



## FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT

**First follow-up report**

**September 2014**

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## Foreword

This is the first annual follow-up report of the Framework of Actions on Youth Employment, adopted in the Social Dialogue Committee of 24 September 2014. It gives useful information on the first actions by social partners taken at national, cross-industry, sectoral and enterprise level on youth employment.

It describes the main trends that can be identified through the different national reports submitted to ETUC (and the liaison committee EUROCADRES/CEC), BUSINESSEUROPE, CEEP and UEAPME, and compiles into one document the members' contributions.

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

## Introduction

In their autonomous work programme 2012-14, the European social partners (EUSPs) ETUC, BUSINESSEUROPE, CEEP and UEAPME agreed to address the issue of youth employment as first priority and to negotiate a Framework of Actions (FoA).

The European social partners' starting point is that high levels of youth unemployment in many European countries, is not sustainable. They recognise that urgent and determined action is needed and that Europe cannot afford such a waste of talent.

The text of the Framework of Actions and its annex presenting a selection of national initiatives in the field of youth employment, was negotiated between September 2012 and April 2013, and successfully adopted by the four EUSPs organisations. It was then presented and launched at a press conference organised in Brussels on 11 June 2013.

It is the third Framework of Actions negotiated by the European social partners, following the 2002 FoA on the lifelong development of competencies and qualifications and the 2005 FoA on Gender Equality.

This new text aims to promote solutions to reduce youth unemployment, deliver concrete measures and contribute to the debate. It calls on national social partners, public authorities and other stakeholders to act together and achieve concrete progress. It builds upon existing and new practices linked with the four priorities identified:

- Priority 1: **learning**
- Priority 2: **transition**
- Priority 3: **employment**
- Priority 4: **entrepreneurship**

As in previous FoAs, national social partners will report on their activities annually over three years. This will be followed by a final evaluation report on the fourth year. As part of these follow-up activities, the European social partners will evaluate the Framework of Actions' impact on both employers and workers. As indicated in the negotiated text, "this evaluation can lead to an update of the priorities identified and/or an assessment on whether or not additional action is required in one or more of the priority areas".

This time, a specific reference to European social partners' role in promoting the Framework of Actions at national level and in keeping in touch with national social partners who have not taken any action within four years has been added: "In the case of absence of reporting after four years, European social partners will encourage their members in the countries concerned to keep them informed about their follow-up activities until actions have been undertaken at national level."

This new element is in line with the social partners' aim to improve the implementation and follow-up of EU social dialogue instruments throughout Europe.

Finally, the European social partners are using the framework of actions as the main vehicle to contribute, amongst other policies and initiatives, to the European Alliance for Apprenticeships, which was launched through a tripartite declaration by the European social partners, the European Commission and the Lithuanian Presidency of the Council in Leipzig on 2 July 2013.

## Chapter I – European social partners' promotion activities

In order to facilitate the dissemination and promotion of the Framework of Actions, the European social partners have, for the first time, prepared a set of information toolkit and activities aiming to present the content of the text negotiated in an attempt to foster and stimulate exchanges at national level.

### ➤ **Information toolkit**

The need for concrete tools to better link EU and national social dialogues was highlighted by member federations of the EUSPs in several events organised in the context of project activities. Such tools are seen as particularly important at the beginning of the follow-up process.

The EUSPs have therefore developed a “toolkit” in order to facilitate the work of national social partners to promote and disseminate the Framework of Actions on youth employment in their respective countries. It also aimed at providing a common basis for a more effective follow-up of EU social dialogue instruments. The Information Toolkit is not a prescriptive list of actions to be taken but may serve for National Social Partners as a source of inspiration of what could be envisaged at the national level. National social partners are the ones competent and most able to define the way in which they wish to follow-up on the Framework of Actions.

The “toolkit” informed national social partners about dissemination and promotion activities undertaken by the European social partners, which could serve as an example for similar activities at the national level. It provided national social partners with a PowerPoint presentation jointly developed by the European social partners that could be used by national social partners to present the newly negotiated text to their affiliates and/or institutional partners. Finally, it recalled national affiliates the existence of the financial resources available in the context of the European social partners' translation fund.

### ➤ **Seminars organised in the context of project activities**

Within the cycle of project activities undertaken by the European social partners in 2013-14, the organisers have decided for the first time to organise three 2-day seminars on the promotion of EU SD instruments.

One of the key objectives of these seminars was to improve the interaction between EU and national social dialogues. It included on the agenda of each seminar a specific session on the presentation of the Framework of Actions on youth employment.

The three 2-day seminars on the promotion of EU SD instruments were organised in Rome with national social partners from France, Italy, Portugal and Slovenia (20-21 June 2013), Copenhagen with national social partners from Denmark, Finland, Sweden and United Kingdom (12-13 September 2013) and Budapest with national social partners from Austria, Czech Republic, Hungary and Poland (21-22 November 2013).

➤ **Online resource centres**

The European social partners have at their disposal two online resource centre which have been used to disseminate the Framework of Actions and inform affiliates about present and past activities.

The ETUC resource centre is: <http://resourcecentre.etuc.org>

The employers' resource centre is: <http://erc-online.eu>

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## Chapter II – Main trends

One year after the adoption of the Framework of Actions, national social partners were able to report a variety of and numerous actions and measures taken. This confirms the importance and topical nature of the issue of youth employment in many countries.

This European instrument has provided both an impetus **for the design of new initiatives on the issue of youth employment and a will to make concrete contributions to existing national debates and policies**. Its main added value is to create an additional arena/platform for national social partners to work together. It provides also a source of inspiration for their actions, taking into account other countries' priorities or good practices.

The approach taken by national social partners varies in terms of methodology adopted and number of priorities covered.

### ➤ **Useful translation fund to start the follow-up process**

The translation of the Framework of Actions is usually the first step used by national social partners to take even more ownership of the text. It is a useful way to disseminate the content and engage in discussions with the national counterpart, the government and/or other stakeholders. The translation of the Framework of Actions now exists in 10 EU languages<sup>1</sup>: Croatian, Czech, Dutch, French, German, Hungarian, Italian, Latvian, Polish and Swedish.

Some countries have organised a specific national event to promote the official translation of the Framework of Actions such as Sweden or Italy.

### ➤ **Several approaches: all priorities at once, one after the other, or only some**

Interestingly, most affiliates have chosen to address all the four priorities at once, with actions on each – or related to – four priorities, or focus on a limited number of priorities, or like in the UK, chose to focus on one priority per year. Understandably, affiliates consider some issues as having a spill-over effect on others, this is notably the case for the priority 1: “learning” which is identified as essential to train young people in relation to labour markets needs while equipping them for their own personal development and employability

### ➤ **Partnership approach**

The reports confirm that initiatives to increase youth employment call on a variety of policy areas, for which governments and social partners are jointly responsible. Social partners in most countries are mobilised to contribute to better employment outcomes for young people. Their varying role reflects diverse industrial relations structures and traditions. This includes actions through tripartite and/or bipartite negotiations, social partner consultations/lobbying, and unilateral actions.

### ➤ **Significant European dimension, and actions needed at grass-roots level**

The European Union's initiatives in the framework of the Youth employment package of December 2012 including: a recommendation to Member States on introducing a Youth Guarantee, the EU alliance for apprenticeships and the quality framework for

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<sup>1</sup> <http://resourcecentre.etuc.org/Agreements-57.html>  
<http://erc-online.eu/european-social-dialogue/database-european-social-dialogue-texts/>

traineeships have contributed to the design of national measures over the last few years.

The framework of actions provides a common tool for further reinforcing national social partners contributions to the national frameworks linked to these initiatives. For example, in many countries, social partners have been involved in setting national youth guarantees.

The reports also show the wealth of actions taken by social partners at sectoral, regional and local levels. At these levels policies can make a real difference for achieving a better integration of young people into employment.

➤ **Innovative approaches through social dialogue**

A number of reports show the important role played by social partners through their negotiations. For example, sectoral collective bargaining in some countries has focused recently on developing tools to ensure that young people leaving education better match labour market needs, by helping them through a first work experience to acquire the skills needed to get into a job. For example, in Germany, some sectoral social partners agreed on a 'support year' combined with a right to employment for indefinite duration.

➤ **The important role of European funding opportunities**

Many reports highlight the key role of EU funding opportunities for the development of social partner activities, in the framework of ESF, Erasmus +, or ad-hoc social dialogue budget lines.

## **Priority 1: learning**

Given the prominent role of governments in educational systems, it is logical to see that many initiatives reported are tripartite. The reports show the progress made in the reform of educational programmes and the development of effective vocational education and training systems and frameworks. It is also clear that national social partners have been more closely involved than before.

The promotion and a better attractiveness of Vocational Education and Training (VET) are one of the main objectives of the activities presented by the national social partners. Definition of legal frameworks, reform of VET systems, agreements or projects were developed or implemented for this purpose, very often at a tripartite level as indicated above.

The focus on certain target groups was also frequently reported such as the specific situation of school drop outs and NEETS. Dedicated actions responding to their needs were introduced including the improvement of the quality of education and training, the access to education for all, the development of mentoring and guidance and also the opportunities for vocational training at an early stage for those who do not wish to continue their education. The creation of more effective and tailored career services focusing on employability while strengthening the links between secondary and higher education, vocational training and labor market needs, such as STEM skills, was also a key element of the reports.

According to national social partners, work-based learning, including the development and/or improvement of apprenticeships and traineeships schemes and frameworks, can also contribute to smoother transition into the labour market and reduce the risks of long transitions. Some reports highlighted the lack of available apprenticeship and internship



placements. A variety of reported initiatives aim to solve this problem, including reforms and new legislation in some countries.

## **Priority 2: transition**

On the priority 'Transition', the national reports reflect a support of social partners to the Youth Guarantee. Even if for some of them their involvement can be an issue, this measure is considered as key and useful. In most cases, social partners contribute to government's actions in implementing the youth guarantee schemes (designing, implementing and assessing the effectiveness of these policies).

Guidance and counseling is another key aspect of this priority addressed by the Members from both sides. Indeed, it allows the young person and his/her parents to take informed decisions on the future career path. The crucial role of teachers was also highlighted, as well as employment services.

Several initiatives were also reported to foster occupational and geographical mobility.

Finally, some affiliates stress the fact that active labour market policies can help to promote young people's access to employment.

## **Priority 3: employment**

Given the high level of youth unemployment, the priority "Employment" is a central piece of the Framework of Actions. Affiliates have been active to look into this issue but with notable differences given the variety of labour market situations and youth unemployment rates in the Member States.

The issue of human resource development at company level is often mentioned as an important element to offer career perspectives to young people, this is sometimes combined with coaching, mentoring and guidance. Indeed, several reports underlined mentoring initiatives with the contribution of a more experienced worker transmitting his/her knowledge to a younger employee, including through intergenerational cooperation.

Member States and social partners have also to ensure in the short-term an effective use of the funding made available at European and national levels in order to create more and better job opportunities. These funds are generally targeted on certain groups, i.e. young people at risk of poverty or young people with no qualifications. Several reports also point out to the goal of providing incentives for employers to hire young people.

National social partners also give evidence of actions taken by Member States and social partners in order to provide an employment-friendly policy framework and/or lift certain administrative barriers, while respecting social security and labour rights. This includes, but is not necessarily limited to, addressing the issue of pay, social benefits, work contracts, or forms of employment.

In this context, affiliates clearly indicate that they have a crucial role to play for administering funds available, in particular the European social fund through the partnership principle.

#### **Priority 4: entrepreneurship**

About half the national social partners responding to the first follow-up report explicitly mentioned activities directly linked to the issue of entrepreneurship. When it is the case, affiliates see the topic as an appropriate way to foster employability of young people and provide “on the job” experience.

Two dimensions are present in the reports on the issue of entrepreneurship:

- The first one is about promoting entrepreneurial practices and mindsets towards young people, notably with the promotion of economic and entrepreneurial skills at school and/or university level, including in apprenticeship programmes. The collaboration with local partners is (regions, companies, local public authorities, etc.) is mentioned as a precondition for success.
- The second dimension is about supporting young entrepreneurs financially, including paying attention to eligibility criteria, and fostering the setup of start-ups through competitions and/or award-winning campaigns.

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## Chapter III – National evaluation reports

### LIST OF JOINT NATIONAL REPORTS RECEIVED BY COUNTRY

1. Austria – page 12
2. Belgium – page 14
3. Bulgaria – page 19
4. Cyprus – page 22
5. Czech Republic – page 24
6. Denmark – page 29
7. Finland – page 30
8. Germany – page 32
9. Hungary – page 35
10. Italy – page 36
11. Latvia – page 37
12. Luxembourg – page 39
13. Netherlands – page 41
14. Poland – page 47
15. Portugal – page 48
16. Sweden – page 53
17. United Kingdom – page 59

Total of: 17 national reports

## 1. AUSTRIA

### Sources of information

*Trade Unions: ÖGB*

*Employers: IV, VÖWG and WKÖ*

### **General remark**

Due to a dynamic and flexible labour market Austria has the lowest unemployment rate in the EU and the second-lowest youth unemployment rate. A strong social partnership as well as a strong VET system including apprenticeship training support transition from education to work. About 40% of young people follow apprenticeship training in a private enterprise (about 102.000, April 2014). Besides Those young people who cannot find an apprenticeship training place in an enterprise have the possibility to follow a supra-enterprise dual education (überbetriebliche Lehrausbildung-ÜBA; about 9.000 apprentices, April 2014).

In 2013 the annual Austrian Social Partner dialogue in Bad Ischl was dedicated to “Perspectives for youth” and dealt with education, labour market, family and health. The Social partners adopted concrete implementation proposals which were partly integrated in the new government programme.

### **Priority 1 Learning**

#### **Apprenticeship training**

Apprenticeship training is part of the Austrian general education system. About 80% of the training time is spent within the enterprise, about 20% at vocational school. The successful completion of the apprenticeship-leave examination allows for access to further education, e.g. master craftsperson exam for a skilled craft (Meisterprüfung). Access to higher education can be acquired through taking the exam called “Berufsreifeprüfung”.

Social partners have a strong influence on content and framework conditions of dual apprenticeship training: they define occupational profiles which are the basis for the curricula in vocational schools. The apprenticeship offices at the regional Economic Chambers are responsible for the accreditation of training companies, approval and registration of apprenticeship contracts, the organisation of apprenticeship-leave exams (the examination board consists of representatives of Social partners), awarding of the qualification as well as administration of the financial incentives for training companies. In case of questions or problems the apprentices can address themselves to the Chamber of Labour and/or the Trade Union. Beside the responsible Ministries the Austrian social partners consider themselves as “co-owners” of dual apprenticeship training.

One common concern for the Austrian social partners is the quality assurance of apprenticeship training: besides the “traditional” measures for quality control like accreditation of training companies, support for companies through guidelines and advice a systematic analysis of successful completion of apprenticeship-leave exams is carried out. The aim of this analysis is to improve career guidance, adaptation of job profiles, support for apprentices (e.g. coaching), establishment of training clusters, improved cooperation between enterprise and vocational school, etc.

Enterprises can get funding for taking on apprentices from specific target groups (e.g. girls in male-dominated professions), which is decided by the responsible ministries and the social partners.

### **Coaching for enterprises and their apprentices**

In case of problems which might lead to fail the apprenticeship-leave exam the apprentices and the enterprise can apply for coaching free of charge. This project started 2013 as a trial in 4 Regions and will be extended to all regions in 2015. It is organised and administered by the apprenticeship offices of the regional Economic Chambers and financed via a fund based on employers' contributions.

### **Apprenticeship training and university entrance diploma (Lehre mit Matura)**

Apprentices may – with the agreement of the enterprise – sit the university entrance diploma during their apprenticeship. The training institutes of the Austrian social partners (WIFI and BFI) provide the respective preparation courses [www.lehremitmatura.at](http://www.lehremitmatura.at).

### **Priority 2 Transition**

The Austrian labour market policy already provided for a “youth guarantee” before the European Union adopted it. Austrian social partners are directly involved in developing labour market strategies. About 40% of the labour market budget is spent on active labour market measures for young people. Preventing long-term unemployment of this target group is an annual goal of the public employment service.

### **Supra-company-training (ÜBA) – training guarantee**

Young people who do not find an apprenticeship training place in a private enterprise can follow workshop based programmes in the framework of dual apprenticeship training (“supra-company-training”). However, the first aim is supporting the young person in finding a “regular” apprenticeship training place. The exact amount of available places is decided on an annual basis together with the regional social partners. In 2013 there were about 10.000 supra-company-training-places which cost about 114 Mio Euro.

### **Career Guidance Centres of the Economic Chambers and Institutes for Economic Promotion (WIFI)**

Since the end of the 1980s, the Austrian Economic Chambers and Institutes for Economic Promotion have set up a wide range of services related to educational counselling and career guidance in the federal provinces. Related services include among others information brochures, online career guidance ([www.bic.at](http://www.bic.at)), participation in trade fairs, exhibitions, etc. Regional Economic Chambers offer tests to analyse abilities and inclinations of 13- and 14- year old students (one example from [Tyrol](#)). Subsequent guidance and counselling allow the young person and his/her parents to take informed decisions on the future career path. In addition regional Economic Chambers provide activities which aim to close the gap between schools and the world of work.

### **World of work and school (ÖGB and AK)**

This project which is carried out by the Austrian Trade Union Federation and the Chamber of Labour supports young people in their preparation for the world of work. Teachers are offered a variety of materials such as guidelines, games and seminars. School classes get information and advice on different topics linked to work, like protection for young people in the workplace, labour market and skills development or career guidance for young people.

### **Priority 4 Entrepreneurship**

#### **Entrepreneur's Skills Certificate® (Unternehmerführerschein®)**

The Entrepreneur's Skills Certificate® gives young people at school an education in finance and business; the certificate is awarded after examination, and is a valid substitute for the exam required in Austria to be self-employed. Currently the Entrepreneur's Skills Certificate® is available in 255 schools. Until now more than 45.000 certificates were issued. In combination with a successful participation in a junior enterprise the Entrepreneur's Skills Certificate® may lead to obtaining the “Entrepreneurial Skills Pass”®.

## 2. BELGIUM

### Sources of information

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

**Employers: FEB-VBO, UNIZO, UNISOC**

#### A. Mise en œuvre au niveau fédéral

##### 1. Formation en alternance

Partant du constat que le pourcentage de jeunes qui quittent prématurément l'école est élevé en Belgique et que les jeunes peu qualifiés éprouvent davantage de difficultés à trouver un emploi, le Conseil national du Travail et le Conseil central de l'Économie (ci-après les Conseils) ont jugé, dans leur avis n° 1.702 du 7 octobre 2009, que les formations en alternance pourraient être un instrument de formation adéquat pour ces jeunes, mais que la prolifération d'initiatives diverses, chacune avec son propre statut, voire sans règles claires dans certains cas, est une source d'insécurité juridique, ce qui rend ces systèmes peu attrayants tant pour les employeurs que pour les jeunes. Les Conseils se sont dès lors engagés, dans cet avis, à élaborer dans une deuxième phase un socle fédéral simple, juridiquement sûr et transparent pour l'ensemble des systèmes de formation en alternance, en vue de développer ainsi la formation en alternance en tant que parcours qualifiant à part entière et d'en intensifier encore l'utilisation par les entreprises, les institutions et les secteurs.

En exécution de cet engagement, les Conseils ont, dans leur avis n° 1.770 du 25 mai 2011, élaboré ce socle fédéral, qui comprend une définition générique des systèmes de formation en alternance et des conditions minimales en matière de droit du travail et de sécurité sociale pour les différentes formules de formation en alternance répondant à la définition générique. Cette opération d'harmonisation avait pour but d'assurer la simplicité et la sécurité juridique, tant pour l'employeur que pour l'élève et ses parents, afin de rendre ces systèmes plus accessibles, plus visibles et plus attrayants, ce qui devrait résoudre en partie les problèmes liés à l'insertion des jeunes sur le marché du travail.

Cet avis n'a été mis en œuvre par le gouvernement fédéral qu'en 2014 et de manière partielle, dans la loi du 15 mai 2014 portant exécution du pacte de compétitivité, d'emploi et de relance. De manière partielle, parce que cette loi ne prévoit pas la qualité proposée dans la définition générique et qu'il n'a pas non plus été donné suite à un certain nombre de propositions en matière de sécurité sociale. Par ailleurs, en raison de la sixième réforme de l'État qui a transféré aux Régions à partir du 1er juillet 2014 le volet relatif au droit du travail de la formation en alternance, le socle en droit du travail proposé dans ledit avis n° 1.770 ne sera plus exécuté.

Étant donné que les partenaires sociaux considèrent ces volets comme essentiels pour la réussite de cette opération, les Conseils ont insisté auprès du gouvernement fédéral, dans leur avis n° 1.895 du 25 février 2014, pour qu'il mette encore en œuvre les trois volets de leur proposition, concernant tant la définition générique que la sécurité sociale et le droit du travail, afin de développer un instrument qualifiant et de qualité qui assure une transition optimale vers le marché du travail pour les jeunes et afin de veiller à la cohérence et à la transparence dans l'ensemble des différents systèmes régionaux, pour que les systèmes soient clairs et attrayants.

Dans le cadre dudit Pacte, le gouvernement a également invité les Conseils à se concerter avec les partenaires sociaux des Communautés et Régions afin d'établir un cadre interfédéral des stages et formations en entreprise pour les élèves. Dans cette optique, les Conseils ont mis en place une concertation avec les différents conseils consultatifs

régionaux. Les travaux sont en cours de préparation au sein d'un groupe de travail technique réunissant des experts. Un schéma de travail inventoriant les différents systèmes de formation en alternance et de stages sera prêt d'ici septembre 2014. L'objectif est d'identifier les problèmes sur la base de cette note, et notamment ceux qui sont apparus suite au transfert de compétences dans le cadre de la sixième réforme de l'État, et d'examiner dans quelle mesure les systèmes régionaux, qui sont toujours en train d'évoluer, peuvent être harmonisés, simplifiés et mis en adéquation avec le statut-socle fédéral.

## 2. Stages en entreprise

La loi du 27 décembre 2012 contenant le plan pour l'emploi a introduit, pour les employeurs relevant du champ d'application des conventions collectives de travail et des commissions paritaires, l'obligation globale de mettre à disposition chaque année un nombre de places de stage d'intégration en entreprise proportionnel à un pour cent de leur effectif global du personnel. En vertu de l'article 10, § 3 de cette loi, le Conseil national du Travail doit, en collaboration avec le Conseil central de l'Économie, évaluer chaque année pour le 30 septembre au plus tard si cet engagement global a été respecté.

En exécution de l'avis n° 1.871 dans lequel il s'était engagé à effectuer déjà une première évaluation partielle sur la base des deux premiers trimestres de l'année 2013, afin d'éventuellement apporter des corrections si nécessaire, le Conseil national du Travail a émis, le 27 mai 2014, le rapport n° 86, dans lequel il constate que cette obligation globale est remplie pour la période considérée.

Dans le même rapport, il a demandé à l'ONSS de lui communiquer, selon la même méthodologie, les chiffres complets pour l'année 2013 (trimestre de référence 2012/2). Il entend réaliser une évaluation complète de cette mesure d'ici septembre 2014 en collaboration avec le Conseil central de l'Économie, en même temps que l'évaluation des premiers emplois, et y aller au-delà d'une simple appréciation chiffrée, en se penchant également sur un certain nombre de problèmes d'application signalés par les acteurs de terrain.

## 3. Politique en faveur des groupes à risque

### a. Description générale

Au niveau fédéral, la réglementation impose aux entreprises du secteur privé de réserver 0,10 % de la masse salariale (secteur privé) afin de soutenir la création d'emploi et d'encourager la formation professionnelle et l'intégration des groupes à risque dans le marché du travail. Cette obligation existe depuis 1989 et a été toujours reconduite depuis, soit en exécution d'un accord interprofessionnel soit en exécution d'une décision gouvernementale.

La notion de groupes à risque est traditionnellement laissée à l'appréciation des partenaires sociaux. Chaque secteur est libre de définir dans une convention collective de travail les groupes à risque en faveur desquels il souhaite orienter ses efforts.

Toutefois, les modifications introduites dans la réglementation en 2013 (arrêté royal du 19 février 2013) ont introduit une obligation de réserver la moitié de cet effort (0,05 % de la masse salariale) à certains groupes cibles prédéterminés dans la réglementation, parmi lesquels une place particulière est réservée aux jeunes de moins de 26 ans.

Cet effort ciblé (0,025 % de la masse salariale) doit obligatoirement être destiné aux jeunes, sous réserve de certaines dérogations liées aux circonstances économiques spécifiques qui peuvent toucher le secteur considéré (zone d'activité où les nouvelles embauches sont pratiquement stoppées).

Les entreprises qui ne réalisent pas les efforts qui leur sont demandés sont redevables d'une cotisation équivalente de 0,10 %. Les modifications introduites dans la réglementation en 2013 permettent d'affecter le produit de cette cotisation au financement de projets supplémentaires en faveur des groupes à risque développés dans les secteurs qui ont conclu une convention collective de travail conforme aux exigences de la réglementation.

#### b. Rapportage

Les secteurs qui concluent les conventions collectives de travail ont l'obligation de déposer un rapport d'évaluation et un aperçu financier des efforts en faveur des groupes à risque à l'administration de l'Emploi. Ces rapports permettent de se faire une idée de l'évolution des politiques menées par les secteurs en faveur des groupes à risque.

Les rapports déposés en 2011 et 2012 permettent de dégager les lignes de force suivantes:

- Environ 2/3 des rapports déposés comprennent une référence aux jeunes (pourcentage stable entre 2011 et 2012) ;
- Les secteurs déterminent de manières différentes le public jeune faisant partie des groupes à risque (variations dans l'âge limite et le niveau d'études maximal, variations dans le lien requis avec le secteur) ;
- Parmi les secteurs se référant aux jeunes dans leur rapport, environ la moitié développent des mesures spécifiques en faveur des jeunes. Ces mesures sont globalement centrées sur un soutien à la formation en alternance et au soutien scolaire et peuvent prendre la forme de places de stages en entreprise ou encore consister à encourager le parrainage de jeunes en entreprise. La collaboration avec les organismes de formation en alternance et les organismes d'enseignement est une pratique très diffusée.
- Les montants spécifiquement alloués aux jeunes dans les fonds affectés aux groupes à risque sont difficilement évaluables.

### B. Efforts au niveau régional

#### 1. Région de Bruxelles-Capitale

Dans sa contribution, le Conseil économique et social de la Région de Bruxelles-Capitale (CESRBC) a mis en évidence certains engagements pris dans le cadre du « New deal » signé le 29 avril 2011 par les interlocuteurs sociaux et le Gouvernement bruxellois pour répondre aux défis de l'emploi à Bruxelles et qui concernent plus particulièrement l'emploi des jeunes.

Dans ce cadre, les partenaires sociaux bruxellois ont exprimé leur volonté de promouvoir en particulier les premières expériences professionnelles des jeunes, notamment au travers l'engagement de voir de grandes entreprises établies à Bruxelles embaucher de jeunes bruxellois, en partenariat avec d'autres acteurs et dispositifs régionaux existants.

L'importance de la collaboration avec les secteurs professionnels pour accroître l'offre d'emploi sous statut de contrat de premier emploi ou l'offre de formation professionnelle individuelle est particulièrement soulignée.

La contribution se réfère également aux actions menées par les organisations dans le cadre de la Garantie Jeune ainsi qu'à différents avis du CESRBC qui ont été émis en lien avec la problématique de l'emploi des jeunes.

#### 2. Région wallonne

Dans sa contribution, le Conseil économique et social de Wallonie (CESW) a souhaité mettre en évidence un certain nombre de mesures mises en place par les pouvoirs publics wallons qui apparaissent aux partenaires sociaux wallons particulièrement importants en vue de répondre aux objectifs poursuivis. Ces mesures ont trait aux questions suivantes :

##### a. L'enseignement et la formation en alternance

Le CESW a rappelé le soutien de longue date des partenaires sociaux à ce type de pédagogie et marqué son intérêt pour les mesures prises par le Gouvernement wallon qui devraient assurer un nouveau développement de l'alternance. Selon le CESW, le développement de l'enseignement et la formation en alternance nécessite en particulier une approche globale de la problématique des places en entreprise associant les multiples acteurs concernés, ainsi qu'une réflexion sur l'attractivité des dispositifs pour les entreprises,



sur la recherche de complémentarités entre opérateurs, sur les modalités de mise en œuvre des stages en entreprise et sur l'harmonisation des mesures de soutien au tutorat.

b. L'accompagnement des demandeurs d'emploi

La contribution du CESW renvoie sur ce point aux mesures prises par le Gouvernement wallon pour intensifier les efforts en matière d'accompagnement individualisé notamment par une prise en charge plus rapide des jeunes peu qualifiés et la mise à disposition des conseillers référents (chargés de l'accompagnement) de nouveaux outils tels que les essais métiers, qui permettent aux jeunes de choisir un métier porteur sur base d'une information complète et pratique.

c. Le soutien à la création d'activités

Diverses mesures visant à promouvoir auprès des jeunes le statut d'indépendant et à favoriser l'autocréation d'emploi et la création de très petites entreprises ont été mises en lumière par le CESW. En amont, la mesure « Junior Indépendant » permet aux jeunes de 15 à 20 ans de découvrir le métier d'indépendant par deux semaines de travail rémunéré.

d. Le rapprochement enseignement-formation-emploi

Le CESW a particulièrement mis en évidence :

- La revalorisation de l'enseignement qualifiant via l'accès des élèves à des infrastructures modernes proches de la réalité des entreprises (centres de compétences et centres de technologie avancée) ;
- Le développement de bassins de vie enseignement-formation-emploi dont l'objectif principal est d'améliorer la cohérence de l'offre d'enseignement qualifiant et de formation avec les besoins socioéconomiques identifiés aux niveaux régional et sous-régional, en s'appuyant sur la participation des partenaires sociaux.

3. Région flamande

Dans sa contribution, le « Sociaal-Economische Raad van Vlaanderen » (SERV) mentionne un certain nombre d'accords, de plans et d'avis qui doivent répondre aux priorités figurant dans le cadre d'action européen en matière d'emploi des jeunes. Le SERV signale que ces mesures et actions sont à l'ordre du jour de la concertation tripartite au sein du « Vlaams Economisch Sociaal Overlegcomité » (VESOC) ou font partie de la concertation au sein du « Vlaamse Dienst voor Arbeidsbemiddeling » (VDAB).

Il s'agit notamment des éléments suivants :

a. Accord du VESOC sur la politique des carrières

Afin de soutenir l'emploi des jeunes, les partenaires sociaux flamands adoptent une approche graduelle. L'accent est tout d'abord mis sur la prévention du chômage des jeunes en misant sur des trajets de formation de qualité et sur la prévention des sorties sans qualification. En cas d'échec de cette approche préventive, il y est remédié au moyen de l'enseignement de la seconde chance, de la réorientation vers des métiers en pénurie, ou de stages d'expérience professionnelle. Ces mesures s'inscrivent dans le cadre de la mise en œuvre de l'accord sur les carrières que les partenaires sociaux flamands et le gouvernement flamand ont conclu pour deux ans le 17 février 2012.

b. Plan pour l'emploi des jeunes

En vertu du plan pour l'emploi des jeunes, les jeunes de la Région flamande bénéficient d'un accompagnement intensif, visant à les inciter le plus rapidement possible à accéder à un emploi durable. Le VDAB parvient à atteindre la presque totalité des jeunes qui quittent l'enseignement sans qualification, en misant sur l'expérience professionnelle au moyen de l'apprentissage sur le lieu de travail.

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

En exécution de l'accord sur les carrières, un plan d'action pour les jeunes quittant prématurément l'école a été mis en place en septembre 2013 avec les différentes parties prenantes du secteur.

d. Accords sectoriels

Des accords sectoriels (au nombre de 34) ont été négociés entre les partenaires sociaux sectoriels et le gouvernement flamand. Ils comprennent notamment des engagements et des actions sur le plan d'une meilleure articulation entre l'enseignement et le marché du travail.

e. Mise en œuvre du cadre flamand de certifications

Le cadre flamand de certifications est en cours de mise en œuvre, avec une contribution importante des partenaires sociaux. Ce cadre doit notamment aboutir à des programmes d'enseignement et de formation qui seront de meilleure qualité et bien planifiés et qui répondront aux besoins des jeunes et aux souhaits du marché du travail.

f. Avis du SERV

À côté des mesures et actions dans le cadre de la concertation au sein du VESOC, le SERV indique encore qu'il a émis des avis concernant l'apprentissage sur le lieu de travail et la réforme de l'enseignement secondaire. En outre, il évalue actuellement la réforme du système de formation en alternance intervenue en 2008. Dans ce cadre, les partenaires sociaux flamands ont émis divers avis et recommandations dans lesquels ils plaident pour une revalorisation de ce système et pour une politique d'impulsion plus poussée afin de prévoir suffisamment de stages d'expérience professionnelle. La sixième réforme de l'État offre également des opportunités supplémentaires dans ce domaine.

### 3. BULGARIA

#### Sources of information

*Trade Unions: PODKREPA, CITUB*

*Employers: BIA, BICA, KRIB, BCCI*

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

In 2012 Bulgarian National Assembly adopted Law on Youth that defines the basic principles, management and funding of activities, implemented in execution of the Governmental Youth policy.

The Policy is implemented in accordance with adopted National strategy on youth with horizon 2012-2020 and Annual Plans for implementation of the Strategy, that are adopted by the Council of Ministers. The Annual plans are developed on the basis of the collected and summarised information about the activities and initiatives in the youth sphere by the proper governmental and district governmental institutions, as well the municipalities. The law defines what are “youth activities” and impose obligations to the government and municipalities to support following activities:

- Information and consultation for social and carrier development;
- Activities to support youth in labour and life realisation;
- Activities for organisation of the free time;
- Encouragement of the informal training and development of the knowledge, experience and skills of youths;
- Activities to support youth volunteerism.

The Law, Strategy and Annual Plans are targeting all four of the priorities.

In the beginning of the 2012 Bulgarian Council of Ministers adopted the National Initiative “Jobs for Young People in Bulgaria” 2012 – 2013. On 6 June 2012 the Government and social partners signed National Agreement “First Job”. The aims of Initiative was to create new opportunities for young people in the labour market and to provide employment for at least 22000 of them, reducing the youth unemployment rate by 5% by the end of the programme in 2013. It included a package of 8 programmes and initiatives for young people to be funded under the National Employment Action Plan and the Operational Programme “Human Resources Development” 2007 - 2013. They include implementation of measures and services aimed at activation, provision of information, consultation, training and employment to young people up to 29 years.

Contribution of social partner to the implementation of the agreement:

- Dissemination of information on the existing opportunities for youth employment;
- Encouraging employers to recruit young people on labour contracts (in permanent jobs, internships and temporary work), providing opportunities to acquire initial work experience after leaving education;
- Participation in the review of the existing legislation and implemented programmes, and proposing changes to promote youth employment.
- Legislation framework – Labour Code, Law of vocational education and training, Employment Promotional Act etc.

There are number of projects on national and company level that are implemented with the financial support of the ESF under the National Operational Programme “Human Resources Development” (HRD OP) and are targeting different of the priorities. Hereafter is an

aggregate table with number of projects, implemented under every priority axis of the HRD OP:

Priority axis	Area of Intervention	Total number of contracts-projects)	Targeted priority of the framework
1. Promotion of economic activity and development of inclusive labour market	Employment through development of entrepreneurship	1133	3. Employment 4. Entrepreneurship
4. Improving the access to education and training	Access to education and training for disadvantaged groups	328	1. Learning
	Children and youth in education and society	402	1. Learning 2. Transition
	Development of the life-long learning system	92	1. Learning 2. Transition

Social partners distributed between their members the information about the Framework Agreement and Case Studies. The Agreement is published on the web-pages of the social partners.

The trade unions established youth organisations. For the CITUB they are the Youth Forum 21st Century at CITUB (1999) and the Youth Club with CITUB (2009) For the Podkrepa CL it is the Youth Network (2010). These organisations promote the labour and social rights of young workers; trainings and other initiatives in support of the youth employment.

Following the adoption of the Recommendation of the EU Council on the establishment of a Youth Guarantee in April 2013 the Government of the Republic of Bulgaria in partnership with the nationally representative organizations of employers and employees, the National Association of Municipalities in the Republic of Bulgaria (NAMB), youth and other non-governmental organizations developed a National plan for implementing the European Youth Guarantee 2014-2020 /National plan/. The plan includes a brief analysis of youth unemployment in Bulgaria, on which bases identified the main challenges and causes of youth unemployment and inactivity: lack of experience, poor or inadequate education, lack of key and professional skills or possession of those who do not comply the demand in the labor market, early school leaving, insufficient activity to search for work, loss of motivation due to prolonged stay unemployed.

The national plan includes reforms and measures summarized in two priority areas:

The first priority area covers reforms and measures to preventive work and enabling young people to prevent dropout and removal of from the education system. The plan includes specific actions aimed at: improving the quality of education and training; providing access to education for all; development of mentoring; guidance; providing opportunities for vocational training at an early stage for those who do not wish to continue their education, and others.

The second priority area includes support measures for the integration of unemployed youth to the labor market. Measures and initiatives for unemployed youths under 29, including those aged up to 25 years, registered in labor offices within 4 months, including: providing training offers, internships, apprenticeships and employment, i.e. through entrepreneurship incentives. They will be in accordance with the profile of young people and their educational qualification characteristics, on the one hand, and the results of analyzes and forecasts of

the market demand on the other. Key role in the implementation of measures under this priority area have the regional office of Employment Agency in the country.

The implementation of reforms and measures of the National Plan is based on partnership approach. It brings together institutions and organizations at national, regional and local level through the establishment of a partnership network with the participation of all stakeholders. To ensure the functioning of this network an agreement between key institutions and organizations at national level responsible for the development and implementation of youth policy - Ministry of Education and Science, Ministry of Youth and Sports and the Ministry of Labour and Social Policy nationally representative social partner organizations, youth organizations, the National Association of Municipalities should be signed. At the local level partnership approach is used in the formation of teams to identify and activate young people who do not study and do not work. In the teams are included representatives of key institutions and organizations working with young people at the local level - municipalities, NGOs, Directorate "Labour", youth and other NGOs. Under development is a methodology for description of the specific work steps and responsibilities of the various institutions and organizations in the process of identifying and activating young people.

To monitor progress and evaluate the implementation of the measures included in the National Plan a set of indicators has been proposed.

Various activities for implementation of the national plan started early this year and were funded by the state budget under National plan for employment promotion. One of the activities is a project "Chance to Work - 2014" implemented by the Confederation of Independent Trade Unions in Bulgaria (CITUB, KNSB). The project started in February 2014 and aims to activate and improve the employability of young people up to 29 years. Project activities include: motivational training, Teamwork key competences development, training for acquiring professional qualification in one of the professions "Worker landscaping" or "Healthcare assistant" and providing internship lasting 3 months for 40% of successful trainees within the project. Others two projects are project "Compass" and "From training to employment". Project "Compass", which is implemented by CL "Podkrepa" is aimed at providing support for the involvement of the labor market for young people up to the age of 29, low-skilled unemployed women over 50 and other target groups. Provide guidance and training to acquire key competences and qualification. Part of successfully completed vocational training employs the primary market and subsidized employment. Performed by BICA "From training to employment" is aimed at young people with low motivation to work and insufficient qualifications or without experience, long-term unemployed and unskilled persons over 50 years of age. The project is organized motivational training, training for acquiring professional qualifications and key competencies. Part of vocational training graduates is hired in the primary market or subsidized jobs.

Since June 2014 are launched schemes aimed at young people, funded by the ESF, incl. guarantee funds for youth under Youth Employment Initiative. The National plan for implementing the European Youth Guarantee 2014-2020 includes four priorities of framework of actions – Learning, Transition, Employment and Entrepreneurship.

## 4. CYPRUS

### **Sources of information**

**Trade Unions: SEK, DEOK**

**Employers: OEB**

### **1. Learning**

The social partners agree that education is key for learning and obtaining skills and competences.

Although in Cyprus the percentage of young people dropping out of school or vocational education is relatively low, the social partners agree that there is a need in reforming education and training curricula, with social partner involvement in a way that education will be responsive to labor market's needs, therefore reducing the skills mismatch that we observe today.

The Ministry of Education and Culture in association with the Ministry of Labour, Welfare & Social Insurance and the social partners' contribution are taking step towards establishing a dual learning system, where a significant part of education takes place in an enterprise in order for the students to acquire technical skills and increase their employability. This system will be tailored in a way that will reform the current educational system, while taking into consideration the labor market needs.

Moreover, the aforementioned Ministries along with the social partners' direct involvement are taking steps towards promoting apprenticeship systems and traineeships. Towards this end, the Human Resource and Development Authority of Cyprus (HRDA), which operates under the supervision of the Ministry of Labour, Welfare & Social Insurance, has designed and currently implements various Schemes by which an allowance is provided to the apprentices or trainees for their period of apprenticeship or traineeship.

### **2. Transition**

With the current economic crisis, labor market transitions, (i.e. periods between the exit from the education system and entry into the labor market, as well as between different jobs) has become an important matter for the Cyprus economy and society. It is noted that the rate of youth unemployment in Cyprus is 40%, which is the fourth highest rate in the Eurozone.

In order to facilitate transition, the Human Resource and Development Authority of Cyprus (HRDA) in association with the social partners has designed and currently implements various Schemes to limit the period where the job-seekers remain outside the labor market and at the same time to utilize that period by providing training to them, thus increasing their employability.

During the period of training, an allowance is provided to the young job-seekers and the unemployed persons for their period of training.

Moreover, the Ministry of Labour, Welfare & Social Insurance in association with the Ministry of Education and Culture are working towards establishing a better guidance and information for young students and unemployed persons in general.

The objective is to create more efficient and effective tailored career services focusing on employability while strengthening the links between secondary and higher education, vocational training and labor market needs.

The social partners' role in this area is to promote jobs of high value in the near future (e.g. green economy, health, industry etc) by informing their members and wider public through awareness-raising campaigns and other initiatives.

Moreover, the social partners contribute to government's actions in implementing youth guarantees schemes (designing, implementing and assessing the effectiveness of these policies).

In the long-term, the social partners are working with their members in promoting a lifelong learning culture, a necessary means to further develop the skills and employability of the human capital and the competitiveness of enterprises and the economy.

### **3. Employment**

The extensive economic crisis had a direct impact on employment in Cyprus. Moreover, the Eurogroup's decision of March 15, 2013 for the "bail-in" of deposits deteriorated the access to finance and cash flows shortages that Cypriot companies were already facing. As a result, unemployment rates have been increased while the measures taken towards decreasing the high unemployment rates, especially among the youth, have been undermined.

The social partners agree that in order to tackle the high unemployment rates is necessary to encourage entrepreneurship and the creation of more and better jobs. Moreover, they agree that it is necessary to invest in research and development, innovation, education and training in order to create more jobs, where young people can be employed. Following social partners' positions that have been repeatedly expressed through the social dialogue with the government addressing the matter of creating more and better jobs, the Human Resource and Development Authority of Cyprus (HRDA) which operates under supervision of the Ministry of Labour, Welfare & Social Insurance, in association with the social partners has designed and currently implements various Schemes offering incentives to private enterprises to employ and train unemployed persons. It is noted that specific Schemes have been implemented targeting young unemployed persons (university graduates, high school graduates, early school leavers etc).

Furthermore, Cyprus has concluded a three-year National Youth Employment Action Plan (2014-2016) within the framework of the Youth Guarantee Program, which is partially funded by the European Commission and is aiming in helping all unemployed people under 25 to find employment, continue education, an apprenticeship or traineeship within four months of becoming unemployed or leaving formal education. It is noted that Cyprus has received technical support and assistance from the International Labor Organization in drafting the National Youth Employment Action Plan. In the process of drafting the Plan, and as part of the ongoing social dialogue, the social partners actively participated by submitting their views and suggestions on what actions should be taken.

The Department of Labor, of the Ministry of Labour, Welfare & Social Insurance, will be the government authority that will coordinate the implementation of a series of actions and Schemes focusing on public employment service capacity building, vocational education and training reforms.

### **4. Entrepreneurship**

Despite the measures taken towards training and employing young persons, the social partners agree that promoting entrepreneurial thinking and skills can have a positive impact on the employability of young people as well as in creating more and better jobs. Towards this end, the Ministry of Education and Culture is currently planning the introduction of new courses in general and vocational education that will help new graduates in setting-up their own business.

Moreover, the Ministry of Energy, Commerce, Industry and Tourism, following social partners' positions has been implementing the "Youth Entrepreneurship" and "Women's Entrepreneurship" Schemes. With the support of these Schemes, the government aims in encouraging the two groups (youth and women) in setting-up their own business following a process of a business plan submission, mentoring etc, and create new jobs.

## 5. CZECH REPUBLIC

### Sources of information

*Trade Unions: CMKOS*

*Employers: SP*

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

#### **Translation and dissemination of the Agreement**

- The text in original wording was disseminated to social partners' (SPs) experts and membership and the Government in order to foster co-operation with responsible ministries - the Ministry of Labour and Social Affairs (MoLSA), the Ministry of Education, Youth and Sports (MoEYS) and the Ministry of Industry and Trade (MoIT) in all areas covered by the Agreement.
- The Agreement was introduced and published in social partners' media – webs, information bulletins and periodicals as a follow-up to the European Social Partners' (ESP) press conference (11 June 2013). SPs presented their first intentions and orientations of Agreement implementation in a Joint Seminar on the promotion of EU social dialogue instruments (Budapest, 21 – 22 November 2013) and ESP's conference (Brussels, 12 – 13 December 2013).
- The Agreement was jointly translated by SPs. Difficulties lying in Czech terminology different from English slowed down the translation process.
- The Agreement is referred to at various meetings, seminars and other events with participation of SPs and the public including students (e.g. giving lectures at universities).
- The SP implements **its Action Plan** prepared on the basis of the ESP's Toolkit. The SP monitors development in the areas covered by the Agreement, raises awareness of its membership on the issues by publishing information in its media and fosters co-operation with partners at various levels.

#### **The state of implementation**

The SPs have been focusing on the youth employment as one of the most important aspects of their policies for a long time. It is an integral part of their orientations to bring employment and labour market issues into the centre of Government activities. The unemployment rate of youth in the Czech Republic being historically quite high is one of the lowest in Europe compared to other countries. The SPs have been actively advocating for raising youth employment and pushed a range of activities and recommendations of the Agreement through to the **National Reform Programme 2014**. The Government planned and proceeded to a number of structural reforms including reforms of the labour market, educational system and social security systems already in 2013.

#### **1. Learning**

A number of projects are run under **the Operational Programme „Education for Competitiveness”** focused on the improvement and modernization of the initial, tertiary and other education systems and their linking up into a complex life-long learning system. Employers, professional associations and trade unions became partners in **project “POSPOLU” (“TOGETHER”;** *“Fostering co-operation between schools and companies with focus on vocational education and training (VET) in practice”*) aimed at proposing changes in organisation and content of education in order to promote utilization of work-based learning (strengthening the dual education elements). The project run by the MoEYS and the National Institute for Education (NIE) since December 2012 and co-funded by the European Social



Fund (ESF) and the national budget established closer co-operation among companies and secondary technical and vocational schools. It includes development of general and applied models of co-operation between schools and companies, of a co-operative VET model and methodical materials, organisation of educational activities and implementation of European Credit System for VET. The project will be run till June 2015. The SPs hold an advisory status in the Committee of SPs.

The SP, the Czech Chamber of Commerce, the Forum of Industry and Universities and the MoIT joined forces in an initiative to improve VET at schools and pushed through an amendment to the law on corporate tax (entering into force on 1 January 2014) introducing new tax concessions aiming at study subjects modernization and raising VET attractiveness by stimulating companies to provide tutors/mentors, factory space, machines and know-how for VET.

The SP and the MoEYS signed an [Agreement on Co-operation](#) (on 20 March 2014) to jointly address education issues and start systemic changes comprising of study fields predictions based on a labour market analysis, marketing support of technical education, gradual introduction of poly-technical education from kindergartens on, implementation of dual-learning components into education at secondary school levels, fostering co-operation between entrepreneurs and secondary and higher technical schools and support of retraining.

The SP called on the membership to join **the European Alliance for Apprenticeships** as a follow-up to the conference in Leipzig (2 July 2013) and **the IOE-BIAC Global Network for Apprenticeships**.

The SP participates in projects on support of teaching of STEM at schools (as partner to regional basic and secondary schools pupils championships in mathematics), on improving quality of VET education (by granting auspices to national secondary school competitions of apprentices in shortage fields), on verifying the elements of dual education in practice and raising employability of vocational schools graduates in the industry.

**At the sector level** e.g. the Automotive Industry Association (SP member) realizes a [project „IQ Industry“](#) focused on raising employability of graduates of vocational schools in the industry by concluding partnership contracts between schools, companies and employment offices and co-operation agreements with regional councils and ministries. At a conference “Partnership” (Plzeň, 20 March 2014) government objectives and programmes in support of VET were presented to companies and IQ Industry partners were awarded. The Association of Engineering Technology (SP member) realized regional [projects on acquiring skills in mechanical engineering](#). The Association of Small and Medium-Sized Enterprises and Crafts CZ (AMSP) has been running projects on mobility in education and co-operation “[European Entrepreneurs Campus](#)” under Leonardo da Vinci Programme and “[Erasmus for Young Entrepreneurs](#)”.

## 2. Transitions

The Czech Republic adopted program for young people inclusive of **the Youth Guarantee** and **the EU Youth Employment Initiative** and further steps to strengthen vocational training in companies. The program is focused on key reforms and initiatives to ensure early intervention and activation and key reforms and initiatives to enable labour market integration (development of competences in the formal education system for long-term employability on the labour market, prevention of disparities between skills and labour market needs, internships in companies, traineeships for young job seekers, extending knowledge for growth, professional practical training for young people under 30. The program was designed by the MoLSA and the MoEYS in co-operation with the SPs, the Labour Office of the CR (LO), the Fund of Further Education (FoFE), the NIE, the Czech Children and Youth Council and Czech Secondary School Union and is implemented by the LO through existing 31 projects focused on youth within the Operational Programme Human Resources and Employment. The EU Youth Employment Initiative is realized in the region NUTS 2 Northwest.

The FoFE (by the MoLSA) facilitates implementation of projects on company internships and practical training for unemployed youth. The employers advocate for strengthening targeted retraining/re-skilling according to the employers' needs. Both the SPs have been working on **the National Register of Occupations (NRO) and the National Register of Vocational Qualifications (NRVQ)**. NRO monitors and registers demands for the performance of particular occupations on the labour market by the means of sector councils of employers and together with the NRVQ will bring important information about the qualification needs that will be subsequently reflected in all the levels of education. The SP participates in “*Ensuring involvement of employers in the creation and update of NRVQ and work of sector councils*” run by the NIE aiming at strengthening flexibility and adaptability of labour force on the labour market and public interest in all forms of lifelong learning (The SP ensures involvement of employers in order to cover all sectors of the economy by professional qualifications) and since November 2013 in UNIV 3 “*Ensuring cooperation with employers in realization of programmes of further education and pilot verification – II*” aiming at improvement of the quality of retraining system by means of support of recognizing outcomes of previous learning and by modernization of process of accreditations.

The SP participated in the ESP's seminar on the transitions from education to work (Berlin, 23 – 24 May 2013). In 2013 the SP organised a series of discussion meetings with **regional** council presidents and CEOs of local companies on the challenge of lack of employees, graduates, school-leavers and apprentices with technical education. On the impulse of companies Vocational Education Committees and Endowment Funds have been founded by regional authorities in order to better monitor the regional labour market and forecast the needs of graduates with vocational and technical education. Campaigns to change perception of VET have been initiated and under preparations. In order to contribute to raising attractiveness of industry and vocational (technical) education and awareness of their relevance the SP published a brochure “*Who does defend entrepreneurship here?: 80 questions and answers on the Confederation of Industry of the Czech Republic*” ceremonially launched on 21 August 2013 in the presence of Prime Minister. The Association of Small and Medium-Sized Enterprises and Crafts CZ (AMSP) has been running a commercial project “*Pulling for Crafts*” aimed at systemic improvement of the image of crafts and building a strong platform of guilds. The project includes co-operation with apprenticeship centres, mentoring, improving skills and validation of professional qualifications.

### 3. Employment

One of the most effective tools of active labour market policy (ALMP) used also in the case of youth is **the Operational Programme “Human Resources and Employment”**. In 2013 the capacities of the LO for ALMP were strengthened and the SPs formed a special group for addressing agency work in order to set basic scope of contents of new legislation on the status and role of private employment agencies, administration and finance rules and the role of users.

Since 2013 fundamental topics of the labour market (minimum wage, human resources development, social benefits, forms of employment, repeated formation of fixed-term employment contracts with the same employee without any time limits, possibilities for employment of disadvantaged groups including youth) are addressed and discussed by the SPs' **bipartite group comprising representatives of trade unions and employers' sectoral federations**.

In March 2013 the Government in reaction to the ČMKOS requirements adopted a set of measures “*7 Measures for 7 Billions (CZK)*” including measures focused on support of youth employment. In April 2014 the Government organized in response to strong pressure of the SPs, particularly ČMKOS, a special meeting of the Council of Economic and Social Agreement devoted to employment and economic growth issues and set up a special commission for employment aspects and policies with participation of SPs. The commission evaluated **Activation package** describing supposed approaches (including youth) in 2014:

to increase the efficiency of support tools to young people up to 30 years of age, to increase number of supported job seekers by various tools of the ALMP provided by the LO by 5000 persons in comparison with 2013, to introduce possibilities of granting retraining to job seekers, to support short-time job contracts for 5000 jobseekers, to introduce new ALMP tools specifically designed for job seekers from the pool of graduates, to provide students of secondary and vocational schools with quality long-term regular practice according to their field of study and to establish a mandatory practice for students in companies during their studies. The ČMKOS in cooperation with employers' organizations will very closely judge and evaluate the next steps of our government and will insist on full implementation of the intentions contained in EU Youth guarantee.

The ČMKOS raises during all tripartite negotiations the following requirements: to rapidly develop a national plan to combat unemployment and poverty and to ensure sufficient financial reserves in the system of public budgets for this plan; to gradually increase the minimum wage in the fight against poverty of working citizens; to allocate at least 50 % of the ALMP for the employment policies and to support establishment and funding of Kurzarbeit; to analyze effectiveness of the ALMP; to assess the situation of the most vulnerable regions and to find specific ALMP tools in particular as regards their application in the most vulnerable regions; to intensify the use of the ESF funds to support ALMP programs; **to implement programs to support the employment of the most vulnerable in the labour market - the elderly, youth, low-skilled, disabled (e.g. through grants to entrepreneurs to create new jobs, setting up retraining, development of social services)**; to introduce measures to abolish discrimination of the unemployed (unilateral removal of restrictions on the registration at the labour offices and material security by strengthening those candidates who are actively looking for job); **to apply as soon as possible mechanisms contained in the "Youth Guarantee" , that means to ensure so called new beginning (commencement of employment or retraining) for persons under the age of 25 after only 4 months of unemployment**; to intensify the fight against illegal work and self abuse in the labor market through the Švarc system; to explore the use of part-time jobs without wage cuts; to reduce the retirement age and greater use of early retirement institute; to reset the employment office (i.e . adequately strengthen the capacity of labour offices, not allow change of the labour offices to only place for payment of social benefits and to restore their function as institutions providing ALMP); to review measures leading to the "privatization" of employment services (applies particularly to the principle of shared employment mediation); and to re-establish the obligation of employers to notify vacancies so that the authorities worked with up-to-date information on the situation and effectively with job seekers.

The SP supports strengthening of competitiveness, elimination of structural problems on the labour markets, increase of employment rates and development of enterprises and business. The SP promotes the recommendations of the Agreement into the reform measures taken by the Government and puts stress on making the labour law more flexible, increasing mobility of the labour force, increasing the support of diverse contractual arrangements (usage of alternative work/job arrangements) and reconciliation of the supply of the graduates entering the labour market with the demand of employers.

The employment of young job seekers up to 30 years of age is supported by the government. Employers can receive a monthly allowance up to 24 000 CZK (gross wage plus returns). This contribution may be granted up to 12 months and is always linked to a young employee newly recruited from the labour office of the Czech Republic. Companies can also get a lump sum money for equipment that establishment of this new job place needs. By 31 December 2013 13 269 job seekers up to 30 years of age were thus supported.

The SP and company representatives participated in Gender Studies conference "*Cross the Frontier: Women and men across professions*" (Prague, 29 April 2014) focused on horizontal segregations on the labour market and ways how to motivate young people to enter unconventional occupations, to keep young talented and skilled employees in these occupations and to maintain diversity of working teams.

#### 4. Entrepreneurship

The Association of Small and Medium-Sized Enterprises and Crafts CZ (AMSP) has been running a commercial [project “Your Way – Young Business”](#) aimed at encouragement and support of young entrepreneurship. The project consists of: survey among school-leavers followed by a communication campaign across regions, introduction of successful young entrepreneurs, training courses on starting business, evaluation of the best youth entrepreneurial projects, ideas exchange linked to offers to concrete investors, evaluation of the best web, workshops on export and networking; support to young entrepreneurs (info-service, Erasmus, free entry to events, benefits, PR, networking etc.). The **Association of Young Entrepreneurs** was established by the AMSP.

The CMKOS advocates for intensification of the fight against illegal work and bogus self-employment.

## 6. DENMARK

### ***Sources of information***

***Trade Unions: LO-D***

***Employers: DA***

### **Learning**

#### ***Dual training***

In Denmark, we have a system based on dual training in our vocational training system, where two thirds of the training takes place in a company.

The dual training and learning system simply makes young people much more employable.

The benefits of dual training are:

- It combines education with labour market needs and is demand driven
- It gives the young people a working experience which is very valuable when they are looking for their first job - also for marginalised groups
- It makes education more attractive for the many young people who learn better by combining theory and practical learning
- The young people acquire both theoretical and practical skills and learn to “stand on their own feet”. Many become innovators and entrepreneurs
- Enterprises and their employees get used to training and integrating “newcomers” and they see the importance of learning
- The young people learn how it is to be part of a labour market and they can bring to the company the newest know-how from the training institute

Youth unemployment in Denmark is very low among graduates of vocational education training – not least compared with other European countries.

## 7. FINLAND

### Sources of information

**Trade Unions:** Central Organisation of Finnish Trade Unions (**SAK**), Finnish Confederation of Professionals (**STTK**), Confederation of Unions for Professional and Managerial Staff (**Akava**)

**Employers:** Confederation of Finnish Industries **EK**, **Federation of Finnish Entreprises**, **Commission for local Authorities Employers**, **Office for the Government as Employer**, **Commission for Church Employers**

### GENERAL

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

### SOCIAL PARTNERS' AGREEMENTS

#### Extension of Work Careers (March 2012)

The labour market confederations agreed to seek out new methods to facilitate young people's entry into working life. The aim was to find job and training opportunities for young people by combining education and on-the-job training. Nine concrete proposals were published October 18th 2012. Many of which resulted in national policy reforms, such as:

To support transitions, enhance the access to education, and prevent the marginalization of the young a co-operation model of guidance, VET and PES is being developed. There the Young can get guidance for their future after finishing obligatory education: facilitation to find the right path for ones further education or career and help to contact the right authorities. Further development and expansion is now co-funded by ESF.

To support learning and employment, new flexible ways to combine labour market training and apprenticeships were proposed.

The labour market confederations also encouraged their member unions to investigate, within their own fields, ways to facilitate the entry of youth into working life. As a result a dozen sector level Youth Employment Pacts were negotiated to promote young people's entry to jobs, summer jobs, traineeships and apprenticeships, and to give more information for young people about different occupations.

<http://www.sak.fi/materials/publications/other-material/agreement-concerning-extension-of-work-careers-in-finland>

#### Pact for Employment and Growth (August 2013)

To promote employment of young adults social partners agreed that a tripartite investigation of the following subject areas should be conducted:

- a) Elimination of obstacles to on-the-job learning
- b) Development of apprenticeship formats for young adults, including on the basis of the proposals made by the apprenticeship working group of labour market organizations in spring 2013
- c) Simplification and enhancement of pay subsidies to employ young adults, simplified and expanded use of employment voucher (Sanssi Card), and better harmonization of social security and working

## **EXAMPLES OF SPECIFIC CAMPAIGNS**

Akava organizes annually a competition called "Finland's best employer for the summer" (Suomen paras kesätyönantaja). Its aim is to raise amount of summer jobs for the Young and award those employers that honor their young employees and the common rules of the working-life.

Employee organizations offer free advice for summer workers through internet and telephone. [www.kesaduunari.fi/english](http://www.kesaduunari.fi/english)

The business and enterprise organizations have successfully activated their member companies to hire schoolchildren and students during their summer holidays.

Encouraged by the central confederations, several sectors have agreed to participate in a summer job program for school pupils. It offers a possibility to employ a pupil for two weeks during holiday for a fixed pay of 340 euros.

Me & MyCity is a study module on society, working life and entrepreneurship for 6th grade pupils. The operation is made possible by national, regional and local partners. Each regional MyCity reflects the features of local business life. The pupils' professions represent real jobs and operations of the enterprises in the area. The Me & MyCity project is funded by the Finnish Ministry of Education and Culture, local authorities, enterprises and various foundations. The model is coordinated by Economic Information Office (TAT), which is funded by Confederation of Finnish Industries EK. <http://yrityskyla.fi/en/>

As an employer, the State is seeking to promote youth employment through cooperation with universities and universities of applied sciences, and by recruiting university trainees. Office for the Government as Employer sends a letter to the State bureaus yearly in which it calls on the bureaus to offer appropriate internships for students.

## 8. GERMANY

### Sources of information

**Trade Unions: DGB**

**Employers: BDA, BVOD, ZDH**

The following **actions** have been taken by the German social partners **to follow-up the four priorities of the framework of actions**:

#### 1. Learning

/

#### 2. Transition

**Collective Agreement on securing and increasing employment in the metal and electrical industry in Baden-Württemberg (regional and sectoral level):** in this collective agreement concluded by IG Metall and the Verband der Metall- und Elektroindustrie in Baden-Württemberg, a general right to subsequent employment of apprentices for an indefinite period was introduced for the first time. Furthermore, this collective agreement also introduces a “support year” (Förderjahr), where school-leavers who are not considered to have the fundamental knowledge or attitudes necessary for successful vocational training yet and who are consequently not taken into consideration for in-company vocational training are taught some key competences in order to take up an apprenticeship afterwards. This support year is organized in cooperation with the regional ministry of labour.

**Start in den Beruf/ “passage into vocation”** (national sectoral level): This initiative was designed by the social partners in the chemical industry (IGBCE and BAVC) in order to increase the opportunity to start an apprenticeship for young people. The measure addresses young people that have not been able to find a vocational training placement yet and who are lacking some of the requirements necessary for a successful apprenticeship. During a 6 to 12-months long individual support phase, they are prepared to take up an apprenticeship in class, at the workplace and through social and educational monitoring. A large majority of participants is successfully integrated into a vocational training placement after the programme.

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

**Passgenaue Vermittlung / Precise matching:** The German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerk, ZDH) is coordinating the program Passgenaue Vermittlung (Precise matching), which is financed by the Federal Ministry of Economy and Energy and the ESF. A network of consultants at the chambers of skilled crafts, the chambers of industry and commerce and other business organizations supports small and medium sized companies in recruiting young people for an apprenticeship. In 2013 nearly 52,000 consultations with businesses and nearly



120,000 interviews with young people have conducted nationwide; 9,750 training placements have been generated.

**National Pact for Vocational Education and Training:** In the framework of this initiative the federal government, the regional governments and the German business associations share the common goal, to offer more high quality training placements, leading to recognized qualifications. The businesses have committed themselves to generate 60,000 new apprenticeship placements, 40,000 so-called "Einstiegsqualifikationen" (entry-level qualifications) and 30,000 new training companies a year. Currently, the training agreement will be further developed with the involvement of trade unions to an "Alliance for Education and Training". **power(me):** In 2011 the Bavarian employers' association for the M+E industries (bayme vbm) initiated the project power(me). It addresses young people who do not fulfil the necessary requirements for a successful M+E apprenticeship. At first, the young people are informed about the different occupations and tested with regard to their occupational aptitude. When a training contract is concluded, power(me) supports trainees and training companies individually until the apprenticeship is successfully completed.

**"Welcome Center" for international skilled employees in Baden-Württemberg:** this pilot project supported by the Ministry for Economic Affairs seeks to establish eleven "Welcome Centers" in the ten regions of Baden- Württemberg as well as a statewide Center that is especially designated to the care and educational sector.

The aim of the "Welcome Centers" is to help businesses to recruit foreign skilled employees in shortage occupations as for example mechanics, plumbers, engineers, computer scientists, caregivers and educators. Besides, the Centers shall support international skilled employees' and their families' integration, for example regarding right of residence, labor law, dealings with authorities, accommodation, education, childcare and work placement for the partner.

**Dresdner Welcome Center (DWC):** DWC is supposed to facilitate the immigration of urgently needed skilled employees to Dresden. The Service addresses specialists, scientists, researchers, self-employed, doctoral candidates, graduates and their families, no matter whether they newly arrived or already live in Dresden. Currently there are 3100 potential clients for the DWC. The main focus of the program is the realization of sovereign duties, like residence permit and registration. Advisors take applications, help to fill in forms, check documents and support and give advice in German and English.

### 3. Employment

**MINT Zukunft schaffen ("Creating a STEM future"):** The STEM professions offer significant employment opportunities for young people as the shortage of skilled labour is particularly pressing in this field. In 2008, the Confederation of German Employers' Associations and the Federation of German Industries have jointly founded the initiative "MINT Zukunftschaffen" ("Creating a STEM future"), which seeks to increase public awareness of the importance of STEM skills. Through a variety of projects and a network of STEM ambassadors the initiative seeks to encourage school students to start their vocational or academic training in a STEM profession and assists university students by organising mentors.

**AusBILDUNG wird was - Spätstarter gesucht/ Something emerges out of education – late starters wanted (national and cross-sector level):**

This initiative to qualify young adults without any apprenticeship qualification is run by the Federal Employment Agency and has been suggested by DGB in the board of governors, where social partners are involved. Through the programme, 100.000 low-skilled young adults between the age of 25 and 24 – whether they are currently working or unemployed – will be prepared to take up an apprenticeship.

**Career(BY):** career(BY) is initiated by vbw (Bavarian Economy Federation) and the Bavarian metal and electric employer bayme vbm in cooperation with the rural district of Cham. The vocational training projects should enable young Spanish adults aged between 18 and 35 to start an apprenticeship in industry, trade, handicraft or services in the rural districts of Cham or in a member company of the Bavarian M+E industry and this way enter into a qualified career. Furthermore, the apprentices obtain assistance regarding integration, language school, and problems in everyday life. Consequently, the EU's MobiPro is implemented into a concrete project which is linked to an extensive concept for integration. The implementation is also supported by bbw (Bildungswerk der bayerischen Wirtschaft GmbH). In 2013 career(BY) enabled 19 young adults from Spain to start an apprenticeship in Cham. Career(BY) will be continued and expanded in 2014 with up to 25 new apprenticeships starting on 1st September.

#### **4. Entrepreneurship**

**Entrepreneurship education offered by SCHULEWIRTSCHAFT:** The network SCHULEWIRTSCHAFT promotes entrepreneurship education among school students through various activities. Since 2012 SCHULEWIRTSCHAFT is offering a country-wide business planning game for secondary school students. The computer-aided planning game "beachmanager" - in which teams of three students run a virtual water sports centre and have to master a wide range of tasks - passes on economic knowledge and key skills as well as promoting cooperation with regional businesses.

## 9. HUNGARY

### ***Sources of information***

***Trade Unions: SZEF***

***Employers: MGYOSZ - BUSINESSHUNGARY***

### **Actions taken to follow-up the framework of actions**

MGYOSZ has cooperated with the Hungarian trade unions (especially SZEF and MSZOSZ) on national level to disseminate the priorities and best practices of the Framework of Actions on YOUTH EMPLOYMENT.

MGYOSZ contacted and informed the Secretary of State for Employment about the Framework of Actions.

MGYOSZ led a European Commission co-financed project on Youth employment, entitled "Skills for Youth", focusing on vocational education and dual-learning. See the project website at: <http://skillsforyouth.eu>. The project ran from November 2012 till November 2013, with the collaboration of Hungarian TU MSZOSZ and with six other countries (Austria: IV, Bulgaria: BIA and CITUB, Croatia: HUP and NHS, Montenegro: MEF/UPCG and CTUM, Slovakia: RUZ, Slovenia: ZDS and KS90.)

MGYOSZ and the Hungarian trade unions have also initiated the translation of the text of the Framework of Actions to Hungarian.

## 10. ITALY

### Sources of information

**Trade Unions: CGIL, CISL, UIL**

**Employers: Confindustria, Confartigianato, CNA, Confesercenti, CEEP-IT**

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

1. Learning
2. Transition
3. Employment
4. Entrepreneurship

#### *Translation into Italian*

A negotiation among the above mentioned stakeholders started right after the signature of the European social partners in order to translate the Framework of Actions into Italian. The Italian text will be signed by the National Social Partners in June 2014.

A seminar will be organised in order to promote the knowledge of the Framework of Actions also within the confederations.

After the adoption of the Framework of Actions on Youth Employment, the Italian Social Partners have been taking actions that go into the direction of implementing its contents that will be reported at a later stage.

## 11. LATVIA

### Sources of information

*Trade Unions: LBAS*

*Employers: LDDK*

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

#### **National level**

1. LBAS and LDDK actively participated in the design of the implementation of Youth Guarantee in Latvia. In 2013 the social partners prepared and submitted joint proposals for the implementation of Youth Guarantee initiative in Latvia to the Ministry of Welfare, participated in a number of meetings and conferences on the topic to ensure that the programme is developed in line with social partners' priorities.
2. LDDK and LBAS participate in an ESF financed project (running as of 2011) on restructuring of vocational education qualification system and improvement of the efficiency and quality of vocational education and training. The project has been prolonged until 2015. The project is aimed at researching education and labour market needs in 12 priority economic sectors and ensuring VET compliance to labour market needs. One of the main actions is Establishment of sectorial expert councils as advisory tool for improvement of vocational education and training (VET). In the middle of 2011 twelve sectorial expert councils have been established (composed from representatives of employers, trade unions and state institutions). LDDK coordinates involvement of employers, LBAS – of employee representatives.  
Sectorial expert councils are involved in/ participates in:
  - Evaluation of students enrolment plans in initial vocational education programs;
  - Evaluating infrastructure development projects for VET schools to make sure that they comply to the actual labour market needs;
  - Defining main professions and related professions and specializations of sector for building new -modular programs in VET, development of the national VET qualifications framework;
  - Accreditation of VET programmes and institutions, as well as in qualification exams;
  - Promoting work-based learning and traineeship opportunities;
  - In career support and VET promotion activities, including visits to schools, organising days devoted to industries or professions.
3. To support young people in their career and further education decisions, to ensure smooth transition from education to employment, LDDK organises information campaigns in spring, every year, targeting young people. As of 2012, a top of professions and educational institutions was launched, giving opportunity for individual employers (both private and public) to suggest to young graduates the professions and educational institutions which are trusted by employers. As a result, the top of the most suggested professions and educational institutions (where to obtain relevant qualifications) was created and promoted every year. For young people, it is possible to get information which companies suggest which professions and educational institutions, which allows them to plan their possible future traineeship or career, as well as potential place for employment.
4. In 2013, an initiative "virtual practice" was launched on portal prakse.lv (with the support of LDDK) (see <http://www.practican.com>) which gives opportunity for anyone

who is interested to gain first work experience or just to get information about occupations in different companies in virtual way through game.

5. LDDK in cooperation with LBAS has applied to ERASMUS+ project “Traineeships for employment”. In case project will be approved (results in July 2014), it will be possible for social partners to contribute to improving quality of traineeships, as well as promoting and supporting organisation of quality traineeships and work based learning developing new tools for the use by the employers and schools to promote work based learning in VET system.
6. LDDK and LBAS also actively participated in development of amendments to the Professional Education Law, which foresee strengthening social partner role and participation in VET. Amendments are currently under discussion.
7. LBAS from 2014-2015 participates in the Cedefop research project „Governance and financing of apprenticeship” which main purpose is to study VET governance structures and financing arrangements in five countries – Italy, Latvia, Portugal, Spain and Sweden – in the view of establishing or expanding apprenticeship and, more broadly speaking, dual vocational education and training and in identifying possible options of how governance structures and financing arrangements could be further developed to support apprenticeship in a given countries.
8. From 2008-2014 LBAS organizes competition “Profs” for vocational school pupils with aim to increase knowledge of labour rights, work safety and also role of trade unions at workplace. Average 1000 pupils every year take part in competition from more than 30 vocational schools.
9. In 2010, LDDK initiated a project-initiative “Safe school-safe work” which continued until December 2013 and which was carried out in cooperation with LBAS. Project aimed at improving safety awareness and limit number of accidents at the vocational education and training institutions, during traineeships and during first employment of young people. Project partners were LBAS, several private companies (Severstaļlat, Inspecta Latvia, OutLoud), Association of Mechanical Engineering and Metalworking Industries of Latvia, the Ministry of Education and Science, the Ministry of Welfare and the State Labour Inspection. Within a project, several activities were organised on a yearly basis: competition for schools, “Safest work place” award for companies, training on safety for VET teachers in the companies, free safety inspection in public VET institutions sponsored by private companies. These activities were supported by informative activities in VET institutions, as well as recommendations for improvements which were submitted to the ministries. Some of recommendations are already implemented.

### **Sectorial level**

Please see activities of Sectorial expert councils

### **Enterprise level**

Please see activities of Sectorial expert councils

## 12. LUXEMBOURG

### ***Sources of information***

***Trade Unions: OGB-L, LCGB***

***Employers: Fédération des artisans, Fedil Business Federation Luxembourg***

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

Le ministre du Travail et de l'Emploi et de l'Économie sociale et solidaire, Nicolas Schmit, et le ministre de l'Éducation nationale, de l'Enfance et de la Jeunesse, Claude Meisch, ont présenté le jeudi 26 juin 2014 le plan de mise en place de la Garantie pour la jeunesse au Luxembourg.

La Garantie pour la jeunesse vise à ce que les jeunes âgés de moins de 25 ans ne restent pas plus de quatre mois sans avoir accès à une offre d'emploi, un complément de formation, un apprentissage ou un stage.

La Garantie pour la jeunesse tiendra compte du profil et de la situation personnelle du jeune. Ainsi, un accompagnement individuel sera proposé à chaque jeune tout au long de son parcours vers la vie active.

Ce parcours se fera selon trois trajectoires différentes, en fonction du profil du jeune et de ses intentions :

- La trajectoire axée sur l'emploi : l'Agence pour le développement de l'emploi propose de définir et de réaliser, ensemble avec le jeune, les étapes et les aides/formations qui permettent d'amener le jeune vers un emploi stable.
- La trajectoire axée sur l'école : l'Action locale pour jeunes du Service de la formation professionnelle accompagne le jeune qui envisage un retour à l'école, suite à un décrochage scolaire.
- La trajectoire axée sur l'activation : le Service national de la jeunesse se concentre sur les jeunes qui ne savent pas vraiment quel sens donner à leur vie, et tout particulièrement sur les jeunes NEET (not in employment, education or training). Ensemble, ils définiront un parcours, en plusieurs étapes, vers le monde du travail.

Le jeune devra de son côté respecter les engagements qui sont pris en début de parcours d'encadrement. Cet engagement mutuel sera officialisé par la signature d'une convention de collaboration entre le jeune et une des institutions responsables, et la garantie de prise en charge se fera endéans les quatre mois suivant l'inscription formelle à la Garantie pour la jeunesse.

La Garantie pour la jeunesse sera progressivement mise en place pour qu'à moyen terme, tout jeune entre 16 et 24 ans résidant au Luxembourg puisse bénéficier de cette initiative.

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

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

En ce qui concerne la formation des jeunes et leur intégration sur le marché du travail, différentes formules leur permettent d'entrer progressivement dans la vie active

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

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

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



## 13. NETHERLANDS

### Sources of information

*Trade Unions:* FNV, CNV, VCP

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

### **Actions taken to follow up on the four priorities of the framework of actions:**

#### **Learning**

##### *Short term*

- Within the SBB network (as described in the Appendix to the Framework of Actions on Youth Employment), the social partners and the education system work together to safeguard the requisite quality and quantity of the apprenticeship system. Three times a year, SBB publishes information through [www.kansopwerk.nl](http://www.kansopwerk.nl) and [www.kansopstage.nl](http://www.kansopstage.nl), as well as the brochure entitled 'Basic Youth Figures', for all the 30 labour market regions. These publications inform young people about the sectors in which they may find job opportunities. Four times a year, the SBB also publishes the 'SBB Barometer', a leaflet containing information about the current state of the market for internships and apprenticeships. SBB's website, [Stagemarkt.nl](http://Stagemarkt.nl), is a portal students can use to locate all of the training opportunities being made available by 220,000 approved training companies. SBB and the collaborating centres also actively call on accredited training companies and potential training companies to offer internships or apprenticeships to vocational students, even if the economic climate is grim.
- On 13 May 2013, parties such as employers organisations, trade unions, the national education system and regional government bodies signed the Technology Pact 2020 [*Techniekpact 2020*]. The pact follows three lines of action: encouraging young people to choose a technical education, providing them with a good-quality technical education and enabling them to find a good job in a technical field. On the initiative of several trade union and employers' organisations, support for the pact has been provided in the form of sending ambassadors – young tech students and adults working in a technical field – to visit more than 300 secondary schools.
- The specific activities include:
  - 'Study Perspective' [*Studieperspectief*], an initiative of the youth branch of the CNV, is a virtual tool that provides students, parents, and guidance counsellors, among others, with information on the job prospects for various courses of study.
  - Through the 'School-Ex Programme' [*School-Ex Programma*], young people are encouraged to continue their education for an additional year in order to improve their chances of finding a job.
  - SBB has worked with the youth branches of the FNV and CNV to develop the 'Study Brochure' [*Studiebijsluiter*], which rates VET [*MBO*] institutions in comparison to other VET institutions.

##### *Long term*

- In the next couple of years, the government will invest EUR 600 million in the education system to ensure the quality of the education system and minimise the skills mismatch.
- Every 3 months, SBB publishes a labour market analysis that young people can use as a guideline when choosing a course of study and career.

## Transition

### Short term

- The Dutch government has sent the ‘Guaranteed Jobs for Young People Plan’ [*Jeugdwerkgarantieplan*] to the European Commission. The Labour Foundation notes that this plan was not agreed in advance with the social partners.
- One of the government measures is making an additional EUR 36 million available to the 35 labour market regions for the purpose of combating youth unemployment. The Programme Council [*Programmaraad*] will supervise the plans submitted in this context. Funds from the ESF will also be used to combat youth unemployment.
- Please also refer to the activities undertaken in relation to SBB’s efforts and the Technology Pact 2020.
- A number of specific programmes have also commenced, including:
  - For those new to the labour market, and on the initiative of youth trade unions, several municipalities have implemented a scheme in which young people *aged between 18 and 26* who have completed a course of *study can get to work using a Starters’ Scholarship* [*Starterbeurs*]. *This scholarship can be used to acquire six months’ work experience at a business of their choice. This will enable them to acquire knowledge in their field while being paid what they would earn as interns.*
  - *Link2work* is a joint initiative of the central employers’ organisations, youth trade unions, the Ministry of Social Affairs and Employment [*Sociale Zaken en Werkgelegenheid*], the Ambassador for Combating Youth Unemployment [*Ambassadeur Aanpak Jeugdwerkloosheid*] and the Social and Economic Council [*Sociaal-Economische Raad*]. Through the networks of these organisations and those of the municipalities of Amsterdam and Rotterdam, *Link2Work* recruits people from the business community who wish to help young people in their bid to find a job. The mentors come from various sectors of the business community, including sole proprietors.

### Long term

- Please refer to the aforementioned government investments to promote the quality of education and the School-Ex Programme.

## Employment

### Short term

- The agreement made in the Social Agreement [*Sociaal Akkoord*] of 11 April 2013 – to provide a total of EUR 600 million in co-financing for the years 2014 and 2015 to sectors who promote sustainable employability in their sector (Sectoral Plan Co-financing Scheme [*Regeling cofinanciering sectorplannen*]) – will be important to promoting opportunities to find sustainable work. The sectors and regions that submit a sectoral plan must finance at least the same amount. The grant is conditioned on at least one third of it being used for activities to benefit young people. This condition has been met in the plans approved up to now.
- The sectoral plans make frequent mention of mentoring projects in which older employees are allowed to devote some of their working hours to provide practical training to young people in their field. One example of this is the construction sector plan, which commits to arranging 2,500 mentorships (see [www.stvda.nl](http://www.stvda.nl)).
- The Sectoral Plan Co-financing Scheme will be evaluated with the social partners after it has been fully implemented.

### Long term

- Please refer to the sectoral plans referred to above.
- The aforementioned activities undertaken by SBB, the investments in the quality of education and the Technology Pact 2020 all promote opportunities for sustainable jobs.

### Entrepreneurship

- To the extent relevant, please refer to the above.
- There have also been specific projects established in tandem with the social partners. For example, with their nation-wide Hot Peppers [*Hete Pepers*] project, the youth trade unions – FNV Jong and CNV Jongeren – and the National Youth Council [*Nationale Jeugdraad*] are supporting young job seekers in utilising their potential and bolstering their position on the labour market. This may be in the form of securing a job or starting their own business. *Hot Peppers* gives young job seekers a kick-start on the labour market. This is accomplished both online and offline, with the project organising 12 regional events. Please visit [www.hetepepers.nl](http://www.hetepepers.nl). This project is part of Microsoft's YouthSpark international project. The project is sector-wide and is linked to businesses, regional education centres, universities of applied sciences, and universities.

## ADDITIONAL JOINT REPORT

### Sources of information

**Trade Unions: SCO (Samenwerkende Centrales van Overheidspersoneel/Alliance of unions for governmental employees)**  
**Employers: VSO (Verbond van Sectorwerkgevers Overheid/Alliance of Governmental Sector employers)**

### Background, the Netherlands

For the social partners, fighting youth unemployment is a social and economic necessity. Youth unemployment has strongly increased the past few years. In April 2011 youth unemployment measured 9%; in February 2014 it had increased to 16,5% (15 to 25 years).<sup>2</sup> In times of crisis, young people are even more vulnerable, as access to jobs is even more difficult for labour market entrants in times of a tight and low-mobility labour market. Moreover in case that they do enter the labour market we see an increasing dependency on temporary contracts.

For the past years the Dutch government has been carrying out austerity measures, as a consequence of the financial and economic crisis. This concerns cutbacks on real estate, resources and especially staff. For example, substantial cutbacks in budget will reduce 8 to 12% of the staff in the central public administration.<sup>3</sup> Municipalities expect a further 4% decrease of their workforce.<sup>4</sup> The cutbacks are not only taken for economic and financial reasons, the Dutch government is also executing an agenda of creating a more compact government, which has been criticized by unions.

In 2010 it was assumed that the retirement of the baby boom generation would generate an enormous demand for new and young employees in the coming years. This

<sup>2</sup> Statline 21.5.2014; <http://statline.cbs.nl/StatWeb/publication/?DM=SLNL&PA=71738NED&D1=26&D2=0&D3=0-1&D4=0,3,10-11&D5=69,1&HDR=T,G2&STB=G1,G4,G3&VW=T>

<sup>3</sup> Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, *Hervormingsagenda Rijkdienst, Dienstverlenend Slagvaardig, Kostenbewust* (2013), 4.

<sup>4</sup> A+O fonds gemeenten, *Personeelsmonitor 2012 Cijfers die om actie vragen* (2013), 2.

appeared not to be the case as it has become clear that not all positions left by an older generation in the public sector will be vacant for starters at the labour market. In addition less mobility is expected. Employees above 50 seem to be more reluctant to look for new positions, because of the more insecure labour market with a development towards more flexible forms of employment. Moreover the retirement age will gradually be stretched to 67.

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

The social partners already started to cooperate on the issues of youth employment before 2013, because of the acute problems concerning youth employment in the Netherlands. Several initiatives have been taken such as the *Techniekpact* ([www.techniekpact.nl](http://www.techniekpact.nl)) or the *Startersbeurs* ([www.startersbeurs.nu](http://www.startersbeurs.nu)). Also the Dutch government came into action. Until 2015 the Dutch government is investing € 50 million in fighting youth unemployment. € 25 million of this investment is meant to stimulate young people to work (or to do an internship) in the private sector. One of the goals is to create 10.094 apprenticeships in the private sector. Secondly the Dutch government is reserving € 25 million to stimulate secondary vocational students to study an extra year after graduating (programme School Ex 2.0).

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

#### *Central government*

- Retirement of a civil servant does not necessary lead to a vacant position, due to the above mentioned austerity measures and compact government agenda. This especially affects young people.
- Most young people (up to the age of 35), who are working for the central government (92%), found their jobs via regular vacancies. Nevertheless, the government does offer internships, apprenticeships and traineeship programmes (yearly 4.000 internships/apprenticeships and 225 traineeships). The general government traineeship programme exists since 1998 and offers jobs for 100 to 120 trainees per year.

#### *Provinces*

- The 12 provinces are dealing with shrinking budgets and re-organisations. Tackling youth unemployment therefore is not a top priority. Still, it is expected that there might be more capacity to employ starters in 4 to 5 years as a result of the aging labour force of the provinces.
- A recent development is that provinces do focus more on youth in their hiring policy. In previous years the routine was to dismiss the last ones who got hired (last in first out). A more recent policy is to take into account quality and not only seniority to decide who stays and who needs to leave. This could be beneficial to young employees.
- Most of the provinces do have traineeship programmes. In some cases these are created to attract youth. The amount of starters who get hired as trainee or intern varies from 3 to 175 per province per year.

#### *Municipalities*

- Only 1% of the labour force is younger than 25 years old, which is of great concern for social partners.
- In general, municipalities actively try to hire young people via internships, apprentice- and traineeships. From the moment positions are vacant youth desks are being consulted to find suitable and young candidates. Because of the process of decentralisation (more tasks, less resources for municipalities) and budget cuts, municipalities have difficulties to find resources to offer opportunities to youth.

- The municipalities express the intention to take more action on employing young people in 2015. Much depends on the (financial) implications of the decentralisation.
- Some interesting examples of actions undertaken by municipalities are the collaboration of municipalities in and with the province of Limburg and the collaboration of 15 municipalities in the centre of the Netherlands. In the coming months, 400 young people up to the age of 27 will be able to do an intern- or apprenticeship. Several municipalities cooperate with the province of Utrecht in creating a traineeship programme that possibly starts in 2014-2015. Other municipalities offer traineeships to higher educated, recent graduates.
- Also the bipartite A+O foundation for municipalities focuses on facilitating the influx of young employees at municipalities, by an internship award, matching education and labour market etc.

#### *Water boards*

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

#### *Education sector*

- The past decades pupil numbers have been decreasing because of lower birth rates. As a result, there is less demand for recently graduated teachers.
- The *sector plan* of the primary education sector has been approved by the Ministry of Social Affairs and Employment. The initiative for the sector plan comes from the social partners in this sector. Sectors can hand in sector plans for co-financing to mitigate, amongst others, youth employment. Part of this plan is the 'Young & Old'-programme. The aim of this programme is to create vacancies for young and unemployed teachers (1000 fte).
- There are also several other initiatives taken in the education sector to facilitate the entry of young teachers into the labour market. These included the project *vierslagleren* ([www.arbeidsmarktplatformpo.nl/vierslagleren/](http://www.arbeidsmarktplatformpo.nl/vierslagleren/)) of the social partners in the primary education sector, which amongst others facilitates 200 starting teachers to find a teaching position and attain a master's degree. Also trade unions take initiatives so support starters in the education sector by offering development programmes and job application support (see for example [www.starteninhetouderwijs.nl](http://www.starteninhetouderwijs.nl) )
- The secondary education sector already has two traineeship programmes. However, both traineeships are not primarily focusing on youth employment, but on trying to stimulate extraordinary students to become a teacher.

#### Conclusions

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

The aging of the workforce and the necessity and advantage of a balanced labour force have been the foremost reasons to hire young people or set up related actions. Many of these measures have been in place for a couple of years. The ageing of the labour force will also

result in a fairly big outflow, even though smaller than expected earlier, of older employers in most public sectors. However, for now, this doesn't necessarily lead to more job opportunities for young people.

More than measures regarding their own organisation, organisations in the public domain have developed general strategies to tackle youth unemployment. In these strategies employers' organisation and trade unions are often involved. Most of the initiatives concentrate on stimulating and facilitating young people to work in the private sector; not so much in the public sector itself. The lack of financial resources has been mentioned as the main constraint to employ young starters in the public sectors and to set up related measures.

## 14. POLAND

### ***Sources of information***

***Trade Unions: FZZ, OPZZ, NSZZ Solidarnosc***

***Employers: Konfederacja Lewiatan, Pracodawcy RP, ZRP***

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

The activity of Polish social partners was focused on the dissemination of knowledge about Framework of Action within their organizations and on the preparation to undertake joint initiatives. The FoA (including the annex) was translated into Polish at joint request of 6 organizations by means of European Social Partners' Translation Fund. It has been verified and endorsed by experts from social partners organizations and placed on their websites.

In 2013 NSZZ Solidarnosc has begun to conduct the international project co-financed from the EC budget line, which aims to promote the FoA. Debates of Polish social partners that took place in April and May 2014 were important elements of the project.

As a result of joint reflection, experts representing 6 organizations have agreed on necessity of taking further joint actions on the following priorities:

#### Learning

- Promotion of dual learning systems and apprenticeship;
- Improving the image of vocational education;
- Matching the names of professions to social and economic change;
- Increase guidance services in secondary schools through the dissemination (with the participation of the social partners) information on the labor market mechanisms, the role of trade unions and employers' organizations and about the practicing various professions;
- The analysis aimed at developing joint recommendations to public authorities regarding changes to the Labour Code (the definition of a young person) and the Act on employment promotion and labor market institutions (the field of vocational training for adults).

#### Transition

- Work on a joint framework for quality traineeships undertaken on the open market. Polish Quality Framework of Traineeships and Practices developed and adopted by the Polish Human Resources Management Association will be a starting point for further debate.

#### Employment

- Work on the joint framework for organization of high-quality mentoring;
- Work on the recommendations for public authorities in the field of tax law (e.g. in the field of tax exemption amount) that can increase employment opportunities for young people.

#### Entrepreneurship

- Promotion of young entrepreneurs within the employers' organizations;
- Joint analysis of the school curricula in the field of the entrepreneurship;
- Developing mechanisms to promote innovative entrepreneurship.

Social partners intend to continue more detailed discussions on the elaboration of joint initiatives, taking into account the priorities agreed above since autumn 2014.

## 15. PORTUGAL

### Sources of information

**Trade Unions:** UGT (General Union of Workers) and CGTP-IN (General Confederation of Portuguese Workers), members of ETUC (European Trade Union Confederation)

**Employers:** CIP (Confederation of Portuguese Business), member of BUSINESSEUROPE and CEEP (CEEP Portuguese Association)

### NATIONAL CONTEXT

Portugal is facing nowadays the need to answer simultaneously to different challenges. On one side the high level of youth unemployment under 25, around 35,6%, that reached a peak of 42% one year ago, and also a high level of unemployed young people under 30.

The ongoing economic and social crisis as well as the blockage of collective bargaining have hindered the implementation of this Framework of Actions, even if trade union and employers' confederations don't consider their goals as less relevant.

In line with the EU guidelines, Portugal adopted the Youth Guarantee in January 2014, and its monitoring started on of July 1<sup>st</sup> with the participation of the social partners.

### THE FOUR PRIORITIES OF THE FRAMEWORK OF ACTIONS

UGT-P developed several actions in order to promote the Actions that we considered to be the most relevant for us. A translation of the document was made and distributed among trade unions and regional unions, affiliated in our confederation. UGT participated in the discussion of the draft of the national plan "A Guarantee for Youth", which integrates some of the priorities established in the Framework of Actions. Several meetings were held with different institutions in which UGT managed to give information inform and disseminate the Framework of Actions.

### INITIATIVES FROM CIP

CIP disseminated the Framework of Actions to all its member associations and affiliated companies. In this context, CIP also prepared and send a note describing the agreement and highlighting the most import aspects of it.

On the other hand, until the end of 2013, CIP participated in the Strategic Plan of Initiatives for Promoting Youth Employability and Support of Small and Medium Enterprises – "Impulso Jovem" which was based on three pillars: traineeships, support for recruitment and entrepreneurship and investment support.

Afterword's, CIP participated in the drafting of the National Implementation Plan "A Guarantee for Youth", which, among other aspects, responds to the EU recommendation for the establishment of a Youth Guarantee. CIP is also member of the Coordination and Follow-Up Committee of the Plan. The referred Plan has 6 pillars that cover the 4 priorities of the Framework of Actions.



## **Priority 1: Education/training**

### **CGTP**

CGTP-IN sits in several bodies that monitor the education and training systems, but their functioning is erratic. At the public institute responsible for employment and training, there have been discussions on several programmes they develop but concerning apprenticeships, the discussion is insufficient, since the body that monitors this system, the ANQEP General Council, hasn't met for over one year.

Regarding the promotion of the attractiveness of areas like science, technology, engineering and maths as study areas, CGTP-IN has centred its action on demanding decent wages and working conditions, including stable contract links, these being the necessary conditions for the youngsters' choices. We have also been sensitizing the workers for the necessity of fighting gender discrimination in these occupations. The youngsters' choices for these areas also require more state support for the funding of public education, since if no support is given, then only the wealthier youngsters will have access to them.

### **UGT**

UGT manages a training centre – CEFOSAP – jointly with the public Institute for Training and Employment. This Centre develops training actions directed to the public in general and to affiliated members of UGT. CEFOSAP's training activities are also oriented towards young people's needs, providing training courses on strategic areas, so that young people can be better equipped to enter the labour market. Along with CEFOSAP, most of our regional unions also provide training actions directed to youngsters with the same goal.

### **CIP**

“AIMINHO – Associação Empresarial” (regional employers association), member of CIP, taking into account the needs of the labour market, developed a wide number of projects which aimed to develop technical and personal skills in order to promote the employability of unemployed.

“NERSANT – Associação Empresarial da Região de Santarém” (regional entrepreneurial association), member of CIP, developed education and training courses.

“ANJE - Associação Nacional de Jovens Empresários ” (youth entrepreneurial association), member of CIP, also developed a wide range of initiatives (training) focused on entrepreneurship, personal skills, business management and advanced skills

### **CEEP**

“Carris” (Public stat company)

CARRIS (a public state company) Lisbon's urban road transport concessionaire, has over the years been an example of youth employment in the Portuguese market, maintaining an inclusive policy tradition, in incorporating people from all ethnic groups.

Training in CARRIS is seen as an investment in its employees which aligns their competencies with the company's vision as well as acknowledges and validates its human capital. Therefore, CARRIS developed several training actions.

## **Priority 2: Transition**

### **CGTP**

CGTP-IN issued an opinion on the Youth Guarantee, considering that there is a contradiction between the announced intentions of the Portuguese government and reality itself. While allowing for easy dismissals, they are not fighting job precariousness, they are facilitating low wages and emigration, they are simply proposing palliative measures for labour market insertion or reintegration, some of them actually enhancing precariousness and subsequently unemployment, as happens with measures regarding support to collective bargaining which the government refuses to change. CGTP-IN presented proposals on these and other Youth Guarantee measures. It is our view that these measures have a short reach since reducing unemployment depends essentially on economic growth, higher wages and pensions, improved consumption, fostering of national production, more public investment and a stop to the closure of public services. Only in that way, will it be possible to create more and better jobs for the young and the less young. Regarding monitoring, a committee was set up, but it only met in January with the social partners for the initiative's presentation.

### **UGT**

The recommendations enclosed in the present Framework of Actions are reflected in the Youth Guarantee initiative. UGT was called to make a contribution on the draft programme and introduced some changes, namely on the standardisation of measures, which were too many, too diverse and unclear on the widening of the target audience (from 25 years old to 30), given the difficulties young people increasingly face to enter the labour market.

UGT has two **professional insertion offices (GIP)** in Lisbon and in Viseu, which work in close cooperation with the public services and provide support to unemployed, many of which young people, in the definition or development of their insertion/ reinsertion in the labour market, namely through information on available jobs, active employment search, information on and forwarding to the existing suitable active employment measures. UGT has also developed a Initiative for the unemployed aiming at supporting the unemployed in a personalised manner in finding a new job or training offers and the desirable employability solutions.

### **CIP**

“AIMINHO” is part of EURES Network - European Job Network which contributes to the transition to the labour market.

### **CEEP**

“Gebalis, MS” (Management of Social Rent in Municipal Districts of Lisbon) and ANJAF (National Association for Family Action) organized a workshop of 3 days in Lisbon under the European "Project School to Work Transition", in which were presented national initiatives that have been undertaken in Portugal to minimize the effects of the lack of jobs and the inadequacy of the skills acquired by young people and the needs of the labour market.

### **Priority 3: Employment**

#### **CGTP**

Job precariousness is one of the most serious employment problems for the Portuguese youth. CGTP-IN and its juvenile organisation, the Interjovem/CGTP-IN, have been extensively exposing the problem and developing actions to regularise several situations of precarious workers by integrating them in open-ended jobs, some applying to false self-employment<sup>5</sup>.

CGTP-IN also put forward demands to repeal a law allowing the short-term hiring of youngsters seeking their first job, or of the long-term unemployed, and to repeal the possibility of prolonging short-term contracts. We also demanded the surveillance of the implementation of legislation regarding short-term contracts, to try and prevent the substitution of open-ended jobs.

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

#### **UGT**

UGT organised a seminar on the subject “Two perspectives for the employment issue: Young people and women”, in which the problem both groups are facing nowadays in getting and maintaining sustainable and quality jobs was tackled.

Our regional unions have also developed different actions on this topic, namely to promote the discussion on youth unemployment. As an example, UGT- Viseu has held a cycle of seminars on education, employment and entrepreneurship in different areas of the country.

UGT also organised several visits to companies throughout the country as a way to be more aware of working conditions and of the type of contracts, namely for young workers in the different sectors and to raise awareness among entrepreneurs for the importance of promoting quality jobs and of reducing precariousness.

#### **CIP**

“AIMINHO” is a member, as already stated, of the EURES Network which aims to promote transnational mobility.

“NERSANT” developed training courses.

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<sup>5</sup><http://www.uniaolisboa-cgtp.pt/organizacoes/interjovem/985-interjovem-denuncia-precariedade-no-distrito-de-lisboa>  
<http://www.cgtp.pt/interjovem/7155-resistencia-dos-jovens-trabalhadores-da-bosch-deu-resultado>

## **Priority 4 – Entrepreneurship**

### **CIP**

“AIMINHO”, “NERSANT” and “ANJE” developed a wide range of initiatives/programs to support entrepreneurship (e.g. training courses; awareness actions in schools; contests, prizes and entrepreneurship fairs; “shops” for entrepreneurs; specific lines of bank credit).

Concerning the difficulties regarding the implementation of the Framework of actions, CIP member highlighted that the applications for public funding (national and EU funding), either for qualifying or entrepreneurship actions, are very bureaucratic, lengthy, with incomprehensible requirements and high costs.

## 16. SWEDEN

### Sources of information

**Trade Unions:** The Swedish Trade Union Confederation (**LO**), the Swedish Confederation of Professional Employees (**TCO**), the Swedish Confederation of Professional Associations (**SACO**).

**Employers:** The Confederation of Swedish Enterprise (**Svenskt Näringsliv**), the members are the Swedish Association of Local Authorities and Regions – **SALAR (Sveriges Kommuner och Landsting)**; Swedish Agency for Government Employers – **SAGE (Arbetsgivarverket)**, **KFS, Fastigo and Pacta**

### **Introductory remark – autonomous social partners**

Swedish social partners have a long tradition of being engaged in work to make labour markets more inclusive and well-functioning. The social partners are responsible for setting wages on the Swedish labour market and safeguard the social partners' autonomy. Fundamental components of the model are that the trade unions have a high level of organization rate, employer associations have a high level of affiliations, that the collective bargaining agreements enjoys a strong position, and that the representatives of the social partners at workplaces with mandates to conduct negotiations are independent from the State.

This independence is manifested in part by the majority of the labour market being regulated by a number of main agreements reached at a central level between employers and trade unions, which regulates such aspects as negotiation procedures, dispute resolution procedures and development issues. There are currently about 650 central collective bargaining agreements stipulating wages and general terms of employment in Sweden.

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

### **Actions taken**

The Swedish social dialogue partners have distributed and informed about the Framework of Actions on Youth Employment in various ways within their respective organizations, member organizations and other stakeholders.

The Framework of Actions on Youth Employment has been translated into Swedish jointly by the Swedish social dialogue partners. The Swedish version has been distributed among the Swedish social partners and other relevant stakeholders at both national and European level, i.e. the Cabinet Office, the Employment Ministry and DG Employment. The translated agreement has also been published on the websites of each respective social partner.

On March 31, 2014, the Swedish social dialogue partners jointly organized a conference "Launching; The Framework of Actions on Youth Employment". The purpose of the conference was to promote the Framework of Actions and present some good examples for inspiration. The Minister for Employment, representatives from the Swedish Employment Ministry, public employment services, European social partners (BUSINESSEUROPE, CEEP, and ETUC) and our member organizations participated in the well-attended seminar.

The Framework of Actions on Youth Employment has a rather broad and holistic approach. The actions made both jointly and separately by the social partners are in overall related to the priorities in the Framework of Actions. The examples presented below are a selection and not a comprehensive account. Some of them are based on joint agreement with all organizations. Others are agreements between some of the organizations. Some of the examples are unilateral from one of the central labor markets organizations and/or their member associations.

Based on the four prioritized areas, the following initiatives are reported. The examples of actions sometimes overlap each other.

## **Priority 1: Learning**

The social partners are represented in public institutions that govern education in relation to employment. It should not be seen as a consequence of the agreement but as a previously established collaborative form that promotes monitoring and evaluation. Most of the measures in the agreement are already incorporated in the Swedish labor market.

### **Drop-outs and Plug-In**

SALAR's (Swedish Association of Local Authorities and Regions) work with "Drop-outs" is focused on the project *Plug-In*, which SALAR is conducting together with five regional associations and 55 municipalities. This is an effort being conducted simultaneously at the national, regional and local levels. The project is co-financed by the European Social Fund (ESF), comprises SEK 200 million, and is under way until 30 June 2014. Part of the results will be presented at a conference in Stockholm on 24-25 April.

The project, which aims to keep students from dropping out from upper secondary school and to get those who have dropped out to resume their upper secondary studies, has the aim of preparing and compiling concrete proposals on how the work can be changed in general to achieve greater success in terms of getting young people to complete upper-secondary school. The project has incited international interest.

*PlugInnovation* is a national platform to prevent students from dropping out of upper-secondary school. The platform comprises information on research and studies about school absenteeism.

## **Priority 2: Transition**

### **Student employees**

For the purpose of facilitating the transition between studies and work several of Saco's affiliates have encouraged employers to employ "student employees". The idea is to give students practical work experience closely linked to their studies. About twenty employers, mainly in the municipal sector, already have student employees.

In the central government sector, a student employee agreement was signed in February 2014 and will apply as of 1 April 2014. The agreement allows full-time students with at least the equivalent of one year of completed studies temporary "student employee employment" corresponding to a maximum of 25 per cent of full time to work with qualified duties for up to four university semesters. The agreement gives authorities and others in the government agreement area better conditions to utilize expertise of university students and a chance to present their operations to students soon to graduate. For the students, the agreement facilitates the transition between studies and working life and contributes to more qualified extra jobs during their period of study.

Fastigo and the trade unions for white-collar workers also have agreed to introduce student employees in the real estate sector.

The government is promoting the use of such "student worker" contracts by economic support for information activities performed by the social partners.

## **Young people in employment**

SALAR will continue to prioritize the issue of *Young people in employment* in 2014 and in the scope of this work, the association is developing its support for the municipalities in their striving to promote the road of young people to self-sufficiency. This work is also taking place through the communication effort "Sweden's Most Important Jobs" to encourage young people to choose specializations that lead to work, with the goal of recruiting to the welfare sector.

In line with this work, SALAR presented a guide about the responsibility for information to the municipalities at the beginning of 2013. The guide is practically oriented and SALAR hopes that it will inspire politicians and civil servants in their local efforts. It is also hoped that the work with the Public Employment Services will be improved and their role will become clearer. Nine out of ten municipalities currently offer efforts to this group of young people, but it can be done much more efficiently in collaboration with the Public Employment Services.

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

## **Facilitating the collaboration between schools and companies**

The collaboration between schools and business is a part of the job of schools. This collaboration strengthens the quality of education and makes it more relevant. For companies, the practical placement period provides a unique opportunity to get to know future employees and better understand their needs and interests. In light of the importance of a strong collaboration between schools and business, the Confederation of Swedish Enterprise has prepared concrete materials called *I Practice* [In Practice] which aim to facilitate and encourage collaboration between schools and companies through the practical working life orientation programme (called "prao") and practical placement. *I Praktiken* comprises materials in three components: for students, schools and companies. Through advice and exercises that are linked to both the company's and the school's activities, practical placement is placed in a context, making it easier for all involved. The materials provide concrete support before, during and after prao and practical placement. A good practical placement can contribute to making it easier for the student to make informed educational and vocational decisions, which can contribute to a smoother transition from education to employment.

## **Youth in Botkyrka**

Botkyrkabyggen AB, a member of Fastigo (the Real Estate Employer's Organisation), and Arbetsförmedlingen, the public placement service, has initiated a project called Young In Botkyrka. The aim of the project is to get more young people interested in working in the real estate sector, and at the same time, to create new jobs for young people. A large number of young people between 18-24 years old have during this past year received employment training and practice. Also several trade unions have participated in the project.

## **Trainee at SABO**

SABO (the Swedish Association of Public Housing Companies) is a member of Fastigo. SABO started the program "SABO Trainee" in 2006 and has had 10 to 12 participants each year since then. The program is set up together with member companies from SABO and Fastigo. SABO is helping the companies with recruitments, but the company involved makes the selection, interviewing and hiring of trainees. SABO also provides a training program for all trainees. An advantage for the companies is that it is easier to recruit young graduates and the program is attractive. The company also gets new, updated skills and new ideas.

### **Priority 3: Employment**

The social partners have signed additional Agreements on employment integration (see annex to the Framework of Actions on Youth Employment, case study from Sweden). The Swedish government has introduced financial support structures to promote employment within the agreements. So far it has had limited effect on youth unemployment and in April 2014 relatively few were employed under these forms of contracts, probably since it takes some time to develop new forms of employment and the educational part in it.

#### **Vocational introduction agreements**

In autumn 2011, the Government initiated so-called three-party conferences with the labour market parties. The objective was to find solutions to identified problems in the labour market, such as high unemployment among young people. The three-party conferences were conducted with the central labour market organizations and then in January 2013 with contracting parties at an industry level.

The basis of vocational introduction employment is formed by collective bargaining agreements signed independently between parties in the labour market. The target group for these agreements is young people who lack relevant vocational experience. The design of the agreements varies between industries, but a common factor is that work is combined with education (time in training is limited to a maximum of 25 per cent of working hours). The education can either be on-the-job training or training provided by external providers. The time in training is not salary-qualifying.

At present (February 2014), central agreements on vocational introduction agreements have been signed within the following industries: Retailing (Swedish Trade Federation and Swedish Commercial Employees' Union), the municipal sector (SALAR/Pacta (Pacta - Employers' Association for Local Federations of Local Authorities and Enterprises) and Swedish Municipal Workers' Union), the sawmill industry (Swedish Forest Industries Federation and Swedish Union of Forestry, Wood and Graphical Workers), part of the manufacturing industry (Teknikarbetsgivarna/IKEM/Svemek/GAF/Steel and Metal Employers Association and IF Metall) and the real estate business (Almega Tjänsteförbunden Fastighetsarbetsgivarna and the Swedish Building Maintenance Workers' Union), the real estate sector (Fastigo and trade unions in the real estate sector). More industries are conducting discussions with the Government regarding the development of agreements, except the Swedish Union of Construction Workers (Byggnads) and the Swedish Transport Workers' Union.

The municipal sector (SALAR/Pacta and Swedish Municipal Workers' Union) has also signed an agreement (BAL13) focused on unemployed young people ages 19-25 who lack prior experience from the industry. The form of employment is temporary and the employee is employed for one year.

The Government supports the parties' signing of vocational introduction agreements through support structures for the agreements:

- Salary subsidy corresponding to ordinary employer contributions (31.42 per cent)
- Supervisor support corresponding to SEK 2,500/month and employee
- National support structure for educational content
- Funding for the parties' promotion efforts

#### **Young newly employed staff in the central government survey**

The Swedish Agency for Government Employers has investigated the attitudes of and expectations from newly employed staff in the central government as workplace and employer. The results show that newly employed staffs between 20-24 years of age basically share the views of older staff in the sample. They express that their expectations on the work are met and that they to a high or very high degree are satisfied with their employments. Younger newly employed staff express to an even higher extent that they have been well treated and introduced to their new work. Accordingly they express to a higher degree that



their new employments have met their expectations. Different agreed working conditions are more or less popular according to age. Younger staffs are generally more interested in free or sponsored keep-fit activities, the right to leave of absence for testing another employment and the right to compensation for health care costs. Older newly employed staff prefer their longer summer holidays and the agreed right to achieve supplementary sick leave benefits.

### **A new generation on the labour market and skills**

Today and in the years to come, recruiting and managing the upcoming generational change on the labour market will be an urgent challenge among KFS (the Swedish Organisation for Local Enterprises – Employers organisation for companies in the municipal and county council sector) members. There is also a large group outside the labour market. In KFS's sectorial agreements for 2013, KFS together with the different trade unions agreed on a joint work on exclusion, especially young people outside the labour market. During 2014 KFS is working together with the trade unions in order to sign a collective agreement on the so-called "Occupation Introduction Employments."

In spring 2014 KFS implemented a web-based study in order to investigate what hinders companies to hire young people, among others. Based on the study KFS wants to present tools, methods and different forms of support that their member companies can use in order to more easily recruit young people and people of alienation.

KFS continues to inform their member companies about social actions to employ young people such as start jobs, reduction of social contributions, etc. In various contexts they will also share best practices from our member companies, for example Stockholm Water Ltd, Härnösand Energy & Environment Ltd, demonstrating how they successfully are working to recruit young people. As an example, both Stockholm Water Ltd and Härnösand hire interns directly after secondary school and offers both training and supervised practice at the company. Härnösand call these interns "Recycling interns".

KFS also participates in the Technology Leap which is a national project led by the Royal Academy of Engineering Sciences (IVA) to encourage young people who recently left school from the science and technology programs to seek higher education in the technology area. In late 2013 KFS signed a collective agreement that enables KFS member companies to recruit interns.

## **Priority 4: Entrepreneurship**

### **Organizations working with promotion entrepreneurship among young**

There are a number of different actors promoting entrepreneurship among young people. For instance, Junior Achievement Young Enterprise is a non-profit and independent organization with the aim to introduce entrepreneurship and an engaged business community in the educational system. Each year more than 20 000 children and young people are given the opportunity to practice and develop their creativity, entrepreneurial mindset and entrepreneurship. The organization is supported by public funds, trusts and foundations and the private sector.

### **Government activities promoting entrepreneurship among young**

Recently the government announced that they are increasing the financial support for organizations working with supporting entrepreneurship among young people.

The government also has proposed to lower the age limit from 25 years to 20 years for jobseekers regarding eligibility for support while starting a business.

Further, the government is investigating the preconditions to further lower the capital requirement for starting a limited company due to that the current capital requirement is regarded too high for especially young people.

**Sources of information**

**Trade Unions: TUC**

**Employers: CBI, CEEP**

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

Due to the wide scope of the Framework the UK social partners made a decision to focus on one priority area of the Framework per year. This decision was made to increase the likelihood of meaningful progress being made under the Framework, by enabling us to properly plan work around areas where there is more likely to be consensus between the UK social partners.

1. Learning – 2013/2014

“Apprenticeship Trailblazers”

The UK government is implementing reforms to the apprenticeship system in England. Employers will now be responsible for the design of apprenticeships, and will receive funding direct from the Government (as opposed to funding being routed to training providers). The aim is to ensure that apprenticeships are more responsive to the needs of business and provide apprentices with relevant skills and experience.

In the past year the CBI has continued to support the Government’s ambition to expand employer-led apprenticeships to meet the UK’s need for higher level skills and enable young people to pursue fulfilling careers. 69% of employers responding to the CBI/Pearson survey are now involved in apprenticeships - with 55% planning to extend their apprenticeship programme or start taking on apprentices in the next few years.<sup>6</sup>

The social partners have played a key role in identifying and addressing barriers to the development of the apprenticeship system. For example, the CBI called for qualification programmes that better reflect the demands of business and for funding to be directly channelled to employers.<sup>7</sup> Positively, the Government has committed to employer-designed standards and many CBI members, including Barclays, BT and Microsoft, have shown real leadership by engaging in the development of standards through business-led trailblazers.

Trade unions have been (conditionally) supportive of these reforms. The reforms have created opportunities to develop the “social partnership” model in relation to apprenticeships. In unionised sectors trade unions are actively involved (for example Unite in the aerospace sector), with employers, helping to design apprenticeship frameworks which are high quality, focussed on the needs of the wider industrial sector and contributing to a high quality learning experience for the young person. Trade unions are also represented on the employer-led Industrial Partnerships which have been established to tackle skills challenges at a sectoral level. These also explore the role for larger organisations who can support SMEs in their supply chain through Government funded Employer Ownership Pilots.

All social partners have engaged in the EU Alliance for Apprenticeships. The CBI, for example, contributed to the development of the declaration that underpins the Alliance and Philips and Siemens, CBI members, are Ambassadors. Unionlearn has also been involved in

<sup>6</sup> Changing the pace CBI/Pearson education and skills survey 2013, CBI, June 2013

<sup>7</sup> Tomorrow’s growth: new routes to higher skills, CBI, July 2013

leading an EU 2 funded project, on behalf of the ETUC, to map union involvement with apprenticeships across the EU. The final report of the project was published earlier this year.<sup>8</sup>

#### Good practice example

The Foundation for Jobs is an award winning project in North East England involving Darlington Borough Council, The Northern Echo and Darlington Partnership of private and public sector organisations. Since its launch in 2012 The Foundation for Jobs has worked with over 2,700 young people supporting them into apprenticeships, internships and work experience placements, to build closer links with industry and to develop entrepreneurial skills.

On apprenticeships, The Foundation for Jobs supports both business, addressing the reasons why they may not have taken on apprentices previously, and young people, increasing their understanding of this vocational pathway by taking apprentices from local firms into schools to share their experiences.

#### “Traineeships”

The CBI and TUC both support the need for an effective programme which delivers the skills business needs and enables young people to move into apprenticeships and other forms of employment. Reflecting this, the CBI and TUC have committed, through a joint statement which will be published later in the year, to the Government’s new traineeship programme as a means of providing high quality training and work experience opportunities.

The TUC has also drafted a Traineeships Charter, highlighting the safeguards that are needed to ensure a Traineeship is a high quality learning experience. By meeting these safeguards UK Traineeships will comply with the EC Quality Framework on Traineeships.

#### Good practice example

To help young people make their first steps towards a career in engineering, Siemens has committed to creating up to 100 traineeships. Siemens’ aim is to develop the personal and vocational skills of trainees to enable them to progress to advanced and higher level apprenticeships. Trainees are supported into employment either at Siemens or within their supply chain. To deliver the traineeships Siemens’ are building on their positive experiences of delivering pre-employment training for young people not in education, employment or training via the UKCES Employer Ownership Pilot.<sup>9</sup>

## 2. Transition – 2015

Following a “social dialogue” meeting in Copenhagen, the UK social partners identified that careers guidance for young people is an area where it is widely recognised that improvements can be made to ensure that young people are better informed about study, training and career options and better supported in making a successful transition between school and work. The social partners have agreed to focus on this area in 2015.

*3. Employment – we will focus on this in our 2016 report. However, the social partners’ actions around apprenticeships and traineeships described above contribute to this priority. This year the CBI is examining how the labour market can be improved for young people.*

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<sup>8</sup> <http://www.unionlearn.org.uk/publications/towards-european-quality-framework-apprenticeships-and-work-based-learning>

<sup>9</sup> <http://www.apprenticeships.org.uk/partners/~media/Documents/Traineeships/Siemens-Traineeships-case-study-301913-FINAL.ashx>

4. Entrepreneurship – we will also focus on this in our 2016 report. However, examples of actions to date include the CBI's support for Speakers for Schools<sup>10</sup> which provides free talks by distinguished and eminent figures, including business leaders.

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<sup>10</sup> <http://www.cbi.org.uk/media-centre/news-articles/2014/03/cbi-backs-speakers-for-schools-initiative/>

## Annex I – List of contact persons<sup>11</sup>

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<sup>11</sup> This list is composed of contacts given in the questionnaires or, by default, of Social Dialogue Committee members.

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