: Slovakia

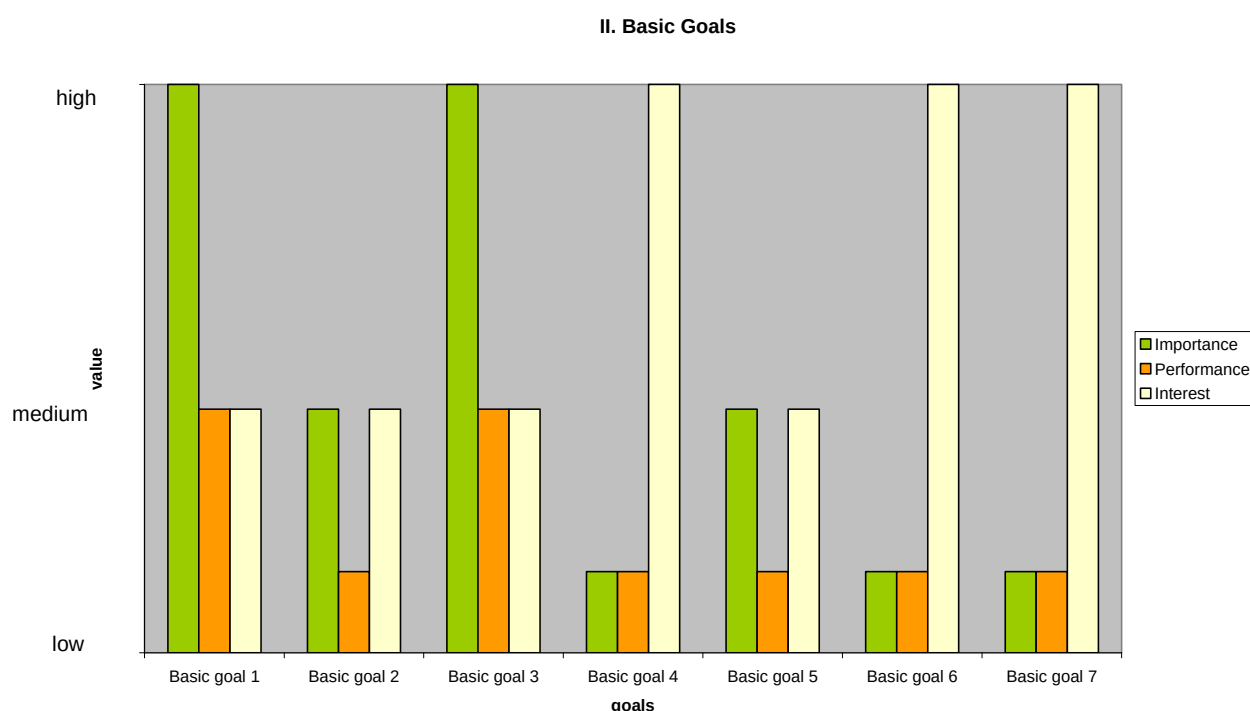
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
- Basic goal 2 high levels of knowledge and skill among young people at the end of the transition phase
- Basic goal 3 a low proportion of teenagers being at the one time not in education and unemployed
- Basic goal 4 a high proportion of those young adults who have left education having a job
- Basic goal 5 few young people remaining unemployed for lengthy periods after leaving education
- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

Key feature 1: good information and guidance

Strengths of our guidance system are long tradition in providing guidance services, relatively widespread and easily accessible network of guidance facilities, interconnectedness of guidance providers and schools. Nonetheless there is a need for further development of cooperation among all the partners in providing career guidance on national, regional and local levels. There is also demand for better coordination between the Ministry of Education and the Ministry of Labour, Social Affairs and Family. Development of system for collecting, creating and spreading of information on particular occupations and future labour market needs is among suggested recommendations of OECD for the Slovak Republic. Another important current issue is national qualification standards and further education of guidance practitioners. More emphasis could be laid also on effective forms of guidance (distance counseling, self-assessment, internet based counseling, etc.)

Key feature 2: effective institutions and processes

In Slovakia, institutional framework to support the transition lacks. As a result situation of young people here is more difficult than in the most of OECD countries. Cooperation between key players in transition process is insufficient. In some regions with high unemployment existing schools offer inappropriate education without connection to local labour market but number of students is still high due to low mobility and missing information and guidance. Firms and companies do not follow policy of investment in education of future labour force. Schools complain about inadequate resourcing. Some progress have been reached in the field of automotive industry where some involvement of important companies occurred.

Key feature 3: youth friendly society and economy

In Slovakia, children and youth are a group at the highest risk of poverty; young people as a group are among the most threatened by long-term unemployment. To beat these alarming data down National Action Plan for Social Inclusion and National Action Plan of Employment has been approved. Slovakia has also joined the European Commission initiative from 1995 on second chance schools, which are aimed at providing additional education for young people without completed basic qualification. Nonetheless some poignant problems remain. These involve lack of accessible housing due to what most young people live with their parents even after completion of their studies; weak interconnectedness between vocational schools and labour market; lack of early and long-term prevention programmes for youth without acquired qualification; etc.

Basic goal 1: a high proportion of those young adults who have left education having a job

In Slovakia, it is not common to combine school studies and work. This is due to the fact that there are not many part time jobs available and also that the service sector, which is the main preference of young people, is not developed enough. Another part of the problem is that there exists no dual educational system in Slovakia so students have no or just a few contacts with employers. In recent years government approved some reforms in area of student work and introduced new types of work contracts. Due to their flexibility they are applicable especially for young people and one of these contracts is aimed particularly at student's temporary work. Disadvantage of such contracts can be a decrease in interest of employers to employ young people in full-time jobs and therefore misuse of such contracts.

Basic goal 2: stable and positive employment and educational histories in the years after leaving upper-secondary education

Rate of youth unemployment (15-24 years) is at a very high level (27% - data for 2006). What is even worse, more than a half of all unemployed young women and men are unemployed for longer than a year. Unemployment is the biggest threat for young people with vocational education. Even though part-time or temporary jobs could be good starting point for many youngsters employers use possibility of employing young people in short-term jobs only very rarely (13%). Lifelong education participation of young people is at a very low level – around 8%. From above mentioned it is quite clear that for many young people in Slovakia is experience of stable and positive employment and educational histories after leaving school unreachable.

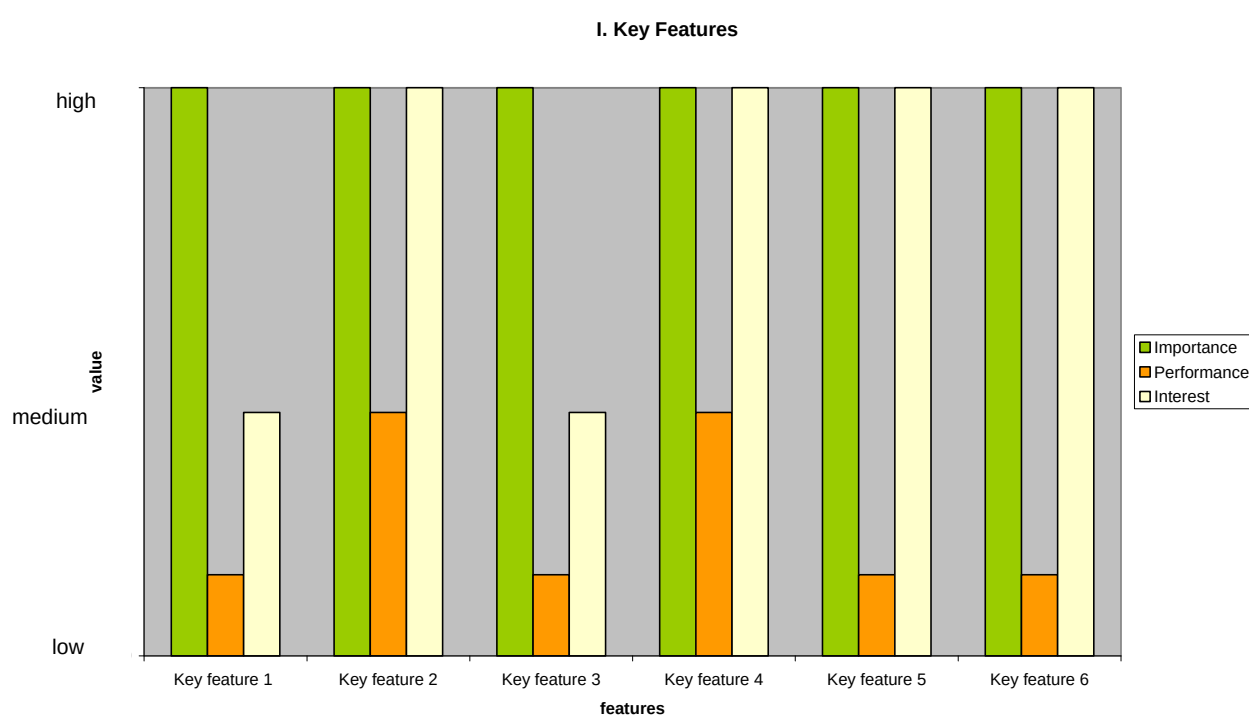
Basic goal 3: an equitable distribution of outcomes by gender, social background and region

Gender - We can see that despite (slightly) higher educational level of young women these represent higher numbers of unemployed than young man. In general, there is a low level of employment among women in the age of 20-29 and in the last years this level even decreases (25-29 years old women – 60% in employment). One of the most probable causes is prolonged maternity leave, which takes 3 years and therefore can constitute a potential obstacle to employment. Region - In Slovakia, there are big regional differences in employment. Some regions (mostly rural areas) have stable low employment rates. Despite this fact intranational mobility is still very low. Social background – Unfortunately, particular social groups – especially Roma population – are stuck in a vicious circle of low education and unemployment. Although we have no exact numbers only estimations we can say that unemployment rate of Roma youth is very high.

IV.13. Country report: Spain

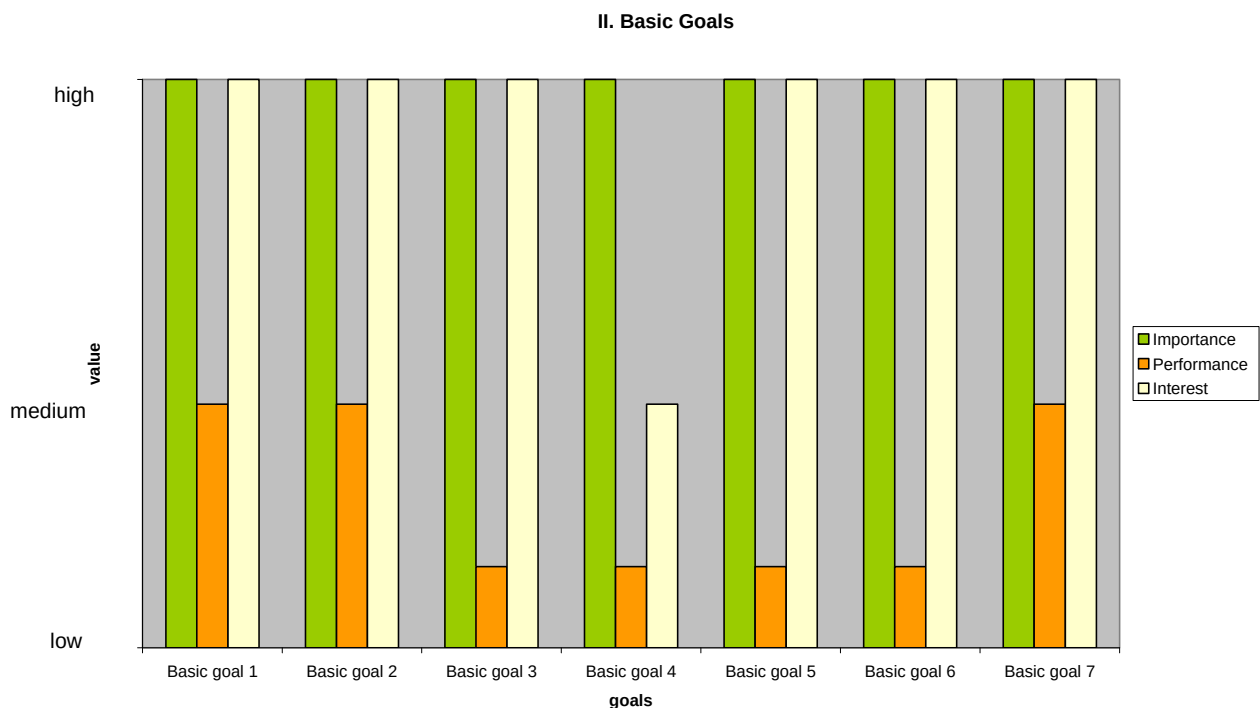
I. Key features

Key feature 1	a healthy economy
Key feature 2	well-organized pathways
Key feature 3	tightly-knit safety nets for those at risk
Key feature 4	good information and guidance
Key feature 5	effective institutions and processes
Key feature 6	youth friendly society and economy



II. Basic goals

- Basic goal 1 high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both
- Basic goal 2 high levels of knowledge and skill among young people at the end of the transition phase
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- Basic goal 5 few young people remaining unemployed for lengthy periods after leaving education
- Basic goal 6 stable and positive employment and educational histories in the years after leaving upper-secondary education
- Basic goal 7 an equitable distribution of outcomes by gender, social background and region



Up to 3 Key features and **up to 3 Basic goals** of interest were chosen and the situation in the country in a more detailed way described.

We will describe in detail those key features to perform effectively the transition from education to first significant employment. Although we believe that all specified features are important, we will focus on 3 of them. It's important to make clear that these features have a structural character, whose actions are effective in the medium and long term.

Key feature 1: well-organized pathways that connect initial education with work and further study

39.8% of the unemployed in Spain are younger than 30 years (EPA, 2007). The percentage of unemployed young women is above the men, reaching 53.77%.

Many studies reflect the level of education is one of the variables that more influence in the effectiveness of the process of transition from school to work. A higher level of education is more effective in this period.

It is important to emphasize the difficult access to the labour market for young people with studies but without professional experience. Spanish government is carrying out programs designed to connect education with the workplace or other subsequent studies. These programs include internships' programs in enterprises. The internships are favourable to students to acquire skills and competencies required to face the real problems of a profession, allowing the first contact with reality at work and the immersion in a work environment related to their formation.

Therefore, we believe that internship links the theoretical knowledge acquired in school, with the labour market and the demands of business.

Some programs of internship in our country are: Erasmus, [Faro](#), [Argo](#), [Hercules](#), [Practiquemos](#), [Integrants](#).

Other programs made to connect education with other further specialized studies are: [Talentia](#), [Fulbrigh](#), [MAE](#) scholarship.

Key feature 2: good information and guidance

In Spain there are several agencies that carry out programs to promote employment, labour insertion and training for employment. Many of these programs are focus on young people and they have a positive impact on the transition from school to work. The problem is that the information is not centralized and sometimes it is not easy access to it. So there is a lack of knowledge of these programs by young people.

Some of these tools at regional level, in Andalusia, are:

- [Sistema Andaluz de Empleo](#)
- [Andalucía Orienta](#)
- [Red Eures](#)
- Counselors working in the secondary education institutes, universities, etc.

- [Instituto Andaluz de la Mujer](#) (Andalusian Women's Institute)
- [Instituto Andaluz de la Juventud](#) (Andalusian Young's Institute)
- Job fairs (virtual or presence fairs). An example of a virtual fair is <http://www.feriavirtualupo.com/>

Key feature 3: entrepreneur culture

An entrepreneurial spirit is the main force of innovation, competitiveness and economic growth. There is a relationship between the entrepreneurial spirit and economic results in terms of growth, consolidation of the business fabric, innovation, employment creation, technological changes and productivity increase ([PIMA](#)).

In Spain, the rate of early stage entrepreneurial activity is 5.4% according to the report GEM ([Global Entrepreneurship Monitor](#), Spain 2005). Although Spain is the 4th country with the highest rate of entrepreneurial activity in Europe, it is important that Spanish young people see the entrepreneurial activity as a way of access to the labour market.

In recent years, we are carrying out reforms in the education system to develop creativity, personal initiative and entrepreneurship in the educational level of primary, secondary and vocational education. This interest is reflected in the Organic Law of Education of the year 2006 ([LOE](#)).

BASIC GOALS

We will describe in detail those goals, which are keys to an optimal transition between the educational system and the world of work.

Basic goal 1: high proportions of young people completing a full upper-secondary education with a recognized qualification for either work, tertiary study or both

Education is crucial for young people's transitions into the labour market, successful integration and participation in society. However, a significant number of young people leaves education systems without having acquired the needed skills for a smooth transition into employment (COM, 2007, 498).

In Spain, the percentage of population between 18 and 24 years that has completed the first phase of secondary education and does not follow any study or training is 29.9% (source: National and international education indicators, 2008. Institute of Evaluation), while in the EU this percentage is 15.3%. Indicator of early school leaving is related to one of the European benchmarks in education and training program for 2010 aims to reduce the percentage of leaving to 22% in Spain and to 10% in the EU.

Nearly four young people out of ten (ages 20-24) in Spain have not completed upper secondary education level. Studies indicate that these students have significant deficiencies and this means a major obstacle to access to vocational training or higher education and it forces them to face a precarious future in the society and the modern labour market (COM, 2007, 498).

More information on educational-transition training to the labour market in Spain can be found in the Inquiry of Transition Education and Labour Insertion (ETEFIL, 2005, INE). Its main objective is to understand the different forms of transition from education and training to the labour market, to support decisions making in education, vocational training and employment.

Basic goal 2: few young people remaining unemployed for lengthy periods after leaving education

In Spain, the transition from school to work, far from being an instant phenomenon, it has become a long and difficult process, not only for young people with primary education, but also for young people with higher education. According to data from the Module of Transition from Education to Job Market (INE, 2000), a Spanish young person takes an average of 28.6 months to find the first significant employment, although there are strong differences in terms of their educational level. So for those who have only primary education, the average time to obtain the first job is 40 months, whereas for individuals with higher education is reduced to 23.2 months. Finally, regarding gender differences, the information contained in this statistical source reveals that, generally, men find a first significant employment quicker than women, although the differences are minimal in the medium level of education.

Basic goal 3: high levels of an entrepreneurial spirit between young people

The entrepreneurial spirit is being encouraged by the Spanish government to achieve this goal. Only 15% of workers are employers or self-employed in the European Union, falling to 4.2% for young people. Although in Spain the rate of early stage entrepreneurial activity is the 4th in Europe, reaching 5.4 (GEM, 2005), there is still lot of things to do.

Spanish university and educational administration in coordination with agencies involved in promoting entrepreneurship, develops entrepreneur programs that reach all education levels. Some examples in Andalusia are:

- Emprender en mi Escuela ([Entrepreneur Attitudes in my School](#)) in primary education
- Empresa Joven Europea ([European Young Enterprise](#)) in secondary education
- Emrende Joven ([Young Entrepreneur](#)) in professional training education
- Practiquemos ([Training and Internship](#)) in professional training education and university level.



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Education and Culture DG

Lifelong Learning Programme

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