Youth on the Move
The perspective of regional and local authorities
More learning and mobility opportunities for young people

Europe needs more young people who are highly skilled, knowledgeable and innovative, to keep its economy competitive and reach the goals set by the Europe 2020 strategy. At present, many young people are not achieving their full potential in training and education, which then limits their prospects on the labour market. Youth unemployment needs to be reduced and young people need better career prospects.

Youth on the Move aims to improve young people’s education and employability, to reduce high youth unemployment and to increase the youth-employment rate by:

• making education and training more relevant to young people’s needs
• encouraging more of them to take advantage of EU grants to study or train in another country
• encouraging EU countries to take measures simplifying the transition from education to work.

More specifically, Youth on the Move is set to deliver on the Europe 2020 headline targets of reducing the rate of early school leavers to 10% (13.5% in 2011) and increasing the share of young people with tertiary education or equivalent to 40% (34.6% in 2011) by the end of the decade. In addition, the headline target of 75% of the 20-64 year-olds to be in employment is also valid for the young generation (overall employment level currently at 68.8% in 2011). All these indicators vary significantly not only between member states but also between regions across the EU as well as across gender and social backgrounds.

Tertiary education attainment and early school leaving: A regional view

Youth on the Move: A regional view

Youth unemployment: At regional level 1, a clear similarity between youth unemployment rates and total unemployment rates exists in terms of the pattern of regions with particularly high or particularly low rates. Highest youth unemployment rates were recorded in the French overseas regions, as well as southern regions of Spain and Italy. The youth unemployment rate exceeded 50% in six regions in 2010, including three of the French overseas regions, the two Spanish overseas territories of Ceuta and Melilla, and the Canaries. There were 40 NUTS level 2 regions across the EU that reported a youth unemployment rate that was 10% or lower in 2010. The lowest rates were generally registered in Germany (18 regions at or below 10%), the Netherlands (10 regions) and Austria (8 regions), while the Czech Republic, France, Italy and Finland each had one region with a youth unemployment rate of 10% or less.

EmprenJove is a consultancy, which provides free counselling and training on business management intended for people under 35, who wish to start their own business. The programme facilitates the setting up of a company and covers four areas of specialist support namely in marketing, law, labour and economics. As well as one-to-one training courses, EmprenJove also offers on-line courses and personalised study plans for future businessmen and women. Course subjects include business plan design, legal forms, taxation, contracts and payroll, as well as benefits for the self-employed. EmprenJove also helps throughout the electronic processing system for the self-employed. Once the company has been established, and during the first year of its activity, the young entrepreneurs can benefit from free consulting, monitoring and cost control services.

EmprenJove is made up of a community of entrepreneurs with the objective of providing assistance during the start-up of new businesses by young people from the Valencia Region. Within this community, EmprenJove aims to create a social network, which can facilitate the exchange of experiences between its members.

www.gva.jove.es

Umbrella project,
City of Solna, Sweden

The aim of the Umbrella project was to establish contact with all young people less than 20 years of age living in the city of Solna, Sweden who had completed compulsory school, but were neither studying, working nor registered at the employment agency and to assist them back to study or to finding a job. Successful factors have primarily included innovative methods to contact and motivate young people combined with good cooperation and coordination between relevant actors. An initial mapping of the target group was made and those contacted by a coach were offered contact with a guidance counsellor who discussed education alternatives, job opportunities and internship possibilities as well as other options such as the European Voluntary Services (EVS). During the project it became clear that for some people there are no suitable solutions, so the challenge is to find alternatives. 15 Umbrella participants have been involved in European youth activities with financial support from the Youth in Action programme, such as EVS and Youth Exchanges and have worked together with EVS volunteers from Spain and the United Kingdom, doing their voluntary services in Solna.

www.solna.se

The VaSkooli project was implemented in the Turku and Salo regions in south-west Finland between 2004 and 2008. The training guarantee means that each young person, who completes basic education, should have an opportunity for further education. Education is an extremely effective means of preventing exclusion. In Finland, it has been estimated that every young person dropping permanently out of the education and working life will cost society at least one million Euros before reaching retirement age. Due to ageing populations in Europe, it is vital to incorporate young people into education and working life. The training guarantee model sees equal opportunities and safety nets for weaker members of society as values worth fighting for. Key factors in the implementation of the training guarantee should pay attention to communication and information transfer between educational levels, cooperation between actors as well as new guidance, support and pedagogical models. The training guarantee aims to reduce the number of drop-outs, enhance graduation levels and facilitate the transition from school to work. By increasing support, guidance and co-operation, together with new pedagogical solutions, Turku Vocational Institute has been able to raise its graduation percentage from 63% (2004) to 75% (2010).

www.koulutustakuu.fi

The VaSkooli project - training guarantee model,
City of Turku, Finland

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www.koulutustakuu.fi

EmprenJove, starting your own business,
City of Valencia, Spain

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www.gva.jove.es
Youth on the Move
Improving youth employment at local level

Increasing the employability of Malta's youth, Malta

The Youth Employment Programme (YEP) is a Maltese initiative, co-financed by the European Social Fund, which aims to give youngsters the skills they need to overcome the barriers to employment. It offers an ‘open door’ to any young person who feels the need for guidance or training. The programme is targeted at inactive youth, early school leavers, young job seekers, disabled youth, employed youth seeking further training and registered unemployed youth. By the time the project ends, around 5 500 young people should have benefited from actions which will boost their confidence and motivation and provide them with new opportunities. Events offered include Jobstart workshops, visits to potential employers, careers and training fairs as well as common social activities. Around a quarter of the young people, who would otherwise be unemployed, should be able to use the project to find work or go on to further study. For those already in employment, the project offers a way of building on existing qualifications or using the experience gained from their jobs to sign up for further training.

www.youth.org.mt

Angus employability academy, United Kingdom

In Angus Council, the Angus Employability Partnership (AEP) brings together organisations across the public, private and voluntary sector to get people into work, keep people in work and develop the skills of those in work. As one of the ways to achieve this, the AEP has developed an Angus Employability Academy, which aims to move the pre-work programme clients through the Angus Employability pipeline, which includes initial engagement through to work placing. At the beginning of the project the unemployment rate in Angus was 3.4%, which accounted for 2,311 people. This rate had been slowly increasing since September 2011. Therefore, a new approach was needed, in order to support people into employment a number of stages were followed. These included initial contact with clients, action planning, as well as training to improve confidence and motivation. Having completed the academy, clients work with an advisor to determine the correct route whether it be employment, work placement/experience, volunteering, further education or business start-up. Potentially, the most important part of this pipeline is the aftercare. That is, to ensure that the client does not fall back on to the job-seekers allowance register and become inactive. Overall, Angus Council’s Towards Employment Team worked with 22 participants in the Angus Employability Academy between February and April 2012, half of which were under 25. Most success was among the younger participants who felt they needed skills on how to market themselves.

www.angushead.com

JobTown, European project

JobTown, a network co-financed by the EU Urbact programme, supports local administrations cooperating on youth employment. JobTown will engage with five sub-themes, which include effective models of cooperation, making education and training more responsive to the needs of the local labour market, labour market needs analysis, entrepreneurship and social innovation. Partners in the JobTown network include Cesena, Italy; Aveiro and Gondomar, Portugal; Avilés, Spain; Kielce, Poland; Latsia, Cyprus; Nagykálló, Hungary; Rennes, France; Thurrock and Enfield; United Kingdom; and the University of Kaiserslautern, Germany. It is a relatively new project and started its development phase in May 2012 and will be implemented as of 2013.

www.urbact.eu
Youth on the Move

Education, training and apprenticeships: The role of regional and local authorities

Making school life a central attraction, Bulgaria

The local high school in the town of Ihtiman is one of 1,880 Bulgarian schools participating in the ‘Making school more attractive for young people’ project, which aims to reduce the number of early school leavers by improving employment opportunities and helping social integration among the young. The Ihtiman school project does this by encouraging participation in extra-curricular activities and thus raising the interest and value that pupils place on their time at school. From Ihtiman high school, 17 teachers and 75 pupils are taking part in joint sports and leisure-time activities. Many of the students are from the Roma community, which faces particular challenges. These activities are designed to develop the personal, intellectual and physical abilities of the students. For example, they build team-working capabilities, improve self-expression, as well as teach presentation skills. In addition to these ongoing activities, Ihtiman high school has held workshops to promote tolerance among pupils and to boost entrepreneurial attitudes with an eye on their future careers. The operation ‘Making school more attractive for young people’ began in 2008 and was designed in three phases. It has proved to be very popular and successful and will be implemented until 2014 when it is expected to reach over 330,000 young people across Bulgaria. The project is co-financed by the European Social Fund. www.mes.bg

Staying in school, Cyprus

The Cypriot government is determined to tackle the problem of anti-social behaviour in school. There has been increasing concern that anti-social behaviour can lead to students leaving school early and dropping out of the education system entirely. Therefore it is important to implement prevention schemes at all levels of education, with the intention of eliminating antisocial behaviour. It proposes to achieve this by raising students’ self-esteem, teaching them to manage their feelings better and by addressing perceived failure at school. In 2007, the Ministry of Education and Culture in Cyprus established the Programme for Zones of Educational Priority, in an effort to promote tolerance and dialogue and in order to eliminate negative stereotypes through education. The number of zones was recently extended from four to eight by 2015, through the Government’s Agenda for Educational Reform. The co-financing of the Zones of Educational Priority programme means allocating additional financial and educational resources for students in disadvantaged educational situations. The project is co-financed by the European Social Fund. www.moes.gov.cy

Education designed for a modern labour market, Gdansk, Poland

The Technical secondary school of Communications in Gdansk provides high quality technical education due to cooperation between Gdansk University of Technology, the Maritime Academy in Gdynia, the University of Gdansk and local companies. The school trains IT technicians, as well as technicians in electronics and telecommunications. In cooperation with private companies, substantial support has been received in the form of technical and educational workshops for teachers. The Polish Chamber for Electronic Communication cooperates with an Information Communication Technology (ICT) cluster with the aim of creating new modern technologies. In conjunction with companies such as Satel, Sprint and Telkom-Telmor, the school has designed curricula according to the needs of the modern labour market. Through this cooperation with various companies, the school has been able to subsequently equip these companies with fibre optics and alarm systems, as well as satellite, cable and surveillance TV. www4.zsl.gda.pl
Youth on the Move

Education, training and apprenticeships: The role of regional and local authorities

Quality training for professional inclusion and local development, Romania and Portugal

This project is a Comenius regional partnership promoting cooperation between local and regional institutions in Romania (Local Council of Rucar, Rucar Forestry High School, and Rucar Entrepreneurs Association) and in Portugal (Camara Municipal de Setubal, FESET Setubal Vocational School and the EDINSTVO Association). Comenius Regio Partnerships are bilateral partnerships between local and regional school authorities, including schools and other stakeholders in school education and youth work. Comenius Regio will foster cooperation among local/regional school authorities to enrich the educational offer to young people at school age in the participating regions. The project aims to help young people acquire the basic life-skills and competences necessary for their personal development and future employment. Students are encouraged to start a business thus contributing to local community development. The project underlines the importance and contribution of social cohesion and active citizenship by involving entrepreneurs, teachers, parents and local authorities in vocational training. Furthermore, it fosters cooperation between the actors involved in local and regional education and gives them an opportunity to learn from another European country. Ways of matching vocational training with the needs of local and regional labour markets are also identified.

www.primariarucar.ro
www.ac.europa.eu/education/comenius

Improving skills through quality internships, Romania

Giving students the opportunity to complete high quality internships offers them an invaluable advantage in the labour market. This was a key focus of the ‘Convergence between academic training and active life’ project, co-financed by the European Social fund, in Romania. The project allowed students to complement their academic knowledge with work skills developed through internships within prominent institutions and enterprises. The project comprised three components to include workplace training for students, information campaigns related to the opportunities of internships and the training and development of guides for counsellors and instructors who assisted the students. Internships were specifically arranged so that students could gain experience in roles related to their interests. Their integration in the workplace was carefully monitored so that any challenges they faced could be identified and addressed. To date, 15,000 students have benefitted from workplace training, free meals and transport and a scholarship after graduating from the internship. This experience boosted the confidence and improved the skills of students as they entered the job market.

www.granturi.ubbcluj.ro

Birmingham apprenticeship scheme, United Kingdom

The Birmingham Apprenticeship Scheme addressed issues of youth unemployment by working with local firms to create 166 enhanced apprenticeships. The key features of the project included a one year wage subsidy paid to the employer for each apprentice. It also provided training for a nominated workplace coach/mentor for each apprentice to support the development of each young person’s employability. In addition, apprenticeship training was fully accredited. This project achieved notable results with targeted young people residing in communities where low skills attainment, poor employability and distance from the labour market were characteristic. After one full year since starting their apprenticeship, 76% had remained with their original employer or moved on to other positive employment. Many apprentices have made impressive progress and have seen job promotions, award wins and progression to higher level qualifications.

www.birmingham.gov.uk/eat
Youth on the Move

Education, training and apprenticeships: The role of regional and local authorities

Promoting youth employment, European project

Promoting Youth Employment (PYE) was a project led by the Assembly of European Regions (AER) and co-financed by the EU’s Progress Programme. It ran from July 2011 to July 2012 in four regions including the Azores, Hampshire, Krapina-Zagorje and Vojvodina. The project aimed to facilitate youth employment through the exchange of best practice at the regional level. By using its peer review methodology in four regions the AER analysed policies, which can boost employment prospects for young people at the regional, local and national levels. The AER peer review methodology allows regional authorities to assess and improve their performance in key areas of regional responsibility. It is based on a multi-level bottom-up approach that involved the framework of PYE regional authorities, national and regional stakeholders playing a central role in youth employment, as well as young people themselves. Four five-day peer review visits in each partner region enabled an in-depth sharing and transfer of good practice between European regions, focusing on three structural challenges in the field of youth employment. These challenges include young people’s preparation for, transition to and stabilisation in the labour market. Each peer review visit resulted in a report drafted by international experts, containing an analysis and a list of tailor-made policy recommendations. The reports fed into four regional action plans setting out specific policy recommendations to improve young people’s access to jobs in the region. www.aer.eu

YES – youth entrepreneurship strategies, European project

YES consists of eight partners comprising six regional governments, a national youth entrepreneurship organisation and the Assembly of European Regions. These partners include Estonia, Finland, France, Ireland, Poland, Slovakia, Spain and Sweden. YES originates from a regional need to develop and work with new methods to review regional policies. In these regions, the need to absorb new knowledge and inspiration regarding youth entrepreneurship strategies increased, as well as the desire to spread lessons learned and good practice gained. YES addresses the policy making process regarding education systems in order to accelerate economic growth. This has been done in a number of ways: YES has developed a method for charting requirements for youth entrepreneurship promotion, both in regional development policies and education systems. It has performed a joint interregional analysis where similarities, differences, strengths and weaknesses are identified. This analysis has been transformed into one national and six regional action plans with policy recommendations for each region/nation, thus providing the next steps for boosting the number of entrepreneurs. The experience from the inter-regional mapping and analysis has resulted in a best practice guide. www.young-entrepreneur.eu

Young Europeans’ transitions from education to the labour market, European project

The WorkAble research project, in cooperation with ten European countries, analyses strategies which aim to strengthen the capabilities of young people, thereby enhancing the social sustainability and economic competitiveness of Europe. These strategies actively shape young people’s personal and working lives, helping them to cope with today’s economic, cultural, demographic and technological challenges. The project is financed by the 7th EU Framework Programme for Research. WorkAble’s main research topics include the problem of youth unemployment as well as the problems young people face when transitioning from education to work, or to an apprenticeship. It also looks at the ways in which educational and vocational training bodies in Europe tackle these problems. The labour market and education policy should aim at enabling young people to develop the skills needed to act as capable citizens in the labour markets of European knowledge societies. Ensuring that young people are capable citizens is vital not only for the labour market, but also for steering their own future development. www.workable-eu.org
Youth on the Move
Youth mobility in education and the workplace

Your first EURES job, Province of Rome

Your first EURES job is a targeted job mobility initiative to help young people, aged between 18-30 years, to find work and to help employers find workers in any of the 27 EU member states. It provides a full range of services to include job-matching and possible training, as well as financial support to attend a job interview and to cover some of the costs of settling abroad, once an employer has confirmed its willingness to hire a job applicant. In addition, small and medium enterprises (SMEs), may apply for financial support to partially cover the costs of training new recruits and helping them to settle in. Furthermore, companies have the opportunity to fill the demand for skilled workers, which cannot be filled by domestic workers.

The main impact of the EURES project in the Province of Rome is that it has increased the number of young people, including new graduates, who can gain work experience abroad. It also helps companies in the Rome metropolitan region to compete on international markets in attracting young, talented graduates and workers. Finally, it supports the active involvement of regional and local authorities and business in the construction of a European labour market.

Developing European mobility, Region of Auvergne, France

The Auvergne region in France wants to encourage greater European mobility because it can improve vocational and social skills, contribute to personal development (independence, confidence, self-esteem) and improve employability. Through the Regional Plan for the Development of European Mobility, the Auvergne region is giving support to approximately 80 vocational colleges, apprenticeship training centres and career guidance centres to help them build European mobility projects. The experimental phase of the Plan was co-funded by the European programme Progress from April 2008 until January 2010. Since February 2010, it has been co-funded by the European Social Fund. Each organization has appointed a mobility coordinator, who sets up and coordinates mobility projects and is the link between the educational team, the beneficiaries of the mobility programs and the local and European partners. The Auvergne region provides training sessions for mobility coordinators, where topics include project management, the intercultural dimension, fundraising, motivating the team and the beneficiaries, as well as peer-to-peer exchange of experience. Targeted contact visits in various European countries are also organized to facilitate finding European partners. Auvergne also has a network of mobility coordinators so that best practice can be exchanged through an online collaboration platform.

www.auvergne.org

Crossborder Tornedalen, Sweden/Finland

Crossborder Tornedalen is one of the many EURES partnerships that exist along national borders all over Europe. The project aims to increase cooperation between Sweden and Finland on labour, education and business start-ups. Just like the rest of the North Calotte area, Tornedalen is now in a period of economic change, with expansion in the mining and oil/gas industries, which will have considerable national and international impact. The demand for labour will increase in northern Sweden, northern Finland and northern Norway, but with differences in rate and intensity. This will have a significant effect on the need for cross-border labour and demand for labour. The business idea of Crossborder Tornedalen is to develop, stimulate and facilitate cross-border work for employees, employers and organisations. Crossborder Tornedalen is a facilitator in leading, developing and simplifying issues linked to cross-border activities, both with regard to start-ups, re-employment, recruitment and information.

www.crossbordertornedalen.net

www.crossbordertornedalen.net
In 2012 and 2013, the Committee of the Regions organises a series of conferences – one for each of the seven Flagship Initiatives of the Europe 2020 strategy – under the heading “Regions and cities supporting Europe’s growth strategy”. The series culminates in the 6th European Summit of Regions and Cities in spring 2014 and the mid-term assessment of the Europe 2020 strategy from the perspective of the CoR.

The conferences on the Flagship Initiatives are developed together with the European Parliament, the European Commission and stakeholders from cities and regions. European associations are invited to contribute to events according to their interest in the topics. The conferences are targeted at representatives from regional and local authorities, EU institutions, private and financial institutions, social partners and civil society.

The conferences will be accompanied by a thematic exhibition of good practice cases from regions and cities, the Europe 2020 Monitoring Platform, the European institutions, the European associations and other stakeholders. In spring 2014, a selection of good practice covering the different Flagship Initiatives will be shown in Brussels. All local and regional authorities will have a possibility to assess all Flagship Initiatives by participating in thematic surveys. Also, in the two and a half coming years the CoR Europe 2020 Monitoring Platform will continue to monitor the Europe 2020 policy cycle – looking at how multi-level governance is implemented.

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PLANNING OF THE CONFERENCES

→ **Youth on the move**: 13 December 2012, Brussels;
→ **An agenda for new skills and jobs**: 28 February/1 March 2013, Dublin;
→ **An industrial policy for the globalisation era**: 10 April 2013, Brussels
→ **European platform against poverty**: 29 May 2013, Brussels
→ **Digital agenda for Europe**: 2 July 2013, Brussels
→ **Resource efficient Europe**: 5/6 September 2013, Vilnius
→ **Innovation Union**: 27 November 2013, Brussels