

Second Survey “School and the World of Work”

“Transition”

“Preparing Young People
for a changing World of Work”
and
“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

January 2009



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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 the third Thematic Conference “**Young people and transition in the World of Work**” held 9th-11th of March 2009 in Bucharest, Romania.

This document is the part of the area “Transition”, describes the specific situation in the partner countries and gives inputs for the common European development especially in this field and is used as background paper for the Romanian Conference.

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

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Working Group: Transition

I.1. General remarks

Transition from School to the world of work is an approach that provides learning support to young people as they move from school to work. It encompasses the entire range of learning and training opportunities, and career development and support mechanisms available to young people in the post compulsory years.¹

Industry Economy, employers, parents, schools, peer groups and the community all play an important role in helping students make a successful transition from school to the world of work.

“It is becoming increasingly important for industry and employers to engage with schools to establish partnerships so that young people are ‘work ready’ when they leave school. Increased engagement will also assist schools in meeting industry and employer expectations of school leavers.”

Like we discussed in Vienna, there are a lot of key factors to make a smooth transition from school to the world of work. Concerning the theme of the next conference we decided to have a closer look to the issue of “Youth friendly Society / Youth friendly Economy” a key factor to build and strengthen local partnerships between schools, industry, business, town/community councils, training organisations, students and teachers for “early work experiences” for young people and interactive activities between schools and the world of work.

Asked Questions:

I. 2. Questions

- I.2.1. What are the most relevant changes in the world of work?
- I.2.2. What are the needs and demands in the labour market, in companies, at the work place addressed to young people and vocational start-ups?
- I.2.3. What are the most relevant competences and qualifications to remain in labour market, at the work place, also concerning to the process of lifelong learning?
- I.2.4. Is yours a youth friendly society and youth friendly economy? Please mention 3 points or arguments to support your thesis.
- I.2.5. Exists a working network between schools and political stakeholders, public institutions related to the WOW like labour offices etc. and social parts (Trade

¹ Based on: “SCHOOL TO WORK TRANSITION, STRATEGIC PLAN, 2007 – 2009”, October 2006
Employment and Training Division, The Northern Territory (NT) Government, Australia

Unions etc.), representatives of entrepreneurs' organisations in your country on local and regional, national level? Please describe the network and the way of function. Who plays the leading role? Is the network informal or formal (legal)?

I.2.6. What is your personal experience with companies, HRM, professionals, workers etc. to get in contact and in cooperation?

I.2.7. Can you give as a good practice of creation of networks and a special activity performed by networks? Please describe it in a short way (a format for good practise with all details will follow).

I.3. Suggestions / Recommendations

What are your personal suggestions and recommendations for the system of transition in your country and / or in general / in Europe?

11 countries have answered the questionnaire:

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

I. 2. Topics

I.2.1. The most relevant changes in the world of work?

Austria

- Additional to the European wide well known aspects – quality, flexibility, mobility, qualifications, basic competence, etc. etc. ... - are especially the following aspects highly relevant.
- Increasing number of more flexible jobs, no fix duration
- There is no possibility to make a decision for the whole life
- Needs not only for skills, but for competences
- Entre- and entrepreneurial skills
- Need for a minimum level of basic competences
- There are no more fix described jobs and positions, but possibilities for the access to labour market, combined with the option to develop within the labour market, either in the first enterprise or in another
- More and more start ups are not real “fix jobs”, but the starts in projects, in so called “flexible jobs”, etc., but this gives young people the chance to show their competences, to learn and to find the next access

Czech Republic

- Quick changes of qualification requirements that happened also during employment,
- Demand on a high level of legislative awareness of job seekers when they are entering into employment contract,
- Demands on foreign languages, self awareness, flexibility, travel and mobility requirements.

Denmark

In Denmark, as in other EU-countries, the most evident change in the world of work is that the qualification demands have become more fluid, changing and unpredictable, due to the general economic development and the continuous changes on the demand side. Denmark has undergone a rapid transformation from an economy dominated by agriculture to more diversified business conditions.² This transformation required many new types of education and training and, as described earlier, comprehensive reforms have taken place in the education system in order to address these changes.

Though it has become increasingly difficult to foresee or predict future qualification demands, policy makers tend to generalize these, in favour of the demands held by specific segments of

² Thematic review, OECD 1998

the labour market, e.g. ICT-businesses or other highly developed companies. The British researcher Helen Colley draws a somewhat different picture of the present demands when referring to the fact that: „Hairdressing, warehouse-keeping and shelf-stacking are three of the fastest-growing occupations in the UK“³. This implicates, as she states, „a rather different face on the ‘choices’ on offer“, but it also calls for a more diversified approach when trying to interpret labour market demands.

Finland

Today’s society is often depicted in terms such as the information society, knowledge society or network society to describe essential features characterising its current developments. The most visible element of this new society is naturally the rapid development of the information and communication technology and the fast increasing amount of information. Furthermore, the growing production of knowledge, increasing networking between organisations and individuals, and changes in occupational structures and contents of work are typical developments of the information society.

The conditions of knowledge production have also changed. New kinds of industrial production are dependent not only on new information technology but also on new kinds of expertise. Many organisations have become knowledge intensive innovation centres in which collaborative work, networking, and transformative and creative learning have become key concepts in organisational development.

Table 2: Trends related to the working life in information society and corresponding qualifications of employees. (Tynjälä, 2006)

Characteristics of work in the information society	Key skills and qualifications
The development of information and communication technology	Computer skills, media literacy, critical thinking
Globalisation	problem-solving skills, adaptive expertise
	Language skills, cultural knowledge, tolerance, ethical attitude, adaptive expertise
Continual change, complexity and uncertainty	Learning skills, reflectivity, flexibility, adaptability, internal entrepreneurship, boundary crossing skills, ability to handle with pressures and uncertainty, progressive problem solving, adaptive expertise
Networking, teamwork, projects	Social skills such as oral and written communication skills, cooperation skills, representation skills, boundary crossing skills, work process knowledge, adaptive expertise
Symbolic–analytic work	Abstract thinking, system thinking, knowledge use, experimentation, innovativeness, vision, progressive problem solving, adaptive expertise
Person-to-person services	Social skills, adaptive expertise
Routine production services	Loyalty, punctuality, routine expertise

³ Colley, Helen 2004

Germany

The description of the changes in modern society are legion. Some of the major changes are described for the German educational and vocational sector and for lifelong learning are for example described by Schiersmann⁴.

For our context we want to outline some concrete problems:

- In the world of work and in social life in total, one of the most crucial problems is the gap between different social groups and their possibilities to participate in cultural, social and economic life. More concrete, it is the difference between the chances to participate in well educated, well paid jobs and branches or not. Guichard made here the distinction between “core employees and peripheral employees”⁵. This gap grows. Whereas in former periods (until the 1990s) the industry (and other branches, e.g. building industry, public services like Telecommunication, Post, Railway) absorbs a huge percentage of the lower educated group and give them a long-term perspective, this is not longer the case today. A lot of the not well /poorly educated or trained people can’t enter the normal employment system or work in precarious jobs with low payment.
- Beside of changes in the economic situation and the social system, an important reason for the demand on better educated people lies in the general changes in the production processes. These changes lead to a demand on higher qualifications, technical but also social. From the view of the industry, a lot of the youngsters are not able to cope with that. One reason might be, that schools often can’t educate the general competencies in a proper way. But the other side of the medal is a kind of an elevator effect: The education system develops, but the demand from the world of work develops too, maybe faster. And: The negative effects are higher for the lower educated population but for the higher educated. E.g. a lot of vocational training positions which were occupied in former times by people with secondary one (Hauptschule, Realschule) today are occupied with people from secondary two/baccalaureate. (General Gymnasium, technical or economic matriculation).
- Another aspect is, that in today’s world of work the employees are questioned to show a high willingness for engagement in the job, a high commitment with the firm and the own “career”⁶. This is not new for the high educated, but it is a new demand for lower educated occupations⁷. But if we look to the youth culture, it seems to be, that such a habit is not interesting or reachable for all. In an actors-theoretical view ⁸ such a habit is a co-production between the institutions of the society and the individual. The thesis is, that that part of the young people who expect to be on the “loser-side” of the game search and find other cultural fields beside the world of work to maintain their dignity and a self concept that allows them to be proud of themselves. One of the outcomes of that

⁴ Schiersmann (2007)

⁵ Guichard (2008)

⁶ Guichard 2007

⁷ Elias 1987, Foucault 1988

⁸ Bandura 2005

individual “learning process” is, that the possibilities “I” have in the world of work (e.g. in handcraft) are not popular for “me”.

- But if the idea of occupation has not longer a central role for all in developing identity and the consideration of work as the major way to self-achievement is not valid for the whole population we have to think about the role of education, competence development and vocational guidance in general.
- One of the important effects we can recognize in this context is the decreasing confidence between employers and youngsters as potential employees or trainees. The reason for this is on the one hand the complexity of educational pathways and (maybe in Germany extremely) large variance within a single educational path. But on the other hand, there is a doubt about the youth more in general. With the fading out of social structures, values and social coherence rises a uncertainty about the “other”. These leads to the effect that the primer factors in the curriculum vitae (e.g. type of education, marks) are not longer enough to demonstrate the competence or the potential that is necessary to be occupied. So, the employers searching after methods to get more and better information and a valid prognoses about the applicants through assessments, tests, trainee programs, extended portfolio, practical and other instruments.

A long-term cooperation between firm and schools ore higher education institutions can be seen in this context. To survive in such procedures is today an extra competence and it is strongly dependent to highly developed other competencies like to demonstrate

Italy

Demographic changes, innovation and diffusion of ICTs, as well as the emergence of a larger global market economy, are forces that come together and interact, inducing major changes in the workplace and the labour market.

The development imperative

Narrowing inequalities in the distribution of income within countries, as well as the need to bring about a faster pace of convergence between poor and rich countries, represent a development imperative that is – and will continue for decades to be – a powerful engine for change in many aspects of the world of work.

A technological transformation

The process of innovation and diffusion of new information and communication technologies (ICTs) that took off in the 1990s, constitutes a radical transformation of the means of production, distribution and exchange.

The rapid spread, ongoing development and pervasiveness of this flow of innovation is driving a massive reconfiguration of world production and distribution, as well as the management systems of enterprises and public agencies – with major consequences for employment patterns.



The direct employment effects of ICTs are, on the one hand, new jobs created in producing and delivering new products and services and, on the other, the loss of jobs in redundant technologies or in firms that fail to keep up with competitors' rate of innovation.

An example would be personal computers. The computer industry itself has created many jobs, while the use of computers in many other industries has substituted to some extent labour force, thereby destroying jobs.

Indirect effects include the impact of technological change on productivity, skill requirements and associated organizational adaptation.

The global competition

The reduction of barriers that first took place between local and national, then regional, and now intercontinental markets, is a dominant theme in recent economic history. Liberalization of trade controls on manufactures, an easing of restrictions on foreign direct investment and other capital movements, as well as sharply reduced costs of transportation and telecommunications, have fostered the emergence of a global market economy.

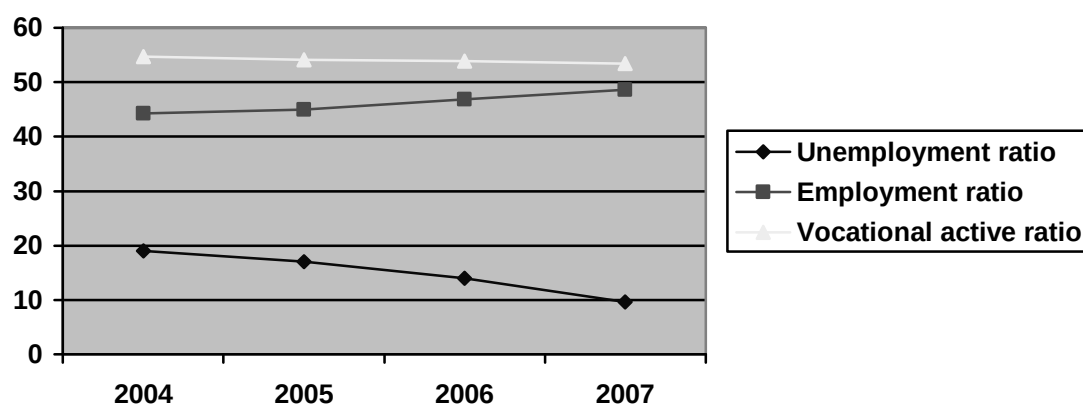
As a result of these changes more businesses face fiercer competition in their domestic and export markets. Intensified global competition for products and services feeds through into pressures to adapt workplaces and match the efficiency and quality of market leaders – or close down.

The Netherlands

New demands, new management culture, ICT-competencies, life long learning, Total quality Management

Poland

The relevant changes in the world of work are good visible in the Picture 2.



Picture2. The relevant changes in the world of work in Poland in years 2004 -2007 (source: Bael,2008).

The unemployment ratio in Poland goes dynamic down (Picture 2.) It was 9,6% in 2007. In the same time the employment ratio raise and it was 48,6%..

The aim of EU policy is to reach the average employment ratio of 70 for men, 60 for women, and 50 for people in the range age 55-64. At present the highest ratio is in Denmark – 77,4.

Romania

- The unemployment rate was constantly decreasing in the last years.

At the end of January 2006, the unemployment rate at national level was 6,2% (548.022 persons). At the end of March 2008, the unemployment rate at national level was 4,2% (374.050 persons),

The evolution of the unemployment rate in the first trimester of the 2002-2008 years

	2002	2003	2004	2005	2006	2007	2008
January	12,7	8,6	7,7	6,3	6,2	5,3	4,3
February	13,5	8,8	7,8	6,3	6,2	5,1	4,3
March	13,4	8,6	7,8	6,1	6,1	4,8	4,2

Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM

- The unemployment rate between young people is still high, but it decreased in the latest years.

In 2005, from 522967 unemployed people, 215311 unemployed benefit from unemployment assurance; among the latest, around 35% are aged under 25 and 25-29. (Source: National Institute for Statistics, 2005).

At present (2008), there are 7 million persons with ages between 14 and 35 years.

The 30-39 years category of people represents 27,6 % and the category of 40-49 years represents 26,2% from the total unemployed people registered at ANOFM⁹ in 2008. (Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM).

- The education level is a very important factor in finding a job on the Romanian market.

Persons with primary, gymnasium and professional education (SAM10) represent 82,3% from the total number of persons addressing ANOFM services. Persons with highschool and post highschool education represent 14,7% and persons with university studies represents only 3%. The unemployment rate within person with low education level remains constantly at a very high level from one month to another. (Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM).

- The continuous restructuring process of the Romanian economy leads towards changes in the occupational structures.

New occupation occurred, the content of other occupations changed dramatically and other occupations became old-fashioned or disappeared.

Examples of dominant occupations: chemist, electrical network engineer, doctor (family medicine), teacher for the gymnasium education level, mechanic, primary school teacher, waitress, worker in the agriculture sector, optician, baker, tailor, driver, cleaning woman.

Examples of new occupations: data bases administrator, kinetotherapeut, school counsellor, management consultant, ecologist technician, imobiliar broker, assurance agent, human resource inspector, social worker for old people.

Examples of occupations which changed their content: chief accountant, chief marketing services, career counsellor, sociologist, psychologist, public relations specialist, political referent, computer and electronic networks operator, accountant, translator, secretary, receptionist, worker on public security, telecommunication electronist. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS¹¹, 2006).

The content of different occupations changed in the latest years.

⁹ Agentia Nationala pentru Ocuparea Fortei de Munca - National Agency for Employment

¹⁰ Scoala de Arte si Meserii – School of Arts and Crafts

¹¹ Institutul National de Cercetari Sociale in domeniul Muncii si Protectiei Sociale INCSMPS – National Scientific Research Institute for Labour and Social Protection

The main factors, which caused changes in the content of different activities, were: the adaptation of the services to the clients' needs, the increasing competitiveness and the impetus of the technological improvements. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).

- The number of total employed people diminished or increased, according to different occupational categories:
 - Decreasing - the occupational group of *qualified workers in agriculture, silviculture and fishing* decreased with 1.5 mil persons (1977-2002), the occupational group of *qualified workers* decreased also with 1.5 mil persons (1977-2002).
 - Increasing - the occupational group of *workers in commerce, services* and the occupational group of *specialists in intellectual occupations* (1977-2002). (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).
- The high level of gender stereotypes in relation with different occupations

The social services are still considered occupations for women while the industry services are considered occupations for men. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).
- A high level of stress is associated with most of the occupations.

The „new” occupations and occupations from public administrations are associated with the highest stress level. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).
- After the integration in the EU, (1st January 2007) Romania was confronted with massive levels of emigration.

Emigration

In 2003, one out of ten families were affected by emigration.

In 2005, 16% of the Romanian families were affected by emigration.

The total numbers of families: 7320202. 2500000 families (1/3 from the total) have at least one person who went working abroad after 1989.

The official number of persons working abroad: 777200.

2007: Unofficial numbers show that approximately 2000000 people are working abroad.

Temporary emigration rate:

1990 -1995: 5/100

1996 - 2001: 6-7/100

After 2002: between 10‰ and 28‰

Where do Romanian people emigrate?

1990: Israel, Turkey, Italy, Germany, Hungary

1996-2002: Italy, Spain, Israel, Turkey, Germany, Hungary, USA, Canada

After 2002: Italy, Spain, Hungary, Germany

Approximately 11% form the Romanian people aged 18-59 year declares that they want to go working abroad in 2007 (1400000 people). (Source: Temporary Accommodation in a Foreign Country. Economic Migration of the Romanian People: 1990-2006. Foundation for an Open Society, 2006 www.osf.ro).

Immigration

- 2005: 49.485 foreigners were registered at the National Authority for Foreigners
- 2006: 53.606 foreigners (8% more than in 2007)
- Foreign people represents 0,2% form the total Romanian population (21.7 mil.)- which is a low percent in comparison with the percent registered in another countries.
- The most of the immigrants are coming from: Moldavia, Turkey, China, Italy, Germany, SUA, Syria, France, Lebanon and Ukraine.
- Romanian active population: 9.7 mil. people. Foreign people working in Romania: 0,58% representing form the total employed people, but the trend is that the number will increase.
- Estimation of the National Prognosis Commission: 2013-2015, approximately 200.000 - 300.000 foreigners will enter the Romanian labour market. (Source: Immigration and Asylum in Romania- year 2006. Bucharest, 2007 www.mai.gov.ro)

Slovakia

Slovak economy has undergone many important changes in last 20 years and these have influenced our labour market crucially. Transition from centrally planned economy to market economy in 1989 meant unavoidable increase of before zero unemployment what brought new problems affecting almost every citizen directly or indirectly. Unemployment rate has increased rapidly (first increase in 1991, in 1994 unemployment rate was 14.38%).

Private employers entering the labour market have decreased unemployment subsequently (in 1998 - 12.2%). The highest rate of unemployment (almost 20%) has been in 2001. From that year the rate of unemployment decreases constantly. This reduction has been supported also by EU entry of Slovak republic in 2004 and by accompanying increase of working mobility of Slovak citizens. Recent rate of unemployment is around 7,5% what is the one of highest rate in the EU. Unemployment is not distributed equally; western part of country has 2-3% but eastern part 11-13,5% of unemployment. A big problem is especially unemployment of young people under 25 (in November 2007 – 18,3%) and their share in long-term unemployment that is still very high. Recently a new phenomenon has arisen on our labour market – despite the

relatively high rate of unemployment there is a deficiency of workers and experts in some areas and some positions stay unoccupied. Qualified manpower is missing above all in industry. This fact refers to unnecessary revision of vocational education. Problems are caused also by low willingness of people to geographical as well as professional mobility. [Ref. 14]

Spain

The enterprises of the XXI century in Spain and consequently, his world of work, have generally suffered the following changes: Nowadays, the “standard” employee must have a clear commercial vocation and orientate his professional task to the changing demands of consumers which are more and more exigent and stratified. All this is due to the exponential growth of the products and services of the competition and as a consequence of this, the productive and organized structures of the enterprises are more and more flexible.

The globalization makes the demand bigger and varied than the economy of the traditional market, so enterprises diversify more and more his products and services.

So, as a consequence, the proactivity in the satisfaction of the client, the continuous research, as well as the adaptability and the work in networks is nowadays an indispensable requirement in the labour market for an efficient cover of the wide markets.



1.2.2 The needs and demands in the labour market

Austria

Young people should have two main competences: to be “job fit” and to “remain job fit”, it means, that young people should have skills and competences after the initial education phase, which are a good base to enter the labour market, but they should also have the competences, to improve their own learning background, to switch from different places of employment to another and to improve their ability to work and learn in different and various working frame works.

Czech Republic

- Flexibility, knowledge of languages, willingness to work and become adapted and learn ...

Denmark

As described above the labour market demands has become somewhat difficult to generalize because of the more diversified employment sector – and, as Colley stress: „ We might even question if there is such a thing as ‘the objective needs of society’”¹². She draws our attention to other British researchers that argue that many contemporary commentaries on the ‘new world of work’ are misleading. If that is in fact the case guidance practitioners’ need to pay more attention toward the diversity of labour market demands rather than draw generalised conclusions about these.

All this considered, the trends in regards to new demands held towards young people who enter the labour market could be listed as follows:

- Flexibility in terms of both geographic and „trade“ mobility
- Willingness to continuously participate in learning new skills and attitudes
- Readiness to meet changing performance demands

Finland

Working life in the 21st century has undergone rapid and profound changes in social, economic, and technological domains. The complexity of the situation makes it impossible to predict these developments accurately. The complexity of the situation makes it impossible to predict these developments accurately. Yet, on the basis of the most advanced working life practices and visions, one may catch sight of some trends in the ways work is being

¹² Ibid

transformed and, thereby, make some plausible inferences about future competence requirements.

The changes in the cultures of work and professional and technical competencies are connected with the rapid growth of the high-tech industry, the emergence of a digital and global economy, and the revolutionary developments in information and communication technologies.

Work in organisations is increasingly becoming structured in teams and groups supported by technology, and characterized by distributed expertise and networked activities. Challenge for a modern organization is to organize work with knowledge in a way that facilitates continuous knowledge advancement. A challenge to every employee is to develop competencies that allow one to function as a knowledge worker, i.e. to engage in activities that added value to knowledge rather than produce physical goods. Such skilled and often collaborative activities include work with a variety of knowledge artefacts or “objects”; besides theories. One might be developing plans, proposals and designs; building, maintaining or structuring databases.

In modern society educational institutions and knowledge organizations are required to find new models and practices for facilitating the creation and sharing of knowledge.

From an educational viewpoint qualifications an individual employee needs in the modern work place are for instance:

- high level technical skills
- ability to be independent
- to improve ones competences continuously
- to be flexible
- to co-operate
- networked expertise

Germany

It is hardly possible to give an general answers to this question. One attempt to do that is the description of concepts like key competencies, core-competences and so on, e.g. by the OECD, in the national school curricula or in for the bachelor Study programs. In such catalogues one can find competences like

- to interact properly in social situation, e.g. teamwork, communication
- to deal effectively with major cultural techniques, e.g. literacy, numeracy, ICT
- to gather and process information according to situations
- to use methods to solve problems, e.g. process organisation



In the German discourse, there are many complains about the lack of such competencies across all educational levels (see also IV.2.1) but also about general behaviour (social norms, values, secondary virtues like punctuality, cleanliness, exactness etc).

A good overview in a more comprehensive manner gives the paper written by the “national vocational education pact”¹³.

More specific to the work-processes there is a greater demand on competencies like: decision making

- process-control
- self-control
- self-reflection

The general trend behind this kind of competencies is a requirement for academic competences that allows the single person to deal more independent within the workplace, to develop the workplace and the own competence and to control the outcomes and processes without permanent supervision.

Italy

The yearly survey on Italian companies intentions to assume new workers (Excelsior) is the most important source of information about needs and demands of Italian labour market, even if the cross checks made at the end of the year usually show a great difference between the need expressed and the real action taken.

Anyway, professional figures that seems to be requested by the labour market currently are:

- Paramedical sector: trained nurses and physiotherapists.
- Information technology sector: electronic engineers
- Working class: skilled welders, carpenters, blacksmiths, electricians, founding plants attendants
- Tertiary sector: cooks, sales assistants and waiters.

¹³ Bundesagentur für Arbeit (2006). See also http://www.schulministerium.nrw.de/BP/Unterricht/Faecher/Berufs_Studienorientierung/08_IHK_NRW.pdf

The Netherlands

Based on my experiences with companies the main demands can be defined as have a thorough command of the following key competencies:

- Motivation
- Responsibility
- The giving and receiving of feed-back
- Working together
- Concentration
- Assertiveness
- Problem solving ability
- Taking initiative
- Self image
- Doing tasks independently

Poland

First of all competences. The labour market and companies need more and more people with substantial portfolios. It means a number of competences. There is also characteristic that the employers do not prefer formal competences. There is equal if the competences are formal, informal or unformal. Important is which professional skills follow the competences. The vocational start-ups are also more and more connected with apprentice or practice at a work place.

Romania

From a research made on Romanian companies we can have the **employers`** perspective about needs and demands when recruiting personnel for different jobs (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).

- The jobs remained unoccupied more than 3 months during 2005 year: financial consultant, real estate broker, welder, mechanic, brick mason, carpenter, joiner.
- The jobs remained unoccupied more than 3+6 months during 2005-2006 years („chronic workforce deficit”)- jobs not attractive (salaries, work conditions) or demanding a higher lever of professional qualification: manicurist, hairdresser, workers in electric energy industry, in building industry, welder, real estate broker, mechanic, brick mason, carpenter.

- The reasons for the employers' insatisfaction regarding the qualifications/competencies of the employees are:
 - o Not enough practical abilities
 - o Weak theoretical preparation
 - o Lack of communication abilities,
 - o Lack of ICT and technology skills
 - o Lack of „work culture” (indiscipline at the work place).
- The representatives of the Romanian companies declare that most of the employees are not hired according with their real qualification:
 - o In building and real estate domains, persons with medium educational background are hired in jobs requiring a higher professional qualification
 - o In commerce, extractive industry and transport persons with medium educational background are hired in jobs requiring a lower professional qualification in jobs requiring a lower professional qualification (jobs with attractive salaries)
- The level of employers' satisfactions regarding the qualifications of the young people is low (especially in the buildings, transport and hotels domains).

From a research made on Romanian pupils (X and XII grade) and we can have the **pupils'** perspective about the needs and demands when entering the labour market (Source: Monitoring system for graduates in the lifelong guidance and counselling perspective, IES, 2007).

Among the very important factors when entering the labour market, pupils mentioned:

- Practical experience (68,2%)
- Professional qualification (58,1%);
- The help of the family (48,6%)
- Job search techniques (40,5%)
- Personal qualities of the person searching a job (39,2%).

Pupils consider that they achieved during the school time:

- Maternal language competencies (83%),
- Foreign language competencies
- Learning to learn competencies
- ICT competencies
- Mathematical, science and technology competencies
- Opening at new cultures and artistic creativity (32%)

Pupils consider that school does not develop enough the entrepreneurship and the social and civic competencies.

79% consider that during the school time, they achieved the competencies needed for labour market insertion. (34,5% totally agree, 44,6% partially agree) . Still, they consider that the communication in foreign languages, ICT and entrepreneurship abilities were not enough developed during the school time.

The most important competencies for labour market insertion, in the pupils' opinion, are:

- Communication in maternal language (5,9 points on a scale with 8 points).
- Foreign language competencies
- ICT competencies
- Mathematical, science and technology competencies
- Entrepreneurship competency
- Learning to learn competencies
- Social and civic competencies. (3.6 points)
- Opening at new cultures and artistic creativity (3.2).

Slovakia

Employers emphasize especially the importance of practice and theoretical knowledge relevant to their practical needs. Qualified workers are missing above all in automotive industry, engineering and other industries.

Key competences are defined differently in different materials but what is common to all of them are communication skills, interpersonal skills, problem solving skills, creative and critical thinking, ability to learn a manage one's own education, usage of ICT. [Ref. 15]

Spain

As a consequence of what we have said in the previous question, the employees must be well trained and motivated and as well they must be qualified to manage projects, showing a receptive attitude to the changing needs of the market. And also they must have a predisposition to geographic mobility.

Regarding the business politics mentioned in the previous question, the employees of the enterprises of the XXI century must have a professional profile with two basic characteristics: Proactivity and work as a team. These two characteristics will allow them to deal with the needs of the markets which are more and more wide and exigent.



I.2.3. Competences relevant to remain on the labour market

Austria

Cf. IV.2.2

Czech Republic

Flexibility, knowledge of languages, willingness to work and become adapted and learn ...

Denmark

As suggested earlier competences relevant to remain on the labour market depends highly on the specific sector and/or even on the particular business. To be able to foresee future competence demands would implicate – as the sociologist Manuel Castells would probably put it – that one actually knows what role the „region“ Denmark will play in the future globalised network of trades and industries. According to Castells most of the global workforce is still occupied in what he calls „old economy jobs“ which have qualification demands that differs a lot from „new economy jobs“. Thus, the determination of future competence demands rests highly on our ability to predict how the labour market will develop.

Following Castells thesis¹⁴, the risk of becoming unemployed may rest more on the structure of the future market, than on the individuals' actual level of education. According to him even people with a high level of education are at risk of becoming „irrelevant“ – especially if they have been trained in „old economy jobs“. Whilst some companies hold high demands towards their employees, e.g. in terms of participating in further education and updating one's competencies, others might require more „narrow“ and/or specialised competencies. According to Colley it is „a minority (that) may enjoy more flexible and creative work (...) far more people are trapped in unglamorous manual and service sector jobs“¹⁵.

Finland

Cf. IV.2.2

Germany

Some of the competencies we mentioned in section IV.2.2. are as well relevant to this question. The major change we are facing is, that the individual has the full responsibility for own career and the development or survive in the labour marked. The employers and the

¹⁴ Castells, 2000

¹⁵ Colley, 2004

welfare state changed their role more or less to support the individual by offering possibilities for competence development.

Despite the discussion if they do that in a proper manner one note, we have the situation, that the individual needs meta competencies to

- recognize the demand on lifelong learning
- to have the willingness to invest in the own development and
- to have the confidence that they can cope with the changing world

Beside this general attitudes there is a need for all the competencies we can describe as the literacy for the information age¹⁶.

Italy

According to the 2007 Excelsior report, most part of the interviewed companies intend to provide training to the new workers, in order to give them specific knowledge and professional skills suitable for the specific working place.

That's why it seems a less important issue the skills already possessed by the workers, although, of course, for specific professions a specific degree is required (e.g. health related professions or other professions that require a special certification obtained after completion of a state exam).

All companies, anyway, requires what in Italy are called "transversal skills" which are: ITC and foreign languages – especially English - knowledge, communication skills, team work skills, adaptation and flexibility attitudes.

The Netherlands

Cf. IV.2.2

Poland

The same like point IV.2.2. However, to remain in labour market, at the work place is engaged related to the extent how people develop and get new competences. Thus, it is obviously related to the process of lifelong learning

¹⁶ Schleicher 2008



Romania

According with the Guidance and Counselling Curriculum (grades IX-XII) the most important transversal competencies pupils should achieve during the school time are:

- Competencies in exploring personal resources needed in career planning
- Interpersonal abilities with the aim of personal and social development of a young people
- Information management competencies
- Competencies in developing personal and professional projects
- Quality lifestyle competencies

For the professional stream, pupils should achieve within the Guidance and Counselling Curriculum (IX-X grades) the following competencies:

Personal development for performant results in life

- Analysing the personal resource portfolio
- Efficient learning abilities
- Establishing the educational and professional plan
- Describing the occupational world in

The process of lifelong learning (Source: Monitoring system for graduates in the lifelong guidance and counselling perspective, IES, 2007).

Pupils consider important to continue the process of learning after finishing the school in the following areas:

- Obtaining a higher professional qualification

And 4 non-professional competencies:

- Learning foreign language
- ICT competencies
- Entrepreneurship competency
- Communication and social abilities development

The most needed competencies in different occupations in Romania (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS/MMSSF, 2006)

- - problem solving (77,6% from the interviewed persons declared that the need for this competence is high and very high)

- - general competencies: writing, reading, elementary science concepts, active learning (67% from the interviewed persons declared that the need for this competence is high and very high)
- - resource management competencies/ time management (56% from the interviewed persons declared that the need for this competence is high and very high)

Competencies associated with the changes in the content of work:

- using a computer
- knowing foreign languages (English)
- problem solving
- resource management
- communication

(non-professional competencies!)

Slovakia

An important factor for remaining in labour market is a proper vocational choice. Although the choice as such cannot be defined as a competence or qualification, processes leading to it employ more skills, e.g. problem solving and decision-making skills, ability of introspection and self-understanding.

One of the main nowadays barriers to searching for a job and to remaining in labour market is insufficient qualification and unwillingness to qualification flexibility. Everybody after finishing vocational training has to be ready for continual education and further completion and broadening of qualification. There is a close dependence of this demand with another request – qualifications offered by vocational schools should not be too narrow, specific and bound e.g. to particular position in particular company. Also passing a school-leaving exam increases chances to find and keep a job.

Also work habits play an important role in remaining in labour market. Supposed absence of these habits in school-leavers is a frequent reason of employers why not to employ them. Basic positive work habits include work discipline, punctuality, cooperation, decency in behaviour and communication, responsibility, etc. If an employee wants to keep a job he/she has to prove he/she dispose of these qualities.



Spain

The most relevant competences required for the attitude of an employee at the work place are:

- Initiative and pro activity.
- Efficiency and capacity for hard work.
- Commitment and implication with the company.
- Adaptability to the changes and continuous learning.
- Predisposition to work as a team and in collaboration networks.
- Client support.





1.2.4 Indicators that suggests a youth friendly society and youth friendly economy

Austria

Yes, Austrian is a new friendly economy.

- The first and the main theses: There is no other nation in the world, in which so many young people have the chance to have access education training program within the enterprises – about 40 percent of the sixteen years old young people enter the apprenticeship training based on the vocational education law in Austria (combined education program, enterprise training and schooling program in vocational school).
- The second argument could be, that the youth unemployment rate in Austria (about 9,5 percent for the fifteen to twenty five years old young people) is rather low in the relationship in Europe (but also to high – each young people should could find access, if he or she can and want).
- It's not only youth friendly economy in Austria, it also a youth friendly society – the programs and processes for young people in education and employment are normally committed between the different political parties and the social partners (normally ...).
- A special aspect is the recent development in the last four years, concerning to the inclusive vocational education as a special program of the apprenticeship training. The inclusive vocational training is regulated in the regular vocational training law, with the option to design special curricular of vocational training programs concerning to the potentials and talents of young people with physical or psychical handicaps. The development in the last years shows, that there is a increasing awareness and willingness by entrepreneurs and enterprises, to give young people a chance, if there is a good frame work for support and help.

Denmark

In the Danish society one can identify the following 3 areas that suggest a youth friendly economy:

- Courses at secondary level education and most courses at higher education are free of charge. In vocational secondary education students receive a „learners-salary“ when they are in the company (apprenticeship model).
- Students at the age of 18 and above attending general and upper secondary level of education, are entitled to receive student grants and have access to additional student loans to cover living expenses while studying. (Students at vocational secondary education are likewise, when attending the initial courses at technical and commercial colleges.)
- Young people enrolled in education are entitled to apply for access to special rooms/housing opportunities for as long as they are attending courses (in Danish: Studenterkollegier)

Finland

1) The Children's parliament association of Finland

The aim of the association is to improve children's participation and use of influence in Finland via democracy education. Association's ideological ground is based on the Children's Rights Agreement of the United Nations. The main aim is to help to create culture of democracy to the comprehensive schools. Every child:

- should be heard, get information about the matters which concern him
- should be able to participate and influence on decision making
- should learn the principles how to influence on a democratic society
- should experience how to be important and respected in his own community

2.) The Youth Participation Project

The project aims at developing new operational models and service systems at the local level to support youth participation. The key priorities of the participation project include the development of schools using a communal and co-operative approach, guidance for upper secondary education and/or towards the labour market, and the development of living conditions and environments by improving the possibilities of young people to participate and to make a difference. In addition, cross-cutting themes in the project activities include co-operation across administrative boundaries, the co-ordination of services, the development of the service system, prevention, and early intervention.

3). The Ombudsman for Children

The Ombudsman for Children **promotes** the realization of the rights and interests of children at the general decision-making and legislative levels. She works in collaboration with other officials, organizations, child research and other interest groups dealing with issues concerning children. One aim is to improve collaboration among all those involved in child policy through better coordination. The Ombudsman :

- **assesses** the implementation of children's rights in Finnish society and monitors the welfare and living conditions of children and young people.
- **assesses** legislation and other forms of decision-making from the point of view of children. A key task is to promote child impact assessment.
- **spots** injustices in the system and makes initiatives and issues statements, advice and guidance on issues concerning children and young people.
- is **in touch** with children, young people and people working with them, and disseminates information based on these contacts to decision-makers.

A special task of the Ombudsman is to **promote** the implementation of the UN Convention on the Rights of the Child and disseminate information about it in Finland. The Ombudsman **does not deal** with individual cases.

The Ombudsman is an independent authority who works in liaison with the Ministry of Social Affairs and Health.

4) The Development Programme for Child and Youth Policy forms a base for the Policy Programme

The Development Programme for Child And Youth Policy 2007 - 2011 creates a basis for the Policy Programme and the cross-sectoral objectives. The policy programmes broad-based intersectoral issues to ensure the attainment of the Government's key objectives. The policy programme for the well-being of children, youth and families launched is divided into three areas; a child-oriented society; well-being families; and prevention of social exclusion. Gender equality and multicultural aspects are cross-cutting themes that are brought to force in each area and action of the policy programme.

Germany

It is not very easy to argue in one direction, but there is some evidence, that our society in Germany, (maybe more general the western society) or economy is not very "youth friendly".

This thesis can be underlined by some arguments:

- Firstly, with the declining of common ends of life, society, family – so through individualization at all – for a lot of young people it is hard to find an orientation. In Germany we have a longitudinal study¹⁷ that try beside other questions to grasp this problem. The general orientation of the society in direction of economic factors and work on the one side and the missing perspectives for many young people is in a contradiction to the search of the young people after sense in life and post material values in general, e.g. family, friendship, ecological thinking.
- Secondly, we have today often short-term economic preferences and a reduction of public responsibility (shift from long-term career perspective without clear decision for investment in competencies). The employers and the society as whole are using and supporting the potentials and leave the others behind.
- The third argument is, that also the educational sector until today does not follow the goal of integration in (modern information) society and economy. The system is still very confused and reforms often follows more the opportunities and political interests and the principle of try and error than a clear picture. What is missing is a consequent support for all children and young people especially in terms of the competencies outlined before.

¹⁷ Shell Jugendstudien 1985, 90, 91, 95, 1998, 2000

Italy

Italy is **not** a youth friendly society because:

1. there is not a system to support economically high school or university students. All expenses related to study are sustained by families. No subsidized credits, very few students accommodations, very high prices of books and university fees, very few “students jobs”. All that leads to the fact that young people belonging to working class families often have no possibility to continue their studies.
2. The unemployment rate in Italy is now at 6.8%, but the unemployment rate among youth aged 15 to 24 years is at 21.6% (characterised by a great territorial gap between north and south, where in some regions it’s over 30%). Young people labour market is also characterised by an high percentage of “atypical contracts” and temporary jobs. A recent labour market reform gives facilities to companies which employ under 25, but usually wages are very low. With this kind of working situation a young worker has no or very little access to bank credits, is not allowed to obtain special permissions if he wants to attend educative or training courses (only foreseen for workers with permanent contracts) etc.
3. Lack or very low income as much as insecurity in income continuity, the high price of apartments rents and the lack of a housing policy for young people leads to the fact that in Italy most part of young people is somehow forced to continue living in their parents house till they are 30 or more.

Poland

The society is youth friendly and the economy is less youth friendly.

1. People support youngsters to facilitate vocational start-ups. Different organizations support direct young people or award employers who prepare work places to them.
2. A lot of social organizations as well as County Labour Offices supports self-employment of young people.
3. Companies on the labour market more and more often offer jobs to young people.
4. The legislation and banks do not support entrepreneurial activities of youth.

Romania

The Romanian society and economy are undertaken different initiatives during the latest years in order to become more „youth friendly”:

- Law 76/2002 regarding the unemployment assurance system and stimulating the insertion on the labour market. In order to increase the chances of youth to be integrated on the labour market, employers are stimulated to hire youth by receiving subventions from the unemployment assurance budget.

In March 2008, economic agents received such kind of financial support for 13655 employed graduates out of which 12278 in the private sector and 1377 in the public one; 44,7 % for university graduates, 29,7% for high school graduates and 15,7% for professional stream graduates (SAM). The numbers are not significant different from the previous months. (Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM)

- ANOFM is organising every year job fairs for different target groups.
- Romania is participating in the LLL programs financed by the EU (Comenius, Leonardo da Vinci) which support the exchange of information, experience, professional training for youth and adults.
- The EURES network is actively involved in solving employment situations for youth and adults
- The National Agency for Youth (ANY) is a coordination institution at national level working in the youth field.
 - o The National Agency for Supporting the Youth Initiatives (NASYI) – is one institution under the coordination of ANY. One of its latest activities with impact at national level: “ANSIT University” – national program of non-formal education for youth;
 - o INFOTIN is a Direction within NASYI which offers information and consultancy: guidance and counselling, JOBTIN – selection of personnel;
 - o The guidance and counselling networks at pre-university level (1500 practitioners) working in primary, gymnasium, high school and professional secondary education (SAM) level- offering information, guidance and career counselling;
 - o The guidance and counselling network at university level – offering information and counselling services for high school graduates and students;
 - o The information and counselling network inside ANOFM (belonging to the Ministry of Work) offering services to the unemployed.

Slovakia

Our society hasn't developed proper precaution and arrangements yet to call it youth friendly society. As mentioned above according to the report of OECD from 2007 the unemployment rate of young people in Slovakia is the second highest of OECD countries. Almost 60% of unemployed in the age of 15-24 searches for a job more than one year what is three times longer than in other OECD countries. Barriers remain in an employers sector, too. Employers are not interested in employing especially young women because they constitute the risk of early maternity/paternity leave. There are almost none strategies developed for coordination of work and family (e.g. support of part-time jobs for parents with small children).

Spain

Fundación Red Andalucía Emprende has as a main target the learning promotion, being addressed mainly to young entrepreneurs.

In this way we can say that we have a youth friendly society, and to support this fact, we can mention three programs managed and coordinated by Fundación Red Andalucía Emprende which are addressed to young entrepreneurs:

1. PRACTIQUEMOS: It's a Project funded 100% by the public administration within his politics, to develop the entrepreneur culture among young people in Andalucía through training and internship to improve the qualification, professional development and entrepreneur abilities.

2. Innovation, Science and Enterprises South Regional Ministry and Education South Regional Ministry have an agreement of collaboration to develop projects to encourage the entrepreneur culture in primary, secondary and professional training education:

- EMPRENDER EN MI ESCUELA (Entrepreneur attitudes in my school) in primary education.
- EMPRESA JOVEN EUROPEA (European young enterprise) in secondary education.
- EMPRENDEJOVEN (young entrepreneur) in professional training education.



I.2.5. Existing networks related to WOW

Austria

In Austria exist some networks, regulated by law, and other related to the special tasks and programs of school types, additional networks within projects, regional networks and other.

- A) A legally based “network” is the regulated partnership between enterprises and school within the apprenticeship education and training. This apprenticeship is based on a contract between the apprentice, the enterprise and the parents, including the compulsory vocational school.

This creates a kind of network between about 40.000 enterprises and some 120 vocational schools in Austria, in all regions, in all sectors of economy, in fact the networks exist really between the concrete partners and in the special sectors of economy (e.g. construction, tourism, carpenter, mechanists, electronics, etc., more “virtual” in some.

- B) In some school types exist very strong and effective living networks between school and the regional economy and enterprises, so especially for the so called “polytechnical school – prevocational school”, at the ninth grade, because within this school year the students have some weeks “work experience” within real enterprises, prepared, accompanied and reflected within the school program.

This cooperation between school and enterprises is one of the most effective program to prepare a smooth transition from school to further vocational training and education, which is also very effective for young people with personal predictions and qualifications, which are not real good in the school sector, but more practical orientated.

Additionally exist a lot of cooperations between school and economy / enterprises in a more or less intensive networking, e.g. in the field of upper secondary vocational school system (technical, commercial, service, tourism).

- C) The third format of networks is – either nation wide or regional or target orientated – within special programs, projects and activities, e.g. within the European social fund (forma: EQUAL development partnerships), projects at province level, e.g. “Career Catch Coaches” Styria, networks and platforms at national level, e.g. for “Lifelong Guidance” (National Forum for Lifelong Guidance) including all relevant Federal Ministries, social partners, public employment service, Euroguidance, NGO’s like Austrian Association for Education and Economics etc.

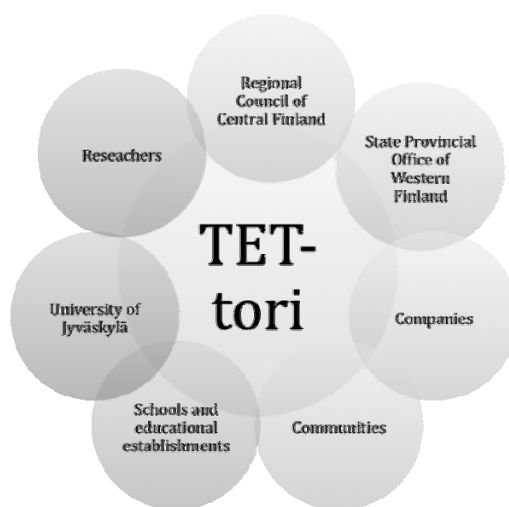
This networks have in principle an more informal base (but some regulated strictly by administration regulations), but are in the real sometimes highly effective.

Denmark

Students enrolled in vocational education have access to take part in the trade unions' special apprenticeship clubs. These create a link between the employers, the learner and the trade union and handle questions that has to do with the training period.

Students enrolled in other courses e.g. short and medium circle course, form student networks that sometimes are also involved in providing information on practical training places, vacancies and job-options.

Finland



- The "TET-tori", Web-based resource-center for period of work experience, was developed in co-operation with regional comprehensive schools, companies and secondary level vocational training institutes and upper secondary general education. The TET-tori builds on the needs of individual students looking for information on placement options in enterprises. The companies themselves maintain the information needed to students and the schools. The system includes the main legislative documents needed in the process. It provides the vocational schools opportunities to link their training provision with the job placements available. It includes also materials how to integrate this introductory period in the local career education programmes. System has also features to support placement for summer jobs for students. More than 3000 enterprises in Finland are already as registered users.
- TET-tori is a formal network. Leading role is held by University of Jyväskylä, Institute of Education Research and Regional Council of Central Finland. Steering group members represent companies, State provincial Office of Western Finland, Communities, Researchers, Career counsellours, Career counsellor education, Confederation of Finnish Industry and Employers TT Trust and Confederation of Finnish Industries. Close co-operation is done with the regional Enterprise network and Chambers of Commerce.



Germany

- The state ministry for education and research organized an innovation circle on the issue of vocational training. It is planned, that the outcomes of this group are the nucleus for some mayor reform projects within the next years.
- The KMK and the FES as well as the ministries in the federal countries and the LES working together to develop the guidance programs continuously
- The BIBB (Federal Institution for vocational education) takes a leading role in developing vocational programs and occupational images and cooperates with different stakeholders in doing that. The BIBB is also engaged in terms of guidance.

There are in the last years more and more local networks, mostly carried by the chambers of commerce, trade unions, employers, educational institutions and other stakeholders.

All this network activities are until now more or less informal. Until now the effectiveness and the sustainability of such initiatives can be questioned. The general problem seems to be the lack of leadership the governments on the different levels are willing to take.

Italy

The element that has changed the Italian education, training and labour frame during the last years is the shift of important functions from the national to the regional, provincial and local authorities.

The Ministry of Labour and Social Policies is aiming to create a “national service system” based both on the characteristics of the local realities and on an effective action, able to answer to the citizen’s needs on a national level.

Despite the fact that an organic regulation on guidance is still missing, from 1997 onward the Educational System has started to make more and more reference to the importance of guidance, and has urged all the institutes to plan guidance activities.

Guidance and work: on May 2001 the Ministry of Labour issued the ministerial decree on “Accreditation of vocational centres”. This decree describes the guidance activities as “...informative, training and counselling activities with the purpose of promoting self-orientation and supporting the definition of vocational training and work pathways and the support of the working placement”.

Within this definition, informative guidance corresponds to a paper or multimedia structured system that deals with vocational training and working opportunities. This system is opened to the needs of its users, regardless of their age, and it is accessible individually or with the assistance of an expert.

On the other hand, guidance training consists of short modules intended for groups of users with similar informative-training needs in relation to specific areas of the orientation process.

Finally, guidance counselling is a sort of “relationship of individual assistance” that, along with the methodological use of the “competence balance”, aims to enhance self-knowledge, the discovery of own aptitudes, skills and interests. In doing so, the advisor helps the individual to determine a series of motivations and a methodological path to follow in order to design and achieve a personal professional plan.

A specialized psycho-pedagogic support is also offered to those users who experience disorientation or maladjustment problems.

As described by the legislation, the main organizations providing all, or just some, of these guidance services are:

- Employment Services (Provincial structures)
- Job Guidance Centres or Youth Information Centres (Municipal structures)
- Training Agencies (Private structures)
- Trade Unions
- Entrepreneurs Organizations

In order to satisfy the requirements of the different users, these services are differentiated, as far as the staff professionalism, the methods and the tools used, according to the type of consumers they aim to serve.

At local level (regional, provincial or municipality level) many experimentations have been made to build networks with all the subjects working or having interest in guidance and career counselling: institutions, social parts, labour offices, schools, health and social services dealing with people with special needs or with problems (drug, mental health etc), schools and vocational training centres.

These networks usually are informal, based on political agreements between the different subjects.

The aim of these networks is to have a systematic approach to guidance and career counselling. Often training is provided to professional working in different organisation to help the improvement of technical skills and to strengthen the relations in the net.

The presence of such kind of networks facilitate the delivery of group guidance activities, both to smooth transition from school to school or from school to work, since representatives from different sides of the labour belong to the network itself and are committed and willing to give their contribution.

Usually the leading role of this networks is played by the political authorities, in the sense that they promote the idea of the network and facilitate the its creation and maintenance.



The Netherlands

Our action plan learning jobs is such example (cooperation between companies, municipality, schools, SME, labour office. It is at local level. The municipality plays a leading role, we were asked by the other partners to take the lead, because the municipality is independent.

A new development is at regional/provincial level, this new project is called in Dutch: Servicepunt leren en werken, in English: service centre for learning and working! It starts 1st of May and will end in 2011 (perhaps later). Again the municipality takes the lead. The two main items of this service centre are Accreditation of prior learning and dual learning primarily it is for employed people in companies. Very interesting challenge!

On national level we had the taskforce youth unemployment, but this was not really integrated policy. It's finished. I have to tell that we in the Netherlands have a specific position. We have the lowest rate of unemployment in the whole of Europe, that's important to know, on behalf of everything what we undertake in the field of school and the world of work!

Poland

The country level.

Concerning working network between schools and political stakeholders, public institutions related to the WOW like labour offices etc. and social parts, representatives of entrepreneurs' organisations the only organization which is building that in scale of the whole country and including the particular regions is the National Forum for Lifelong Guidance.

The regional and local levels.

There exist a lot of networks between schools and regional/local authorities and employers. Most of them are outcomes of different projects supported by regions and EC.

The international level.

A number of schools are member of various networks as results of international projects like Youth, Leonardo da Vinci, LLP.

A number of regions and schools provide direct bilateral cooperation. They exchange school students, provides study visits etc.

Romania

Between 2005-2006, 8 Regional Partnerships and 34 Local Partnerships on Occupation and Social Inclusion have been established with the aim of promoting initiatives regarding the labour market insertion, improving the professional training, fighting against the discrimination on the labour market and promoting the inclusion on the labour market of the vulnerable groups.

The partnerships have also the responsibility of: revising the Regional Plan for Occupation; identifying the problems in the labour market insertion and social inclusion at regional level; developing projects to be financed by the European Social Funds. In 2006, Regional Collaborations Pacts have been signed for the 8 regional partnerships. The partnerships are regional/local structures established within Phare projects with the aim of supporting the Ministry of Labour in the process of labour market policies implementation. They are informal structure, with the intention to become formalised within the next period of time.

Every partnership includes: municipalities of the counties included in the region, the counties committees, the institutions of prefecture, the Chambers of Commerce, Industries and Agriculture and the AJOFMs in the region. Also trade unions, employers associations and county school inspectorates are taken into account as parts of the working groups responsible for the development and implementation of different initiatives.

A National Guidance Forum is also an initiative under progress at present. The structure includes representatives of the Ministry of Labour, Ministry of Education, Institute of Educational Sciences, guidance and counselling practitioners with the aim of supporting the collaboration between different counselling networks, identifying the problems in the guidance and counselling field, developing action plans and supporting the policies in the field of guidance and counselling.

Between schools and ANOFM have been established Collaboration Protocols in order to develop guidance and counselling activities in school and better support the pupils educational and professional decisions.

Slovakia

The Government of Slovak republic has approved The Conception of Two-levelled Model of Vocational Education and Training in Slovak Republic in 2007. This Conception is supposed to create basis for the most important change in the sphere of vocational education and training. The two-levelled model should be executed at the state and at the school level by the means of state educational programmes and school educational programmes. State educational programmes should follow requests, needs and goals of the state educational policy. School educational programmes should be harmonized with needs of regional labour market and created in cooperation with local employers.



Spain

Yes, actually, Fundacion Red Andalucia Emprende is an entrepreneur support network. It's a formal network at a local and regional level and also there is a network at a national level. The Fundación Red Andalucía Emprende is a non profit making organisation dedicated to supporting the economic activity in the Community of Andalusia, whose objectives are focused around the promotion of entrepreneurial culture and the creation and consolidation of enterprises.

Its final purpose is to contribute to the enterprise development of Andalusia, in both local and rural areas. And also, to contribute in the main economic enclaves of Andalusia, for which it counts on the collaboration of the municipalities where their support devices are based. It is wholly participated by the Andalusia public administration and directed by a Board of Trustees, whose presidency and vice-presidency fall, respectively in the General Secretariat for Industrial and Power Development and in the General Director for Social Economy and Entrepreneurs.

For the fulfilment of its objectives, the Foundation manages the Andalusia Network of Business Incubators, integrated by 150 Schools that provide their services in municipalities and rural areas. Also, it counts on 11 Support Centres for Enterprise Development (CADEs) located in each one of the province capitals and in strategic towns of the Autonomic Community. Both companies, Business Incubators (EE) and CADEs, form the Territorial Network of the Foundation that offers cover to 100% of the Andalusia territory.

In addition to the direct and immediate support to entrepreneurs throughout the Territorial Network, the Foundation manages and provides a series of programs and projects directed at the detection and support of entrepreneurs and the improvement of enterprise culture.

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





I.2.6. Experience with getting in contact with companies

Austria

The overall experience is, that if it could be addressed to the companies, that contacts, cooperation and coordination of activities concerning to transition of young people from school to world of work is also a benefit for the companies than it works.

Examples for this are the “early work experience” for young people especially in the “polytechnical school – prevocational school” as an process of “matching” between school, young people and enterprises to find the right placements for young people and to find the right employees for the future for the enterprises.

Another example is the program “in company for teachers” to give teachers the chance to have experiences in the fields of world of work for which they prepare their students.

A third special experience is the concrete cooperation in special projects, e.g. for “Fascination Technique”, which brings young people, schools and companies especially with the target to inform and motivate young people for further training and vocation in the field of technical professions.

Denmark

Today many contacts between employers and employees are being established through personal networks and many websites has been created to link jobseekers with current and relevant vacancies. At education institutional level students have access to special arrangements where they can meet representatives from companies and vice versa. Companies attend trade fares to promote their company and attract their future workforce, and institutions arrange fares to ease companies’ access to relevant staff. The latter can be arranged in many different ways, e.g. by creating trainee or company dating sites and meetings.

Finland

Last seven year I have been a head of a Peda.net Schoolnet. Peda.net started as a regional project ten years a ago, but it is one among the most used web-based learning enviroment on today’s Finland . Activities around the Peda.net Schoolnet represent development-oriented studies carried out in close collaboration with schools, teachers and educational establishments. In addition to the staff of different educational institutions and organisations, those contributing to this research collaboration include also other national and international experts active in the field. Members are representing the full range of educational provision. More than 75 Finnish municipalities are members of Peda.net Schoolnet, more than 60 municipalities have schools that are members of the Schoolnet.

Last four year I have been focusing on the developing a Web-based resource-centre for period of work experience.

Activities and development work around TET-tori are carried out in close collaborations, with Career counsellors, Researchers, regional Enterprise network, Chambers of Commerce, Municipalities, companies and with representatives of different regional projects. More than 3000 enterprises in Finland are already as registered users. More and more companies, municipalities and cities are joining in TET-tori. Regional development is done in close co-operation.

Germany

Our experience is, that the interests in networking is very high. Often the network activities are more or less informal and non-committal. The employers are interested in cooperation in the sector, because the lack of well educated and competent employees grows in the last years. (see also section 2.7)

Italy

My personal experience is as trade-unionist, director of an information and counselling centre for unemployed, member of different institutional committees dealing with labour market, training and guidance policies at national, regional and municipality level.

Having such a role I never experienced problems to get in contact or to cooperate with companies, HRM, professionals, workers a.s.o.

The Netherlands

Positive experience, there is a real co-operation companies want to invest in a better relation with the schools and other partners. The problem is that nationwide 300.000 vacancies can't be filled in. Two reasons: not enough offer of people and a problematic match between jobs and unemployed.

Poland

Czeslaw Noworol: I have a great personal experience to conduct research in companies, HRMs, cooperating with professionals and workers. I have also had lectures and provided HR Masterclasses at the university for prestigious organizations like Philip Morris, Pliva – pharmacy enterprise, Toyota or Opel.

I have elaborated methodology and professional tests for Service of Civic Force – Chancellery of the Prime Minister. The methods concerned the procedures of selection to positions of Department's Director in Ministry or General Director in Regional Office, and the tools for



vocational guidance professionals in public Regional Centres for Information and Career Planning, County Labour Offices etc.,

Monika Zdziech: I have personal experience with companies, HRM professionals and workers as practitioners. I have conducted research and describe work stands. I have also provided recruitment and selection of candidates to work as well as selection of workers to higher positions in companies.

Romania

As Euroguidance member and IES researcher, I am in permanent contact with the Romanian guidance community by email (<http://groups.yahoo.com/group/cjapp-cjapp@yahoogroups.com> guidance and counselling discussion group). Practitioners' representatives participate every year at the Annual Euroguidance Conference; they are also involved in the researches IES is developing. IES and Euroguidance representatives usually are taken part in the counties guidance and counselling meetings and seminars.

The contacts with companies, HRM and workers are rare and usually they are mediated by the guidance and counselling practitioners.

Slovakia

To involve companies into cooperation with schools is always quite hard in Slovakia. Companies are focused pretty much on their business. The most accessible are HRM especially if objective is improve recruitment possibilities and conditions. Management of bigger companies have more possibilities and often are in favour of development relations with education sector. SME and especially tradesmen are cooperating mainly with schools educating their children. Trade unions are in this area in Slovakia inactive.

Spain

Fundacion Red Andalucia Emprande cooperates with all kind of private enterprises, public entities and social agents. According to private enterprises, we focus mainly to the services contracts to manage programs and projects regarding the awareness & dissemination of entrepreneurial culture (For example, Emprandejoven and practiquemos projects). According to public organisms and social agents, we have cooperation through conventions and collaboration agreements, by means of which we all promote the entrepreneur culture.





I.2.7. Examples of good practices concerning networks

Austria

- First example: Polytechnical school – prevocational school
- Second example: Projects e.g. Career Catching Coaches
- Third example: IBEA – Clearing, concerning inclusion of special regular vocational education and training

Denmark

The Danish Employers Confederation (DA) had until recently a close cooperation with local schools in what was called a school-contact network of consultants who helped local schools in providing access to practical training places. Today the contact between compulsory schools and employers is the responsibility of various employers' organisations, e.g. Danish Industry (DI) ¹⁸ who now provides services that include study visits to local companies, teaching materials to use at both compulsory schools and vocational colleges, guest teaching and the provision of short term practical training places.

Likewise the employee organisation The Danish Federation of Trade Unions (LO) has established a service that address the need of information regarding the various trades and industries. LO also publishes teaching materials that can be used in compulsory school when teaching the topic – described in chapter 2.1.2. An example is a publication that describes different jobs and the types of work you perform in different sectors.¹⁹

The above mentioned organisations are important links between the school system and the world of work. In addition to this different networks are created within various parts of the education system. An example is the network of guidance counsellors who helps students at vocational colleges to gain access to training places in other EU-countries (PIU).

Finland

Cf. IV.2.7

¹⁸ Skole.di.dk

¹⁹ Dit job. UV-materialer for 7.-10. klasse. Fagbevægelsens Skolekontaktarbejde

Germany

A very good piece of practice is the Network ProFIS20. The Network is based in the region “Rhein-Neckar” and it aims to foster the employability of young people in the region.

Participants are

- Pupils
- Parents
- Employers
- Schools and School administration
- Public services
- Teacher-training institutions
- the metropol-region

The project starts January 2008. More about the project can be found in a few months at <http://www.rhein-neckar-dreieck.de/968.0.html>

To provide another good example of the high engagement of specific companies in terms of networking, we can present the regional project of BASF AG the “BASF Ausbildungsverbund”²¹ (Vocational training network).

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

Italy

The first experience of a network for career counselling and guidance took place at the end of the 90's, when the Vicenza municipality counsellor for youth affairs promoted a network with all existing services providing guidance and career counselling.

Members of this network were labour offices, youth information offices, trade unions unemployed information centres, entrepreneurs associations, vocational centres and high schools.

The network didn't last long, because of new administrative elections and consequent change of the counsellor, but during its short life training to representatives of all organisations

²⁰ ProFis 2008

²¹ BASF Ausbildungsverbund



belonging to the network was provided, and that led to a common technical knowledge and developed long lasting personal relations between people working in the same area.

In the year 2002 the Vicenza Province Counsellor for labour market and training issues promoted a network including organisations from all the province: institutions, social parts, labour offices, schools, health and social services dealing with people with special needs or with problems (drug, mental health etc), schools and vocational training centres.

The aims of this network was to:

- Raise awareness about the importance of guidance and career counselling among the members
- Promote a continuous exchange of experiences to help the growth of the technical skills of the professionals working in the field
- Promote common activities, such as training for the professionals and activities for students, unemployed etc
- Promote new common activities for young people in order to support them in transitions

The Netherlands

The ambassadorsnetwork (Actionplan learning jobs 's-Hertogenbosch)

Goals and method of working

1. What is a ambassadorsnetwork?

The ambassadorsnetwork of the action plan learningjobs in 's-Hertogenbosch consists of representatives of big companies and of cooperatives of companies in the city.

They give us the possibility to create access to their network and use their contacts for the benefit of the aims of the actionplan learningjobs.

Quantitative aims are acquiring 350 EXTRA learningjobs for youngsters in the period from 2004 until the end of 2007; realisation: 450 learningjobs.

In 2008 and 2009 per year 100 EXTRA learningjobs we try to realise again.

Qualitative aims are:

- Improvement of the matching of youngsters and learning jobs;
- Improvement and strengthen the contacts between education and companies;
- Improvement of the guidance of youngsters at the working place;
- In general: to create a regional network that guarantees a suitable learningjob for every youngster who needs such a job.

2. How did we realise the ambassadorsnetwork?

a. The actionleaders of the actionplan learningjobs 's-Hertogenbosch immediately started searching to find the "captains of industry", people who play an important role within the regional trade and industry. In general we focussed on representatives of bigger companies or cooperatives of companies, for example companies which jointly are settled at one companyground-area.

b. A great number of these employers/chairmen of companyground-areas/directors/heads of human resource departments have been approached by telephone with the request to make an arrangement for an interview.

c. In the interviews we talked about:

- Reasons to start the actionplan learningjobs;
- Goals of the actionplan;
- The importance of shared responsibility around learningjobs, also from the point of view of employers.

As support during the interviews we used a folder, focussed on the region 's-Hertogenbosch, in the specific house style of the cooperative of SME (MKB) actionplan learningjobs.

d. The durance of the interviews was about 1 hour.

e. At the end of all interviews there remained a group of interested, responsible and involved entrepreneurs and chairmen of companyground-areas, who jointly formed the ambassadorsnetwork. This network has been composed broadly. The members vary from a director of one of the biggest companies in 's-Hertogenbosch until the chairman of the chambers of commerce.

f. The director of one of the companies functions as chairman of the ambassadorsnetwork and is THE host during this meetings.

g. The ambassadors meet each other every 6 weeks. The actionleader (Gerard v.d. Heijden) and the projectleader (Theo van de Veerdonk) on behalf of the municipality of 's-Hertogenbosch join the meetings.

h. During the meetings the project is monitored, subjects are acquisition and matching of learningjobs, bottlenecks and possible solutions. Reports are made of the meeting.

3. What is the intended aim?

Via companies/institutions gaining of suitable learningjobs for youngsters.

Subaim is that ambassadors in their contacts with others propagate the project and, for example via the folder, give extra attention to the actionplan.

Another subaim is that the staff of the actionplan (actionleader and the staff which does the acquisition of the learningjobs) VIA the ambassadors get in contact with all kind of (new) companies and institutions. In practice this means that the staff of the actionplan is invited for

meetings of ambassadors, for instance to give presentations at company-cooperatives to have the possibility for networking.

Staff of the actionplan also is invited for important events in 's-Hertogenbosch, like Newyearmeetings of the chambers of commerce, meetings of shopkeepersassociation and networkmeetings of companies.

Via one of the representatives of the ambassadors the actionleader has been introduced to FC Den Bosch (local footballclub, plays national second league football). As result the actionplan learningjobs is a representative in the Businessclub and is at the website.

Another important role of the ambassadorsnetwork is to give feedback to discuss important developments at the labourmarket and education.

The all-over aim is to increase the relations with companies, so that sufficient suitable learningjobs will be reached and maintained for youngsters in the city and region.

4. Points of attention

An important issue is the administration of relations. Not only with the ambassadors, but also the relations introduced by the ambassadors.

Also on basis of the interim evaluation in 2006 the staff who does the acquisition, beside their regular contacts with companies, keep in (telephonic) contact with the relations to ask their opinion how everything is working!

Poland

E.g. School Network – Center for Citizens Education and Polish American Foundation Women together – a network for equal opportunities. School and business – cooperation with employers Etc. there is a lot of nets (look point IV.2.5.)

Romania

One very important network for the Romanian Guidance and Counselling community has been established starting with 1997 within the project “Information and Career Counselling” financed by the World Bank. A network of career counselling offices and guidance practitioners has been established, resources have been allocated (computers, TVs, printers) and a national training program started during 1999-2001. The project is still running, with different activities such as: developing guidance and counselling newspaper, elaboration of occupational profiles, training for practitioners in using Jackson Vocational Interest Survey, developing a national portal with resources and online guidance and counselling services.

Slovakia

We have found one nice example of special service provided by school to their pupils leaving school and entering labour market. In Associated school of services in Lučenec (upper secondary vocational school) established so called “School Labour Office”. This service is taking special care on school leaving students. They are helping them to communicate with possible employer, looking for special needs of local business and offering tailored courses to school leavers during last year of study.

Spain

We collaborate with other public organisms as the Education South Regional Ministry to carry out the execution of educative programs as “Empresa joven Europea” or “Emprendejuven”. The Education South Regional Ministry facilitates us the contact with the different participating centers in the programs, as well as the involvement of the educational team.

- Technological Spaces Network of Andalusia collaborates with our organization in the diagnosis and the implementation of TICs (Technology, information and communication) in the companies created and supported by fundacion Red Andalusia Emprende.
- Internally, we can mention our own organisation, within one of the projects we have already mentioned, Emprendejuven, where the different centres that belong to Entrepreneurs Support Territorial Network in Andalusia make tasks that are complemented to each other. The Central Services of the program plan and coordinate the execution of the program; the incubator Schools take actions of dissemination through all the schools in Andalusia, selecting the students who are going to participate in the enterprise management training. And finally the Support Centres for the Enterprise Development are in charge of the formation of these students. This collaboration in Network culminates with the learning of the entrepreneur culture among these young students and in future, with the materialization of their projects creating new business, being this, the last objective of the program.

I.3. Recommendations – topics for discussion

Austria

Experiences with networks at federal, national and local level, additional networks for special topics and sections of transition between special schools and special fields of world of work.

- Experiences with networks, which are legal based, formal and official structured, and more in official networks.
- Also experiences with personally networks and “virtual” networks.
- Role of the members of networks
- Relationship between “networking” and “processes and progress” – what happens really concerning to networking?

Denmark

Focussing on young peoples actual transitions from the life as a student to participation on the labour market discussions about successful transitions offer a number of challenges to the professionals who are helping students in the process. Topics for discussion could be:

- The task itself „determine labour market demands“
- How and if qualification demands can be generalised to cover the whole labour market
- What factors are important to understand the interaction between the individual and the labour market and the role each part plays in the meeting

Germany

- There is a need for independent guidance for individuals but even though for institutions (schools, employers)
- We need the development of confidence between schools, employers and the young people. A Strong cooperation and a more regional orientation may help
- The development of new job description, occupational programs and positions for youngsters with lower educational background should be enlarged
- There is a need for early communication of life perspectives and the organization of school and other institutions in a manner that foster self control and motivation to maintain with learning and development
- Parents should be stronger involved in the issue of educational and vocational development and future of their children

- The society should make a clearer decision and commitment to high standards in education and to a modernization of vocational training.

Italy

An informative module designed for students attending the last year of high school to support them in the choice of a university faculty, of a post high school specialization course or in their transition to the world of work.

The most important subjects of the modules were:

- A general overview of the local, national and international labour market: trends, needs and demands coming from companies, legislation, opportunities for young people.
- Job search: how to find information about vacancies, how to write a CV, how to manage an interview etc.
- The world of work seen from different perspectives: HR managers, craftsmen, trade unionists etc
- Self employment

The Netherlands

Career counselling has to get a push, the content of that has to be regularly in the curriculum, x-hours career counselling has to be guaranteed in the regular budget of schools.

Poland

The first transition from the world of education to the world of work is the most important in each human life. Thus, it should be a focus of all guidance activities and should have a special place in the implementation of the strategy for LLL in each member state.

We observe in Europe the issue of migration and related to it a problem of social inclusion. However, one can observe a new phenomenon: the mean time spend abroad is in average longer but there is less and less people who decide to stay “for ever” in other country.

For example 46% of young people who went to Great Britain come back, spending there less than half a year.

The important reason for coming back, not only Polish migrants, is the fact that immigrants usually do work under their qualifications and competences. Consciousness of that is the main reason to come back to mother country. Another reason is the improvement of local economy.



Romania

National:

- Efforts should be made in the direction of supporting the collaboration between counselling networks at different levels.
- Inclusion of counsellors' representatives in the structures of the Regional/Local Partnerships for Occupation.

European:

- Developing projects between educational institutions–guidance and counselling institutions–labour market services actively involved in supporting the transitions of youth from educational settings to the labour market for exchange of information and good practices in different EU countries.
- Continuous training for counsellor dealing with the transition issue on themes like multiculturalism, distance/online counselling etc.

Spain

According to me, it would be much better if it would be a better coordination and communication among the different public organisms and agents involved in the entrepreneurship. They should establish a clear competence distribution regarding employment and business creation.

We could get this objective by increasing the Entrepreneur Network in Andalusia to the rest of public organisms, improving the communication and the information treatment system among the coordination of the network and the rest of entities collaborating. In this way, all the support and funds from the public organisms would be clearer and defined. And we would get better results in employment and business creation.



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