



EUROPEAN SOCIAL PARTNERS¹:

RAMVERK AV ÅTGÄRDER FÖR UNGAS SYSSELSÄTTNING

FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT

JUNE 2013

¹ The ETUC delegation includes representatives of the EUROCADRES/CEC Liaison Committee

I juni 2013 kom de europeiska arbetsmarknadsparterna BUSINESSEUROPE/UEAPME, CEEP och ETUC överens om ett europeiskt ramverk av åtgärder för ungas sysselsättning.

Detta ramverk är ett självständigt initiativ och resultatet av förhandlingar mellan de europeiska arbetsmarknadsparterna som ett led i deras arbetsprogram för den sociala dialogen 2012-14.

Inom ramen för artikel 155 i fördraget ska denna självständiga europeiska ramverksöverenskommelse genomföras av medlemmarna i BUSINESSEUROPE/UEAPME, CEEP och ETUC (och samarbetskommittén Eurocardres/CEC) i enlighet med de förfaranden och den praxis som tillämpas av arbetsgivare och arbetstagare i medlemsstaterna och länderna i Europeiska ekonomiska samarbetsområdet.

Undertecknande organisationer¹ är överens om bilagd översättning från engelska till svenska av detta ramverk av åtgärder för ungas sysselsättning.

In June 2010³ the European social partners BUSINESSEUROPE/ UEAPME, CEEP and ETUC agreed on a European Framework of Actions on Youth Employment.

This framework of actions is an autonomous initiative and the result of negotiations between the European social partners as part of their social dialogue work programme for 2012-14.

In the context of article 155 of the Treaty, this autonomous European framework agreement commits the members of BUSINESSEUROPE/UEAPME, CEEP and ETUC (and the liaison committee Eurocadres/CEC) to promote and implement it in accordance with the procedures and practices specific to management and labour in the Member States and in the countries of the European Economic Area. The signing organisations² are in agreement on the accompanying translation from English into Swedish of this Framework of Actions on Youth Employment.

¹ Svenskt Näringsliv, Nationella sektionen av CEEP i Sverige, LO, TCO och Saco. Medlemmar i Nationella sektionen av CEEP i Sverige är Sveriges Kommuner och Landsting, Arbetsgivarverket, Kommunala Företagens Samorganisation, Fastigo och Arbetsgivarförbundet Pacta.

² The Confederation of Swedish Enterprise, the National section of CEEP in Sweden, the Swedish Trade Union Confederation, the Swedish Confederation of Professional Employees and the Swedish Confederation of Professional Associations. Members of the National section of CEEP in Sweden are the Swedish Association of Local Authorities and Regions, the Swedish Agency for Government Employers, the Swedish Organisation for Local Enterprises, Fastigo and Pacta – Employers' Association for local federations of Local Authorities and Enterprises.

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Sverige



I juni 2013 kom de europeiska arbetsmarknadsparterna BUSINESSEUROPE/ UEAPME, CEEP och ETUC överens om ett europeiskt ramverk av åtgärder för ungas sysselsättning.

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EUROPEISKA ARBETSMARKNADSPARTERNA¹:

Ramverk av åtgärder för ungas sysselsättning juni 2013

EFS – Europeiska fackliga samorganisationen

BUSINESSEUROPE – Sammanslutningen för europeiska näringslivsorganisationer

UEAPME – Europeiska organisationen för små och medelstora företag

CEEP – Europeiskt centrum för arbetsgivare och företag som tillhandahåller offentliga tjänster

¹ | EFS delegation ingår företrädare för samarbetskommittén EUROCADRES/CEC.

INLEDNING

Ungdomsarbetslösheten är ett av de mest akuta problemen i Europa. Bristen på arbetstillfällen har påverkat unga mer än någon annan grupp i samhället under den rådande ekonomiska och finansiella krisen. Detta visar sig genom höga och stigande nivåer på ungdomsarbetslöshet och otrygghet.

Mer än 5,68 miljoner unga är arbetslösa i Europa. Den genomsnittliga ungdomsarbetslösheten (23,4 procent) är mer än dubbelt så hög som den totala arbetslösheten (10,7 procent). Även före krisen låg ungdomsarbetslösheten på en mycket hög nivå (17 procent jämfört med det totala genomsnittet på 7 procent 2008).

De som har arbete har i stor utsträckning tidsbegränsade anställningar och deltidsarbeten där 42 procent har tidsbegränsade avtal och 32 procent deltidstjänster – särskilt unga kvinnor.

Detta visar att det finns strukturella orsaker inklusive brist på arbetstillfällen, särskilt i vissa regioner, vilket gör det svårt för unga att integreras fullt ut på arbetsmarknaderna. Krisen har förvärrat utmaningen med ungdomsarbetslösheten i många länder, framför allt för missgynnade grupper. I vissa länder är nu över hälften av alla unga män och kvinnor på arbetsmarknaderna arbetslösa. Det krävs akuta åtgärder för att skapa fler och bättre jobb åt unga och undvika bestående negativa effekter för både unga och de europeiska ekonomierna och samhällena som helhet.

Många unga saknar arbetslivserfarenhet när de träder in på arbetsmarknaden. För att snabbt få in nytillträdande på arbetsmarknaden är det viktigt att ta itu med den här frågan. Bristande grundkunskaper, bristande fokus på resultat av lärande i utbildningar och en negativ syn på grundläggande yrkesutbildning² kan dessutom försvåra integrationen på arbetsmarknaden.

Majoriteten av alla anställningar är tillsvidareanställningar. För en del unga skulle visstidsanställningar kunna fungera som en språngbräda in på arbetsmarknaden. Samtidigt är det viktigt att hjälpa unga att utveckla sina karriärer därifrån, så att man i så hög grad som möjligt kan begränsa andelen unga som mycket väl kan fastna utan framtidsutsikter.

² Eng: IVET, Initial Vocational Education and Training

Arbetsmarknadsparterna bör stödja dem i detta och säkerställa att sådana anställningsformer omges av ett adekvat skydd.

Längre och oförutsägbara övergångar till arbetsmarknaderna kan ha en negativ inverkan på ungas tro på framtiden och deras vardag, särskilt när det gäller möjligheten att få en fast inkomst, risken för fattigdom, möjligheten att bilda familj och hälsa. Utan jobb och adekvat socialt skydd blir fler unga dessutom beroende av sina familjer under längre tid och risken är större för att de hamnar i fattigdom.

Enligt Eurofound är kostnaden för 7,5 miljoner unga (15–29) som varken är i arbete eller under utbildning (NEETs³) mer än 153 miljarder euro per år, motsvarande 1,2 procent av EU:s BNP. Vi riskerar att gå miste om en stor del av potentialen hos den unga generationen européer. Om detta blir verklighet kommer de europeiska ekonomierna riskera att förlora en del av de unga genom socialt utanförskap. Detta skulle också underminera Europas konkurrenskraft och innovationspotential under decennier framåt.

En del av lösningen är en aktiv arbetsmarknadspolitik, men det går inte att minska ungdomsarbetslösheten utan ett stort engagemang för utbildning, tillväxt och återhämtning. Tillräckliga ekonomiska resurser bör anslås på lämplig nivå, med hänsyn till budgetdisciplin och målen i Europa 2020 strategin⁴.

Att göra sig anställningsbara är ett värdefullt sätt för unga att investera i sin framtid. Åtgärder och riktade incitament bör införas för att stimulera sysselsättningen åstadkomma en bättre matchning mellan ungas ambitioner och lediga arbeten.

1. UTMANINGAR

³ Eng: NEET – not in education, employment or training

⁴ Den europeiska strategin Europa 2020 för sysselsättning och tillväxt

Krisen och den pågående ekonomiska strukturomvandlingen sammanfaller med genomgripande demografiska, kulturella och sociala förändringar runt om i Europa.

Ungdomsarbetslösheten är en central fråga för Europa att hantera. Två viktiga målsättningar är att skapa rätt förutsättningar för att främja möjligheter till sysselsättning för unga och underlätta deras övergång mellan utbildning och arbete.

De europeiska arbetsmarknadsparterna vill ta upp tre utmaningar som hänger ihop med varandra:

1. Skapa fler och bättre jobb samt attraktiva karriärmöjligheter för unga.
2. Höj utbildningarnas kvalitet och relevans på alla nivåer för att lösa problemet med bristande matchning av kompetenser.
3. Optimera den roll som näringslivet, särskilt små och medelstora företag, och högpresterande offentliga tjänster i Europa spelar för att driva på en hållbar och inkluderande tillväxt.

Mer specifika utmaningar är bland annat följande:

Skapa fler och bättre jobb och rätt förutsättningar för smidigare övergång till sysselsättning: Med över 26 miljoner arbetslösa är den viktigaste utmaningen att stimulera ett sysselsättningsrikt tillväxtmönster och att skapa nya arbetstillfällen. Arbetsmarknadens parter bör därför tillsammans med institutionella aktörer verka på europeisk, nationell och lokal nivå för att främja ekonomisk tillväxt, produktivitet och konkurrenskraft för att öka antalet jobb och förbättra kvaliteten på dem. Detta kommer att göra det möjligt för unga att helt integreras på arbetsmarknaden.

Göra yrkesutbildningar (VET⁵) attraktivare och säkerställa utbildningarnas kvalitet: Detta kommer att bidra till att förbättra lärandemiljön och ge unga relevanta färdigheter och kompetenser.

⁵ Eng: Vocational Education and Training

Främja förvärvande av tvärgående och specifika färdigheter och kompetenser.

Utvecklingen går mot en processinriktad och tvärvetenskaplig arbetsorganisation, vilket ställer allt högre krav på tvärgående och tekniska kompetenser, kompetens inom problemlösning och kommunikation samt samarbetsförmåga. Tvärgående och specifika färdigheter och kompetenser bör främjas inom ramen för livslångt lärande, bland annat på arbetsplatsen.

Hantering av det växande behovet av högkvalificerade arbetstagare: Det är mycket sannolikt att antalet högkvalificerade tjänster, tillsammans med tjänster som kräver medelhög kompetens, kommer att öka under de kommande decennierna (CEDEFOPS prognos för 2020). Genom att förhindra att unga hoppar av teoretiska och praktiska utbildningar, och uppmuntra dem att utbilda sig på medelhög och hög nivå, oavsett om det är högre yrkesutbildning eller på universitetsnivå, bidrar man till att stärka EU:s konkurrenskraft genom högre förädlingsvärde samt tillverkning och tjänster av hög kvalitet. Högre utbildning bidrar också till deras personliga och sociala utveckling.

Bättre matchning mellan utbud och efterfrågan på kompetenser. Om denna klyfta försvinner, kan det bidra till att dagens 2 miljoner vakanser på de europeiska arbetsmarknaderna kan tillsättas. I vissa regioner kan till och med kvalificerade unga ha svårt att ta sig in på arbetsmarknaden på grund av brist på lediga jobb eller bristande matchning mellan utbud och efterfrågan på kompetenser. Detta kräver ökad samverkan mellan utbildningsanordnare och arbetsmarknadens parter så att unga får rätt kompetenser. För att kunna täppa till klyftan måste unga arbetstagare också få bättre information om tänkbara attraktiva karriärmöjligheter inom branscher och områden som de kanske inte har tänkt på. Detta skulle öka arbetsgivarnas möjligheter att hitta rätt kandidater och arbetstagarnas möjligheter att välja den karriär de strävar efter.

2. ARBETSMARKNADSPARTERNAS STÅNDPUNKT

De europeiska arbetsmarknadsparterna avvisar tanken att det inte går att undvika en förlorad generation. Därför har de tagit med detta Ramverk som högsta prioritet i arbetsprogrammet för 2012–2014. De har beslutat att ”fokusera på kopplingen mellan utbildning, ungas förväntningar

och arbetsmarknadens behov, och samtidigt ta hänsyn till de ungas övergång från skola till arbetsmarknad med målet att öka den generella sysselsättningsgraden”.

De europeiska arbetsmarknadsparterna stöder därmed helt målet i artikel 3 i Fördraget om Europeiska unionen om att främja en verkligt konkurrenskraftig social marknadsekonomi och artikel 9 i Fördraget om Europeiska Unionens Funktionssätt om att främja ”hög sysselsättning, garantier för ett fullgott socialt skydd, kampen mot social utestängning samt en hög utbildningsnivå och en hög hälsoskyddsnivå för människor”.

Med detta Ramprogram uppmanar vi nationella arbetsmarknadsparter, myndigheter och andra intressenter att samarbeta för att göra konkreta framsteg som främjar ungas sysselsättning. Det krävs en mångfacetterad ansats med åtgärder och lämpliga resurser för att säkerställa utbildningsresultat av hög kvalitet, främja yrkesutbildning och skapa arbetstillfällen.

De europeiska arbetsmarknadsparterna har således åtagit sig att lägga fram praktiska lösningar för att hantera ungdomsarbetslösheten, med hänsyn till specifika situationer i respektive land, för att bidra till tillväxt, sysselsättning och social sammanhållning.

Detta Ramverk bygger på befintliga och nya metoder. De europeiska arbetsmarknadsparterna strävar efter att främja de mest effektiva initiativen från hela Europa, vilka kan fungera som inspiration när de nationella arbetsmarknadsparterna ska utforma lösningar utifrån situationen i sina respektive sammanhang. Vi har också tagit med rekommendationer till andra relevanta aktörer såsom EU-institutionerna och medlemsstaterna.

BUSINESSEUROPE, UEAPME, CEEP och EFS:

- är övertygade om att investeringar och att skapa fler och bättre jobb är rätt väg att gå för att förbättra de ungas situation på arbetsmarknaderna,
- anser att mycket kan åstadkommas genom högkvalitativa utbildningssystem som ger unga rätt kompetens, samtidigt som man tar hänsyn till deras förväntningar samt arbetsmarknadernas effektivitet och återhämtningsförmåga,
- understryker vikten av åtgärder och metoder som stimulerar jobbskapande och en hållbar och inkluderande tillväxt i Europa,

- vill bidra till att fastställa rätt incitament och ramvillkor för att det ska bli ett mer attraktivt alternativ för arbetsgivare att anställa unga människor, framför allt genom kollektivavtalsförhandlingar mellan arbetsmarknadens parter,
- strävar efter att främja anpassningsförmågan hos företag och arbetstagare samt möjligheter för arbetstagare genom mer dynamiska karriärer,
- erinrar om att inkluderande, öppna och effektiva arbetsmarknader är en förutsättning för att unga lättare ska kunna få jobb och varaktigt integreras i arbetslivet,
- bekräftar att arbetsmarknadsparter på alla nivåer har ett gemensamt ansvar för att utveckla politiken genom en konstruktiv och självständig social dialog, i linje med den mångfald som finns i de nationella systemen för arbetsmarknadsrelationer,
- tillstår att utmaningen har en bredare dimension som kräver nära samarbete med myndigheter, utbildningsanordnare och arbetsförmedlingar samt en öppen dialog med ungdomsorganisationer på alla nivåer,
- anser att nuvarande och framtida åtgärder måste ta hänsyn till strävan efter solidaritet mellan generationerna,
- understryker det gemensamma ansvar som arbetsgivare, myndigheter och individer har att investera i kompetensutveckling.

3. PRIORITERADE FRÅGOR

PRIORITET 1: LÄRANDE

Unga måste utrustas med grundläggande kompetens och tvärgående kompetens liksom teknisk och specifik kompetens för sin egen personliga utveckling och anställningsbarhet.

Väl utformade utbildningsprogram som involverar arbetsmarknadens parter och som svarar mot arbetsmarknadens och ungas behov kan bidra till att minska den bristande matchningen av kompetenser.

Arbetsplatsförlagt lärande, däribland lärlingsutbildning och praktik, kan också bidra till att unga får en smidigare övergång till arbetslivet och minska risken för långa övergångsperioder.

Grundskole- och gymnasieutbildning

Tillgång till grundskoleutbildning är en grundläggande rättighet och diskriminering måste förhindras.

Utbildning skapar värde för individen och bidrar till att nå målen i strategin Europa 2020. Därför måste medlemsstaterna tillhandahålla en välfungerande offentlig utbildning som är öppen för alla, gratis och av hög kvalitet – såväl grundskole- som gymnasieutbildning – samt investera i yrkesutbildning som förbereder eleverna på bästa sätt för fortsatta yrkes- eller allmänna utbildningsvägar.

Ungdomar som hoppar av skolan eller en yrkesutbildning innan de har fått grundläggande färdigheter löper större risk att få problem när de ska gå från skola till arbetsliv eller att drabbas av arbetslöshet senare i livet.

Samordnade åtgärder för att utforma, genomföra och följa upp utbildningsprogram måste säkerställa att resultatet av lärandet stödjer ungas ambitioner och främjar deras anställningsbarhet.

Grundläggande yrkesutbildning

I modeller som bygger på arbetsplatsförlagt lärande, såsom varvade utbildningar, sker en betydande del av utbildningen ute på ett företag. Principen är att varva teoretisk utbildning i skolan med lärande genom att jobba på ett företag.

Grundläggande yrkesutbildning av hög kvalitet har visat sig fungera väl i ett flertal länder där arbetsmarknadsparterna är med och utformar och driver systemen.

Framför allt kan väletablerade varvade utbildningssystem bidra till att sänka nivån på ungdomsarbetslösheten.

Det är svårt att överföra system med varvade utbildningssystem från ett land till ett annat. System med arbetsplatsförlagt lärande måste utformas efter situationen i respektive land, genom trepartssamarbete där så är tillämpligt. Tanken är att alla länder som vill se över/förbättra sina system ska kunna göra det med full kunskap om vad som karakteriserar andra länders system.

Lärlingsutbildningar

Väl utformade lärlingssystem har visat sig fungera bra för att underlätta ungdomars övergång till arbetslivet.

Förutsättningarna är att det finns platser på företagen och att eleverna har fått den grundläggande kompetens som behövs.

Överenskommelsen mellan ungdomarna och enskilda arbetsgivare måste kvalitetssäkras, bland annat genom tydligt definierade mål för lärandet som delas mellan lärlingen, utbildningsanordnaren och företaget.

Arbetsmarknadsparterna spelar en viktig roll för att sätta upp regelverk av god kvalitet på nationell nivå och utforma processer som begränsar onödiga rättsliga och administrativa krav. Vidare ska de nationella myndigheterna se till att dessa regelverk efterlevs, för att garantera att förutsättningarna att erbjuda lärlingsplatser är korrekta och följer överenskomna bestämmelser till förmån för både arbetsgivaren och lärlingen.

Europeiska kommissionen och de europeiska arbetsmarknadsparterna har en roll att spela för att uppmuntra kunskapsspridningen om och förbättringen av nationella lärlingssystem.

Praktikprogram

De europeiska arbetsmarknadsparterna har tagit del av kommissionens avsikt att lägga fram ett förslag till rådsrekommendation⁶ om kvalitetskriterier för praktikprogram och stödja medlemsstaternas arbete för att höja praktikprogrammets kvalitet.

Rörlighet

Program som handlingsprogrammet för livslångt lärande och särskilda underprogram som Leonardo, Grundvig, Erasmus och Comenius samt gemenskapens åtgärdsprogram "Youth in

⁶ [Kvalitetskriterier för praktikprogram SWD \(2012\) 99 final](#)

Action” har visat mervärde. De europeiska arbetsmarknadsparterna stöder nästa generations utbildningsprogram inom EU med inriktning på utbildningsrörlighet och innovationssamarbete som tillväxtmotor.

I. Arbetsmarknadsparternas åtgärder

a. På kort sikt

- Delta i övervakningen och utvärderingen av yrkesutbildningar för att säkerställa en smidig övergång från utbildning till vidareutbildning och/eller arbetslivet inom ramen för de kvalitetsregler som finns på nationell nivå.
- Delta i styrningen av lärlingssystem.
- Identifiera och hantera faktorer som hindrar utvecklingen av lärlingssystem i respektive land.
- Bidra till utformningen och medverka till inrättandet av den europeiska alliansen för lärlingsutbildning.
- Överväga vidare gemensamma åtgärder riktade till Rådet och Europaparlamentet utifrån kommissionens kommande förslag till rådsrekommendation om kvalitetskriterier för praktikprogram.
- Säkerställa att det i lärlingsavtal mellan ungdomar och företag tydligt framgår villkoren för lärlingsutbildningen och utbildningsmålen för lärlingen under den arbetsplatsförlagda delen av utbildningen.
- Arbeta för att göra vetenskap, teknik, ingenjörsvetenskap och matematik attraktivare och förbättra bilden av dessa områden på gymnasieskolor och inom högre utbildning. Arbetet bör också innefatta åtgärder för att locka fler kvinnor till vetenskap, teknik, ingenjörsvetenskap och matematik⁷.

b. På lång sikt

⁷ STEM (Science, Technology, Engineering and Mathematics)

- Främja utbildningar som bättre uppfyller arbetsmarknadens och ungas behov samtidigt som de stödjer de ungas personliga utveckling och anställningsbarhet.
- Stärka inslag av varvade teoretiska och praktiska utbildningar i befintliga modeller för arbetsplatsförlagt lärande.

II. Rekommendationer

a. På kort sikt

- Europeiska kommissionen bör lägga till "andel av arbetsplatsförlagt lärande" som en av mätpunkterna i förslaget till jämförelser av anställningsbarhet.
- Europeiska kommissionen bör på lämpligt sätt involvera de europeiska arbetsmarknadsparterna i hanteringen av nästa generations utbildningsprogram.
- EU och medlemsstaterna bör säkerställa att EU:s finansieringsprogram som t.ex. ESF ger initial finansiering för att inrätta eller reformera lärlingssystem.
- Europeiska kommissionen och medlemsstaterna bör stödja och samordna europeiska och nationella kampanjer för att förändra synen på yrkesutbildning i de europeiska samhällena och främja arbetsplatsförlagt lärande av god kvalitet.
- Eurostat och Cedefop bör samarbeta för att tillhandahålla korrekta och harmoniserade uppgifter och analyser av hur stor andelen utbildningar med arbetsplatsförlagt lärande är på alla utbildningsnivåer.
- Medlemsstaterna kan i samarbete med arbetsmarknadsparterna överväga att införa nationella och/eller branschvisa utbildningsfonder.
- Medlemsstaterna bör uppmuntra arbetsgivare att ta in fler lärlingar och praktikanter, i samråd med arbetsmarknadsparterna.
- Medlemsstaterna bör, i samråd med relevanta arbetsmarknadsparter, utforma ramvillkor för lärlingsutbildningar och praktikprogram som är attraktiva för både företag och ungdomar, i linje med de olika system som finns för arbetsmarknadsrelationer och med hänsyn till utbildningsmålen.
- Medlemsstaterna bör fullt ut genomföra nationella ramverk för kvalifikationer för att förbättra resultatet av lärandet på alla utbildningsnivåer.

- Medlemsstaterna bör säkerställa att den grundläggande yrkesutbildningen håller hög kvalitet för att förbättra ungdomarnas kvalifikationer och anställningsbarhet och minska den bristande matchningen mellan utbud och efterfrågan på kompetenser, i samarbete med arbetsmarknadsparterna.
- Medlemsstaterna bör arbeta för att göra grundläggande yrkesutbildningar och lärlingsutbildningar mer attraktiva för ungdomar, deras föräldrar och företag, och arbeta för att förbättra bilden av dessa utbildningar, i samarbete med arbetsmarknadsparterna.
- Medlemsstaterna bör prioritera arbetet med att förbättra utbildningssystemens relevans för arbetsmarknaden genom att fokusera på investeringar i utbildning och färdigheter för att minska den bristande kompetensmatchningen, i linje med Europa 2020-strategin och inom ramen för den europeiska planeringsterminen.
- Medlemsstaterna bör erbjuda unga som lämnar skolan i förtid eller som har låg utbildning olika möjligheter att återgå till skolan eller gå en vuxenutbildning för att minska den bristande kompetensmatchningen.

b. På lång sikt

- EU och medlemsstaterna bör sprida information om principerna för arbetsplatsförlagt lärande och system med duala utbildningar, både inom gymnasieutbildningen och inom högre utbildning runt om i Europa, inklusive lärlingsutbildningar och system för effektiva, välkvalificerande och hållbara grundläggande yrkesutbildningar och fortbildningar.
- EU och medlemsstaterna bör uppmuntra lärares rörlighet över gränserna, men också uppmuntra unga att flytta för att studera och lära sig främmande språk.
- Medlemsstaterna bör säkerställa grund- och gymnasieutbildningarnas kvalitet och att de är öppna för alla så att eleverna får de baskunskaper de behöver och för att minska antalet elever som lämnar skolan i förtid.
- Medlemsstaterna bör i första hand uppmuntra arbetsgivare att erbjuda fler och bättre lärlingsplatser, samtidigt som man minskar den administrativa bördan kring lärlingsplatser för företagen och då särskilt för små och medelstora företag.
- Medlemsstaterna bör, i samarbete med arbetsmarknadsparterna, arbetsgivarorganisationer, företag, hantverksföreningar och handelskammare samt

anordnare av yrkesutbildningar, arbeta tillsammans på nationell nivå för att garantera lärlingsutbildningar som förbättrar ungdomars karriärmöjligheter och företagens resultat.

Prioritet 2: ÖVERGÅNG

Förändring har blivit ett ständigt inslag i våra ekonomier och samhällen. Detta gör att det är viktigt att underlätta och stödja övergångar till och inom arbetsmarknaden genom pålitliga, effektiva arbetslöshetsförsäkringar och sociala skyddsnät som är ekonomiskt hållbara på lång sikt.

Med arbetsmarknadsövergångar avses vanligtvis perioderna från det att en person lämnar utbildningssystemet och till dess att han eller hon kommer in på arbetsmarknaden, men också perioderna mellan olika arbeten. Inom det här prioriterade området ligger fokus på övergången mellan utbildning och arbete.

Åtgärder om övergångar, även sådana som gäller vägledning, utbildning och integrering i arbetslivet, är tidsbegränsade, och de beslutas, följs upp och genomförs av olika aktörer i enlighet med nationella system för arbetsmarknadsrelationer.

EU:s Sysselsättningsinitiativ för ungdomar⁸

De europeiska arbetsmarknadsparterna stöder EU-institutionernas beslutsamhet att hantera utmaningen med ungdomsarbetslösheten och samtidigt säkerställa att EU:s stöd riktas mot de mest akuta behoven, framför allt genom att stärka territoriell och social sammanhållning.

Arbetsmarknadsparterna i EU välkomnar särskilt Sysselsättningsinitiativet för ungdomar som Europeiska rådet antog den 8 februari 2013 inom ramen för diskussionerna om den fleråriga budgetramen för 2014–2020.

Ungdomsgaranti

Övergången från skola till arbetsliv har blivit längre och mer komplicerad för många unga.

⁸ [Com \(2013\)144 final](#)

Som Rådet för sysselsättning, socialpolitik, hälso- och sjukvård samt konsumentfrågor⁹ beslutade den 28 februari 2013, är målet med en ungdomsgaranti att se till att jobbsökande unga inte står utanför arbetsmarknaden alltför länge, genom att ge dem bra erbjudanden om anställning, fortbildning, lärlingsplats eller praktikplats inom fyra månader från det att de blivit arbetslösa eller avslutat en formell utbildning.

Endast en sysselsättningsskapande återhämtning och tillväxt kan varaktigt minska arbetslösheten. Med detta i åtanke bör ungdomsgarantiprogrammen beakta följande grundprinciper:

- Ett målinriktat anslag för unga, särskilt för dem som befinner sig i utkanten av arbetsmarknaden.
- Fokus på samarbete, särskilt med arbetsmarknadens parter.
- Lämpliga medel ska identifieras och anslås.
- Tidiga insatser för att undvika långtidsarbetslöshet.
- Tidsbundna program med mätbara resultat.
- Främjande av anställningsbarhet och rörlighet för att förhindra eller sänka ungdomsarbetslösheten.
- Framhålla anställningsmöjligheter för unga som gör det möjligt för dem att bli självständiga.

Med tanke på hur allvarlig situationen är för unga idag, är fokus på aktiva åtgärder som riktar sig till unga i form av en ungdomsgaranti och/eller liknande åtgärder på nationell nivå nödvändigt i många länder. Ungdomsgarantin kan också bidra till att nå några av målen i strategin Europa 2020, nämligen minska skolavhoppet, öka sysselsättningsgraden för befolkningen i åldrarna 20–64 och minska fattigdom och social utestängning. Åtgärder och insatser för ungdomsgarantin medför vissa kostnader som måste vägas mot den höga sociala och ekonomiska kostnaden om ingenting görs.

⁹ Eng: EPSCO, Employment, Social Policy, Health and Consumer Affairs

Ungdomsgarantin måste anpassas till situationen i varje medlemsstat. Arbetsmarknadsparterna bör aktivt vara med och utforma och genomföra garantin i samarbete med myndigheter och andra relevanta intressenter. Det är i första hand de offentliga myndigheterna som ansvarar för att finansiera kostnaden för dessa åtgärder.

Vägledning och information

Att etablera bättre vägledning och information för alla unga kvinnor och män, samt specialanpassade yrkesvägledningscenter som fokuserar på anställningsbarhet, är ett bra sätt att stärka kopplingen mellan gymnasieutbildning, vidareutbildning och högre utbildning å ena sidan och arbetsmarknaden å andra sidan.

Detta gäller särskilt för vissa sektorer, exempelvis offentliga tjänster. Unga människor är ofta omedvetna om mångfalden av alla tänkbara yrkesvägar som både privata och offentliga arbetsgivare och företag kan erbjuda.

Missgynnade grupper av unga, såsom socialt marginaliserade unga, unga som saknar grundläggande kompetens eller unga som lämnat skolan i förtid, behöver uppmärksammas särskilt vid vägledning och information.

Identifiera nya kompetenser och nya yrken

Det kan vara en komplicerad uppgift att identifiera nya kompetenser och nya yrken och förutsäga utvecklingen med tanke på hur svårt det är för arbetsmarknadens parter och utbildningsanordnare att förutse framtidens kompetensbehov. Många och föränderliga socioekonomiska och tekniska faktorer måste beaktas, vilket gör det svårt att sammanställa tillförlitliga uppgifter på det här området. Ändå måste detta göras.

Enligt vad som beskrivs i *Ramverk av åtgärder för livslång utveckling av kompetenser och kvalifikationer*¹⁰ sker den här planeringen på två nivåer: företagsnivå och nationell nivå och/eller branschnivå.

¹⁰ Ramverk av åtgärder för livslång utveckling av kompetenser och kvalifikationer antogs av de europeiska arbetsmarknadsparterna 2002.

I. Arbetsmarknadsparternas åtgärder

a. På kort sikt

- Visa på attraktiviteten hos och värdet av jobb inom "bristyrken" (t.ex. inom grön ekonomi, informations- och kommunikationsteknik, hälso- och sjukvård, utbildning, industri) genom att, där det är relevant, anordna t.ex. kampanjer för att öka medvetenheten, öppet hus, prova-på-tillfällen eller initiativ mellan arbetsmarknadens parter och skolor/gymnasier. och/eller återupprätta bilden av en bransch eller ett yrke ur alla aspekter, samtidigt som man måste se till att alla arbetsmiljöbestämmelser följs inom de olika sektorerna.
- Bidra till de statliga åtgärder som syftar till att införa ungdomsgarantier på nationell nivå.
- Medverka vid utformning, övervakning, utvärdering och översyn av åtgärder inom ungdomsgarantin på nationell nivå för att säkerställa att de är resurseffektiva, utifrån hur framgångsrika de är i att aktivera arbetslösa unga.

b. På lång sikt

- Uppnå en kultur präglad av livslångt lärande genom att informera medlemmarna och ge dem råd.
- Prioritera stöd till arbetssökande unga som vill byta yrkesinriktning och anpassa sin kompetens till områden där behoven är större, med siktet inställt på att tillsätta vakanta tjänster, utan att diskriminera andra åldersgrupper.
- Stärka samarbetet mellan personalchefer, privata och offentliga arbetsförmedlingar, utbildningsanordnare, yrkesvägledare, arbetsgivar- och arbetstagarrepresentanter samt externa/interna coacher och/eller mentorer.
- Medverka vid utformning, genomförande och övervakning av läroplaner, policies och program för utbildning och livslångt lärande.
- Samarbeta med regeringar och utbildningsanordnare för att förse unga med riktad information om vilka yrkesvägar som finns och vilken kompetens som behövs på arbetsmarknaderna, och om lärlingars, praktikanter och arbetstagares rättigheter och skyldigheter.

II. Rekommendationer

a. På kort sikt

- EU och medlemsstaterna bör se till att en del av ESF:s resurser kan avsättas till en första finansiering för medlemsstater som redan har infört eller vill införa en ungdomsgaranti.
- Europeiska kommissionen och medlemsstaterna bör involvera de europeiska och nationella arbetsmarknadsparterna i arbetet med att utforma och genomföra Sysselsättningsinitiativet för ungdomar för att säkerställa att det blir framgångsrikt.
- Medlemsstaterna bör undersöka och, där så behövs, ta sig an samspelet mellan skattesystem och sociala trygghetssystem på ett skattemässigt neutralt sätt, och med respekt för lönepolitiken, i syfte att uppmuntra ungas deltagande i arbetskraften och samtidigt garantera att de fullt ut omfattas av det sociala skyddssystemet.
- Medlemsstaterna bör ge god yrkesvägledning i skolan för att hjälpa unga att fatta välgrundade beslut, både på gymnasienivå och inom högre utbildningar. Yrkesvägledningmaterialet bör innehålla tydlig information om vilka möjliga jobb och karriärmöjligheter som finns på arbetsmarknaderna.
- Medlemsstaterna bör tillsammans med arbetsförmedlingarna se till att det ingår i skolans läroplaner hur man söker jobb, så att de unga är bättre rustade när de ska söka sitt första jobb.
- När medlemsstaterna inför en ungdomsgaranti eller liknande åtgärder bör de rikta sig i första hand till unga som står långt från arbetsmarknaden.

b. På lång sikt

- EU och medlemsstaterna skulle kunna skapa nätverk för att samla in information och utbyta erfarenheter som syftar till att främja samarbete med utbildningsanordnare på alla nivåer.
- Medlemsstaterna bör främja samarbeten mellan arbetsmarknadsparterna och arbetsförmedlingar för att hitta effektiva sätt att hantera lediga tjänster.

- Medlemsstaterna bör se till att de offentliga arbetsförmedlingarna fungerar som effektiva "transition management agencies", d.v.s. att de har kapacitet att ge unga individanpassade råd som underlättar deras övergång från utbildning till arbete eller söka nytt arbete.
- Medlemsstaterna bör samråda med de relevanta aktörer som hanterar praktikplatser och lärlingsprogram för att förenkla administrationen för arbetsgivarna samtidigt som sociala trygghetssystem och rättigheter för praktikanter och lärlingar respekteras.
- Medlemsstaterna bör försöka förhindra att ungdomar utan några som helst kvalifikationer lämnar skolan i förtid, bland annat genom coachning och mentorer i skolan, kompensatoriska åtgärder såsom överbryggande program, och systematiska åtgärder såsom fortbildning för lärare avseende elever som lämnar skolan i förtid, och system för att upptäcka och hantera tidiga varningssignaler.

PRIORITET 3: SYSSELSÄTTNING

Med över 26 miljoner arbetslösa européer är det avgörande att skapa fler och bättre jobb utöver de 2 miljoner lediga tjänster som finns i Europa.

Ungdomsarbetslösheten stiger i många länder runt om i Europa, en situation som har förvärrats av den finansiella och ekonomiska krisen. I många länder blir det allt svårare för unga att ta sig in på arbetsmarknaden på grund av att det saknas arbetstillfällen. Dynamiska, öppna och rörliga arbetsmarknader bör syfta till att uppmuntra jobbskapande åtgärder och arbetssökande utan att underminera de sociala trygghetssystemen.

Det behövs ändamålsenlig makroekonomisk politik och riktade åtgärder för produktiva investeringar för att främja tillväxt och återhämtning som skapar sysselsättning.

Konkurrenskraften hos EU:s varor och tjänster är till betydande del beroende av investeringar i forskning och utveckling, innovation och utbildning.

Det är de nationella arbetsmarknadsparternas och regeringarnas ansvar att, i enlighet med landets praxis för arbetsmarknadsrelationer, fastställa villkor för anställningar, däribland arbetskostnaderna, som syftar till att hjälpa unga att ta sig in och utvecklas på arbetsmarknaden.

Inom vissa sektorer och regioner i Europa saknas en del nyckelkompetenser och det råder brist på adekvata färdigheter, framför allt inom nya branscher och särskilda behov i offentliga

verksamheter. För att tillsätta de lediga tjänsterna stöder de europeiska arbetsmarknadsparterna fullt ut arbetet på EU-nivå och nationell nivå för att tillhandahålla lämpliga omskolnings- och utbildningsinsatser och främja möjligheterna till rörlighet för unga arbetssökande som överväger att flytta inom och mellan medlemsstater för att arbeta.

Väl utformade och välfungerande anställningsregler samt skatte- och sociala trygghetssystem är grundläggande faktorer för att arbetsmarknaderna ska fungera effektivt och för att främja fler möjligheter för unga att få ett arbete. Arbetsmarknadsreformer, där så behövs genom kollektiva förhandlingar eller lagstiftning i samråd med arbetsmarknadsparterna, kan minska segmentering och förbättra ungas tillträde till arbetsmarknaderna. När man utarbetar lösningar som maximerar ungas anställningsmöjligheter är det viktigt att respektera överenskomna sociala och arbetsrelaterade rättigheter.

Det krävs också aktiv arbetsmarknadspolitik för att främja ungas tillgång till anställning, vilket gör det möjligt för dem att bli självständiga.

Livslångt lärande är ett gemensamt ansvar för alla aktörer: företag, arbetstagare och deras representanter, offentliga aktörer och enskilda individer. Alla arbetstagare måste vara medvetna om och uppmuntras till att utveckla sin kompetens under hela yrkeslivet.

Coachning, handledning och mentorskap, t.ex. genom samarbete mellan generationer, kan underlätta för unga att komma in i sitt första arbete. Ett sådant tillvägagångssätt kan också underlätta för företagen att främja både unga och äldre arbetstagares arbete. Individuella kompetensutvecklingsplaner kan dessutom ge arbetsgivare och arbetstagare möjlighet att identifiera vilken kompetens en ung arbetstagare behöver för en viss arbetsuppgift.

Genom att ha ett flertal olika avtalslösningar för anställning kan arbetsgivarnas och unga arbetstagares behov matchas bättre, exempelvis för att klara ändrad efterfrågan på varor och tjänster, ersätta arbetstagare som är frånvarande på grund av sjukdom eller familjeangelägenheter, eller möjliggöra för unga att bättre kunna förena arbete och privatliv eller utbildningsuppgifter.

Emellertid kan en del unga mycket väl fastna i upprepade korttidsanställningar och/eller anställningar med begränsad arbetstid. De accepterar dessa lösningar i brist på andra alternativ,

och hindras på så vis från möjligheten att inleda ett självständigt liv och starta en stabil yrkesutveckling.

Arbetsmarknadsparterna och offentliga myndigheter behöver säkerställa att det finns rätt förutsättningar för att skapa jobb samt att tillsvidare-, visstids- och korttidsanställningar regleras på ett sätt som stödjer ungas varaktiga inträde på arbetsmarknaden.

I. Arbetsmarknadsparternas åtgärder

a. På kort sikt

- Komma överens om särskilda villkor för stöd till arbetssökande unga för att hjälpa dem att få ett första jobb, bland annat särskilda program som ska stödja unga och kvalificera dem för ett arbete.
- Främja tillsvidareanställningar så att de förblir standard som anställningsform.
- I enlighet med nationella system för arbetsmarknadsrelationer säkerställa en optimal balans mellan flexibilitet och trygghet, inklusive anställningstrygghet för alla anställningar för att medverka på segmenterade arbetsmarknader.
- Stödja mentorprojekt för att äldre och/eller mer erfarna arbetstagare ska kunna överföra sin kunskap och expertis till yngre medarbetare, och för att erkänna vikten av sådan kunskapsöverföring.
- Verka för att unga nyanställda ska integreras smidigare på arbetsplatsen genom introduktion och coaching.
- Främja individuella kompetensutvecklingsplaner som arbetsgivaren och arbetstagaren gemensamt har kommit överens om.
- Även framöver delta i fortlöpande diskussioner på europeisk nivå om erkännande av formella och icke-formella kompetenser och kvalifikationer samt om hur man skapar tydlighet kring detta, genom att främja europeiska system för erkännande och validering av kompetenser och kvalifikationer från generella utbildningssystem.
- Bidra i europeiska initiativ som syftar till att främja de potentiella fördelarna med unga arbetssökandes och arbetstagares mobilitet, exempelvis genom initiativet "Ditt första

Eures-jobb”, samtidigt som man undviker kompetensflykt från vissa länder, eftersom det hämmar deras fortsatta utveckling.

b. På lång sikt

- Teckna två- eller trepartsavtal och/eller bidra vid utformning och genomförande av arbetsmarknadsreformer som syftar till att minska segmenteringen och förbättra ungas möjligheter att ta sig in på arbetsmarknaden, samtidigt som den överenskomna nivån på sociala rättigheter och arbetstagarrättigheter upprätthålls.
- Ta itu med orsakerna till falskt egenföretagande för att undvika skadliga effekter för både arbetsgivare och arbetstagare.
- Medverka vid övervakning, utvärdering och översyn av nationella sysselsättningsprogram för unga.

II. Rekommendationer

a. På kort sikt

- EU och medlemsstaterna bör främja sysselsättningsskapande ekonomisk tillväxt genom en sund makroekonomisk politik.
- EU och medlemsstaterna bör samarbeta för att göra det attraktivare för arbetsgivare att anställa unga och verka för att utbildning av unga ska ses som en investering för både företag och individer.
- EU och medlemsstaterna bör utforma en särskild sysselsättningspolitik för unga i nära samråd med arbetsmarknadsparterna, i linje med de behov som finns inom olika näringsgrenar och sektorer.
- EU och medlemsstaterna bör investera i innovation, forskning och utveckling samt utbildning för att underlätta för unga att få sitt första arbete och skaffa sig arbetslivserfarenhet.
- EU bör ansluta de europeiska och nationella arbetsmarknadsparterna i arbetet med att utforma, genomföra och utvärdera resultatet av de 6 miljarder euro som har anslagits till åtgärder för ungas sysselsättning i den fleråriga budgetramen för 2014–2020.

b. På lång sikt

- EU bör uppmuntra och underlätta för unga att röra sig geografiskt och mellan olika arbeten, särskilt unga som vill flytta och arbeta utomlands. Detta kan spela en viktig roll för att matcha utbud och efterfrågan på arbetskraft, samtidigt som man förhindrar eventuella effekter av kompetensflykt, och erkänner den enskilda individens rätt till rörlighet, och fördelarna med detta.
- De medlemsstater som sänder ut arbetskraft och drabbas av kompetensflyktseffekten bör vidta åtgärder för att begränsa de negativa konsekvenserna för deras arbetsmarknader.
- Medlemsstaterna bör hantera utmaningar som rör ungas sysselsättning inom ramen för sina nationella sysselsättningsprogram.
- Medlemsstaterna bör främja aktiva arbetsmarknadsprogram och se till att det finns en god balans mellan nödvändigt stöd till arbetssökande och effektiva incitament för sysselsättning. Man bör tänka på att det behövs särskilda insatser för unga som avslutar aktiveringsprogram eller motsvarande i förtid.
- Medlemsstaterna bör se till att det finns effektiva och proportionerliga sanktioner om tillämpliga lagar och avtal inte efterlevs, bland annat när det gäller falskt egenföretagande.

PRIORITET 4: ENTREPRENÖRSKAP

Att främja entreprenöriellt tänkande och entreprenöriella färdigheter har en positiv inverkan på ungas anställningsbarhet och på jobbskapande. Dock är det endast en del av mer omfattande strategier för ungas sysselsättning.

Entreprenörskap bör främjas redan i grundskolan och vidare integreras i gymnasie- och högre utbildning, oavsett om det är allmän utbildning eller yrkesutbildning.

Nya entreprenörer bör få tillgång till vägledning och mentorskap, så att de får information om gällande lagstiftning och potentiella finansieringsmöjligheter samt alla de råd de behöver för att bygga upp och driva ett framgångsrikt och ansvarstagande företag. Det innebär att

tillhandahålla användarvänliga verktyg samt främja enkla och lättillämpliga administrativa krav för att starta företag.

Kreativitet och entreprenörsanda bör uppmuntras då det främjar äkta individuella initiativ och egenföretagande, liksom en positiv attityd till hållbart risktagande, samtidigt som man tar hänsyn till arbetsrätt och arbetstagares rättigheter.

Lärlingsutbildning kan leda till entreprenörskap, då lärlingen får en direkt arbetslivserfarenhet på ett företag inom sitt område, och kan uppmuntras till att starta eget.

Andra former av entreprenörskap

”Intraprenörskap”, som handlar om att främja entreprenörsanda bland medarbetare, och medarbetarstyrt/socialt entreprenörskap, kan utgöra goda exempel på system för medarbetarengagemang som syftar till att nå ekonomiska och sociala mål i den organisation de arbetar för.

Gränsen mellan arbetstagare och arbetsgivare kan emellertid bli otydlig när det handlar om falskt egenföretagande.

I. Arbetsmarknadsparternas åtgärder

a. På kort sikt

- Främja utbildnings- och mentorskapstjänster för unga entreprenörer för att öka chanserna för unga företag att överleva och växa under åren närmast efter att de startats.
- Främja entreprenörsanda i skolan och samhället i stort i syfte att undvika att unga entreprenörer stigmatiseras om de skulle misslyckas.

b. På lång sikt

- Främja samarbeten mellan stora och små företag i syfte att identifiera och stödja marknads- och tillväxtmöjligheter, med särskilt fokus på industri- och tjänstesektorer med stort förädlingsvärde.
- Uppmuntra kvinnors entreprenörskap, samt entreprenörskap i grupper som riskerar utanförskap, genom särskilt stöd och rådgivning av mentorer.
- Hantera sociala och miljörelaterade utmaningar som en del av det sociala ansvar¹¹ som företagen väljer att åta sig.

II. Rekommendationer

a. På kort sikt

- Medlemsstaterna bör hitta rätt balans mellan administrativa respektive rättsliga krav och att säkerställa gynnsamma förutsättningar för att starta och/eller överlåta små företag, bland annat genom att utveckla heltäckande webbportaler (e-förvaltningstjänster).
- Medlemsstaterna bör införa riktade skatteincitament och förbättra stödet i form av tillgång till finansiering för unga entreprenörer som vill starta ett eget företag.
- Medlemsstaterna bör införa entreprenörskap i läroplanen och främja entreprenörskap i det arbetsplatsförlagda lärandet, i linje med den nya handlingsplan för företagande 2020¹², som Europeiska kommissionen lanserade i januari 2013.

b. På lång sikt

- EU, inklusive Europeiska investeringsfonden, och medlemsstaterna bör ytterligare utveckla existerande instrument och, där så är tillämpligt, införa nya som kan bidra till att

¹¹ Corporate Social Responsibility

¹² [Handlingsplan för företagande 2020](#)

unga företag kan starta och växa, exempelvis *Instrumentet för mikrokrediter*¹³ och *Programmet för företagens konkurrenskraft och små och medelstora företag* (COSME¹⁴).

- Medlemsstaterna bör anordna och främja lokala, regionala och nationella tävlingar mellan unga entreprenörer.
- Medlemsstaterna bör integrera entreprenörskap i de yrkeförberedande gymnasieprogrammen så att eleverna kan välja att bli entreprenörer.
- Medlemsstaterna skulle kunna främja socialt och miljömässigt ansvarstagande entreprenörskap som en del av kursplanen i högre utbildningar.
- Medlemsstaterna bör se till att egenföretagarnas status stärks där den finns.

4. FRÄMJANDE, ÅTGÄRDER OCH UPPFÖLJNING

Främjande

BusinessEurope, UEAPME, CEEP och EFS (och samarbetskommittén Eurocadres/CEC) kommer att främja detta Ramverk i medlemsstaterna på alla lämpliga nivåer, med hänsyn tagen till nationell praxis, genom gemensamma och egna åtgärder, beroende på vilket som är lämpligast.

Arbetsmarknadsparterna i EU kommer att anordna regionala seminarier för att uppmärksamma sina medlemmar på detta Ramverk. Ytterligare möten kan anordnas i respektive land av de nationella arbetsmarknadsparterna.

Arbetsmarknadsparterna i EU kommer även att överlämna detta dokument till alla relevanta aktörer på europeisk och nationell nivå, däribland branschspecifika arbetsmarknadsparter i EU samt myndigheter på EU-nivå och nationell nivå.

Åtgärder

¹³ [European Progress Microfinance Facility](#)

¹⁴ Programme for the Competitiveness of Enterprises and SME:s

De undertecknande parterna uppmanar de nationella arbetsmarknadsparterna – medlemsorganisationerna i BusinessEurope, UEAPME, CEEP och EFS (och samarbetskommittén Eurocadres/CEC) – att vidta åtgärder kring de fyra prioriterade frågor som identifierats i detta Ramverk för att främja ungas sysselsättning och smidigare övergångar mellan utbildning och arbete.

Europeiska och nationella arbetsmarknadsparter kommer vidare att samarbeta med EU-institutionerna och/eller nationella myndigheter utifrån rekommendationerna i Ramverket.

Uppföljning

Efter tre årsrapporter ska arbetsmarknadsparterna i Europa utvärdera effekterna för både arbetsgivare och arbetstagare. Utvärderingen kan leda till att de fastställda prioriteringarna uppdateras och/eller till en bedömning av huruvida ytterligare åtgärder krävs inom ett eller flera av de prioriterade områdena.

De europeiska arbetsmarknadsparterna anförtros uppgiften att utarbeta den övergripande utvärderingsrapporten under det fjärde året efter att Ramverket har antagits.

Om ingen rapportering har skett efter fyra år kommer de europeiska arbetsmarknadsparterna att uppmana sina medlemsorganisationer i de berörda länderna att hålla dem informerade om uppföljande aktiviteter till dess att åtgärder har vidtagits på nationell nivå.

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EUROPEAN SOCIAL PARTNERS¹:

FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT

JUNE 2013

¹ The ETUC delegation includes representatives of the EUROCADRES/CEC Liaison Committee

ETUC – THE EUROPEAN TRADE UNION CONFEDERATION
BUSINESSEUROPE – THE CONFEDERATION OF EUROPEAN BUSINESS
UEAPME – EUROPEAN ASSOCIATION OF SMALL AND MEDIUM-SIZED ENTERPRISES
CEEP – THE EUROPEAN CENTRE OF EMPLOYERS AND ENTERPRISES PROVIDING PUBLIC SERVICES

INTRODUCTION

Youth unemployment is one of Europe's most pressing problems. In the current economic and financial crisis the lack of job opportunities has affected young people more than any other group in society; this is reflected in high and increasing youth unemployment rates and levels of precariousness.

In Europe, more than 5.68 million young people are unemployed. The average rate of youth unemployment (23.4%) is more than double the overall unemployment rate (10.7%). Even before the crisis the youth unemployment rate was particularly high (17% compared with an average rate of 7% in 2008).

Those with jobs are strongly represented in temporary and part-time work with 42% on temporary contracts and 32% in part-time contracts, especially young women.

This shows that there are structural reasons including lack of job opportunities, in particular in some regions, making it difficult for young people to fully integrate into labour markets. The crisis has exacerbated this youth unemployment challenge in many countries especially for disadvantaged groups. More than half of young men and women on the labour markets are now unemployed in some countries. Urgent action is required to provide more and better jobs for the young and avoid scarring effects both to young people and European economies and societies as a whole.

When they enter into the labour market, many young people lack work experience. Therefore, in order to achieve a quick introduction of new recruits into labour market, it is necessary to address this issue. In addition, insufficient basic skills, lack of focus on learning outcomes in education and training, as well as a negative perception of initial vocational education and training (IVET) can lead to difficult integration into the labour market.

Contracts of indefinite duration are the majority form of employment relationships. For some young people, temporary contracts could provide a helpful stepping stone into the labour market. However, supporting young people to develop their career from there is important so as to limit as much as possible the proportion of young people who may well find themselves stuck without longer-term prospects. Social partners should support them in doing this and ensure the adequate protections apply to these contracts.

Longer and unpredictable transitions to the labour markets can have a negative impact on young people's confidence in the future and daily lives, notably in terms of access to a regular income, risk of poverty, possibility of forming a family, and health. Moreover, without a job and adequate social protection, more young people are dependent on their families for a longer time and are more likely to slip into poverty.

According to Eurofound, the cost of 7.5 million young people (15-29) who are not in education, employment or training (NEETs) is more than €153 billion a year, or 1.2% of EU GDP. We risk missing a great deal of the potential of the young generation of Europeans. If this risk materialises, European economies would be losing a part of the young to social exclusion. This would also undermine Europe's competitiveness and innovation potential for the next decades.

Active labour market policies are part of the solution, but reducing youth unemployment is not possible without a strong commitment to education, growth and recovery. Adequate financial resources should be allocated at the appropriate level taking into account fiscal discipline and the objectives of the Europe 2020 strategy.

Employability is a valuable way for young people to invest in their future. Measures and targeted incentives should be put in place to stimulate employment and achieve a better match between young people's aspirations and available vacancies.

1. CHALLENGES

The crisis together with the on-going process of economic transformation coincides with profound demographic, cultural and social changes throughout Europe.

Youth unemployment is a key European concern that needs to be addressed. Two main objectives are to create the right conditions to foster employment opportunities for young people and to ease their transitions between education and work.

European social partners aim to address three inter-related challenges:

1. Create more and better jobs and attractive career opportunities for young people;
2. Strengthen the quality and relevance of education and training at all levels to address skills mismatches;
3. Optimise the role of industry, in particular SMEs, and of high-performing public services in Europe as a driver of sustainable and inclusive growth.

More specific challenges include the following:

Creating more and better jobs and the right framework conditions for smoother transitions into employment. With more than 26 million people unemployed, the main challenge remains the stimulation of a job-rich growth pattern and the creation of jobs. In this context, social partners together with institutions should engage at European, national and local levels to foster economic growth, productivity and competitiveness in order to improve the quality and increase the number of jobs. This will make it possible for young people to fully integrate into the labour market.

Promoting the attractiveness of vocational education and training (VET) and ensuring its quality. This will contribute to improving the learning environment and providing young people with relevant skills and competences.

Promoting the acquisition of transversal and specific competences and skills: The evolution towards process-oriented and interdisciplinary work organisation increasingly requires transversal and technical competences, problem-solving and communication skills, and teamwork. Transversal and specific competences and skills should be promoted on a lifelong learning basis including in the work place.

Dealing with the increasing need for highly skilled workers: Together with medium-skill, high-skill jobs are very likely to be on the rise in the coming decades (CEDEFOP forecasts 2020). Preventing young people from dropping out from school and training and incentivising them to achieve medium and high educational attainments, be it through higher vocational education and training or university pathways, will contribute to reinforcing the EU's competitive edge through higher added value and quality production and services. Higher educational attainments will also contribute to their personal and social development.

Improving the matching between skills supply and demand: Closing this gap will help fill the current 2 million job vacancies in European labour markets. In some regions in particular, even qualified young people face difficulties integrating in labour markets due to a lack of jobs or skills mismatches. This requires increasing collaboration between educational institutions and social partners so that young people acquire the right skills. Closing the skills gap will also require better information to

young workers on possible attractive career prospects of sectors/areas they may not have considered. This will increase the chances for employers to find the right candidates and for employees to choose the career they aspire to.

2. SOCIAL PARTNERS' APPROACH

The European social partners reject the inevitability of a lost generation. That is why they have included this Framework of Actions as the first priority of the Work Programme for 2012-2014. They agreed to “focus on the link between education, young people’s expectations and labour market needs, while taking account of young people’s transition from school into the labour market, in an effort to increase employment rates in general”.

In this respect, European social partners fully support the objective of article 3 of the TEU of working for a highly competitive social market economy and article 9 of the TFEU of promoting “a high level of employment, the guarantee of adequate social protection, the fight against social exclusion, and a high level of education, training and protection of human health.”

With this Framework of Actions, we call on national social partners, public authorities and other stakeholders to act together to achieve concrete progress in favour of youth employment. A multi-pronged approach is needed with measures and appropriate resources to secure high quality learning outcomes, promote vocational education and training, and create jobs.

The European social partners are thus committed to putting forward practical solutions to address youth unemployment taking into account the specific situation of each country, in order to contribute to growth, employment and social cohesion.

This Framework of Actions is based on existing and new practices. European social partners aim to promote the most effective initiatives identified across Europe that could be used as inspiration for designing solutions by national social partners in their respective contexts. We also include recommendations to other relevant actors such as the EU institutions and Member States.

BUSINESSEUROPE, UEAPME, CEEP and ETUC:

- are convinced that investing and creating more and better jobs is the way forward to improve the situation of young people on labour markets,
- consider that much can be achieved by high-performing education and training systems to deliver the right skills for young people, while taking into account their expectations, and the efficiency and resilience of labour markets,
- stress the importance of measures and means aiming to stimulate sustainable and inclusive growth and job creation in Europe,
- want to contribute to setting the right incentives and framework conditions to make the hiring of young people a more attractive option for employers, particularly through collective bargaining between social partners,
- aim to promote adaptability of both enterprises and workers, and opportunities to workers through more dynamic careers,
- recall that inclusive, open and efficient labour markets are fundamental for improving young people’s access and sustainable integration in employment,
- affirm the joint responsibility of social partners at all levels in policy development through constructive autonomous social dialogue, in line with the diversity of national industrial relation systems,
- acknowledge the broader dimension of the challenge, which calls for close cooperation with public authorities, as well as education, training institutions,

- employment services and open dialogue with youth organisations at all levels,
- consider that current and future measures taken must comply with the aims of intergenerational solidarity,
 - stress the shared responsibility of employers, public authorities and individuals to invest in skills development.

3. PRIORITIES

PRIORITY 1: LEARNING

Young people need to be equipped with basic competences, transversal competences, as well as technical and specific competences for their own personal development and employability.

Well-designed education and training curricula, with social partner involvement, responsive to labour market and young people's needs can contribute to reducing the skills mismatch.

Work-based learning, including apprenticeships and traineeships, can also contribute to smoother transition into the labour market for the young and reduce the risks of long transitions.

Primary and secondary education

Access to basic education is a fundamental right and discrimination should be prevented.

Education is a value which benefits the individual and contributes to achieving the Europe 2020 targets. Therefore, governments must provide a well-functioning universal, free and quality general public education – both primary and secondary – and invest in vocational training that prepares pupils properly for further general or vocational education and training pathways.

Young people dropping out of school or vocational education and training before having acquired basic skills are more likely to be confronted with difficult transitions from school to the labour market or to face unemployment later on in life.

Coordinated action towards the design, implementation and monitoring of curricula and education programmes must ensure that learning outcomes foster young people's aspirations and employability.

Initial vocational education and training

In work-based learning models, such as dual learning systems, a significant part of the education takes place in an enterprise. The principle is to alternate between learning and training in school and on-the-job learning while working in an enterprise.

High-quality initial vocational education and training systems have shown merits in a number of countries, involving social partners in their design and functioning.

In particular, well-established dual learning systems can contribute to lower youth unemployment levels.

It is difficult to transfer the dual learning system from one country to the other. The concept of work-based learning needs to be tailored to the context of each individual country, where applicable on a tripartite basis. The idea is to allow all countries that

want to review/improve their systems to do so while being fully aware of the characteristics of other countries' systems.

Apprenticeships

Well-designed apprenticeships systems have proved to be effective in easing young people's transitions into work.

The preconditions are the existence of places in enterprises and that pupils have acquired the necessary basic skills.

The agreement between young people and individual employers is to be quality-assured, inter alia through well-defined learning objectives between the apprentice, the training centre and the enterprise.

Social partners have a key role to play in the setting of quality regulatory frameworks at national level and in the design of procedures that limit excessive legal or administrative requirements. Additionally national governments should enforce these frameworks to ensure that the conditions are right to offer apprenticeship placements and comply with the agreed rules, to the benefit of the employer and the apprentice.

The European Commission and European social partners have a role to play to encourage the sharing and the improvement of national practices on apprenticeships.

Traineeships

European social partners take note of the Commission's intention to propose a Council Recommendation on the European quality framework on traineeships and support Member States' actions aiming to improve the quality of traineeships.

Mobility

Programmes such as Lifelong Learning Programme and specific sub-programmes like Leonardo, Grundvig, Erasmus and Comenius as well as the Youth in Action programme have proven their added value. European social partners support a next generation of EU education and training programmes focusing on learning mobility, cooperation for innovation, as an engine for growth.

I. Social Partners' Actions

a. Short term

- Take part in the monitoring and evaluation of vocational education and training (VET) to ensure smooth transitions from education to further training and/or work within quality regulatory frameworks at national level.
- Participate in the governance of apprenticeship systems.
- Identify and address barriers to the development of apprenticeship systems in each country.
- Contribute to designing and participating in setting up the EU alliance for apprenticeships.
- Envisage taking further joint actions towards the Council and the European Parliament based on the upcoming Commission's proposal for a Council Recommendation on a European quality framework on traineeships.
- Ensure that apprenticeship agreements between young people and enterprises clearly define the terms of the apprenticeship and learning objectives of the work-based part of the education.

- Promote the attractiveness of and work on the image of science, technology, engineering and mathematics fields at secondary school and in higher education levels. This should include attracting more women into STEM disciplines.

b. Long term

- Promote education which better meets labour market and young people's needs whilst fostering young people's personal development and employability.
- Strengthen dual learning elements in existing work-based learning models.

II. Recommendations

a. Short term

- The European Commission should add the “share of work-based learning” as one of the variables in its proposed employability benchmark.
- The European Commission should adequately involve European social partners in the management of the next generation of education and training programmes.
- The EU and Member States should ensure that EU funding programmes such as ESF provide initial funding for setting up or reforming apprenticeship systems.
- The European Commission and Member States should support and coordinate European and national campaigns for changing the perception of vocational education and training in European societies, and promote quality work-based learning.
- Eurostat and CEDEFOP should cooperate to provide accurate and harmonised data and policy analysis on the share of workplace-based training at all levels of education and training.
- Member States in cooperation with social partners could consider establishing national and/or sectoral training funds.
- Member States should encourage employers to take on more apprentices and trainees, in consultation with social partners.
- Member States should devise, in consultation with the relevant social partners, framework conditions for apprenticeship and traineeship that are attractive for enterprises and young people, in line with the diversity of industrial relations systems and taking into account their learning objectives.
- Member States should fully implement national qualifications frameworks to improve learning outcomes at all levels of education and training.
- Member States should ensure quality initial vocational education and training (IVET) to increase the qualifications and employability of young people and reduce skills mismatches with the involvement of social partners.
- Member States should promote the attractiveness of and work on the image of initial vocational education and training (IVET) and apprenticeship systems towards young people, their parents and enterprises with the involvement of social partners.
- Member States should improve the labour market relevance of the education and training systems' output as a matter of priority, by putting a focus on investment in education and skills to address increasing skills' mismatches, in line with the Europe 2020 strategy and in the context of the European semester.
- Member States should offer early leavers from school and training and low skilled young people ways and means to re-enter education and training or second-chance education programmes in order to reduce skills mismatches.

b. Long term

- The EU and Member States should spread the principles of work-based learning models and dual learning systems both in secondary and in higher education and training throughout Europe, including apprenticeship schemes and efficient, highly qualifying and sustainable initial and continuous vocational education and training (VET) systems.
- The EU and Member States should encourage cross-border mobility of teachers and trainers, as well as young people's learning mobility and study of foreign languages.
- Member States should ensure quality and inclusiveness in primary and secondary education and training so that pupils possess the necessary basic skills and to reduce early school-leaving.
- Member States should on the first hand encourage employers to offer more and better apprenticeship placements while on the other hand easing administrative procedures for enterprises and in particular for small and medium-sized enterprises (SMEs) regarding the provision of apprenticeships.
- Member States, in cooperation with social partners, employer organisations, enterprises, crafts chambers and chambers of commerce and VET providers should work together at national level to ensure apprenticeships improving career opportunities for young people and enterprises' performance.

Priority 2: TRANSITION

Change has become a constant feature of our economies and societies. This makes it important to ease and support transitions into and within the labour market with reliable, efficient unemployment insurance and social safety nets which are financially sustainable in the longer term.

Labour market transitions usually refer to periods between the exit from the education system and entry into the labour market as well as between different jobs. Under this priority, the focus is put on the transition between education and work.

Transition measures, including in the area of guidance, training and employment integration, are limited in time and agreed, monitored and performed by various actors in accordance with national industrial relations systems.

EU Youth Employment Initiatives

European social partners support the European institutions' determination to address the youth unemployment challenge, while making sure that EU support will go where it is most urgently needed, in particular by enhancing territorial and social cohesion.

In particular, EU social partners welcome the Youth Employment Initiative which was adopted by the European Council on 8 February 2013 in the framework of the discussions on the Multi-Annual Financial Framework for 2014-2020.

Youth Guarantee

Transitions from school to work have become longer and more complex for many young people.

As agreed by the EPSCO Council on 28 February 2013, the objective of a youth guarantee is to ensure that young job-seekers do not remain outside the labour market for long by providing them with a good-quality offer of employment, continued

education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education.

Only a job-rich recovery and growth can reduce unemployment sustainably. With that in mind, youth guarantee schemes should take into account the following basic principles:

- a targeted approach for young people, especially those who are at the margins of the labour market,
- a partnership approach including the involvement of social partners,
- identification and allocation of the appropriate means,
- early intervention to prevent long-term unemployment,
- time-bound schemes with measurable outcomes,
- fostering of employability and mobility to prevent or reduce youth unemployment,
- promotion of employment opportunities for young people which enable them to become independent.

Considering the severity of the situation for young people nowadays, a focus on activation measures targeting the young through the setting-up of a youth guarantee and/or similar measures at national level is necessary in many countries. The youth guarantee may also contribute to the achievement of some Europe 2020 strategy objectives, namely a reduction of early school-leavers, an increase in the employment rate of the population aged 20-64 and a lifting-out of poverty and social exclusion. Measures and actions related to the youth guarantee represent a certain cost which needs to be weighed against the high social and economic cost of inaction.

The youth guarantee must be adapted to the situation in each Member State. Social partners should actively participate in its design and implementation, in partnership with public authorities and other relevant stakeholders. Financing the cost of these measures is primarily the responsibility of public authorities.

Guidance and information

Establishing better guidance and information for all young women and men, and tailored career service centres focusing on employability is a good way to strengthen the links between secondary, further and higher education and training and the labour market.

This is particularly evident in some sectors including public services. Young people are often unaware about the scope of possible careers and activities offered by both private and public employers and enterprises.

Disadvantaged groups of young people, such as socially marginalised young people, those lacking basic skills and school drop-outs, need special attention in guidance and information.

Identification of new skills and new jobs

Identifying new skills and new jobs and anticipating their development can represent a complex task given the difficulty for social partners and training providers to anticipate future skills needs. Numerous and changing socio-economic and technological factors must be taken into consideration, making it challenging to compile reliable data in this area. Nevertheless this exercise is imperative.

As described in the Framework of Actions for lifelong development of competences and qualifications², this anticipation takes place at two levels: the enterprise level and the national and/or sectoral level.

I. Social Partners' Actions

a. Short term

- Promote the attractiveness and value of jobs in “shortages” areas as future careers (e.g. in green economy, ICT, health, education, industry, etc.) by organising, where relevant, awareness-raising campaigns, open days, “taster” opportunities, initiatives between social partners and schools/colleges, etc., and/or restore the image of a sector or occupation in all their aspects, ensuring that health and safety regulations are respected in all sectors.
- Contribute to governments' actions aiming to implement youth guarantee schemes at national level.
- Take part in the design, monitoring, evaluation and review of youth guarantee measures implemented at national level to monitor their effectiveness and value for money, in light of their performance in activating the young unemployed.

b. Long term

- Achieve a lifelong learning culture by informing and advising their members.
- Prioritise support for young job seekers who wish to shift their career orientations and adapt their skills towards sectors in demand in order to address existing job vacancies, without discriminating against other age groups.
- Enhance the cooperation between human resource managers, private and public employment services, educational institutions, social counsellors, employers' and workers' representatives and external/internal coaches and/or mentors.
- Contribute to the design, implementation and monitoring of education, training and lifelong learning curricula, policies and programmes.
- Cooperate with governments and education and training institutions to provide young people with targeted information on available career opportunities and skills needs on labour markets, and on apprentices', trainees' and workers' rights and responsibilities.

II. Recommendations

a. Short term

- The EU and Member States should ensure that a share of ESF resources can be set aside to provide initial funding for Member States that have already introduced or wish to introduce a youth guarantee.
- The European Commission and Member States should involve European and national social partners in the design and implementation of the Youth Employment Initiative in order to ensure its success.
- Member States should examine and, where needed, address the interplay between tax and benefit systems in a fiscally neutral way, also respecting

²The Framework of Actions on lifelong development of competences and qualifications was adopted by the European social partners in 2002

wage policies, in order to encourage young people's employment participation while ensuring full access to social protection.

- Member States should provide effective career guidance within the education systems to help young people make better informed decisions both in lower secondary education and in higher education. Career guidance materials should include clear information about available jobs and career prospects on the labour markets.
- Member States in partnership with employment services should include job search techniques in school curricula to better equip young people in their search for a first job.
- When introducing a youth guarantee or equivalent measures, Member States should follow an approach targeted firstly on young people who are at the margins of the labour market.

b. Long term

- The EU and Member States could develop networks to collect information and exchange experiences aiming at fostering partnership with education and training providers at all levels.
- Member States should foster partnership between social partners and employment services to find effective ways to address vacancies.
- Member States should organise public employment services as effective "transition management agencies", with the capacity to provide tailored advice to young people to facilitate their transition from the world of education and the world of work and between jobs.
- Member States should consult relevant actors in the administration of traineeship and apprenticeship programmes in order to ease administrative procedures for employers while respecting the social protection and rights of trainees and apprentices.
- Member States should seek to prevent young people without any qualification dropping out of schools with measures such as youth coaching and mentoring at school, compensatory measures such as bridging programmes, and systemic measures such as further training for teachers on the issue of early school-leavers and early warning system.

PRIORITY 3: EMPLOYMENT

With more than 26 million Europeans unemployed, a key condition is to create more and better jobs in addition to the 2 million vacancies in Europe.

The level of youth unemployment is rising across Europe in many countries, a situation which has been exacerbated by the financial and economic crisis. Young people's integration into the labour market is made more complicated in many countries due to a lack of jobs. Dynamic, open and mobile labour markets should aim to encourage job creation and job search without undermining social protection systems.

Adequate macro-economic policies and targeted measures for productive investment are needed to foster growth and a job-rich recovery. The competitiveness of EU products and services depends significantly on investment in research & development, innovation, education and training.

It is the responsibility of national social partners and governments, in accordance with industrial relations practices, to determine terms of employment, including labour costs, with the aim of helping young people to enter and develop in the labour market.

There is a lack of certain key competences and a shortage of adequate skills in certain sectors and regions in Europe, in particular related to new industries' and specific

public services' needs. In order to fill in the existing vacancies, European social partners fully support EU and national efforts to provide the adequate (re)training and promote mobility opportunities for young jobseekers who are considering moving and working within and between Member States.

Well-designed and well-functioning employment regulations, and tax and social protection systems are essential for effective labour markets and for the promotion of more opportunities for young people to obtain a job. Labour market reforms, where needed via collective bargaining or legislation in consultation with social partners, could reduce segmentation and enhance access to labour markets for young people. When devising solutions to maximise youth employment opportunities, it is important to respect agreed social and labour rights.

Active labour market policies are also needed to promote young people's access to employment, which enables them to become independent.

Lifelong learning is a shared responsibility which lies with all actors: enterprises, workers and their representatives, public authorities and individuals. Each employee should be aware of and encouraged to develop her/his competences in the course of her/his working life.

Coaching, tutoring and mentoring, including through intergenerational cooperation, can facilitate the integration of young people in their first job. Such an approach can help enterprises promote simultaneously young and older workers' employment. Moreover, individual competence development plans can allow employers and employees to identify the required competences of the young worker in a given work situation.

A diversity of contractual arrangements can help to better match employers' and young workers' needs, for example to cope with changing demand for goods and services, to fill in for absent employees due to sickness or family duties, or to allow young people to better reconcile work with private life or education duties.

However, some young people may well find themselves stuck in a succession of short term and/or limited-hours contracts, accepting these working arrangements due to a lack of other opportunities, thus hampering their possibilities to embark on an autonomous life and kick-start a secure professional development.

Social partners and public authorities need to ensure that the conditions are right for job creation and that permanent, temporary and short-term contracts are regulated in a way that fosters sustainable integration of young people in employment.

I. Social Partners' Actions

a. Short term

- Agree specific terms and conditions of employment support for young jobseekers to promote their access to a first job including special programmes designed to support and qualify the young people to access jobs.
- Promote contracts of indefinite duration to ensure that they remain the general form of employment relationships.
- Ensure, according to the national industrial relations systems, an optimal balance between flexibility and security including the provision of employment protection for all employment relationships in order to tackle segmented labour markets.
- Support mentoring initiatives to allow and recognise the contribution of an older and/or more-experienced worker in transmitting his/her knowledge and expertise to a younger employee.

- Promote smoother integration of young recruits in the workplace through induction and coaching.
- Promote individual competence development plans jointly agreed by the employer and the worker.
- Continue to engage at European level in on-going discussions on transparency and recognition of formal and non-formal competences and qualifications, by promoting the development of Europe-wide means of recognition and validation of competences and qualifications across general and vocational education and training systems.
- Contribute to European initiatives aiming to promote the potential benefits of mobility of young job-seekers and workers, such as via the “your first EURES job” initiative whilst avoiding brain-drain in some countries which would hamper their future development.

b. Long term

- Conclude bi- or tripartite agreements and/or contribute to the design and implementation of labour market reforms aiming to reduce segmentation and enhance access to labour markets for young people while maintaining the agreed level of social and labour rights.
- Tackle the causes of bogus self-employment to avoid detrimental effects for both employers and employees.
- Take part in the monitoring, evaluation and review of national job plans for young people.

II. Recommendations

a. Short term

- The EU and Member states should foster job-rich economic growth through sound macroeconomic policies.
- The EU and Member States should work together to make youth employment a more attractive option for employers and promote training of young people as an investment for both enterprises and individuals.
- The EU and Member States should design specific employment policies for young people in close consultation with the social partners, in line with industrial and sectoral needs.
- The EU and Member States should invest in innovation, research & development, and education and training in order to make it easier for young workers to get their first job and gain work experience.
- The EU should associate European and national social partners in the design, implementation and evaluation of the 6 billion euros targeted on youth employment measures in the Multiannual Financial Framework for 2014-2020.

b. Long term

- The EU should foster and ease young workers’ geographical and occupational mobility, in particular for those wishing to move and work abroad. This can play an important role in helping to match labour supply with demand, while preventing possible brain-drain effects and recognising the rights of and benefits for mobile individuals.
- Sending Member States that are affected by brain-drain effects should take action so as to limit the negative consequences for their labour markets.
- Member States should address youth employment challenges as part of their national jobs plans.

- Member States should foster active labour market programmes and ensure a balance between the necessary support for job seekers and effective incentives to employment. Specific mechanisms should be foreseen for young people dropping out of activation schemes.
- Member states should ensure that effective and proportionate sanctions are foreseen in case of non-compliance with applicable employment regulations, including in situations of bogus self-employment.

PRIORITY 4: ENTREPRENEURSHIP

Fostering entrepreneurial thinking and promoting entrepreneurship skills have a positive impact on the employability of young people and on job creation. Nevertheless, it is only one element of comprehensive youth employment strategies.

Entrepreneurship should be promoted as early as at school level and further integrated into secondary and tertiary education, be it general education or vocational education and training.

Guidance and mentoring for new entrepreneurs should be made available in order to provide them with information on existing legislation, on potential funding opportunities and with all further necessary advice for creating and managing a successful and responsible business. This includes providing user-friendly tools and promoting simple and easy-to-use administrative requirements to create an enterprise.

Creativity should be encouraged along with entrepreneurship as a mind-set that promotes genuine individual initiatives and self-employment, and positive attitudes towards sustainable risk-taking while respecting labour legislation and workers' rights.

Apprenticeship can lead to entrepreneurship due to the first-hand work experience in an enterprise in their field of work and favour the start of a business.

Other forms of entrepreneurship

“Intrapreneurship”, which is about promoting entrepreneurial attitudes of employees, and employee-driven/social entrepreneurship, can be successful examples of employee participation schemes aiming to achieve the economic and social goals of the organisations they work for.

However, the boundaries between a worker and an employer can be blurred in cases of bogus self-employment.

I. Social Partners' Actions

a. Short term

- Foster training and mentoring services for young entrepreneurs in order to increase chances of young enterprises to continue activity and grow after the first years of their creation.
- Promote entrepreneurial mind-sets at school and in the society as a whole, aiming to avoid stigmatisation of young entrepreneurs in case of failure.

b. Long term

- Promote partnerships between large and small enterprises aiming to identify and support market and growth opportunities with special attention to the high value added industrial and services sectors.

- Encourage female entrepreneurship and entrepreneurship from groups at risk of being excluded by specific accompaniment and mentoring advice.
- Address social and environmental challenges as part of activities that enterprises choose to undertake in the area of Corporate Social Responsibility.

II. Recommendations

a. Short term

- Member States should find a right balance between administrative and regulatory requirements, and the guarantee of a favourable environment for the creation and/or handover of small enterprises, including the development of one-stop web portals (e-administration services).
- Member States should implement targeted tax incentives and enhance support in terms of access to finance for young entrepreneurs to set up an enterprise.
- Member States should set up entrepreneurship courses as part of schools curricula and promote entrepreneurship in work-based learning models, in line with the new Entrepreneurship 2020 Action Plan launched by the European Commission in January 2013.

b. Long term

- The EU, including the European Investment Fund, and Member States should develop further existing instruments and, where relevant, establish new ones to support creation and growth of young enterprises, such as for example the Microfinance Facility and the Programme for the Competitiveness of enterprises and SMEs (COSME).
- Member States should organise and promote local, regional and national competitions between young entrepreneurs.
- Member States should integrate entrepreneurship in VET schools so that VET students can choose to become entrepreneurs.
- Member States could promote socially and environmentally responsible entrepreneurship as part of higher education curricula.
- Member States should make sure that the status of the self-employed is enforced where it exists.

4. PROMOTION, ACTIONS AND FOLLOW-UP

Promotion

BUSINESSEUROPE, UEAPME, CEEP and ETUC (and the liaison committee EUROCADRES/CEC) will promote this Framework of Actions in Member States at all appropriate levels taking account of national practices, through joint and separate actions, as appropriate.

Regional seminars will be organised by the EU social partners to make their members aware of this Framework of Actions. Additional national meetings can be organised in each country by national social partners themselves.

The EU social partners will also transmit this document to all relevant players at European and national levels, including EU sectoral social partners, EU and national public authorities.

Actions

The signatory parties of this Framework of Actions invite national social partners - members of BUSINESSEUROPE, UEAPME, CEEP and ETUC (and the liaison committee EUROCADRES/CEC) to act upon the four priorities identified in this Framework of Actions to foster youth employment and smoother transitions between education and work.

Moreover, European and national social partners will cooperate with EU institutions and/or national public authorities on the basis of the recommendations included in this Framework of Actions.

Follow-up

After three annual reports, the European social partners will evaluate the impact on both employers and workers. 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.

The European social partners will be entrusted with the preparation of the overall evaluation report during the fourth year after the adoption of this Framework of Actions. 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.



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EUROPEAN SOCIAL PARTNERS¹:

FRAMEWORK OF ACTIONS ON YOUTH EMPLOYMENT JUNE 2013

ANNEX – CASE STUDIES

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¹ The ETUC delegation includes representatives of the EUROCADRES/CEC Liaison Committee

Entrepreneur's Skills Certificate® / Austria

- Learning
- Entrepreneurship

Objective / Summary:

The Entrepreneur's Skills Certificate (ESC)® provides economic and entrepreneurial competencies in four modules. E-learning platforms, Apps as well as a standardised testing system guarantee national and international standards. The ESC® is an acknowledged path to employability.

Description of the initiative:

The ESC® is a certified training programme consisting of four modules. It focuses on themes like our world of work/business basics (module A), national economy (module B), business administration (module C) and basic accountancy, taxation, calculation, finance and marketing (module UP). The ESC® provides economic basics and entrepreneurial competences in four independent modules. An E-learning platform, Apps for i-phone and Android as well as a standardised testing system guarantee comparable national and international standards. Economic competences and self-centred learning with modern media empower young people for their transition from education to a career -- either employed or self-employed.

Well established knowledge and competences about economic relations, labour laws, the social and financial system as well as social responsibility are of vital concern not only to business locations and companies, but to teachers, educational institutions and to the younger generation as well. This is of high relevance for Austria's success as a business location, since a high percentage of these graduates choose to be self-employed. These young entrepreneurs are the economic backbone for the years to come!

Target groups: ISCED 3 – general and VET, as well as ISCED 4 and ISCED 5. Each module ends with a standardised multiple-choice online test. The ESC® can either be integrated into on-going curricula or offered on an extracurricular basis. In order to support teachers when starting the programme, teacher training in cooperation with local teacher training institutions is offered.

The Entrepreneur's Skills Certificate® has been elected best practice example for entrepreneurship education in Oslo 2006. This was followed by international dissemination activities: Albania, Czech Republic, Germany, France, Italy/Alto Adige, Kosovo and Poland.

Assessment / Results:

ESC® testing takes place in schools that are accredited testing centres. Each module ends with a standardised multiple-choice online test with a maximum duration of 45 min. There is automated feedback to the students. Students/schools receive certificates with their scores including a description of learning outcomes on the back in their national language and in English.

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Transition from School to Job in the City of Vienna / Austria

Transition

Objective / Summary:

The transition from school to job is an important pillar in the “Viennese Education Guarantee”. This transition is supported by different measures.

Description of the initiative:

The transition from compulsory education to a continued education is supported by:

- Youth coaching: Counselling and case-management which is initiated at schools. The implementation was tested in 2010/11 and youth coaching has been expanded further throughout the City of Vienna since 2012. <http://www.neba.at/jugendcoaching/warum.html>
- Low threshold measures: Low threshold projects have been developed for youths who have left the school system and have received little professional orientation. The goal is to guide youths towards a secondary education or job training. Cooperation with youth work outside schools is important to reach this target group.
- External apprenticeship: Youths who cannot find a place as an apprentice within an enterprise are offered an apprenticeship training position through the External Apprenticeship Training (ÜBA)/supra-company apprenticeship financed by the AMS (Public Employment Service) and the City of Vienna.
- Central Coordination Unit: To improve coordination of the actors on the provincial and national level a coordination unit has been set up. Funded and commissioned by: AMS BSB (Federal Social Office), FSW (Vienna Social Fund). <http://www.koordinationsstelle.at/english-info.html>. It has 2 focuses: 1. For disabled and disadvantaged youths below age 25: objective of improving the adjustment of vocational inclusion measures and projects. 2. For improvement of transition management for youths at risk of marginalisation.
- In Vienna a Help Line for apprentices and job-starters has been set up. This is a hotline offering information and advice which helps locate the appropriate assistance. www.kuemmer-nummer.at

Assessment / Results:

The measures facilitate the transition from school to work for youths. Coordination and cooperation between funding bodies/agencies could be reached, access to information improved and service providers supported. The transparency of support services has been increased and professionals in the field are better informed (counsellors, staff in youth work, teachers).

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Career Guidance Centres of the Economic Chambers and Institutes for Economic Promotion (WIFI) and the Austrian Trade Union/Chamber of Labour / Austria

- Learning
- Transition

Objective / Summary:

The aim is to support and advise (young) people before they choose their professional career: Support in finding out about one's own skills and interests, information on developments on the labour market, reduce skills mismatch and improve the transition from school to employment.

In Austria each social partner has their own career information centres.

Since the end of the 1980s, the **Austrian Economic Chambers and Institutes for Economic Promotion** have set up a varied range of services related to educational counselling and career guidance in the federal provinces.

The BFI vocational training institute was founded in 1959. Owned by the **Chambers of Labour and the Austrian Trade Union Federation**, its activities focus on (continuing) vocational education and training for workers as well as educational and occupational schemes for unemployed persons and workers threatened with unemployment.

Description of the initiative:

Related **services of the career information and guidance centres of the WKÖ/WIFI** include:

- information brochures about career information
- online career guidance with the tool www.bic.at
- activities for students, parents, teachers and entrepreneurs
- visits by school classes to the career guidance centres - lectures and presentations in schools, parents' evenings, teacher information events, training for job applications, sector presentations
- participation in trade fairs, exhibitions, etc.
- one-on-one information, advice and counselling
- self-information areas (computer workplaces, career information folders, video libraries, brochures); counselling talks; test services (from ability checks to analysis of potential), etc.

These services address both young people and adults. Their explicit goal is to provide objective information about all relevant education pathways and career options. Career guidance and educational counselling as well as advice of the Economic Chambers can also be seen as an interface between individuals in their career selection process (and schools) and decision-makers in the business world.

Services offered by the chamber of labour/Austrian trade union/BFI

- personal information guidance
- performance tests for students (age 14+), young people after successful secondary education
- performance motivation checks
- preparing information for entrepreneurship
- competence checks/personality checks
- Information programmes for entrepreneurs (grants and subsidies, demand analysis, etc.)
- Information for vocational (re)orientation
- prepare-courses for end of apprenticeship examinations for semi-skilled or persons who have not completed or aborted an apprenticeship
- participation in vocational information fairs
- school visits

Assessment / Results:

Career information and guidance centres of the WKÖ/WIFI

- 100,000 customers per year use the services of the Career Guidance.
- 10,000 customers per year use the analysis of potential.

Services offered by the BFI

Each year around 20,000 courses and seminars comprising a total of approximately 2.5 million lessons are held in more than 160 locations all over Austria and attended by over 225,000 persons. Some 1,700 regular staff and more than 6,000 freelancers work at the BFI.

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“UNIZO Foundation for Education and Entrepreneurship” / Belgium

Entrepreneurship

Objective / Summary:

The objective is to give learners in primary, secondary or tertiary education an experience with entrepreneurship and being entrepreneurial.

Description of the initiative:

The UNIZO Foundation for Education and Entrepreneurship is part of UNIZO, the organisation for self-employed and SMEs in Belgium/Flanders and Brussels. The Foundation has activities and tools mainly for children, teachers and school principals, which can be used in school programmes, so that learners gain an experience with entrepreneurship and being entrepreneurial. UNIZO has agreements with schools and universities for the products. Some examples:

- Learning company - starting a SME: The aim is that children and students learn how to start their own business, and learn all the aspects of running a SME. Unlike in a large business, every participant has to do all the tasks/activities that can be found in a small business, e.g. creating a business plan, finding money, communication, marketing etc.
- “Vocational Experts Route for Education” (‘Onderwijsvakmansroute’): a yearly one-day event where children aged 12 years+ can visit companies to stimulate the choice of technical and vocational education and help them make informed study decisions for secondary school and future careers. In February 2011 210 SMEs and over 6,000 students participated in this event.
- Whizzcamp: a one-week holiday camp for young persons aged 18 years+ aimed at acquiring entrepreneurial competences and qualities. Includes workshops, guest lectures, testimonials and creating an individual entrepreneurial portfolio.

Assessment / Results:

Every year an increasing number of children and students choose to participate in one of the activities and there is also a growing interest from the teachers. UNIZO listens to what the school wants and designs a programme that fits their school curricula. Therefore the basic content of the activity or tool is the same, but it is tailor-made, which enhances the school’s interest and motivation.

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ČEZ Group supports technical education / Czech Republic

Learning

Objective / Summary:

ČEZ Group is one of the ten largest energy conglomerates and the strongest business entity on the electricity market in the Czech Republic. ČEZ Group, like many other industrial companies, faces the challenge of decreasing interest of youth in technical fields by showing that technical subjects are attractive and promising.

Description of the initiative:

ČEZ Group sees its responsibility to increase the attractiveness of the technical field in the eyes of the public, to motivate young people (including through their parents) to study the technical subjects, to strengthen the loyalty of graduates to the technology and to get young technicians for energetic field. They have therefore built a network of cooperating secondary and high schools and universities, become a partner of selected schools, have initiated creation of new or modification of existing curricula focused on energy sector, implement specialised programs for students and teachers, equip schools with educational aids, have become a general partner of Olympiads in mathematics and physics and use various competitions to popularise technical and energy fields. Contact with students and teachers is facilitated by an interactive, multimedia career website including students' and teachers' zone connected with Facebook profile and new employer brand with four key messages. Their activities within partner schools are appreciated by students and also professional public.

Assessment / Results:

ČEZ activities to support apprentices, secondary and high technical education and training are appreciated. They serve as one of the instruments to recruit new employees. These activities are developed also in cooperation with trade unions, in the framework of collective agreement as well as CSR. They bring positive results not only for the ČEZ but also for more general promotion of technical subjects in the Czech Republic.

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Dual training / Denmark

Learning

Objective / Summary:

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.

Description of the initiative:

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

Assessment / Results:

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

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The French "*Contrat de Génération*" or "*Generation contract*" And the Social partners' agreement on Youth / France

- Learning
- Transition
- Employment

"Contrat de génération":

Objective / Summary:

The aim of the "*contrat de génération*" is to allow an older worker to transmit his knowledge and expertise to a young person, without too much cost for the company. The provisions also foresee the possibility for micro enterprises (TPE) to conclude a contract between a young person and a manager-owner of the enterprise, in view of the transfer of the enterprise, in particular for craft companies.

Description of the initiative:

All companies will have the possibility to use the "generation contract" and benefit from a flat-rate incentive or reductions in charges for at least three years. It will be a tool for the companies to promote simultaneously youth and of older workers employment, both quantitatively (hiring young people, increasing older workers' employment rate) and qualitatively (promote integration in permanent contract, skills transfer, etc.).

Its implementation will be adapted to the size of the companies, with a threshold set at 300 employees. In companies employing fewer than 300 employees, the "generation contract" is a tripartite convention concluded between a young worker hired, an older worker whose employment is maintained, and the company.

- the young worker is recruited in permanent contract (with a 3-year incentive for the company)
- the older worker is aged 57 and over (incentive will be allocated until retirement age)

In companies with 300 or more employees, the "generation contract" is implemented by the conclusion of a collective agreement called "intergenerational agreement". This agreement must be reached on the basis of a shared diagnosis (age pyramid in the company, recruitment perspectives, key skills of the company, etc.) and must include concrete and quantified commitments on hiring young and older workers in permanent contract, actions to safeguard the jobs of older workers, as well as on the transmission of knowledge and skills.

A penalty will be paid by the companies employing at least 50 employees if they are not covered by an agreement or at least an action plan. It will be possible for companies between 50 and 300 to be covered by sectoral agreements.

Reform is discussed by the French Parliament in January 2013, writing into law the national agreement reached by the French social partners on 19 October. The target-date for companies over 50 employees to implement the "*contrat de génération*" is set on 30 September 2013.

Assessment / Results: This reform is not yet implemented

Social partners' agreement on Youth:

Objective / Summary:

The French social partners reached four agreements on youth employment in 2011.

Description of the initiative:

The first agreement signed in April 2011 provided more assistance and guidance for young job-seekers. For that purpose, it used € 100 million from the vocational training system and the "employment agency for professionals and managers" (managed by the social partners) to support 90,000 young job-seekers with different profiles on the period 2011-2013.

The second agreement gave objectives to the agency *Action Logement* (managed by the social partners) and planned in particular to build 45,000 new apartments for young people and to reserve 8,000 existing apartments for them. It was also agreed that 50% of the direct aid provided by this agency will be dedicated to young people.

The third agreement aimed to foster apprenticeship, in particular in sector where this system is insufficiently developed and where the level of early apprenticeship drop out is important. This text also imposed additional measures on traineeship by creating for example a waiting period between two traineeships on the same job, and allowing access for trainees to the services provided by the works council in the companies.

The last agreement reached in July 2011 defined a systematic “reception programme” for newly hired young people in the companies, a quality framework (negotiated at the branch level) for “mentoring”. It implemented also a “one-off” allowance for newly hiring young workers during the first month of their contract.

Assessment / Results:

The assessment of all those measures is in progress. Thus, it is difficult to have a final evaluation of the four agreements, even if the temporary results received by the social partners on the first agreement are fairly good. However, it is still difficult to obtain results from the sectors on the transposition of the national agreements measures in their scope.

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“Contrat de professionnalisation et Contrat d’apprentissage” / France

Learning

Objective/summary:

Within the French context there are two forms of alternance-based training: the “Contrat d’Apprentissage” and the “Contrat de Professionnalisation”.

Description of the initiatives:

1/ Since July 1971, **apprenticeships** have been part of the French IVET system. According to the law, article L.6221-1 of the labour code, the apprenticeship contract is a particular type of employment contract concluded between an apprentice and an employer. The employer undertakes, apart from the payment of a salary, to provide the apprentice with complete vocational training, given in part within the company and in an apprentice training centre or apprenticeship department of an education establishment. In return, the apprentice undertakes to work for this employer for the duration of the contract and to complete this training course. The apprenticeship contract concerns young people aged 16-26 who wish to continue their initial vocational education and training with the aim of obtaining a vocational diploma or qualification.

The relevant professional qualifications and diplomas are referenced and registered within the French National Qualifications Framework the “Répertoire National des Certifications Professionnelles” (RNCP).

2/ Since May 2004, the National Inter-professional Agreement (ANI) of 5th December 2003, concerning lifelong vocational training and social dialogue introduced the “**Contrat de Professionnalisation**”. Its objective is to allow young people under the age of 26 and without professional qualification or those who wish to complete their training at any level, including job-seekers aged 26 years and over to obtain a Vocational Qualification Certificate (CQP: Certificat de Qualification Professionnelle), a title or a qualification referenced by the collective agreement and registered within the National Qualifications Framework (NQF).

The financing of this type of alternance-based placements is provided by accredited funding organisations called OPCA (Organismes Paritaires Collecteurs Agréés).

The sectors and the inter-professional organisations in charge of the OPCA, play a strategic role in defining the priorities connected with trades and required qualifications. This includes setting up the level of financial coverage and the access to the professionalisation contract.

Assessment/Results:

On the basis of the 2012 DARES data:

1-The trends of the evolutions of alternance-based traineeship contracts signed are as follows (by flow and monthly entrants):

	2010	2011	2012
“Contrat d’apprentissage”	287,719	295,044	297,768
“Contrat de professionnalisation”	147,990	173,185	158,284

2-The rate of the professional integration is 86% in less than one year.

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Youth Guarantee / Finland

Transition

Objective / Summary:

The youth guarantee guarantees that each person under 25 years of age and recent graduates younger than 30 years of age will be offered work, a work trial, a study, workshop or labour market rehabilitation place within three months of registering as an unemployed job-seeker.

The youth guarantee also includes an educational guarantee, which guarantees a study place for each young person finishing basic education. The educational guarantee will be supplemented with the skills programme for young adults (age 20-29), which provides people without an upper secondary level qualification with the opportunity to complete a vocational qualification.

Description of the initiative:

The Finnish Government has allocated 60 million Euros a year to enforcement of the youth guarantee and for the skills programme 27 million Euros in 2013 and 52 million every year in 2014-2016.

Youth guarantee is prepared in a working group whose members represent different ministries, the Social Insurance Institution Kela, the Association of Finnish Local and Regional Authorities, Finnish Youth Cooperation Allianssi and labour market organisations. The working group has identified society's large-scale problems related to the education, employment and participation of young people. The first report of the working group presented 21 different proposals – more training opportunities, additional resources for young job seekers in the Public Employment services and local youth work networks.

In order to reach its objectives, the youth guarantee calls for co-operation between the authorities, the business sector, organisations and young people. Finland's youth guarantee is founded on the *Public-Private-People Partnership* approach based on which young people themselves are active participants and make decisions regarding their own future.

Assessment/results:

Realisation of youth guarantee will be followed according to different indicators. First evaluation should be ready in a summer 2013, six months after the beginning of this new youth guarantee.

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Internship programme “Starting vocational training” BOGESTRA AG / Germany

Transition

Objective / Summary:

The objective of the internship programme “Starting vocational training” is to facilitate the access to the regulatory dual vocational training for job applicants with a lower educational diploma (Hauptschulabschluss).

Description of the initiative:

Since applicants with a lower educational degree are often at a disadvantage when applying for dual vocational training, BOGESTRA has initiated the internship programme “Starting vocational training” in 2010 in co-operation with secondary schools (Hauptschulen). The programme has been approved and is monitored by the works council according to the German employee participation agreement.

For this, pre-selected 10th graders undergo a year-long internship as a “specialist on vehicle operation”: one day per week instead of going to school the students get an overview of the company and learn about the different aspects of the pursued job. Through this initiative, the instructors get a thorough impression of the interns’ behaviour and skills and the students get a feel for the future profession.

The internship also entails thorough application training for both the job interview and the entry test.

Assessment / Results

The uptake rate of the interns participating on the programme is very satisfactory, especially after some modifications have been made (such as concentrating the internships in just one profession instead of four). Due to this success the programme will be continued.

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“Start in den Beruf” / Germany

Transition

Objective / Summary:

The initiative “Start in den Beruf” (“passage into vocation”) of the social partners in the chemical industry (IG BCE and BAVC) in Germany was started to increase training opportunities for young people in vocational training. The goal of the initiative is to promote youths who have not yet found apprenticeship places and where the prerequisites for successful admission to vocational training are still missing.

Description of the initiative:

The social partners established the collective institution UCI (Unterstützungsverein der chemischen Industrie). The initial aim was to financially support employees who of no fault of their own have lost their jobs or are threatened with losing their jobs. Since the collective bargaining round in the year 2000 UCI supervises the social partner initiative “Passage into Vocation” (Start in den Beruf) and supports it financially. The main aim is to increase prospects (to commence an apprenticeship) for young people (up to age 25) who had faced exceptional difficulties in obtaining apprenticeship positions in the past due to not meeting certain preconditions.

For this purpose the undertakings of the industry are highly committed (socio-politically) providing apprenticeship places and funding the support programmes that usually run over 6 – 12 months. The programme is a combination of operational experience, theoretical instructions, and social-pedagogical maintenance in order to prepare the youths to prospectively get into vocational training. The companies may request (in writing) an allowance of 230 € per month from the UCI who then decides on that request. Otherwise it is the companies that pay a wage to the participants (450 € per month).

Recently the programme has been developed further for small and medium-sized enterprises. By cooperation arrangements with regional educational institutions and a higher financial support “STARTplus” enables small and medium-sized enterprises to participate in the programme.

Assessment / Results

This combination leads to the success of Passage into Vocation. Many of the participants have problems with the theoretical learning in school. On Passage into Vocation their promotion takes also place in the companies. So the youths are able to learn on the operational level as well. 80% of the participants of the programme are placed in an apprenticeship or in a job.

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Start Card / Hungary

- Transition
- Employment

Objective / Summary:

“**START CARD**”- offering tax incentives for companies employing graduates/entrants

Description of the initiative:

Available since 2004 for job-seekers (under 25, or under 30 if they have a degree, long-term unemployed people, mothers going back to work), the cardholder gets advantage at application, for employers employing graduates/entrants with this card get incentive.

Incentive is that the employer pays social contribution tax only on 10% of the gross salary of cardholder in the first year, and only on 20% of the gross salary in the second year.

Assessment / Results:

In Hungary “social contribution tax” is the tax paid on gross salaries to the state by employers. Its rate is 27%. So getting incentives from this tax makes employees more attractive for employers.

<u>Statistics about the Start Card:</u>	2007	2008	2009	2010
Wage subsidy and wage cost support (annual number of concerned persons)	43 073	52 668	42 365	59 502
Start Plusz and Start Extra card (annual number of concerned persons)	1 012	8930	28 036	48 970
Start Card allowance (million HUF)				1 472,60

Since January 2013 the START Card system has been transferred into the new “Save jobs action plan” and gives now incentives – without a special card, automatically – after employees under 25 years and over 55 years of age and non-qualified workers between 25-55 years.

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The Italian System of Apprenticeships / Italy

Learning

Objective / Summary:

The Italian apprenticeship system – reformed in 2011 on the basis of the agreement signed by social partners, national government and regions - is based on a mixed model that includes work, on-the-job and off-the-job training. There are three distinct types of apprenticeships and all of them are based on both training and work.

Description of the initiative:

The apprenticeship contract is the only employment contract combining work and training. It is an effective tool to ease transitions of young people in the labour market. In order to promote this employment contract, reduced social security contributions are provided for apprenticeships. There are 3 types of apprenticeship contracts:

- **A contract to accompany youngsters** (*Contratto per la qualifica e il diploma professionale 15-25 y.o.*) aimed at the achievement of a qualification or a vocational qualification and certification of having achieved compulsory education level.
- **A qualifying contract** (*Apprendistato professionalizzante; 18-29 y.o.*) aimed at the achievement of a vocational training qualification at the workplace that can be signed by employers of all productive sectors.
- **A contract to achieve high qualification** (*Apprendistato di alta formazione e ricerca; 18-29 y.o.*) such as: high school diploma, university and higher education degrees, technical specialization and access to the professions regulated by Roles and associations.

Italian legislation states that apprenticeship is a permanent employment contract. After an initial training, the contract continues unless the apprentice or employer decides to terminate it. According with the training to be provided - lasting from 6 months up to 3 years - collective agreements can set the apprentice's wage maximum two levels lower than the wage of skilled employees. Wages can gradually increase up to 100% of the wage paid to a skilled worker according to the regulations set by national collective agreements. At work, apprentices must be assisted by a company tutor. They work the same hours as normal workers, must be trained and enjoy social security benefits including unemployment insurance, in the event of dismissal. Regions are in charge of the regulation of vocational training of the first and third type of apprenticeships, while collective bargaining sets rules for both apprentices' wages and training of the second type.

Assessment / Results:

In 2011 about 574 thousand youngsters in Italy were employed with apprenticeship programmes, even though in the two-year period 2010/2011 an overall fall by 7% was recorded. In 2011, the apprenticeship contract was reformed, jointly by Government, Social Partners and Regions, so as to enhance this type of contract, with the objective of making it become the main transition contract into the labour market for young people.

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“Talento delle Idee” and “LATUAIDEADIMPRESA®” Confindustria Young Entrepreneurs / Italy

- Learning
- Entrepreneurship

Objective / Summary:

Rethinking the role of young people as leading figures for overcoming the crisis and for implementing adequate actions aimed at enhancing young people's opportunities by means of two projects: “Talento delle Idee” and “LATUAIDEADIMPRESA®”.

Description of the initiative:

The two case studies were presented by Mr Ilario Benetti, Confindustria Young Entrepreneurs – Member of the Committee on Education and Employment. Both of them are Entrepreneurship Projects. Il Talento delle Idee is a Start Up Project launched by Confindustria Young Entrepreneurs and Unicredit Bank to support those young entrepreneurs able to produce innovative ideas working in cooperation with the economic actors present in each territory (university, bank, entrepreneurs' organisations, investors). It follows the mechanisms of a competition, envisaging the awarding of national and local prizes. Il Talento delle Idee last edition (2012) has reached excellent results: 436 projects recorded at national level, of which 70 presenting high potential. The age groups were composed by 48% young people aged 18 to 30, 29% 31 to 35, 23% 36 to 40. The national awards ceremony was held in Capri during the Confindustria annual meeting (26-27 October 2012).

LATUAIDEADIMPRESA® is a Business Culture Project dealing with the spread of the business culture between young people, coordinated by the Sistemi Formativi Confindustria in cooperation with the Young Entrepreneurs, under the patronage of The Italian Ministry of Education, Universities and Research. It is a Business Idea Competition for students, played on the latuaideadimpresa.it website, access to which is free for students, teachers and entrepreneurs. Each group of students has to develop a competitive business plan, fulfilling the online form and publishing some videos on the www.latuaideaimpresa.it. These will be evaluated by the Entrepreneurs belonging to the participating associations. Those winning the competition in each area will be allowed to participate to the national competition, at the end of which only the three best business ideas will be awarded. Until now the Project released 3 national editions, with the latest having recorded 17 participating industrial associations, 300 entrepreneurs having the right to vote, 2,500 students coming from 130 schools, 10,000 young people joining the web community, 200 teachers involved in the project, 600,000 contacts via the web platform.

Assessment / Results:

Both projects concretely helped to promote entrepreneurship as well as to develop business for the new generation, creating job opportunities for the new generations, strengthening the dialogue between firms and educational institutions.

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The Dutch Internship and Apprenticeship Scheme 2012-2013 / The Netherlands

- Learning
- Transition

Objective / Summary:

Education and industry come in action together in order to tackle bottlenecks in the internship and apprenticeship market as much as possible. The aim is to make it possible that 500,000 students within the VET system will be provided adequate training and apprenticeships, despite the crisis.

Description of the initiative:

SBB, using the infrastructure between the VET and the social partners, tries to maintain the number of existing internships and apprenticeships, also for the time to come. Using the experience from the Youth Unemployment Action Plan there will be prevented that students cannot start or complete their education due to shortages of internships and apprenticeships. The campaign also allows the strengthening of such initiatives of industries/sectors, regions, educational institutions and municipalities.

Assessment / Results:

SBB publishes information through www.kansopwerk.nl and www.kansopstage.nl and the folder "Basic Youth Figures" three times a year for all the 30 labour market regions showing to young people in which sectors opportunities lie. Also, four times a year, SBB offers through the leaflet 'SBB Barometer' information about the current state of affairs concerning the internships and apprenticeships market. Through SBBs' website Stagemarkt.nl, students can find all the training opportunities made available by 220,000 approved training companies. SBB and the collaborating centres also make an active call on accredited training companies and potential training companies to offer an internship or apprenticeship to vocational students even if the economic climate is grim, trying to assure 500,000 internships and apprenticeships in 2013.

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Polish Craft Association's Education and Training Fund / Poland

Learning

Objective / Summary:

The Education and Training Fund (Fundusz Oświatowy) established and managed by the Polish Craft Association (ZRP) enables to adapt craftsmen's skills and their learning pathways to the requirements of the VET modernisation process driven by the Education Ministry. Learning in craft companies has its own specificities and ZRP is committed to keeping the system effective in line with training and labour market needs and for that adequate financial means are required. For these reasons the fund was set up.

Description of the initiative:

ZRP's Governing Board created an education and training fund in 2009. Funding is generated by all craft chambers associated with ZRP, which is empowered to supervise the education and examination processes in 112 craft professions. Every year craft chambers conduct 35,000 exams for journeymen and craft master titles for which they make payments into the fund. The fund is used for the creation of examination standards for journeymen and craft master titles, to develop examination tasks and assessment criteria for craft professions, as well as to conduct analysis and research on the dual system. It helps to train staff from education and training departments from craft chambers and to improve quality of the system.

Despite the strong tradition, the apprenticeship system in Poland is currently not so popular among young people, but it concerns 54% of IVET students (85.000). Therefore the fund is also used for promoting the image of VET and for making the learning in crafts professions more attractive, such as through a film entitled "I choose a craft profession" and other publicity campaigns for youngsters.

Furthermore, strategic partnerships have been developed for new craft initiatives consisting of social partners, research institutes and wider government. As a result of such cooperation, including with the Leonardo National Agency, the Polish craft diplomas can be supported with a Europass supplement from 2013.

Assessment / Results:

Although the education system has been changed from time to time, ZRP managed to maintain an adequate level of standards for journeymen and craftsmen titles, supported strongly by this ZRP fund. Results of a pilot survey on the employability of apprentices made by 3 craft chambers and one regional labour market observatory demonstrate that only 10% of qualified crafts apprentices is neither in employment or training after 3 months of completion of IVET, compared to about 20% of "school-VET graduates". Thanks to the fund ZRP intends to assess more broadly employability and effectiveness of the system for young journeymen.

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Professional Traineeships / Portugal

- Learning
- Transition

Objective / Summary:

The traineeships aim at supporting and facilitating the transition between the education system and the labour market and also the reconversion of the productive structure by complementing and improving the skills of young people (up to 30 years of age) and, in some cases, young unemployed people (more than 30 years of age).

Description of the initiative:

The measure is not directly managed by the social partners. This is a measure created within the scope of the active labour policies, with public financing and is managed by the National Institute for Employment and Vocational Training (IEFP). However, social partners, beside their involvement in the elaboration of the legal framework of the measure, participate in the follow-up of the measure through the management Board of IEFP, in which they take part.

The policy measure promotes the improvement of qualifications and the adaptation of the Portuguese economy to the challenges of the global economy.

The regular traineeships have a maximum duration of 9 months. However, under the recently created Initiative for Youth "Impulso Jovem", traineeships have a duration of 6 months and are directed to young people from 18 to 35, according to the different areas. In the case of disabled citizens the age limit does not apply.

The traineeships must comply with some requirements: A tutor must be designated – preferably a worker of the company - who will assist up to 5 trainees at the same time. The company must develop an Individual Traineeship Plan establishing the objectives that the trainees must attain at the end of the traineeship. Moreover, the tutor must complete the "Trainee Follow-up and Evaluation Report" and the trainee must also evaluate the traineeship.

Both the employer and the trainee are entitled to financial assistance. The employer's expenses with the trainee are co-paid by the State. The trainee is entitled to a monthly scholarship financed by the IEFP (the amount is determined according to the qualification level of the trainee), to a food allowance and to insurance for occupational accidents, both paid by the enterprise.

Assessment / Results:

The employability rates are fairly positive: around 72.5% obtained an employment contract with the promoting enterprise after completing their traineeship or found employment within 3 months of completing the traineeship (data until 2010).

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Never give up / Spain

Employment

Objective / Summary:

The initiative “Never give up on Youths with Disabilities” has been designed in order to combat youth unemployment and promote collective labour integration of people with disabilities. The overarching objective is to improve the employability of young people with disabilities who are unemployed, of working age and under 30 years, in order to support the increase of their employment rate and enable better inclusion. This initiative is driven by Fundación Once, the Spanish government, and the many companies which are supporting it, but it is not the outcome of social dialogue.

Description of the initiative:

A set of five inclusive and coordinated lines of action have been implemented to improve the strengths and abilities of young people with disabilities to find employment. Related to the **Attraction** of beneficiaries through the campaign itself, participation in events, identifying options for youths, among other measures, is intended to attract young people to plan and involve target companies in their participation and commitment. Obtaining information, trends and data that reveal the reality faced by this target group and relating this to the improvement of youth employment opportunities is the objective of the second line of action (**Analysis, Assessment and Evaluation**), to be implemented through studies and identifying best practices generated on the national and transnational level, etc.

Attracting young people with disabilities into the labour market cannot be achieved without proper **Guidance and Training**, the third line of action of the initiative. By providing the tools to actively seek job offers, developing actions to improve employability, promoting specific training in emerging economic sectors, higher education programmes and their academic practices, among others, these measures aim to obtain a better fit between the youth profiles and the reality of the labour market and increase their self-confidence.

To introduce **Entrepreneurship** as an alternative is the purpose of the fourth line of action. Measures intend to encourage self-employment by giving them the necessary tools and accompanying them in the creation of their business ideas. Consulting projects that contribute to the consolidation and sustainability of the business and the creation of an Entrepreneurs Network are examples of the actions initiated to promote this positive mind-set towards self-employment.

Both for those who opt for entrepreneurship and those who prefer to work for others, the final line of action, the **Promotion of On-going Employment**, aims to increase the quality and retention of employment through the development of manuals for disabled people and business training sessions to promote the integration of employees in the company.

Assessment / Results:

Given the early stage of implementation of the initiative, the results are not yet available.

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Agreement on employment integration / Sweden

Employment

Objective / Summary:

Social partners within industry and in the public sector in Sweden have signed agreements with the aim of safeguarding the need for competent employees as well as to make the entry to the labour market easier for young persons. The objective of the agreement is to enable young persons (15-25 years) to get work experience and work-based education within the relevant profession.

Description of the initiatives:

In 2010, Teknikföretagen (the employer's association for technical and engineering companies and member of The Confederation of Swedish Enterprise) and IF Metall (the metal workers' trade union and member of The Swedish Trade Union Confederation (LO)) and Unionen, a white-collar trade union in the private sector, member of TCO (The Swedish Confederation for Professional Employees) agreed to implement a work introduction agreement, intended to safeguard the long term skills supply in a range of industries. The agreement is also aimed at stimulating industrial companies to offer special introductory employments to young people 25 years old or younger. The employment is on fixed-term and the time length of the contract depends on the nature and the complexity of the work in mind. The more complex and hard to learn the work tasks is, the longer the contract. 12-month contracts are the recommendation, with the possibility of extending it with a maximum of 12 months. Each work introduction employed shall be supervised and are to have an individual curricula stipulating work duties, training and introductory initiatives. The maximum time spent in training and introduction is limited to 25 % of the working time. The employee receives remuneration according to *the industry national agreement* for the time spent working, but receives no remuneration for the time in training and introduction.

In 2012 SALAR and the Swedish Municipal Workers' Union have reached agreement on two new forms of employment;

Training and introduction employment - a form of employment that will link school and work. The agreement aims to provide special education and introductory positions to those that have undergone health- and/or social care education and who lack relevant work experience an opportunity to develop their skills and make it easier for them to work and develop their careers in the Swedish labour market. These positions are intended to lead to long-term employment and will begin with a one-year probationary period. Employment can be terminated at any time during this year without call for specific reasons. The position includes 25% training and introduction activities. For the time work is done, namely 75% during the probationary year, the employee will receive normal contractual salary. For employment, an introduction plan shall be prepared and an advisor/coach appointed. After a year, the employment automatically continued for an indefinite period.

Work introduction employment - a form of employment targeted at unemployed youth 19-25 years of age. The agreement aims to provide introductory employment in health- and social care activities to unemployed youth 19-25 years of age and therefore an opportunity to enter the labour market. The agreement may also be appropriate to apply in other activities, but this requires a local collective agreement. This employment form is temporary and the employee hired for a maximum of one year. Employment may be terminated during the year without specific reason with one month's notice of termination. Conditions of employment are essentially the same as for other workers in municipal employment, with the exception of extra collective agreements holiday/vacation and parental leave benefit. The position includes 25% training and introduction efforts. For the time work is done, namely 75%, the employee receives normal contractual salary. For employment, an introduction plan shall be prepared and an advisor/coach shall be appointed.

Assessment / Results:

These agreements has stood as an example of how to better integrate young people in to the labour market and is currently spreading to other sectors. On company level the prime example is AB Volvo who has pledged to hire 1,200 young persons over three years within the frame of work introduction agreement.

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National Health Service Cadet (Apprenticeship) Programme – NHS North West/ Skills for Health Academy North West / United Kingdom

- Learning
- Transition
- Employment

Objective / Summary:

The Cadet programme, through partnership working, contributes to the development of a skilled healthcare workforce in the North West by providing highly supported opportunities for young people seeking a career in the health care sector to undertake vocational learning programmes.

Description of the initiative:

Historically the NHS has experienced difficulties in employing 16 to 18 year olds. The Skills for Health Academy North West (SFHANW) was established to overcome the perceived and actual barriers that were preventing the sector from working with and employing this age group. This was achieved by running/supporting, in partnership with local Further Education Colleges, 1 and 2 year vocational training programmes, including apprenticeships, that offer these additional support/outcomes:

- The provision of a specialist and knowledgeable team to support the sector in engaging with young people. These are sector-specific professionals who support both the individuals on programmes and the partners in order to ensure that all activity is employer-led;
- Development of bespoke programmes of activity that align to the sectors workforce requirements and support regional regeneration;
- The opportunity to study for nationally recognised qualifications whilst at the same time 'working' and learning alongside health professionals in an NHS setting;
- Year on year investment from NHS North West, the region's strategic health authority;
- Strategic and operation support for NHS organisations in order to increase the uptake of Apprenticeships/work with 16 – 18 year olds, as a preferred method of recruitment/training;
- The development and accreditation of an Apprenticeship Training Agency;
- Annual targets within NHS North West's Widening Participation Strategy are agreed to ensure further growth of activity and alignment with sector requirements.

The programmes are run in partnership with local NHS organisations and endorsed at board level, with union support and representation provided through the individual organisations. The programmes supported by Academy also build in UnionLearn representation.

Assessment / Results:

Annually the programme has recruited over 400 young people. Each participant receives 6 months dedicated post programme support in order to assist them in moving into sustainable employment and or onto Further/Higher Education. Annual success rate is around 89%, including early leavers who secure employment whilst on the course and programme completers.

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Bilaga 3 / Supplement 3



Sverige



In June 2013 the European social partners BUSINESSEUROPE/UEAPME, CEEP and ETUC agreed on a European Framework of Actions on Youth Employment.

The signing organisations are in agreement on the accompanying translation from English into Swedish of this Framework of Actions on Youth Employment.

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Urban Bäckström

On behalf of CEEP's Swedish
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