

EUROPEAN SUMMMARY REPORT

The European summary report illustrates the vocational training and employment situation of young people with a special focus on the socio-economic status of the early school leavers in the partner countries Switzerland, Italy, Poland, The Netherlands and Germany (Part1).

Information on policies, programmes and initiatives at national, regional and local levels presents best practice examples from the partner countries (Parts 2 and 3).

A case study compares the situation of a typical, formally low qualified young adult (“Hans”) in different EU countries and his chances to complete a professional training (Part 4).

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1. The National Contexts

1.1 IVET Systems of project countries

1.1.1 Vocational education in The Netherlands

Nearly all of those leaving lower secondary school enter upper secondary education, and around 50% of them follow one of four vocational programmes; technology, economics, agricultural, personal/social services & health care. These programmes vary from 1 to 4 years (by level; only level 2, 3 and 4 diplomas are considered formal 'start qualifications' for successfully entering the labour market).

MBO (middelbaar beroepsonderwijs) is the abbreviation for secondary Vocational Education and Training (VET) in the Netherlands. VET is the main supplier to the labour market and is often regarded as the 'foundation of the economy' and the 'backbone of society'. Approximately 40% of the Dutch working population have completed a vocational course to at least a secondary vocational training level.

There are currently 630,000 students in the VET sector, 485,000 of them taking part in regular VET courses. The remainder follows adult education programmes. The government invests about 2.6 billion euros annually in this sector, which represents approximately 12% of the total budget for education.

The programmes can be attended in either of two pathways. One either involving a minimum of 20% of school time (apprenticeship pathway, BBL- Beroeps Begeleidende Leerweg) or the other, involving a maximum of 80% schooltime (BOL –Beroeps Opleidende Leerweg). The remaining time in both cases is apprenticeship/ work in a company. So in effect, students have a choice out of 32 trajectories, leading to over 600 professional qualifications.

BBL-Apprentices usually receive a wage negotiated in collective agreements. Employers taking on these apprentices receive a subsidy in the form of a tax reduction on the wages of the apprentice. (WVA- Wet vermindering afdracht). Level 4 graduates of senior secondary VET may go directly to institutes for Higher Profession Education and Training (HBO-Hoger beroepsonderwijs), after which entering university is a possibility. The social partners participate actively in the development of policy. As of January 1, 2012 they formed a foundation for Cooperation Vocational Education and Entrepreneurship (St. SBB – stichting Samenwerking Beroepsonderwijs Bedrijfsleven; www.s-bb.nl). Its responsibility is to advise the Minister on the development of the national vocational education and training system, based on the full consensus of the constituent members (the representative organisations of schools and of entrepreneurship and their centres of expertise).

1.1.2 Vocational education in Italy

The actors involved in the governance of the Italian education and vocational training system are the following:

- Ministry of Education, University and Research - responsible for setting the minimum public service performance levels for the education system;
- Ministry of Labour and Social Policies - responsible for setting the minimum public service performance levels for the vocational training system;
- Regions and Autonomous Provinces - planning, organising and supplying VET;
- Social partners - designing and organising active labour policies and particularly VET policies

Compulsory education covers the age group between 6 and 16 years and performs the first cycle of education (ie, 5 years of primary school and three years of lower secondary school degree) and the first two years of secondary school degree, or, alternatively, attending vocational education and training carried out by educational institutions accredited by a regional or professional institute.

After 16 years there is compulsory training that is as “right-duty to education and training until a qualification of at least three years within eighteen years of age”.

Compulsory training can be accomplished in three different ways:

- finishing high school until graduation;
- attending after the first two years of high school, a vocational course for the achievement of the qualification;
- working under a contract of apprenticeship or other type of contract stipulating, however, the frequency of training activities outside the company

1.1.3 Vocational education in Germany

Germany, like Austria and Switzerland, belongs to the European countries in which learning on the job is a traditional component of the education system. All vocational training is aimed at imparting comprehensive professional competence in the occupation. It is guided not only by the requirements of the labour market, but also by the need for individuals to acquire skills, knowledge and competences that enable them successfully to prove themselves on the labour market. Training programmes are designed on the principle that they should be as broad as possible and as specific as necessary. The main challenges facing not only the German VET system today are technological and structural change in industrial life, demographic change, increased personal mobility and globalisation. Some improvements have already been made: The permeability of the education system is steadily being improved and the German Qualifications Framework (DQR) will make it easier for qualifications and learning outcomes to be recognised across all areas of education.

In the Dual system training is conducted in two places of learning – companies and vocational schools. It normally lasts three years. The aim of training in the dual system is to provide, in a well-ordered training programme, broadly based basic vocational training and the qualifications and competences required to practise an occupation as a skilled worker in a changing world of work. Successful completion of the programme entitles the trainee to practise an occupation as a qualified skilled worker in one of the recognised training occupations. Compulsory full-time education must have been completed by the time of commencing vocational training. There are no further requirements for access to training in the dual system; it is essentially open to all. However, the majority of trainees hold either the intermediate certificate or an entitlement to higher education (Abitur).

Training takes place on the basis of a private-law vocational training contract between a training enterprise and the young people. The latter are trained in the enterprise for three to four days a week and in the vocational school for up to two days a week. The enterprises bear the costs of the in-company training and pay the trainee remuneration for training that is regulated by collective agreement between the parties.

The professional competences in the occupation to be acquired in in-company training are specified in a training directive and put in concrete form by the training enterprise in an individual training plan. For the teaching in the vocational school, a framework curriculum, harmonised with the training directives, is drawn up for every recognised training occupation.

Comprehensive information and data on VET and on the dual system in particular can be found in the annual VET report of the Federal Ministry of Education and Research (BMBF) and on the website of the Federal Institute for Vocational Education and Training (www.bibb.de).

1.1.4 Vocational education in Poland

In relation to youth (under the age of 18) the students obtain vocational qualifications mainly in a formal system of education, namely a 3-year vocational school (ZSZ) giving basic vocational qualifications (skilled worker) or a 4-year upper secondary technical school (technikum) giving a diploma of technician. Upper secondary technical school also enables the students taking A– level examination (matura exam) which gives entrance to education at tertiary level.

Adult graduates (at the age above 18) from lower and upper secondary schools may gain or improve their vocational skill and knowledge in informal system of education through taking qualification courses and then sitting for external vocational exams confirming vocational qualifications, which are conducted separately for each qualification specified in a given occupation. However, in relation to the first group (lower secondary school) the graduates do not obtain a title of technician. In order to receive it in addition, they need to complete an upper secondary general education school. In relation to the second group (graduates from upper secondary school) passing vocational qualification exams confirm vocational qualifications and gives the title of technician.

Graduates of general education and technical upper secondary schools can improve vocational qualifications in a formal system of education in a post-secondary school (szkoła policealna) with a learning process lasting no longer than 2,5 year.

For basic vocational school students, there is also an option to take apprenticeship training which is chosen by approximately 60% of graduates from lower secondary schools. It is organized in small and medium enterprises, mainly in handicrafts. After passing the external exams in crafts, apprentices obtain apprentice certificate (świadectwo czeladnicze) or, if their employer does not belong to the Polish Craft Association, they pass exams at Regional Examination Boards and obtain diploma confirming vocational qualifications.

Vocational training for adults is organized mainly in out-of-school forms, such as:

- Vocational qualification courses: Completing a vocational qualification course allows to take an external examination confirming vocational qualification, conducted under the same conditions and according to the same rules as for IVET students.
- Occupational skills courses: courses for separate units of learning outcomes specified in a given qualification.
- Other courses related to occupations included in the classification of occupations and specialisations meeting labour market needs, including courses conducted in cooperation with labour offices.

Apprenticeship for Adults is in the scope of responsibility of the Minister of Labour and Social Policy. The aim of this particular active labour market programme, provided by the Local Labour Offices, is to improve employability of unemployed and job seekers, by helping them to confirm their skills and qualifications formally.

National/ regional rules are set in the following regulations:

- Regulation of the Minister of National Education of 7th October 2009 on pedagogical supervision, (OJ of 9th October 2009);
- Regulation of the Minister of National Education and Sport of 20th December 2003 on accreditation of establishments and centers providing continuing education in the out-of-school forms (OJ of 30th December 2003)

1.1.5 Vocational education in Switzerland

The Swiss vocational and professional education and training system is divided into two parts: vocational education and training (VET, upper secondary level) and professional education (PET, tertiary level type B).

Vocational education and training (VET) imparts the skills and knowledge necessary to practice a specific trade at the upper secondary level. A two-year period of vocational education and training leads to a Federal VET Certificate, and a three or four-year period of training ends with a Federal VET Diploma. Supplementary to a three or four-year course of VET program, young people can study for the Federal Vocational Baccalaureate.

The Swiss VET system is particularly known for its dual educational system. After nine years of compulsory schooling, young people may either directly join the labour market becoming apprentices (this is known as dual-track approach to learning, practically apprentices work in a firm while attending school programmes leading to a vocational title), attend other vocational full time school or continue to study and attend an upper secondary general school that prepares for university study.

The Initial Vocational Education and Training includes in Switzerland all the training paths that permit to obtain either a VET Diploma (3-4 years education) or a VET Certificate (two years education). The Federal Act of 2004 permitted to strengthen the VET system in Switzerland, and particularly to widen the training offers related to attainment of a VET Certificate.

These structural features of the Swiss educational system explain the proportionally smaller number of full-time advanced students in Switzerland compared with European countries. In fact, every year around two-thirds of young people in Switzerland enter the job market via the VET pathway and the majority of them choose the dual-track approach to learning.

The Swiss educational system compares well with other OECD countries in terms of graduation rates in upper secondary education – 90% of the population receives a diploma at this level. It must be recognized, however, that this is mainly due to the attractiveness of vocational education since 60-65% of all diplomas awarded are in the sector of vocational education.

Furthermore vocational education and training is also open to adults enabling them to obtain an appropriate certificate or diploma.

Also see information in the Annex: A1-1_SwissVETSystem_FactFigures

1.2 Youth unemployment and relationships with the lack of a qualification

1.2.1 Comparing statistical Overview

Youth unemployment rates are generally much higher, even double or more than double, than unemployment rates for all ages¹. The economic crisis severely hit young people in Europe especially hard. From the second quarter of 2008, the youth unemployment rate has taken an upward trend peaking in 23.6 % in the first quarter 2013, before receding to 23.1 % at the end of the year (*Eurostat, July 2014*).

	Youth unemployment	Total Unemployment rates
EU (28)	21.7%	10.2%
Germany	7.8%	5.1%
Italy	42.9%	12.3%
Netherlands	10.4%	6.8%
Poland	23.2%	9.5%
Switzerland	6.5%*	4.2%*

(* data referred to ILO standards International Labour Organization (II quarter 2013 and 2014)

Table 1: Youth unemployment compared with overall Unemployment rates (Eurostat 29-08-2014)

In Spain and Greece, youth unemployment rates are reaching more than 50%. Between 2007 and 2012, employment in Greece, Ireland and Portugal declined as a whole by 1.6 million jobs, but 75 per cent of these affected younger people (aged 15-34 years). In addition to very high total and youth unemployment rates in many countries, a particularly worrisome trend is the large employment gap for young adults aged 25-34. Young adults are often the first to face unemployment due to their lower seniority and the job protection afforded to older workers, while at the same time they are often excluded from specific youth labour market programmes or training schemes, making a return to employment for this age group particularly protracted. Low skilled young people face even more difficulties in the labour market. To close the skills gap in youth labour markets is an important challenge in order to bring down the high youth unemployment rate. The skills mismatch has become a persistent and growing trend in Europe. Over-education and over-skilling coexist with under-education and under-skilling and increasingly with skills obsolescence brought about by long-term unemployment. Evidence shows that there is a higher risk of mismatch for those at the bottom of the educational pyramid, which is reflected in relatively high unemployment rates for low-skilled youth in comparison with high-skilled

¹ High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large, as many young people are studying full-time and are therefore not part of the labour force which is used as the denominator for calculating the unemployment rate. For this reason, youth unemployment ratios are also calculated, according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Youth unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the crisis on the labour market (Source: Eurostat).

youth. Due to the growing phenomenon of over-education, youth are crowded out of the bottom of the educational pyramid: less educated and skilled young people find themselves at the very back of the queue – even for those jobs for which they are best qualified. The current young generation is worse off than that of 20 years ago.

	7/2014	10/2013
EU (28)	21.7%	23.2%
Germany	7.8%	7.9%
Italy	42.9%	41.4%
Netherlands	10.4%	11.6%
Poland	23.2%	27.6%
Switzerland	6.5%*	5.8%*

* data referred to ILO standards International Labour Organization (II quarter 2013 and 2014)

Table 2: Development of Youth unemployment rates (Eurostat 29-08-2014)

	2013	2012
EU (28)	33.7%	32.6%
Germany	14.8%	15.6%
Italy	41.0%	34.7%
Netherlands	13.5%	10.3%
Poland	36.9%	37.7%
UK	29.1%	31.4%
Switzerland	9.0%	9.9%

Table 3: Youth unemployment rates at less than primary and lower secondary levels (0-2) (Eurostat 21-08-2014)

1.2.2 Italy

Out of unemployed youth (<25 yrs)	Rate of unemployment	Tendency
With school leaving degree	27%	Increasing
Without degree	32.8%	Increasing

Table 4: Youth unemployment in Italy in relation to educational degrees

These indicators show an unemployment rate that is generally higher compared to the correspondent EU27 values for the 15-24 age group at all educational attainment levels, whereas it is lower for the 25-49 and 50-64 age groups at all educational levels, except for ISCED 5-6, age group 25-49.

As suggested in literature, data enhance a situation of the Italian labour market in which a relative scarcity of high levels of education correspond to low yields. The reasons may include the inconsistency of resources for level of investment required for innovation activities, research and development, due to the small size of Italian manufacturing units and the the low quality and credibility of the school system, with weak connections with the world of work.

1.2.3 The Netherlands

Out of unemployed youth (<25 yrs)	Rate of unemployment	Tendency
With school leaving degree	12,8%	
Without degree	19,3%	

Table 5: Youth unemployment in the Netherlands in relation to educational degrees

Due to the economic crisis youth unemployment has increased in the Netherlands during recent years. In April 2011 this 9% in January 2013 amounted to 15% and 16.4% in February 2014 . Those are 135000 young. It is true that youth unemployment is not evenly distributed. The unemployment rate for young people without basic qualifications is 19.3 %, with a basic qualification 12.8%.

1.2.4 Germany

Out of unemployed youth (<25 yrs)	Rate of unemployment	Tendency
With school leaving degree	26%	Decreasing
Without completed Initial Vocational Training (IVT degree)	74,3% (Apr 2014) Highest since 2009	

Table 6: Youth unemployment in Germany in relation to educational degrees

A significant reduction in youth unemployment took place during the last decade in Germany. But there are still large regional differences existing (Berlin 2005: 23.2%).

Nevertheless, the proportion of unemployed youth without completed IVT grows continuously. It's obvious that the reduction of unemployed youth without IVT is much more slowly (-8.3%) than of the total number of young unemployed (-27.3%). There is a risk of structural consolidation of youth unemployment and a contingency of unemployed young people without an educational or professional perspective. Young people with difficulties need qualification offers, in addition to job or in-service training placements.

The example of Berlin

The deep economic change after German reunification in 1990 had very serious negative effects for the employment situation of Berlin (former East as well as West Berlin) with the result that Berlin had and still has the last position in the German unemployment statistics. This was especially true for youth unemployment. The rate is now at 11.4% and shows a stable tendency of further improvement (2009: 15.5%; 2013: 12%). The total Berlin unemployment rate is 11% compared with the average of 6.5% at the Federal level. A further reduction below 10% should be reached by solving the matching problem in the Berlin training market: young people looking for an apprenticeship vs. open apprenticeships offered by enterprises.

1.2.5 Switzerland

Out of unemployed youth (<25 years)	Rate of unemployment	Tendency (comparable data from previous yrs)
With school leaving degree	52.2% *	Slightly decreasing
Without any degree + with only a primary school degree	1.5% + 35.7 % *	Slightly decreasing

* data referred to 2009 (source: SECO - State Secretariat for Economic Affairs)

Table 6: Youth unemployment in Switzerland in relation to educational degrees

The employment rate in Switzerland for people with all levels of education is about 83%, placing it first (together with Iceland, Norway and Sweden) among OECD countries. On the other hand, unemployment rates for people with all levels of education are between the lowest among the European countries. Anyway, worsening labour market conditions are affecting people differently, depending on their educational attainment and the age. Generally speaking the unemployment rate increases more significantly for the less educated and the youngster.

Considering the age between 15 and 25 years old, the unemployment is mainly linked to the availability of apprenticeships places in the companies and to the early school leavers. The youngster unemployment rate slightly fluctuated in the last ten years; the rate is usually strictly correlated to the economic situation. In any case in the last ten years the rate was always noticeably under 10% and the average is now between 6 and 8 %. This means that the youngster unemployment rate is in general more than half as much the general unemployment rate (about 4.2 % in June 2014). Considering that data the youth unemployment rate in Switzerland remain considerably lower than the average reported in EU Statistics. Referred to the total amount of unemployed people the percentage of youngster (between 15 and 24 years old) without a job was in 2013 about 13.8 % (62.8 % were people between 25 and 49 years old and 23.4 the over 50).

If we consider the education level of youngster out of a job, we can see that nearly 40% of them do not have a secondary level of education. This group of people consists of youngsters that after the compulsory school have not entered the secondary education level (but will probably do it in the future), early school leavers and young adults that prefer to work without having any further education.

1.2.6 Poland

Out of unemployed youth (<25 years)	Rate of unemployment March 2014	Tendency (comparable data from previous yrs) 2012-2013 March
With school leaving degree		
• vocational training certificate	28,3	26,0
• further secondary school certificate	21,7	
• secondary school certificate	<u>10,5</u>	<u>21,9</u>
Total	17,5	28,1
Without degree (primary school, lower secondary school)	27,9	44

Table 7: Youth unemployment in Poland in relation to educational degrees

It has to be stated that the rate of unemployment, compared to the previous years, in the above mentioned group is decreasing (in March 2013 – 28,1; in March 2014 - 17,5). The significant reduction in the rate of unemployed has been achieved due to the policy of public employment services whose main interest was an activation of youth. The main tool of the policy was a subsidized vocational training at enterprises. Other essential factors were the following: providing a professional, vocational training for youth possessing only general education certificates, reform in the vocational training system (national vocational qualification certificates possible to gain in the informal system of education), creation of advisory career centers for youth which allowed them to choose a profession, meeting not only their interests but also the needs of the market.

1.3 School leavers without degree/dropouts

1.3.1 Short comparing statistical overview

	2013	2012
EU (28)	12.0%	12.7%
Germany	9.9%	10.6%
Italy	17.0%	17.6%
Netherlands	9.2%	8.8%
Poland	5.6%	5.7%
UK	12.4%	13.6%
Switzerland	6.4%	7.3%

Table 8: Early leavers (age of 18-24) from education and training (Eurostat 21-07-2014)

Data on educational attainment show that, in 2012, just over four fifths (80.3 %) of the EU-28's population aged 20 to 24 had completed at least an upper secondary level of education. However, 12.7 % of those aged 18 to 24 were early leavers from education and training, with at most a lower secondary education. The strategic framework for European cooperation in education and training adopted a benchmark to be achieved by 2020 that the share of early leavers from education and training should be less than 10 %. Early leavers from education and training may face heightened difficulties in the labour market. In 2012, a 5.3 % share of the EU-28's population aged 18 to 24 were early leavers in employment, while 5.2 % were early leavers wanting to work but not employed. (Source: Eurostat)

1.3.2 The Netherlands

Over 2012 the Netherlands has a relatively low percentage of Early School Leavers (8,8%) compared to the EU -15 member states (13,7%). The proportion of Early School Leavers in the age category 18–25 has been reduced by one third to 10 percent over the past decade. Thus, the Netherlands precisely met the target set by the EU in 2000.

Early School Leaving in the Netherlands - Pupils leaving school early - is an economic, social, and individual problem. Each young person has his or her own aims, wishes and ambitions, and having a good education increases the likelihood of achieving them. The Dutch knowledge economy requires well-educated employees, while Dutch society also finds itself confronted by dejuvenation and the ageing of the population, with the pressure on the labour market consequently increasing.

Tackling the problem of pupils leaving school early is one of the priorities of the Dutch government implemented by the 'Drive to Reduce Drop-out Rates' approach. The Dutch target is to have no more than 25,000 new early school leavers each year by 2016. An early school leaver is a young person between 12 and 23 years of age who does not attend school and who has not achieved a basic qualification (i.e. a senior general secondary, pre-university, or level-2 secondary vocational diploma).

1.3.3 Italy

	Number / percentage	Tendency
Early school leavers	17.6%	Decreasing
Early leavers from school and training with migrant background	39.1%	Decreasing

Table 9: Early school leaving in Italy

In general, the decision not to continue one's studies, often indicator of social hardship concentrated in less developed areas, is common even in most prosperous regions, where high labour demand exerts an undeniable attraction on young people, dissuading them from completing their studies in favour of relatively easy access to employment.

Although the phenomenon is steadily decreasing in Italy, it is still a long way from the European targets: in 2012 the percentage of young people who gave up their studies early was 17.6 percent, 20.5 percent among men and 14.5 percent among women. With a rate of 39.1% in 2012, foreign-born people weigh heavily on the overall national rate. The analysis of sub-indicators shows that the family educational background is particularly unfavorable.

1.3.4 Germany

	Number / percent	Tendency
Early school leavers (2013)	5.9%	2000-2012: reduction from 9.4 to 5.9% (-3.5%)
Early leavers from school and training with migrant background	11.4%	

Table 10: Early school leaving in Germany

A continuously too high number of dropouts from school gives reason of concern. In East Germany, the rate is significant higher than in West Germany and the number of dropouts with a migrant background is more than double compared with young German natives (4.9 %). In Berlin, every 10th pupil leaves the school without a school degree.

Young adults (20 to 29) without school degree are especially at risk not to complete a professional training (50.1%) Without a school degree, young people have hardly a chance to find an apprenticeship or a sustainable employment. In 2011, there were 1.33 Mill. (3.5%) young people at the age of 20 to 29 without completed training (2008: 1.46 Mill.) and 13.1% at the age of 20 to 24 (2008: 15.3 %). Young migrants are much more often without professional degree (30.5 %) than young Germans (10.9 %). The strategic aim is to reduce the percentage of young people without a professional degree (Erstausbildung) to 8.5% (2015).

1.3.5 Switzerland

	Number / percentage	Tendency
Total number of early school leavers (2013)	6.4 %	Decreasing
Early leavers from training	no data	
Early leavers from school and training with migrant background	15.0 % * (Swiss early leavers 4.1%)	Decreasing

* Percentage refer on the total resident population with age between 18 and 24

Table 11: Early school leaving in Switzerland

Early school leavers rate in Switzerland is lower if compared to many other European countries. This is mainly due to the structure of the education system in Switzerland and particularly thanks to the different chances to get a vocational qualification offered by the Swiss dual track approach to learning (VET - upper secondary level II). After the compulsory education (9 years, primary and lower secondary schools) the majority of the youngsters go on to a 2 or 3-4 years apprenticeship.

School leavers rate presented in the table refer to young people between 18 and 24 years old (which are usually attending training courses at a upper secondary level II) and is about 6.4 % for 2013. The rate represents the percentage of people engaged in post-compulsory education (upper secondary level education) that decide to leave secondary level training without getting a qualification and without starting other sort of educational pathway.

After 2003 the early school leaver rate is decreased and it is now one of lower in Europe. This trend is due to different factors such as socio-economic situation and etcetera. Furthermore the introduction in 2004 of the two-year VET programmes leading to the Federal VET Certificate noticeably decrease the school leavers rate, giving young people with educational difficulties the opportunity to obtain a recognised qualification (with a lower level compared with the Federal VET Diploma) with some specific occupation profiles.

Although this shortened two years educational programme about 6.4 % of the young people (18-24) living in Switzerland still enter the labour market without finishing a post-compulsory education. The reasons, which causes young people to leave educational and training pathways before completing them are individual and can be influenced by socio-economics, cultural, geographical, etcetera factors or individual circumstances linked to a specific personal situation. This target groups is naturally particularly exposed to the risk of unemployment and only a small part of this people has the chance to recover an upper secondary level qualification in the adult age.

If we refer to the differences between Swiss and foreign people, there is a clear difference between the proportion of young people of Swiss and foreign nationality who leave school early. The figure for young people of Swiss nationality is around only 4%, compared with a figure of between 15% for young people of foreign nationality. The rate of foreign early school leavers has anyway noticeably decreased in the last 10 years, and the gap between Swiss and foreigners is becoming thinner.

1.3.6 Poland

	Number / percentage	Tendency (comparable data from prev. years)
Total number of early school leavers (2013)	No specific data available*	
Early leavers from training		
Early leavers with migrant background		

* The problem with gaining required information is connected with the fact that the data on this matter are collected and stored by municipality authorities responsible for education policy in the counties. The data are not made available to the public.

Table 11: Early school leaving in Poland

1.4 Young people under upper secondary and post-secondary education and training

1.4.1 Comparable statistical data

	2012	2011
EU (28)		
Germany	35.3%	35.9%
Italy	46.3%	47.2%
Netherlands	39.8%	36.6%
Poland	38.9%	38.1%
UK	43.8%	42.7%
Switzerland	36.3%	35.8%

Table 12: Young people (15-24) under secondary and post-secondary training (Eurostat 19-05-2014)

1.4.2 The Netherlands

National measures successful

The Dutch ESL-programme has been successful in implementing various measures at national level:

- Compulsory school attendance and basic qualification obligation.
- Personal education number, all pupils have been allocated an education number, which makes it possible to track them.
- Digital Absence Portal, all school absenteeism is registered by a simplified computerized reporting procedure.
- Career Orientation and Guidance to prevent the wrong choice of programme, one of the primary reasons to drop out of education.
- Transfer to follow-up education programme made less of a major stumbling block for pupils.

1.4.3 Italy

The fluctuations in the number of ISCED 3 and 4 are mainly due to different factors such as young generations' demographic drop, partially compensated by the general increase in higher school attendance, and the attainment of ISCED 3 and higher qualifications, which has been influenced by the different reform programmes of the education system, as for example the raising of compulsory school age and the introduction of the right-duty to education and training till 18 years old. On the other hand, the decrease in the number of graduates at ISCED 4 in 2007 can be explained with a reduction of the attractiveness of the three-year degree pathways which initially had attracted a considerable number of +21 year-old students, but also the possibility of the recognition of previous studies or working experience.

1.4.4 Germany

The proportion of persons in the resident population who began an apprenticeship in the dual system, is below 60%. The number of newly concluded training contracts further decreased in the years 2013 and 2014 in relation to the previous years (2013: -3.2 %) and is at a historically low level (since 1990). Despite the decline in the number of contracts, the training opportunities for young people deteriorated only slightly compared with the previous year due to the negative demographic development. But, now as before, a significant number of interested young people have no access to the dual system of vocational education and training. Employers complain that the competences of many school-leavers are not good enough for taking up an apprenticeship. The beginner quota of young people with migrant backgrounds levels at 29.4 % (2012) which is only half of German beginners. Despite extensive support measures, they are still strongly underrepresented.

At the same time, many companies face growing problems in actually filling their training places. Analyses of the training behaviour of young people show that the interest of school-leavers in dual vocational education and training is receding. There is a tendency to higher education and thus a change in the structure of the school leaving population. The employment opportunities of young people interested in dual education and training have improved.

Of the group of single parents from 16 to 24 (2011), 47% of young mothers and 31% of young fathers are neither at school/ training nor with a completed professional training and represent a high, non-used potential.

On the whole, the training market situation worsened at the burden of the young people and there is a big challenge of integration of all young people (able and willing to be trained) into initial vocational training.

1.4.5 Switzerland

The proportion of the Swiss population with a tertiary qualification has been increasing steadily over the years. As more and more people have obtained tertiary qualifications, there has been a fall in the number of people holding only upper secondary level qualifications, which is the most widespread level of education among 25 to 64-year-olds (almost 50%). In recent years, the proportion of the population without a post-compulsory qualification has been constantly falling and is now approaching 15%.

The proportion of people with a tertiary qualification is around one third in both the Swiss and the foreign resident population between the ages of 25 and 64. In contrast, the proportion of those people who left education without an upper secondary level qualification is considerably higher among foreigners (nearly 30%) than among the Swiss (lower than 10%).

Around two-thirds of young people coming out of compulsory education enrol in a VET programme. Dual-track VET programmes (i.e. part-time classroom instruction at a VET school, part-time apprenticeship at a host company) are by far the most common form of vocational education and training in Switzerland.

Over 90% of young people that attend a VET program Switzerland successfully completed their education and hold at end an upper-secondary level qualifications. One of the aims of the Swiss Confederation for the next years is to increase this figure to 95% by 2020.

1.4.6 Poland

The rate of young people under upper secondary and post-secondary education is rather stable because they are still very interested in improving their skills and abilities. Change can be noticed in connection with the choice of the type of education. The focus shifted from general education to a technical one.

1.5 Adults and IVET: Second chance for drop-out youth and young adults

1.5.1 Short statistical overview

2013	20-24 years	25-29 years	30-34 years
EU (27)	18.5%	20.9%	20.4%
Germany	9.5%	13.0%	15.0%
Italy	32.0%	32.9%	30.3%
Netherlands	7.8%	11.1%	12.7%
Poland	19.4%	22.7%	20.5%
Switzerland	9.0%	8.7%	10.5%

Table 13: Rate of unemployed young adults, neither participating in training nor in further training (Eurostat 21-07-2014)

1.5.2 Italy

The participation rate in the education system for young people aged 15-19 years is fairly high in all geographical areas, ranging from a low of 76.1 percent in the North-west to a peak of 86.1 percent in the Centre. With regard to participation in the tertiary education system (University and AFAM), in contrast, the lowest value is observed in the South and Islands area (18.9 percent of 20-to-29-year-olds) and the highest once again in the Centre (27.1 percent).

The education level among the 30-34 age group is one of the indicators identified by the European Commission in the Europe 2020 Strategy. The target set, to be achieved within the next decade, is for at least 40 percent of young people aged between 30 and 34 to obtain a university or equivalent qualification.

In Italy 21.7 percent of young people aged 30-34 were in possession of a tertiary qualification in 2012, an increase of 6.0 percentage points compared with 2004 ((7.3 percentage points lower than European average).

For several years attention has been given at the European level to young people who are no longer in education/training but who are not in employment either: Neets (Not in Education, Employment or Training). In this group of young people, prolonged lack of contact with the labour market or education system may lead to the risk of greater difficulty in regaining access to it. In 2012, in Italy over 2.25 million young people (23.9 percent of the population aged between 15 and 29) were outside the education and employment circuit. The percentage of Neets was higher among women (26.1 percent) than men (21.8 percent). After a period in which the phenomenon had recorded a slight fall (between 2005 and 2007 it had fallen from 20.0 to 18.9 percent) the incidence of Neets began to grow again during the recent downturn; the indicator, which recorded a very strong annual increase in 2009 and 2010, continued to increase also in 2012. While in 2009-2010 the increase in numbers of Neets had mainly involved young people in the Centre and North, and in 2011 the increase had exclusively affected the Centre and the South and Islands areas, in 2012 the number of young people not in employment,

education or training had a significant increase all over the Country. In particular in the South and Islands area the incidence of the phenomenon reached the highest level at 33.3 percent (against 17.6 percent in the Centre and North), highlighting the great difficulty in gaining access to employment experienced by a large number of young people in the southern regions. Sicilia and Campania were the regions with the highest incidences (37.7 and 35.4 percent, respectively), followed by Calabria and Puglia with values of 33.8 and 31.2 percent, respectively. In the South and Islands the Neet phenomenon, however, was so pervasive as to exhibit no clear gender differences: the advantage for men (31.6 percent) over women (35.0 percent) was minimal.

1.5.3 Germany

Completed initial vocational education and training reduces the risk of unemployment and low wages immensely. The chance of earning a gross hourly wage above the low wage threshold is three times higher for persons with a completed dual vocational education and training than for those without formal qualifications.

The data situation about “second-chance” training applicants is poor. The previous learning background is not homogeneous. The reasons for not having completed a formal vocational training are most different (wrong choice of profession, learning motivation, pregnancy, unskilled employment, university drop-outs etc.) The number of potential “second chance” students is estimated at about 50,000.

Typical “second chance” clients are young people with partial qualifications (formal, informal, non-formal) with only limited interest in a full initial training course (3 years). They have exceeded the typical training age and ask for a professional qualification without starting from the very beginning again.

Employment and livelihood security by own earned income are important for this target group. They ask for individually designed training models that are incorporated into their ongoing employment, take existing skills and competences into account (e.g. from discontinued training, job experience) and lead in an effective way to a final professional degree.

1.5.4 The Netherlands

The largest percentage reduction compared with 2005 - 2006 has been realized in the economy sector (32.2%).

More than 38% of the number of new dropouts in MBO are from the economy sector. Nearly 24% of new dropouts in the MBO comes from the technology sector, 23% the health and welfare sector.

1.5.5 Switzerland

In 2012 about 619,000 persons (13.7%) of the resident population between 25 and 64 years old didn't hold a post-compulsory qualification. Out of this about 181,000 were in the age category between 25 and 39 years old and 135,000 were active person with a working place. Unemployed people without an upper secondary level aged between 25 and 39 were about 17'000.

In 2012 about 18,000 adults aged more than 25 and without a upper secondary qualification were in the process to recover a post compulsory vocational qualification (VET upper secondary level). The percentage of VET qualifications obtained by adults (25 years old and more) was less than 10% in 2012. Of these people 62% obtained the qualification attending a traditional vocational training (3-4 years or shortened education 2 years), 4% decided for a prior learning recognition procedure and about 34% directly access to the final qualification procedure.

1.5.6 Poland

Poland has got one of highest rates of NEETs which suggests that the main reason is not sufficient preparation for professional career or that there are some economic factors that demotivate them for undertaking any activities.

2 National active labour market and VET policies and initiatives (marco level)

2.1 Italy

Legislation / regulations in the field of VET policies, tools and measures

Plan of Implementation of the Italian youth GUARANTEE STRUCTURE OF MISSION with the aim of:
contribute to achieving the aims of the Youth Guarantee draw up PLAN IMPLEMENTATION ITALIAN Warranty for Youth
They include: the Ministry of Labour and Social Policies, Italy and Isfol, Ministry of Education, Ministry of Economic Development, Ministry of Economy, Department of Youth Affairs, Regions and Autonomous Provinces, Province, INPS and Unioncamere

Legislation / regulations in the field of active labour market policies, tools and measures

MEASURES AND TOOLS TO HELP EARLY SCHOOLS LEAVERS TO RECOVER AN IVET QUALIFICATION

- While there is not yet evidence of a comprehensive strategy against early school leaving, the **Cohesion Action Plan** has a strong focus on education in **Southern regions**, where the problem is more severe. The 2013 CSR on education recommended that Italy step up efforts to reduce early school leaving.
- In a medium- to long-term perspective, improving school quality and outcomes may help reduce early school leaving.
- The main measure in this area was approved in March 2013 and establishes a **National System for the Evaluation of school institutions**. Each school will prepare a plan for improvement in cooperation with local stakeholders. This new system could prove very useful, if endowed with adequate resources.
- **School quality and outcomes strongly depend on the role of teachers**. However, at present the teaching profession in Italy follows a single career pathway with salary progression based on seniority only, limited prospects in terms of professional development, no comprehensive assessment of performance and, compared with other countries, low salary levels relative to other workers with tertiary education. Hence the 2013 CSR on education also asks for reforming teachers' professional and career development.
- To facilitate transition to work, the June 2012 labour market reform aims to make the **apprenticeship** contract a major port of entry towards stable jobs. In line with the labour market reform, the government adopted on 11 January 2013 a legislative decree establishing the **national system for the certification of skills**, including the identification and recognition of non-formal and informal learning.
- Starting from the 2011/12 academic year, 62 **higher vocational institutions** (ITS) have been created to provide **short-cycle tertiary qualifications (2 years) focused on key sectors of the Italian economy**. Although they still involve a limited number of students, the ITS are potentially relevant in promoting the development of the vocational higher education

system, consistently with the 2013 Annual Growth Survey priorities on tackling unemployment.

MEASURES PROVIDED IN THE YOUTH GUARANTEE PLAN

Universal system of information and guidance that can be accessed with the compulsory registration of the young, through:

- Remote systems and automated (portal Cliclavoro and regional portals connected)
- System of "competent services", for young people who move to the contact center
- appropriate structures to be set up in the system of education and training for "Capture" the youth out in advance by the vocational education and training

Services and personalized pathways

Information, guidance and support for universal character

Preparatory Actions in Contact Centers offering specialized services

Routes / individual devices to be proposed after the signing of the "Contract of Service" or the definition of the Project career / employment, to be defined in accordance with

agreed in the Regional Plans for the implementation of the Youth Guarantee

Job Offer possibly accompanied by bonus employment for the enterprise

apprenticeship

practical training

Training actions aimed at achieving or working the inclusion of a qualification aimed at young people who need further qualification

Monetary support (training grant) in the event that they are in favor of the three-year courses of vocational education and training or to go back to school

Voucher for the purchase of specialized services and support that may be provided by the training facility (in the case of private structures)

Definition of Institutional and legal frameworks. Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

- Ministry of Labour and Social Policies: The Coordinating Body of the Guarantee
- Regions: Intermediate Body
- Partnership: Interested party - actor of the system
- Third Sector: Actor System
- Central government (Ministry of Education, Youth Department, MISE): Beneficiary
- Italian Job: implementer of interventions
- Isfol: Rocker interventions
- INPS, Unioncamere: implementer of interventions
- Province: Holders of administrative competence in the field of employment services
- authorized or accredited agencies: dispenser of services
- Local Authorities: Person responsible for the drop-out lower
- Structure of Mission: Place for empowering define and monitor the YG

Implementation of initiatives

The Implementation Plan will be supported by initiatives and communication actions:

- Contest creative mode Zooppa Crowdsourcing platform for the creation of a spot and line graphics
- Site www.garanziaperigiovani.it hub of information available to young people for guidance, information and opportunities
- Informational materials and orientation
- Dissemination channels, online and offline
- Stand "Youth Guarantee" at events dedicated to young

2.2 Germany

Legislation / regulations in the field of VET policies, tools and measures

National Pact for Training and Young Skilled Staff (2010–2014)

Securing adequate training and qualification opportunities for all young people willing able to undergo training is a declared goal of the Federal Government. This applies equally to both high-achieving and lower-achieving young people, because only with both will Germany's demand for skilled staff be secured. In June 2004, the Federal Government together with central German business associations therefore agreed to set up the "National Pact for Training and Young Skilled Staff" to promote more commitment to training and additional efforts by public authorities. In October 2010, the Training Pact was extended by another four years with new focuses. The Conference of Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz – KMK) and Federal Government Commissioner for Migration, Refugees and Integration were included in the Pact as new partners with their own contributions to make. One important fact in the Pact's continuing development was that the starting situation has fundamentally changed since 2004. Instead of a shortage of training places, there is now a shortage of applicants in some industries and regions due to demographic developments. At the same time, a considerable number of applicants still do not who immediately succeed in making the transition from school into training, among them unplaced applicants from previous years, young people from migrant backgrounds and socially and educationally disadvantaged young people and those with disabilities. Working under the motto of "making use of all potential", the extended Training Pact will offer these young people in particular increased opportunities to access vocational training. This will entail improving the maturity of school leavers completing secondary general and intermediate school at an early stage, providing more intensive support for low-achieving young people, opening up effective qualification courses and prospects to young people in the transition system and integrating young people from migrant backgrounds into training. The new Pact will tackle a wide range of measures, central among them the BMBF initiative "Educational chains leading to vocational qualifications" ("Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss"), a comprehensive bundle of measures aimed to qualitatively improve the transition from school into dual training, and the 10,000 company-based introductory courses a year designed especially for young people in need of extra support (EQ Plus) that industry has promised to provide. To secure a supply of skilled workers, the new Pact agreement also aims to attract more high-achieving young people into company-based vocational training. To this end, the Federal Ministry of Education and Research (BMBF) and BMWi started the "Berufliche Bildung – praktisch unschlagbar" ("Vocational training – practically unbeatable") information campaign in November 2011. Its goal is to highlight the attractiveness of dual training and the diverse opportunities offered by vocational training to a wider public and address high-achieving young people in particular. The Pact partners again submitted an interim review of their activities in 2012 and the main results of their funding and support measures are described below. The Federal Government systematically reviewed Federal programmes for funding and supporting young people, modernising its instruments in the area of labour promotion law, orienting them towards

individual needs for action and strengthening preventative measures. Career start coaches

now supporting students at around 2,000 schools from their penultimate year of school nationally to successfully manage the transition from school into training as defined under the terms of Volume III of the German Social Code (SGB III) and the “Educational chains” initiative. Career start coaching and intensified (expanded) careers orientation measures, after being trialed as models, were established as standard instruments. The vocational orientation programme (Berufsorientierungsprogramm – BOP) was continued at its high standard and the number of intermediaries involved in targeted placement was doubled. To increase the participation rate of young people from migrant backgrounds, the Federal Government held national and regional training conferences, which were also specifically designed to address parents and involved the Federal Commissioner for Migration, Refugees and Integration, as well as youth forums with young people from migrant backgrounds as part of the “Jobstarter” programme.

Yet many lower achieving young people are still not successfully directly entering training. In this context, the Training Pact Partners adopted the joint declaration, “Targeted support of young people at the transition into in company training” in November 2012. It aims to better coordinate the diverse range of support offered in the transition system and bundle measures where this would be beneficial. The overall goal is to integrate young people quickly into training and guide them towards a vocational qualification. Company-based pre-training measures should also be more widely available to young people who need special support. The Pact partners appeal to young people to inform themselves about the many offers of help available, such as the more than 10,000 introductory training (EQ) places and EQ-Plus places for young people in need of extra support.

Legislation / regulations in the field of active labour market policies, tools and measures

Measures and programmes for improving careers orientation and the maturity young people need for training, and individual mentoring of young people

The “educational chains leading to vocational qualifications” (“Abschluss und Anschlussbildungsketten bis zum Ausbildungsabschluss”) initiative (2010–2014)

Funding volume: 460 million EUROS (including the career start coaching special programme, potential analysis, careers orientation programme and VerA)
Internet: www.bildungsketten.de

The goals of the BMBF’s “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative, an integral part of the National Pact for Training and Young Skilled Staff 2010 to 2014, are to comprehensively ensure young people’s success in education and training, prevent dropouts, and the successive development of a structured and coherent funding and support policy in the transition system by Federal and Länder governments. To achieve

these goals, the BMBF has integrated various programmes and activities focused on the transition from school into dual training into the initiative, in particular the “Vocational orientation in inter-company vocational training centres and comparable institutions” (‘Berufsorientierungsprogramm in überbetrieblichen und vergleichbaren Berufsbildungsstätten’ – BOP), the training structural programme JOBSTARTER, JOBSTARTER CONNECT and Vocational Qualification Perspective (Perspektive Berufsabschluss). The initiative is accompanied by the voluntary mentoring of young people in the “Verhinderung von Ausbildungsabbrüchen” (VerA) (preventing training dropouts) and coach@school initiatives. An accompanying Federal-Länder group of representatives from all the Länder and the Federal government ministries of education and cultural affairs discussed the initiative’s structural elements, instruments and topics and set a long-term agenda on topics such as careers orientation, career start coaching, potential analyses, voluntary coaching and involving companies. The Federal and Länder governments then worked out agreements on quality standards and a consistent implementation of instruments. There was also a transfer of successful individual Länder concepts beyond Länder borders. The accompanying group has thus made a major contribution to ensuring more synergy and efficiency in structuring measures. The BMBF has also concluded bilateral Federal-Länder agreements on the general anchoring of “Educational chains” instruments in standard systems with the Länder. The Federal government’s objective (in coordination with the Länder) is to expand the initiative to more schools and establish the instruments in the long term. An Educational Chains service office (“Servicestelle Bildungsketten”) was set up with the BIBB to provide accompanying research and public relations for the initiative. The service office coordinates exchanges of ideas and experience among participating actors and transfers best practice to other areas.

Definition of Institutional and legal frameworks. Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

- Federal Ministry of Labour and Social Affairs
- Bundesagentur für Arbeit (Federal Employment Service)
- Ministries of Laender
- Social partners at all levels
- Municipalities, Jobcenters etc.

2.3 Switzerland

Legislation / regulations in the field of VET policies, tools and measures

Since 2002 in Switzerland is in force the Federal Act on Vocational and Professional Education and Training (VPETA) which regulate the Swiss VET system. The legal basis for each VET programme in Switzerland can be found in VET ordinances issued by the State Secretariat for Education, Research and Innovation (SERI). These are prepared through the joint efforts of the Confederation, the cantons and the corresponding professional organisations. VET ordinances cover the legally relevant aspects applying to a given occupation: they define the occupational profile, the content of training, the criteria that qualified workers in the occupation must meet, the maximum number of students, and qualification procedures.

Training plans form the basis for the vocational teaching concept used for VET programmes. They are used to structure vocational education and training courses and guide vocational teachers and trainers in their work. They define not only the technical but also social and personal skills a student must acquire, the content of education (lessons at vocational schools, range of practical skills taught at the host company and content of industry courses) and specify the respective roles of vocational school, host company and industry training centre in providing these competencies. They also define the process of assessment.

As stated in the previous paragraph the responsibility for education is shared among different government levels. The responsibility for the educational sector in Switzerland is divided between the confederation, the cantons and the municipalities. There is no ministry for education at the national level. The main responsibility for education lies with the cantons. There is a Swiss Conference of the 26 Cantonal Ministers of Education, Culture and Sports (EDK/CDIP/CDIP) that is responsible for the national coordination of educational and cultural policies. This cooperation is based on a combination of state concordats, however, the responsibility for vocational and professional education, both at secondary and tertiary level as well as for the universities of applied sciences, is assigned to the confederation through the State Secretariat for Education, Research and Innovation (SERI).

The Federal administration, whose expenditure on VET/PET is about one fourth of the total public expenditure in this sector, has a major role in the strategic management of the VET/PET system. The SERI is in particular responsible for:

- Quality assurance and further development of the overall system;
- Comparability and transparency of courses throughout Switzerland;
- Enactment of over 250 VET ordinances and recognition of PET programmes and
- Promotion of innovation.

The 26 cantonal governments and around 600 professional organizations also have an important role in the VET/PET system. While the latter are mostly responsible for the de-sign and regular updating of the VET/PET curricula, the former manage the actual provision, implementing the regulations issued by SERI, and supervise the quality of the provision in their territories.

Links:

- SERI: <http://www.sbf.admin.ch>

- Federal Act on Vocational and Professional Education and Training: <http://www.admin.ch/opc/en/classified-compilation/20001860/index.html>
- Swiss legislation: <http://www.admin.ch/ch/e/rs/4.html>

Legislation / regulations in the field of active labour market policies, tools and measures

The existence of very close links with the labour market is the distinguishing feature and strength of the Swiss VET and PET system. As it happens in some other European countries Switzerland's VET/PET system subscribes to a dual system model, which can be defined as a combination of in-company training and in-school education. Accordingly, young people in a VET programme can be considered as being enrolled in post-compulsory education. These students hold an apprenticeship contract with a participation host company and attend training courses at a vocational school. This is both a right and an obligation. Apprentices have a choice of 250 specialist occupations.

Roughly one third of the companies in Switzerland engage in apprenticeship training. Surveys have shown that for two-thirds of those companies, training entails net benefits because of the productive output apprentices make during their apprenticeship.

The match of apprenticeship demand and supply is monitored through the "apprenticeship barometer" (Lehrstellenbarometer) based on a written business survey carried out twice a year as well as on a telephone survey of young people between the ages of 14 and 20.

In addition, the cantons carry out a monthly survey of supply and demand in the apprenticeship market. Where mismatches occur, the SERI intervenes with measures to alleviate the situation, including funding to set up host company networks, initiatives to help the weakest students find an apprenticeship place (for example the Case Management project), or promoting VET through "VET promoters" that encourage individual companies to provide apprenticeship places.

Law stipulates the involvement of professional organisations in the process of VET policy making. Employers have responsibility for determining the content of VET (through ordinances which describe the competencies to be taught in every programme, and training plans) and of national examinations, and have the exclusive right to initiate the design of new ordinances, or update existing ones, and prepare training plans. Employers are also directly engaged in the provision of VET by offering apprenticeship places, contributing to the establishment and operation of industry courses and carrying out the part of the national examination process that is related to the workplace.

Close cooperation between Confederation, Cantons and professional organisations allows for adaptation to changes in the labour market (e.g. Commissions for Quality and Development including all relevant stakeholders have been established for each ordinance; they meet on a regular basis and make sure that changes in the labour market are taken into consideration). Provision is determined by the availability of training places in companies (alongside students' preferences). Students, in order to start their

apprenticeship need first of all to find a place in a company and sign a contract. A place in a vocational school is then automatic. In this way student choice is balanced by employers' needs.

Links: Lehrstellebarometer:

<http://www.sbf.admin.ch/berufsbildung/01587/01607/index.html?lang=de>

Definition of Institutional and legal frameworks. Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

The Swiss VET system is strongly employer and market driven and is based on the partnership between Confederation, cantons and professional organisations (employers, trade associations and trade unions). This strong collaboration had made possible to well integrate School and work-based learning (in company training). The partnership arrangement is stipulated by law and roles and responsibilities are distributed as follows: the Confederation (through the SEFRI) ensures quality and strategic planning and development of VET/PET programmes. It issues over 250 VET ordinances and recognises the 400 tertiary B PET programmes. It also ensures their compatibility across Switzerland. The 26 cantonal VET/PET agencies (coordinated through the Swiss Conference of VET/PET Agencies,) implement and supervise VET and PET programmes. They are responsible for vocational schools (whether offering dual-track or full-time VET programmes), provide career guidance and inspect host companies and industry training centres. The professional organisations establish the course content and develop qualifications and exams and have an important role in the provision of VET through offering apprenticeship places.

This is one of the mechanism that Switzerland has developed to avoid the risk for VET to become overly-narrow or even company-specific, particularly when employers play a leading role. VET ordinances incorporate relatively broad conceptions of vocational competencies, and are worked out with trade associations, not by individual companies that might be tempted to promote company-specific training. SMEs in Switzerland are well represented through their trade associations, helping to ensure that training reflects the needs of all types of employers and not just a few large companies. Furthermore, as stated before, the assessments that students must pass to get their Federal VET Diploma as are established nationally by the professional organisations, and the examiners themselves are trained by a national agency (SFIVET – Swiss Federal Institute for Vocational Education and Training) rather than being employees of particular companies. This measure should help to avoid that individual workers are limited in their mobility.

Funding of Switzerland's upper-secondary level VET programmes is shared between public and private sources. In 2006, about 45% of VET costs were privately funded. Public funding is split between the Confederation (25%) and the cantons (75%).

Links: VET System:

<http://www.sbf.admin.ch/berufsbildung/01587/index.html?lang=en>

Monitoring and evaluation

State Secretariat for Education, Research and Innovation (SERI) is responsible for quality assurance and further development of the overall system; Commissions for Quality and Development including all relevant stakeholders have been established for each ordinance; they meet on a regular basis and make sure that changes in the labour market are taken into consideration

2.4 Poland

Legislation / regulations in the field of VET policies, tools and measures

The students are obliged to attend to school until they are 18 years old. At the age of 16 they are graduates from gymnazjum and they have possibility to participate in formal educational system: general or technical high school (after graduating one of these schools they can gain vocational qualifications in post-secondary vocational school), basic vocational school or apprenticeship training for youngsters. Early school leavers have following informal educational opportunities: gymnazjum for adults, general upper secondary school for adults, vocational qualification courses, occupational skills courses, apprenticeship for adults. Links to the regulations:

- the Act on Educational System of 7th September 1991
<http://isap.sejm.gov.pl/DetailsServlet?id=WDU19910950425>
- the regulation of the Minister of National Education of 7th October 2009 on pedagogical supervision, (OJ of 9th October 2009)
<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20130000560>
- the regulation of the Minister of National Education and Sport of 20th December 2003 on accreditation of establishments and centers providing continuing education in the out-of-school forms (OJ of 30th December 2003)
http://bip.men.gov.pl/index.php?option=com_wrapper&view=wrapper&Itemid=50
- the regulation of Minister of National Education of 23rd December 2011 on classification of occupations in frames of vocational education
http://bip.men.gov.pl/images/stories/klasyfikacja_zawodow.pdf
- the regulation of Minister of National Education of 7th February 2012 on core curriculum in vocational education
http://bip.men.gov.pl/images/stories/rozp/7_02_ppkzaw.pdf
- the regulation of Minister of National Education of 15th December 2010 on practical training
<http://bip.men.gov.pl/images/stories/Karolina/rozporzadzenie15grudnia2010.pdf>

Legislation / regulations in the field of active labour market policies, tools and measures

Due to the fact, that there are no particular policies aimed direct at drop-outs and early school leavers in Poland, we mention general activities organized to support unemployed or young people at risk of unemployment, without qualifications or education, victims of pathology and poverty, etc. The group includes drop-outs and early school-leavers at age <25 as well. The mentioned activities enable the target group access to free general or vocational education in out-of-school forms and several forms of integration on labour market: individual vocational training (only in case of employment guarantee after graduating the training); group vocational training; apprenticeship for adults – graduates from primary school or gymnazjum (80% of practical training in firms); financing of exams and licenses, internships, financial means for own business, etc. The links to the legal framework regulating mentioned activities are below:

- the Act on Promoting Employment and Institutions of Labour Market of 20th April 2004 (ustawa z dnia 20 kwietnia 2004 r. o promocji zatrudnienia i instytucjach rynku pracy)

- the regulation of the Minister of Labour and Social Policy on conditions of internships for unemployed of 20th August 2009 (rozporządzenie Ministra Pracy i Polityki Społecznej z 20 sierpnia 2009 r. w sprawie szczegółowych warunków odbywania stażu przez bezrobotnych) ;
- the regulation of the Minister of Labour and Social Policy on detailed procedure of granting unemployment benefits and grants of 18 August 2009 (rozporządzenie Ministra Pracy i Polityki Społecznej z dnia 18 sierpnia 2009 r. w sprawie szczegółowego trybu przyznawania zasiłku dla bezrobotnych, stypendium i dodatku aktywizacyjnego);
- the regulation of the Minister of Labour and Social Policy on practical training for adults of 11 April 2014 (rozporządzenie Ministra Pracy i Polityki Społecznej z 11 kwietnia 2014 r. w sprawie przygotowania zawodowego dorosłych)
- the Act on public finances of 27 August 2009 (Ustawa z dnia 27 sierpnia 2009 r. o finansach publicznych (Dz. U. Nr 157, poz. 1240 z późn. zm.);
- the regulation of the Council of Ministers on organization of completion of youth general education of 9 November 2004 r. in Voluntary Services (Ochotniczy Hufiec Pracy - OHP) (rozporządzenie Rady Ministrów w sprawie uzupełniania kwalifikacji zawodowych (Dz.U. z 2004 nr 262 poz. 2604);
- the regulation of the Minister of Education of 16 July 2012 r. on cases in which persons under 15 or 16 can be admitted to schools for adults and on cases on which graduates from lower secondary schools fulfill the obligation of compulsory education until the age of 18 through attending vocational qualification courses (Dz.U. z 2012 Nr 10 poz. 857);
- the regulation of the Council of Ministers on vocational preparation and remuneration of juvenile of 28 May 1996 (rozporządzenia Rady Ministrów z dnia 28 maja 1996 r. w sprawie przygotowania zawodowego młodocianych i ich wynagradzania)(Dz.U. z 1996 nr 60 poz. 278 z późn. zm.)
- the regulation of the Minister of Labour and Social Policy on specific conditions, implementation, course of action and way of conducting workforce market services of 14 May 2014 (Rozporządzenie Ministra Pracy i Polityki Społecznej z dnia 14 maja 2014 r. w sprawie szczegółowych warunków realizacji oraz trybu i sposobów prowadzenia usług rynku pracy (Dz.U. z 2014, poz. 667).

Definition of Institutional and legal frameworks. Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

Institutional and legal frameworks define:

- The Ministry of Labour and Social Policy – regulations on labour market and social policy, supervision of labour market institutions on national and regional level.
- The Ministry of Education – regulations on general and vocational education, core curricula, classification of occupations, etc.

Implementation of initiatives

For implementation of initiatives, that consider drop-outs and early school leavers, are responsible following institutions:

- Powiat (district) Labour Offices Powiatowe – public, responsible for: individual and group vocational training in out-of-school forms; apprenticeship for adults;

financing of exams and licences; providing internships and financial means for own business;

- The Voluntary Labour Corps (OHP), public – national headquarter and regional units, responsible for:
 - a) running units that are involved in care and nurture activities aimed to uneducated, unqualified youth at risk of unemployment;
 - b) centres of education and practical training for youths at age 16-25 lat (students, graduates, or drop-outs of post-secondary schools (Youth's Centers of Education and Employment, Youth's Labour Offices, Youth's Career Development Centers, Practical Training Centers financed by ESF, etc.
- private and public vocational educational centers, such as regional Voivodship Practical Training Center in Szczecin, Center of Career Development "Interdydaktyk", Center of Practical Training "PROEDU", etc., which organize vocational qualification courses, occupational skills courses in out-of - school forms, etc.

Monitoring and evaluation

- System of Educational Information on national level. On the regional level run by Municipal Office in Szczecin – collecting and analyzing data delivered by all public (or private authorised) schools concerning general amount of students (children, youth and adults), that continue education or drop-out of formal educational system;
- Westpommeranian School Superintendent/Supervisor – regional, pedagogical supervision on general and vocational schools, training centres, etc.
- the Ministry of Labour and Social Policy – supervision on The Voluntary Labour Corps and other labour market institutions.
- National Centre for Supporting Vocational and Continuing Education (KOWEziU) is a central, public, national-level institution, subject to the Ministry of National Education. It provides professional development services for teachers and support in implementing actions and initiatives related to VET.

2.5 The Netherlands

References and links to the legislation / regulations

The 'MBO Raad' is the Netherlands Association of VET Colleges. The association represents all government-funded colleges for secondary vocational education and training and adult education in the Netherlands.

On behalf of its members, the "MBO Raad" promotes the collective interests of the sector, supports common activities of the colleges and acts as an employers' organisation. The association negotiates labour conditions for the sector with the trade unions and signs collective labour agreements. The MBO Raad plays a major role in the remodelling of vocational education to competence-based vocational education and training.

The executive committee of the MBO Raad is elected by MBO Raad members and consists of six members and a chairperson. The MBO Raad employs approximately 70 staffmembers at its office in Woerden, in the province of Utrecht.

References and links to the legislation / regulations

- Prevention early schoolleaving in education of all youngsters until 23 years old;
- "RMC": action from municipalities to youngsters who left school without starting qualification. Specially focussed on youngsters who have no income (not social allowance or salary).
- Tackling the problem of pupils leaving school early, is one of the priorities of the Dutch government implemented by the 'Drive to Reduce Drop-out Rates' approach. The Dutch target is to have no more than 25,000 new early school leavers each year by 2016. An early school leaver is a young person between 12 and 23 years of age who does not attend school and who has not achieved a basic qualification (i.e. a senior general secondary, pre-university, or level-2 secondary vocational diploma). These results are partly achieved by long-term performance agreements ('covenants') between schools, municipalities, and national government, joint action by professionals in each region (schools, municipalities, youth care workers, business and industry) and a 'no cure no pay' performance-related funding policy per early school leaver less. An extra incentive for the period from 2008 to 2011, funding has been made available for educational programmes and for setting up extra (plus) facilities especially for 'overburdened' young people i.e. those who are unable to gain a qualification due to a combination of financial, social, material, and often also judicial problems.
- National and regional figures about youthunemployment are delivered every 3 months.
- Stakeholders in the field of education and labour market work closely together on local level ('s-Hertogenbosch) and on regional level in the region Noord - Oost Brabant:
- Schools, companies and government have regular meetings to

discuss the state of the art and to make (new) plans to realise a well functioning labour market.

- Three main aims:
 - Decrease the numbers of early schoolleaving;
 - Decrease (youth)unemployment;
 - Raise the quality of education in ongoing learningpathways.

This network is of big importance to get the right results. Working together is the only way to success.

Definition of Institutional and legal frameworks

On national level it is the responsibility of the Ministry of Education and the Ministry of Employment.

On regional level schools, municipalities and employers work together within the network which is called: Noordoost Brabant Werkt!. The management of the cooperation is situated by the municipalities of 's-Hertogenbosch and Oss.

Characteristic: municipality takes the lead, is pro-active, chairs the stakeholdersmeeting, behaves entrepreneurial. Strong is the joint responsibility of all stakeholders (schools, companies, government).

Implementation of initiatives

As we concluded that it is a joint responsibility everyone has part in the implementation of initiatives. Sometimes the focus of the specific initiative has to do with improving the quality of education, of course schools are in the centre of the development will be projectcoordinator. When the topic is about HRM policy within companies, then they are in the lead.

Monitoring and evaluation

Both companies, schools and government are responsible for the monitoring and evaluation. It is a joint development, it is in everyone's interest to raise the quality of the city, to raise the quality of education, to stimulate economy. In stakeholdersmeetings the development is monitored and evaluated. In these meetings new policy is made to improve the vision and actions. Main focus: realise a well functioning labourmarket.

3 Information on meso/ micro level initiatives / policies

3.1 Germany

Vera Initiative for preventing premature training termination (2008-14)

Funding volume: 5.9 million EUROS

VerA is a joint Initiative of the BMBF and major German business associations (The German Association of Skilled trades – ZDH, the Association of German Chambers of Industry and Commerce – DIHK and the Federal Association of Liberal Professions – BFB) and was launched in 2009. The Senior Expert Service in Bonn (SES) carries out the initiative, which supports young people considering terminating training. VerA is based on a mentoring approach. Volunteer senior experts mentor young people who have problems in training, providing 1:1 guidance. They are trusted representatives and offer orientation and a diverse range of support, helping young people to help themselves and informing them about the standard offers of the Federal Employment Agencies (Bundesagentur für Arbeit) and Jobcenters. Trainees are initially accompanied in this

way for one year, but this period can be extended until they successfully gain a training qualification if necessary. This service is offered all over Germany, with a coordinator, also a volunteer, active in every region. The initiative is also carried out in close cooperation with relevant authorities. Senior Experts undergo two days of training to prepare them for their tasks.

The “Vocational Qualification perspective” structural programme (2008–2013)

Programmes for optimising transition management, the transition system and innovative approaches to training for adults without vocational qualifications

Funding volume: 67 million EUROS, ESF co-financed

Training policy goals:

Through its “Vocational Qualification Perspective” programme, the BMBF is establishing and reinforcing effective structures to facilitate the transition from school into vocational training and promote vocational qualification of young adults without vocational qualifications in 48 regions after the end of the first round of funding in 2012. In funding priority 1, “Regional transition management”, 28 preventative funding projects to help young people attain educational and vocational qualifications for which local government was responsible were implemented. The 20 projects funded in funding priority 2, “Qualifying modular training for adults with no vocational qualifications”, create regional and industry-specific qualification structures to help attract skilled workers.

Results: Funding priority 1 (“Regional transition management”)

Regional transition management covers all the institutions and services that prepare, accompany and carry out young people’s transition from school into vocational training. Regional coordination offices have set up structures and

developed processes to make the supply and demand situation in the transition system transparent, accompany decisions and ensure regional coordination of the various actors in this area by improving cooperative ventures and the work of committees.

Experience from the 49 projects in the first round of funding, which ended in 2012, show that the programme has significantly improved understanding on a range of goals and measures involved in the transition system from school to work.

The following effects are among those mentioned by actors in the transition system:

- improved coordination of decision makers in the area of vocational training
- increased transparency of regional consulting, support and funding services
- optimised careers orientation in schools,
- an improvement in parents' efforts to support their children in making career choices and gain a recognised vocational qualification
- the establishing of education and training commissioners in migrants' organisations,
- a raised awareness among companies of young people with fewer opportunities,
- more targeted placement in final qualifications due to precise, specific counselling,
- fewer young people in 'holding patterns' and
- an increased proportion of secondary general school leavers in dual training.

It has been shown that constant coordination at the municipal level is necessary in helping young people manage the transition from school into vocational training. As providers, independent towns and districts have the best preconditions for achieving this. Only the strong involvement of political organisations and heads of administrations will enable local authorities to play a role, with other actors in the transition system, as neutral, but committed mediators.

Funding priority 2 ("Qualifying modular training for adults with no vocational qualifications")

To establish structures for training adults without vocational qualifications, targeted networking is carried out, services and training courses for adults without vocational qualifications established and expanded and the public better informed about vocational training opportunities for adults with no qualifications. The goal is to make increasing use of external examinations. Transparency in the regional funding and support landscape has been ensured through reviews of services and measures. Binding regional quality standards have been set and consistent, modularised training concepts for adults without vocational qualifications established as standard programmes in coordination with the relevant authorities, companies and other labour market stakeholders. Internetbased databases on training for adults with no vocational qualifications have been established to make it possible for these adults to evaluate training courses designed for them, sorting them according to Federal Länder, occupational areas and recognised occupational profiles. This industry and target group-specific approach has been specifically funded and supported in the programme's expansion in 2010. The industries have been selected in recognition of the need for skilled staff in the healthcare, logistics and IT sectors. Three projects in the area of geriatric care take the particular conditions in this sector into account. A further goal is to strengthen regional labour

markets and make a major contribution to securing a supply of skilled workers through structural improvements. As part the “Unterstützung regionaler Projekte zur Nachqualifizierung zu Fragen der Zulassung zur Externenprüfung” (support for regional training projects for adults without qualifications on issues of the admission to external examinations) programme, a recommendation has been drafted in form of guidelines by the main vocational training stakeholders that aims to access and make better use of the unutilised potential of specialist workers in the skilled trades. Projects in the “Vocational Qualification Perspective” programme have combined with industry and labour market policy stakeholders to form Länder networks to anchor training for adults with no vocational qualifications into regulatory structures as a way of attracting skilled workers at a national level. By committing and involving the relevant decision makers and actors in existing or future strategic-cooperative networks, the regions have succeeded in establishing modular vocational training structures as an important training policy instrument of their regional and industry-related canon of funding measures. The “Qualifying modular training for adults with no vocational qualifications” funding priority of the “Vocational Qualification Perspective” programme is making a sustainable training policy contribution to promoting vocational training structures and strengthening regional labour markets and by securing a future supply of skilled staff in the project regions.

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- optimised careers orientation in schools,
- an improvement in parents’ efforts to support their children in making career choices and gain a recognised vocational qualification
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The JOBSTARTER training structural programme (2006–)

Funding volume: 125 million EUROS, ESF co-financed

Training policy goals:

Through its “JOBSTARTER – training for the future” training structure

programme, the BMBF is supporting innovation and structural development in vocational training. The programme is planned so that it can flexibly and actively respond to current developments with variable funding priorities.

Results of the federal funding and support:

Because it is a 'learning' training structure programme, JOBSTARTER has constantly adapted to the training market's changing needs, from its start in 2006 until today. In the programme's early years, its main goal was to increase the number of company-based training places. With around 62,600 training places created and 43,400 young people placed in training nationally (as of January 2013), the more than 280 regional JOBSTARTER projects contributed substantially to achieving this goal. What is particularly noteworthy is that 38,500 of these training places represent extra training possibilities. These places were opened up in companies that were providing training for the first time, increasing their training activities, starting training again after a longer break, or offering training in a new or a re-organised occupation. The training market situation has changed in most regions of Germany in recent years. Small and medium-sized enterprises in particular are increasingly experiencing problems in filling the training places they offer. At the same time, many

young people still end up in the transition system. These changes to the training market were taken into account in the programme's development and other target groups, such as high-achieving young people, focused on as potential applicants for dual training, by developing dual courses of study or additional qualifications. Lower-achieving young people or those experiencing more difficult training conditions are also taken into account in the JOBSTARTER projects. Innovative approaches are being trialed and implemented, such as collaborative training, consistent national training modules, part-time vocational training, the accrediting of previous vocational training as part of a training course or admission to a final examination after completion of a training course in a vocational school or other vocational training organization. In future too, the JOBSTARTER programme will deal with the situation and development of the training market and improve regional training structures through networking and projects. This programme will be continued in the next ESF funding period. The programme's concept is currently being developed. Activities are responding to two central megatrends in the ongoing development of vocational training:

- equivalence, accreditation and transfer opportunities in and between training systems and
- modernisation and innovation in vocational training

The three funding streams in the 6th round of JOBSTARTER funding, whose projects started in September 2013, are oriented towards these trends and their priorities,

- improvement of the transition into training
- making use of all potential skilled staff
- integration of training and advanced training aim to address current problems and central areas in company-based vocational training.

Part-time vocational training in JOBSTARTER.

The programme promotes part-time training through project work and public relations. 11 projects advise companies and young people, create new part-time training places and anchor them in training structures by networking all regional stakeholders. By December 2012, 274 part-time training places had been created and young people with family responsibilities provided with vocational prospects. The main challenges facing part-time training are securing financing and childcare. This form of training is also not well known enough among young people or companies, so information and awareness-raising measures are required here. The JOBSTARTER programme office helps raise the profile of part-time training among vocational training stakeholders and brings good-practice examples to a wider public through lectures, workshops, conferences and specialist publications. There is strong demand for these publications.

Berlin Initiative „Initial vocational training for young adults“ (AJE) Zukunftsprogramm – „Fachkräftepotenzial – Junge Erwachsene von 25 bis unter 35 Jahren“

- Challenge: Growing demand in skilled workers vs. unemployed without professional degree
- Target group: 25 to 35 and without final prof. degree = 2/3 of all unemployed of age group
- for young adults with problems in training placement after school (barrier “school - training”)
- More degree oriented training offers, mainly enterprise based
- Integrated application of labour market measures (SGBII+III)
- Approach: Identification of suitable young persons - Advice and information
- Coaching, Competence assessment and motivation - Development of appropriate promotion offers – Acquisition of enterprises

3.2 Poland

“Nowe perspektywy” OHP zachodniopomorska komenda, ESF

Beneficiaries:

750 young people from Poland (incl. 50 from Westpommeranian Voivodship) at age 14 – 24. The target group suffers from financial and social limitations as well as a lack of vocational qualifications. The mentioned factors impede unaided acquisition of skills, knowledge and abilities essential to achieve success in professional life. The participants have been divided into two categories:

A – youth in danger of social exclusion, negligent to school duties, potential drop – outs or drop-outs in the range of age 15-17

B – NEETs In danger of exclusion, in the range of age 18-24 , with a demand for support in the area of educational activation and social integration.

Objectives:

- support in the area of guardianship, providing vocational and psychological advisory, offering professional training and improving vocational skills courses for 750 participants of the project.

Methodologies:

Care of highly qualified tutors, career and psychological advisory, individual meetings, workshops, trainings

Activities:

1. Guardianship support:

During a duration of the whole project the participants will be given a pedagogical care. The target group is divided into smaller 10+person group with one qualified teacher + mentor for each group.

2. Strengthening motivation activities

Group advisory meetings, group and individual psychological support. In addition for participants from B category individual meeting with a career advisor will be offered. All participants will receive social and financial support (food and transport fees refundation)

3. Training

Workshops, courses, professional training courses, entrepreneurship courses, language, ICT driving license courses

Results achieved (quantitative / qualitative):

- guardianship support, enhancing motivation training and vocational training for 750 participants at the age from 15 – 24
- giving employment to 120 participants at the age of 18 – 24

3.3 Switzerland

VET Case Management

Beneficiaries:

VET Case Management is a new Swiss initiative targeting young people at risk of dropping out of school and/or becoming unemployed.

Objectives:

The project consists in the introduction of a case management model to aid the transition of academically weak or socially disadvantaged young people from lower to upper secondary education. The intervention will target students during their second year of Lower secondary level and continue until completion of their VET programme (Upper secondary level).

The goal is to identify the young people at risk and support them during their transition to VET before they drop-out or become unemployed.

Methodologies:

Two main characteristics of this particular application of a Case Management model that distinguish it from other projects using a similar approach: i) it applies to the transition period from Lower to Upper secondary Level 2, and ii) it is preventive rather than reactive in its aims.

The VET Case Management model will not be introducing any new administrative structures. Rather, one of its main innovative features is that it is designed to make better and more efficient use of existing services and structures by ensuring that there is better co-ordination among them.

Activities:

As soon as a young person is identified as being at risk of dropping out of school the service will be activated; this will consist in appointing a case manager to work with the young person, who will ensure that appropriate measures are taken, in collaboration with all relevant services – career guidance, mentoring, counselling, housing services, etc - and the young person him/ or herself. It is important therefore to emphasise that the case manager does not work directly with a student in a 'mentoring' or 'coaching' capacity; their role is rather that of a manager or co-ordinator of the whole process.

Cantons are responsible for their own implementation strategies of Case Management and so the project may differ from canton to canton. For example, different cantons will have different systems in place regarding the profile of people undertaking the role of case managers: bigger cantons will probably create new, designated case manager roles; in smaller ones the role may be undertaken by other professionals, such as career advisers.

Results achieved (quantitative / qualitative):

Link: <http://cm.berufsbildung.ch/dyn/2705.aspx>

3.4 The Netherlands

TOM- project

Beneficiaries:

Early school-leavers between 18 and 23 years old, no school, job or allowance.

Objectives: Structural program of the municipality of 's-Hertogenbosch to support early school-leavers in their way toward school, a job or daytime activities.

Methodologies:

Early school-leavers have a program of 3 days a week. They get insight in their motives, competences and perspectives.

Activities: Social behaviour, theatre, art, sports, voluntary work.

Results achieved (quantitative / qualitative): Every year about 130 early school-leavers join the program. About 100 will go to school, work or daytime activities.

Website: www.tomdenbosch.nl

YOUNG PROFESSIONALS

Beneficiaries:

YOP-students are minimally 15 years of age, they have enough capacities to influx in a level 1 education at Vocational Educational Training (VET-school) and they drop out or threaten to drop out because they do not fit in regular education.

Objectives:

Time out for young people who are not able to participate in the regular educationsystem

Methodologies:

The YOP-project is a common project of schools for lower secondary professional education in 's-Hertogenbosch and region. It is a route for students who drop out of regular education. All students who qualify for the YOP-project receive an individual programme and are being accompanied by casemanagers and teachers. School social work and a accreditation committee member participate within the project. If necessary the expertise of external organisations is used. Every student is assigned to a casemanager.

The assigned casemanager accompanies the students through the whole route.

The route of the students consists of the following stages:

- Intake and diagnoses;
- Commonly drawing up a route plan;
- Implementation of the route;
- After care.

During the intake- and diagnosestage is examined what the student wants, and needs to realise the ultimate goal. This is realized through individual conversations, through tests in the field of careerchoice and offering school skills. During the implementation of the route the student attends class (part-time) and has traineeship.

From the trainee post YOP tries to realise a learning/work agreement. When a student is placed on a continuation course the casemanagers remains in the picture to provide support if necessary, and make sure that the route is completed successfully.

Activities: See Methodologies

Results achieved (quantitative / qualitative):

Every youngster gets a tailor made programme that fits with (im)possibilities of the individual.

Actionplan learningjobs

Beneficiaries:

Students in vocational education (VET-schools) who can't find a learningjob on their own.

Early schoolleavers, who don't attend the school anymore and who are registered at the labour office; mostly they are a little bit older, have no duty to go to school and are motivated for working.

A small numbers of students in prevocational education and are motivated by "learning by doing".

Objectives:

Prevention early schoolleaving and decrease youth unemployment

Methodologies:

Every year the team of the actionplan learning realises at least 100 extra learningjobs for the youngsters which are described above.

Strong points of the actionplan learningjobs:

Good analysis of the problem: clear idea about the targetgroup and the possibilities at the labourmarket

Involvement of enterprises is big, every 8 weeks the group of "captains of industry" comes together and discusses the progress of the project and supports the team to find solutions for youngsters who are hard to place in a job.

There is a good projectmanagement, projectorganisation and administration.

The project is orientated on result, there is ongoing monitoring of the results and quick action for the right interventions.

The project plays an important role to reduce early schoolleaving, because without a learningjob the students could not get their startqualification at level 2 at the VET-school. The project is also a good intervention to give the right support in the process of careerorientation and careerguidance.

Activities:

Training and working on the job in combination with education at VET-school

Results achieved (quantitative / qualitative):

Every year 100 youngsters get a learningjob, 78% of the youngsters are successful.

Website: www.actieplanleerbanen.nl

At this moment 3 main topics have been determined by school directors, companies and government:

- Career orientation and career guidance
- Promotion technology
- Entrepreneurship/entrepreneurial spirit

This all to realise a well functioning labour market

A lot of attention to prevention early school leaving, decrease youth unemployment and raise the quality of education.

We are making a policyplan from 2015 until 2020. It's all a long term process!

We are happy with the passion, vision and action of all players in the field of education and labour market. Municipality wants to continue taking the lead.

Until now the other stakeholders (companies and schools) are satisfied with this role of government.

3.5 Italy

“Niente salti nel vuoto per entrare nel mondo del lavoro” – Regione Piemonte

Beneficiaries:

young people without qualifications

Objectives:

implement pilot projects and pathways that are able to prevent and combat more effectively the dispersion and to facilitate educational success and help to achieve a professional qualification of at least three years later than eighteen years of age

Methodologies:

Reduction of class schedules, according to criteria of greater flexibility, higher professionalism and stronger connection with the territory.

Transitions between different addresses education and training, through the certification of skills, recognition of credits and integrated development between education and vocational training modules suitable to teach them the basic cultural skills

Activities:

Pathways qualification with entry credits for drop-outs designed to release the title and ensure employability, with particular reference to the needs of local professional Annual Activities flexible with the main goal to play a role in recovery, re-motivation, career guidance and preparatory to an input, vocational training or functional initiation of a contract due to mixed

Results achieved (quantitative / qualitative):

Accredited training agencies participated in the regional call and have made several pathways. The number of paths and the number of participants is, however, not yet available

4. Case Study “Hans”

Hans - a young adult with starting problems

Hans is 26 years old. He had finished regular school at the age of 16 and started an apprenticeship to become a cook. But he had no realistic expectations about this profession, found out that this was not his best choice for his professional career and dropped out of the training after a few months. He found a job at a retail shop for consumer electronics. It was not bad paid despite the fact that he had no professional degree as a retailer. He is working for 5 years now at the shop. Hans likes this job at the computer department since he is fond of electronics and spends most of his spare time with computer games. He is a self-made computer expert, good at selling and participated in a number of in-house trainings on new computer products. He is married with a little child now.

Today, the shop owner declared unexpectedly, that Hans would be under risk to lose his job. He has to reduce his staff and Hans would be one of the first to be dismissed in a few months. He has no recommendation for Hans where to apply for a new job since he is without a formal professional degree and there are many well trained young applicants with formal degrees in the job market. Hans regrets now that he didn't try so far to take up a professional training for a professional degree.

What could you propose to Hans in your country for improving his career chances and finding a new attractive job?

Hans in Germany

Hans should inform the local Employment Service (Agentur für Arbeit) that he is under “risk of unemployment” and ask for support. The Employment Service will offer him to join the “Initial vocational training of young adults” Initiative. The programme aims at the preparation of low qualified but work experienced young adults for a final professional degree examination at the Chamber of Commerce and Industries (IHK Externenprüfung). Target group of the programme are young adults (25-34 years old) without a formal VET degree, like Hans. (The Programme is open for all formally low qualified young adults.) Preparation courses for the examination are competence based. Hans' professional knowledge, skills and competences are taken into due account and his training course focuses at still existing deficits. Training takes place at two learning sites: at a training institution and at workplace in the shop. Part-time training allows him to stay at his job during the training course period. The course is modularized. Since Hans' professional competences cover most of the training programme he needs to study only one module and is ready for the examination within a short time. After successful IHK examination Hans is a qualified “trained retail salesman” (Einzelhandelskaufmann). He will keep his job, earn more money and can start a prospective career. The training is financed by the Employment Service.

There is still a second option for Hans: Because of his employment status “under risk of unemployment” the Employment Service adviser could offer Hans or any other person in a similar position also a free “training voucher”

for reaching his qualification aims (not age group related).

Hans in Switzerland

Hans is financially independent and he's the family economical support, therefore the viable way to obtain a VET diploma in the retail sector would be a professional (re)qualification according to Article 33 of the Swiss Law on professional education and training (LFPr.).

Attending evening courses during two school years, Hans could prepare his final exams (normally final apprenticeship exams, but he's exonerated from the apprenticeship part of the pathway, being an adult 25+ with at least five years of professional experience and 3 years in the specific retail sector, as Art. 33 of LFPr. states) and achieve his Federal Certificate of Qualification (AFC) as "Retail employee". This type of evening courses for adults are offered in the Ticino territory of by SIC /OCST and ECAP Ticino UNIA.

Following the qualification pathway, Hans would have better opportunities of reinsertion in case he loses his job in the consumer electronics shop.

The qualification procedure implies a practical examination, in addition to examinations on theory, which is normally carried out on the trainee's place of work/apprenticeship. In case Hans loses his job before the day of the examination, the training institution will take care of finding him a temporary practice place, such as a stage. It often happens that during the stage period, if conditions are positive, the stage turns into a stable employment, allowing Hans to get a new job already during the first year of his training course.

From the juridical point of view, taking into account his 5 years professional experience in the retail sector, Hans fully satisfies all requirements to access the Art. 33 courses for experienced adults and the qualification procedure, therefore we wouldn't suggest other solutions.

He could possibly benefit from the financing of his qualification to cover additional training expenses, if he works and his salary does not exceed the set income limits for public grants. In case he loses his job, he would be eligible for a "Professional (re)qualification cheque", to be requested through the Regional Unemployment Office or even directly to the "Cantonal Grants Office".

Recently, though, it is becoming more and more difficult to obtain a grant from the Unemployment Office and the payment system of the Cantonal Grants Office makes it very hard to approach a training pathway for an adult, unless he/she has consistent savings to invest himself.

Jan in Poland

Let us assume that Jan managed to graduate from lower secondary school (he dropped out school at the age of 16, so probably he did). He can report to Central Examination Council in Poznań and on the base of gained experience (at least 2 years), he can take an external exam confirming his professional skills without completing any vocational school or course. It means, that Jan, being still under the risk of unemployment, has the opportunity to confirm his qualification in the relatively short time.

If he has already been redundant, he can still try to pass the exam on his own, but the better idea would be reporting to Labor Office to take part in the special

free active labor market programme for unemployed people, financed by the municipality. The programme offers several types of support:

1. Educational and Job Advisory Center: Jan gets in touch with Job Advisor, who sets out the unemployed profile on one of the levels: 1 – short time unemployed, well educated according to actual labour market needs, easy to find a job for; 2 – temporary unemployed, lacks in education, no work experience, must take part in improving courses; 3 – long term unemployed, no confirmed qualifications, no work experience, unmotivated, must be activated and educated. Job Advisor evaluates Jan's skills and figures out the best educational path for him. He can send Jan to external exam (he has 2-year-experience) or qualification course, if he needs to improve his theoretical knowledge or practical skills before taking the exam confirming his qualifications. Job Advisor seeks for job offers for him and guides him across other possibilities he can use in frames of active labour market programme, such as:
 2. Employment Agency for Poland;
 3. Employment Agency for EU;
 4. Job Information Center: multimedia room with public access to Internet, everyday newspapers, information about vocational qualifications specified for certain occupations, job offers, free educational institution, etc.
 5. Educational Vouchers for unemployed at the age of 30 with unemployment profile 2: on the base of voucher Labour Office pays for vocational, language or other courses chosen by young people to get or improve their work skills. Vouchers can be redeemed in whole Poland, outside of place of residence.
 6. vocational courses such as:
 - vocational qualification courses: completing a vocational qualification course allows to take an external examination confirming vocational qualification;
 - occupational skills courses – courses conducted in cooperation with Labour Office for separate units of learning outcomes specified in a given qualification;
 - other courses related to occupations included in the classification of occupations and specialisations meeting labour market needs;
 7. Apprenticeship for adults: It is based on the agreement between employer and local government officer (pl: starosta) and takes 3 -12 months. 80% of learning time is practical training by employer, 20% - theoretical training in training center.

Summarizing, Jan has several different possibilities in Poland, but frankly speaking, labour market in our country is very demanding, unemployment among young people before thirties is rising up, salaries are not appropriate to expenses. Practically, according to those facts, Jan would probably find a job abroad, e.g. Germany or England, and leave Poland with his family.

Hans in the Netherlands

Advice from Desirée Vonk, Koning Willem I College Student Success Centre
Hans has an interview with a student counsellor at the Koning Willem I College. The student counsellor first discusses with Hans what profession he would like to do. Does he want to remain in the same industry or actually do something different? This in relation to the labour market prospects. Education is mainly useful if there are also possibilities to find work. In addition, it will be explained

in the interview that Hans can take a training course through a process of learning and working. This means that Hans can take afternoon/evening classes specifically for working adults in addition to his work. This would be for a duration of two years. The company must be an approved training company, where opportunities are available to perform all the work necessary for the training. In addition, a trained practical supervisor must be available in the company to coach Hans. It is only possible to take the training course under these conditions. The company often helps to pay the costs of the study. Additionally, Hans is advised to go to the UWV (Dutch employee insurance agency) for an interview. He will have a career interview there and they can advise and mediate in work and education. The UWV may choose to have Hans sit a career test, but, if Hans is sure he wants to continue in the industry where he works now, they will also consider Recognition of Prior Qualifications (Erkenning Verworven Kwalificaties/EVC). Through a study of Hans' competencies and his experience, training could be completed in a shorter time than two years, so Hans will have his diploma sooner and will have more job opportunities.

Advice from Dennis Alexander, Learning and Working Service Point

Firstly, I would identify how probable it is that Hans will lose his job and his possible unemployment means for the unemployment benefit applications and then get in touch with the WW (Unemployment Insurance Act) division of UWV (Dutch employee insurance agency).

If this is not yet sufficiently specific, I would invite Hans for an interview at the Learning and Work Service Point and ask him to bring along his CV, qualifications and any certificates that he has in his possession. Hans admittedly has completed no regular education higher than VMBO level. He developed competencies and skills over the course of his employment and he has done internal courses that may have partially qualified him.

I first want to discuss with him what his own expectations and goals are of his interview with me. How does he view his situation and where does he want to go in terms of career direction. He loves electronic equipment and is a self-made computer expert (what does this mean?), but he has also previously shown an interest in the hospitality industry (chef training). Is his current employer planning to invest in Hans now that unemployment is possible?

Considering the labour market and Hans' background and age, I see fewer opportunities in retail. Perhaps there are still opportunities for specialists in the field of computers and IT, but there are not very many retail opportunities in general for a man of 26 who has not completed any education.

There are a number of options:

Hans makes sure he gets his basic qualification through private education or VAVO (Further General Adult Education). Higher General Secondary Education (HAVO)

He will explore what most appeals to him within IT: sales, management, development, design (his spare time is spent playing computer games) and he will ask his employer what this could mean for him from industry training and supervision.

He is going to widen his career path options and examine what job

opportunities are more suitable for him and to subsequently create an action plan to find the shortest and most practical way to the most suitable place for Hans in the labour market.

Is EVC (Recognition of Prior Qualifications) realistic? What is the value of the internal courses he attended?

To further explore these options, I would give Hans the opportunity to enter a programme at the Service Point to get insight into his cognitive abilities (ability to learn: what level is possible if Hans wants to develop himself through training), Personality - understanding of competencies, Values - where do his motivations lie, what does he want to see in his future job/field of work and Interest - which sectors interest him and which do not.

Hans and I will relate this inventory to the results of the research into labour market prospects and to the competence atlas that has linked competencies to occupations. Once we have done this, we will make a plan with Hans about how he is going to examine what is the best career choice for him through networking, internships and work experiences.

Advice from Tijs Pijls, EVC Knowledge Centre

Step 1: Hans needs to look for a new job, but doesn't know yet what the options are and what he wants. He has experience as a salesman and as a 'computer expert'. Examine or identify what Hans wants and what his qualities are. What is his career demand; what career path does he want to take? This could be through a career assessment or career interview or a CH-Q workshop for example.

Step 2: If Hans is clear on what he wants and can do, step 2 becomes applicable. In the event that Hans wants to go in the direction of sales or computer expert, he might consider training or an EVC procedure (Recognition of Prior Qualifications). Depending on the requirements demanded by the labour market. When Hans wants to have his skills as a salesman or a computer expert recognised, e.g. to prove his worth to a future employer or to increase his opportunities in the labour market, he can consider an EVC procedure, possibly as a stepping stone to a diploma.

Step 3: Hans searches for a suitable EVC provider on the EVC Knowledge Centre website for the qualification that is relevant to him (salesman or computer expert): <http://www.kenniscentrumevc.nl/werknemers/vind-evc-procedures>. He contacts an EVC provider to find out whether his experience is adequate and relevant to complete the procedure successfully.

Step 4: Hans follows an EVC procedure. His experiences are assessed, substantiated and described in an Experience Certificate.

Step 5: Hans takes his Experience Certificate to a ROC (Regional Education Centre) with whom the EVC provider has contacts to redeem his Experience Certificate. Given his proven experience he only needs to sit the Dutch and Mathematics exams.

Step 6: Hans will use his diploma to find a job.

For more information about different validation tools, please go to:

<http://www.kenniscentrumevc.nl/evc-professionals/evc-toolbox/valideringsinstrumenten>

Hans in Italy

Hans must first of all turn to the employment centers, centers for career guidance and permanent regional centers for training to signal his position. Hans could take advantage of the apprenticeship contract, aimed at young people aged 15 to 29 years, thus acquiring a professional qualification and regulates an employment relationship in which the company is committed to train the apprentice through phases of practical teaching and technical - professional.

In particular Hans can aspire to a contract of apprenticeship, which allows to obtain a qualification through training at work and a technical and professional learning that can last up to 6 years, or an apprenticeship contract for the acquisition of a diploma or advanced training, that allows to achieve a degree of secondary level, university or higher education and for technical specialization.

Hans could attend an institute secondary education level in which it is possible to attend courses of study for the Diploma of Qualification and the Diploma of Higher Secondary School in different addresses: technical, professional, artistic and is open to all workers permanently or temporarily occupied, who have reached the twenty-sixth year of age without having obtained the Diploma of License Media Lower.

If Hans is in possession of credits recognizable school credits He may submit documentation or support the integration exam for registration for the third class. The courses are attended in the afternoon and evening.

It is awarded the Diploma, awarded following an overrun the State Exam, which allows access to university faculties.

In Professional Institutes can achieve a three year qualification in various specializations, with access from the middle school

Hans could participate in an traineeship that consists of a period of work orientation and training, through the involvement of employment agencies, public centers of vocational training and / or orientation and companies, on the basis of a training project drawn up by host organization and the trainee.

Hans could particularly aspire to reintegration internships or work placement targeted to enter or re-enter the labor market subjects without employment (unemployed and job seekers) but also mobile workers.

Hans could use the channel of vocational training (initial, continuing or permanent), for all those who are about to enter or are already included in a work context. The initial training is aimed at young people who come for the first time to the world of work; the continuous, allowing the acquisition of the skills required by the labor market or the improvement of their professional qualification; lifelong learning is learning throughout the course of the professional life of the citizen.

The system of vocational training in Italy is the responsibility of the regions, through public tenders, program funding of courses at all levels that may be provided by accredited training, or according to the system of training vouchers, for young people and adults in seeking employment, women, workers in layoffs or mobility lists, to workers who need retraining or refresher courses, those at risk of social exclusion.

The courses of the vocational training system could achieve the recognition of input credits and qualifications on the basis of the repertoires of professional qualifications of the individual regions, structured training units capitalized. Firms could also use the system of inter-national funds to which their company adheres to participate in training programs aimed at the qualification and retraining of workers to promote employability and support the competitiveness of enterprises.

In some Italian regions can obtain recognition of skills acquired through participation in training programs using the integration between public funds and funds trade for access to the system of regional qualifying.

The skills and professional qualifications acquired are recorded in the citizen's training booklet that can be considered as the Italian of Europass, which is a kind of "passport skills" valid both in Italy and abroad.