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CAREER AND EMPLOYMENT
GUIDANCE IN SCHOOLS,
VOCATIONAL EDUCATION
AND TRAINING

A BEST PRACTICE GUIDE
104

A BEST PRACTICE GUIDE

INTRODUCTION

PREPARING STUDENTS & YOUNG PEOPLE FOR THE WORLD OF WORK

The move from schools and colleges to the workplace for students and young people remains one of the most exciting and challenging times of their lives. As their journey from the world of learning comes to a close, the skills and knowledge they have learnt will need to stand them in good stead for the future. Finding a job, deciding on a career path or making the decision to continue with study is shaped hugely by the experiences they have had along the way. Now more than ever, in the ever-changing European labour market, students and young people need the tools, attitudes and aspirations to compete in a global economy. Teachers, parents, careers advisors, policy makers and future employers arguably all have an equally important role to play in supporting students and young people through this transition. This guide aims to inform and share best practice across all of the partners who have been involved in the STEPS (Smooth Transition to Employability and Professional Skills) Project. It includes an overview of the European Labour Market, the current challenges faced by young people, what employers want, benchmarks for good careers guidance, what a stable careers platform looks like and some practical tools and methods used in different partner countries.

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WHAT DID WE SET OUT TO DO?

We wanted to produce a robust and effective best practice guide to careers guidance and employability education for engaged learners, as defined in the target group section below, across Europe which supports a smooth transition from education into the labour market and provides resources to support teachers, parents, employers and senior managers of educational establishments. The aim of "STEPS" (Smooth Transition to Employability and Professional Skills from School & VET) is to promote a European vision of business from school and VET (Vocational Education and Training).

HOW DID WE DO IT?

This guidance has been produced from a combination of desk research and information provided by partners. Other best practice guides, such as the Gatsby Report, have been used as a template to ensure this guide is applicable to all main target groups and key stakeholders. The areas explored within this report are:

- Examples of Best Practice
- What Teachers Need
- What Students Want
- What Employers Think

A survey (www.mysteps.eu/docs/Final_Summary_Survey_Data_forIO4&IO7.pdf) of current learners in each of the partner countries was issued to identify the particular aspects of careers education were most valuable or needed further development from the learner perspective.



WHO ARE THE MAIN TARGET GROUPS?

The principle target groups of this guide are:

1. Learners in vocational education and training at both intermediate and advanced levels
2. Unemployed and underemployed people of a variety of ages in Spain, the UK, Germany and Italy.

WHO ARE OUR KEY STAKEHOLDERS?

Further beneficiaries include the unemployed, those in need of career guidance, educational establishments, teaching staff, managers of educational establishments, employers, parents and local Chambers of Commerce and other bodies which can act as intermediaries between employers and education providers.

DEFINITIONS: JARGON BUSTER

For the purpose of this guide, the following definitions will apply:

- **Employability:**
A set of skills, knowledge and behaviours developed by a learner that enables them to be successful in employment.
- **Enterprise education:**
The equipping of learners with the capabilities to take action, effect change, create value and lead.
- **Entrepreneurialism:**
Organising, operating and assuming the risk for a business venture and possessing the capacity and willingness to develop that business.
- **Intrapreneur:**
An employee who acts in an entrepreneurial way for the benefit of their employer.
- **Learner:**
A pupil, student, apprentice or young person who is engaged in learning.
- **Educational establishment:**
A school, vocational training centre, college.
- **Tutor:**
An academic teacher, usually instructing an individual learner or group of learners.

THE EUROPEAN LABOUR MARKET

The following two tables give the context to the historic and current labour market situation in Spain, the UK, Germany and Italy. Comparable data is not available from all countries so the second and third tables aim to provide the most reasonable comparisons.

European employment rates

	Spain		England		Germany		Italy	
	2008	2015	2008	2015	2008	2015	2008	2015
Unemployment rate	11.3	24.6	5.7	7.7	7.6	5.1	6.8	12.9
Youth unemployment rate	24.5	53.2	15	20.7	0.6	7.7	21.2	42.7
% of students between 20-24 not in education, employment or training	16.6	24.8	16.1	16.5	12.9	9.5	21.6	32
Early school leavers	31.7	21.9	17	11.8	11.8	9.5	19.6	15

SME and new business data with student and graduate underemployment and unemployment rates

	Spain		England		Germany	
	2014	2015	2014	2015	2014	2015
Number of SMEs						
0-9 staff	2,650,610	2,811,047	5,010,160	5,146,000		
10-49 staff	128,103	134,970	194,755	204,000	3,191,049	
50-249 staff	20,075	21,311	31,475	33,000	458,002	
New Business						
Births	94,158	64,704	351,000	581,173		
Deaths	21,874	13,588	246,000	238,000		
FE students	6,596,694	6,616,169	3,913,500	2,900,000	25m	27.6m
Youth unemployment rate	53%	49.2%	18%	15.6%	8.60%	7%
HE students	1,416,827	1,361,340	1,759,915	2,266,075	2,616,881	2,698,910
Graduate unemployment rate	14.3%	13.3%	9.1%	7.8%		2.40%
Graduate underemployment	743,100	704,400	47%	60%		
National unemployment rate	24.4%	22.4%	6%	5.5%	5%	4.5%

Source: Bertelsmann Foundation, Social Justice in the EU - Social Inclusion Monitor Europe, Gütersloh 2005 (Statistics on Eurostat basis). For more information, go to: http://www.mysteps.eu/docs/Studie_NW_Social-Justice-in-the-EU-Index-Report-2015.pdf

		Italy	
		2014	2015
Number of SMEs			
0-9 staff	5.763.686	5.785.421*	
10-49 staff	243.979	241.348*	
50-249 staff	29.233	28.990*	
New Business			
Births			
Deaths			
FE students	2.655.134**	2.652.448***	
Youth unemployment rate	42.7%	40.5%*	
HE students	1.781.786****	1.751.192**	

This Italian data is not directly comparable to the other partner countries, due to the data sources being different. However, the statistics are included in order to give an overview of the graduate labour market in Italy.

* relates to the first quarter of 2015

** relates to 2012

*** relates to 2013

**** relates to 2011

Sources: SME: Infocamere-Movimprese (2015= III trimestre) <http://www.infocamere.it/movimprese> & Istat Occupazione (2015= January-September 2015) <http://www.istat.it/it/archivio/occupati>

EUROPEAN LABOUR MARKET OVERVIEW

Spending on education varies hugely between different EU countries and is driven by policy decisions relating to the state of the macro economy in the individual country¹.

The Spanish government has reacted to the high unemployment rates in Spain by introducing compulsory training around employability at post-secondary level. The object of this training is to support learners in job searching, developing a CV and handling interviews².

Science and technology scope is the Spanish STEM and while it is considered important to economic development there is a limited amount of investment programs in this area. A plan to upskill teachers in science based subjects has been developed in collaboration with the scientists working in industry and ensures that the teachers who receive this additional training are able to support the increased demand for courses in this subject area.

In Spain, during 2015 the youth unemployment rate was more than 40%, according to the data provided by the Ministry of Employment and Social Security. Labour market experts³ agree that this rate is mainly caused by early school dropout, as employability depends heavily on the educational level reached. This particularly applies for those who left school encouraged by the employment opportunities

offered in sectors where unskilled work is demanded and now find themselves with no education and little opportunity to improve the situation.

The distribution of employment in Spain across economic sections from 2002 - 2012 was 74.9 % in the services sector (including tourism), 20.7% in industry and 4.4 % in agriculture⁴.

Germany's 'dual education' system for vocational learning is operated within a tightly regulated framework, and is highly successful. In 2010 Germany's youth unemployment rate was 6.8% which has been attributed to the success of the dual system. Furthermore, in Germany examination results are not published and there are no

league tables of schools, indicating an interest in the 'common good' rather than competition between education providers.

70% of Germany's workers develop their trade in small to medium size enterprises; businesses which are privately owned. In terms of sectors, 48.9% of workers are employed in the service sector, 31.4% in the industrial sector and 19.7% in the commercial sector with the vast majority of employees specialising in their role. Like many countries, Germany is facing a shortage of workers who specialise in STEM industries (the German equivalent is 'MINT' – Mathematics, Informatics, Natural sciences and Technology) and incentives are in place to engage learners in STEM industries.



1. Agasisti, T. (2014) 'The Efficiency of Public Spending on Education: an empirical comparison of EU countries', *European Journal of Education*, 49 (4), pp.543-557.
2. European Commission (N.D.) Youth Guarantee. Available at: <http://ec.europa.eu/social/main.jsp?catId=1079&langId=en>.
3. Wossmann, L. (2008) 'Efficiency and equity of European education and training policies', *International Tax and Public Finance*, 15, pp. 199-230.
4. Statista (N.D.) Spain: Distribution of the workforce across economic sectors 2002-2012. Available at: <http://www.statista.com/statistics/271063/distribution-of-the-workforce-across-economic-sectors-in-spain/>.

EUROPEAN LABOUR MARKET OVERVIEW (continued)

Given a large manufacturing sector and economic growth, learners qualified in STEM subjects will find themselves very popular with employers.

In the UK the youth unemployment rate is 16% (February 2015) and increasing, with wage levels for individuals aged 16-24 reduced by £1,800 in comparison with 2010 levels. The Fabian Society has warned that inequality in the UK will become increasingly widespread, with young people the most likely group to be affected.

In Italy, educational performance is measured via annual reports by INDIRE (National Institute of Documentation for Innovation and Research), ISTAT (National Institute for Statistics) and INVALSI (National Institute for the Evaluation of the Educational System). ISTAT data shows an unemployment rate for young people with a degree is currently 43.4%. However large numbers of Italian workers are not legally recognised which may suggest that this figure could in fact be lower. STEM subjects in Italy have been incentivised since 2004, via a project which organises seminars and disseminates industry specific information to universities which have a strong link to professional development.

In 2014, McKinsey & Co. produced a report entitled 'Education to employment: Getting Europe's



youth into work⁵ having surveyed young individuals, employers and education providers across France, Germany, Greece, Italy, Portugal, Spain, Sweden and the UK which revealed four key findings:

- While there are increased numbers of jobseekers, employers in Europe are unable to find the skills they need:
- Young people face roadblocks at the point of (1) enrolling in postsecondary education, (2) building the skills which employers want during this period of education and (3) finding a suitable job
- The existing education to employment (E2E) system in Europe is failing young people and small businesses
- There are proven ways to address the problems in E2E by 'reaching across parallel universes' to create a more effective system.

McKinsey's reference to 'parallel

universes' originates from their 2012 report 'Education to Employment: Designing a System that Works'⁶ and refers to a lack of understanding between young people, employers and education providers: the parties are acting in what they believe to be each other's best interests, without actually fully understanding each other's expectations and needs.

Educational performance is frequently measured via examination results alone, due to the governmental requirement to measure quantifiably the efficiency of the performance. In terms of employability, skills and competencies which are unmeasurable via a standardised test are often the aspects of a learner which increase their employability and would require qualitative measurement. This qualitative measure, namely 'soft skills', is discussed later in the document.

5. McKinsey & Company (2014) Education to employment: Getting Europe's youth into work. Available at: http://www.mckinsey.com/insights/social_sector/converting_education_to_employment_in_europe.

6. McKinsey & Company (2012) Education to employment: Designing a system that works. Available at: http://mckinseysociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf.

CURRENT CHALLENGES FOR YOUNG PEOPLE



In a 2013 report ('Employers are from Mars, Young People are from Venus'⁷), the Chartered Institute of Personnel and Development (CIPD) found a plethora of mismatches between employers' and young people's expectations – particularly around presentation, assessment of capability, unclear recruitment processes and communication generally.

Although the situation for young people in the German labour market is very good in international comparison, the unemployment rate of those aged 25 years or younger needs further reduction. Identified challenges, such as targeting young people aged 20 to 25 without a formal vocational qualification, should also be tackled, according to the Employment Plan for 2014 accomplished by the G20 group.

The values of young people are often out of alignment with those of employers. Transparency and openness in processes and communication are important to a young person upon entry to the workplace, as a result of technological advancements (particularly social media) which have been prevalent during their education. Some employers are wary of this level of openness, preferring (especially in highly skilled sectors) to use a 'corporate'

message which gives very little away. Closed communications of this type are likely to alienate young people which will compound the already stressful process of applying for a first job.

Many young people struggle with confidence when searching for a job. Navigating complicated application forms with person specifications which state a degree and experience are essential and multi-stage recruitment processes can be overwhelming and likely to disadvantage a first time jobseeker.

The Chartered Institute of Personnel and Development's 2013 report highlighted five major reasons why labour market entry is difficult for young people:

- A general employer bias against young people
- A preference amongst employers to recruit experienced workers - a 'finished product' rather than 'grow your own'
- Fewer entry level positions being available, particularly in highly skilled industries
- A lack of knowledge among young people regarding career pathways and variety of opportunities available
- A decrease in work experience, reducing the 'work-readiness' of young people.

Following a survey issued by the partners of this report to current learners in vocational education in Spain, Germany and the UK, the overwhelming response is that learners feel support to produce a CV and covering letter is the most important tool which establishments can provide. The data produced from this survey highlights that careers advice is a very subjective issue and depends significantly upon the level of engagement of the

individual learner.

In Italy, the transitional phase between school and employment is particularly harsh. The disadvantages that affect young people in this particular economic phase are multiple and complex. With regard to other European educational systems the Italian one is characterised by a low work-related learning programme, so many young Italian graduates cannot claim any kind of work experience which is clearly an issue for employers. The education system presents a low reactivity with respect to the needs expressed by the labour market resulting in a mismatch between the skills possessed by young people and those sought by employers.

The data available in a 2013 report ('Report on School – Work transitions'⁸), from the Institute for the Development of Vocational Training of Workers (ISFOL), found that in many cases the supply of graduates on the Italian labour market would not be adequate to meet the real needs expressed by the business world. For 60.9% of graduate recruitment, companies intended to turn to workers who had already gained workplace experience. 75% of graduates recruited by the surveyed businesses are required to complete a further period of training in order to align the skills possessed by the employee to the actual needs of the enterprise.

Precariousness of employment still remains a central concern for young people as they are the segment of the population most involved in the process of increased flexibility which has characterised the national labour market in the years following the economic crisis of 2007/08.

7. CIPD (2013) Employers are from Mars, Young People are from Venus: Addressing the Young People/ Jobs Mismatch. Available at: <http://www.cipd.co.uk/binaries/MarsVenus%20FINAL%2030%2004%2013.pdf>
8. ISFOL (2013) 'Report on School – Work transitions'. Available at: <http://sbnlo2.cilea.it/bw5ne2/opac.aspx?WEB=ISFL&IDS=19337>

WHAT EMPLOYERS WANT



In response to the Gatsby Report, the Confederation of British Industry (CBI) found that businesses want the education system to better prepare young people for work by encouraging the attitudes and exploring the attributes they need to succeed in the world of work (CBI, 2014)⁹.

In Germany, significant efforts have been made to improve the vocational preparation of learners which has led to the introduction of a competence analysis system in schools. In combination with factory tours, business visits, short term work experience and teaching of labour market oriented topics, these efforts are beginning to reap rewards.

In Italy, the National Union of Chambers of Commerce and the National Ministry for Social Affairs have developed a tool (via a contribution from the EU) which monitors the needs of enterprises in the educational market, providing quarterly reports which highlight trends found in the data which may be used to tailor educational provision to the needs of the labour market. A 2014 report by this body emphasised the importance of 'soft-skills' in relation to individual learners, particularly the ability to work in groups, communication, flexibility, adaptability and the ability to work independently.

In Spain, periodic reports on the labour market are generated by the Chambers of Commerce

(<http://www.camara.es/la-camara-de-espana>) and the National Institute of Statistics (<http://www.ine.es/en/welcome.shtml>). However, these reports are not used to establish educational offerings.

Furthermore, the CBI survey found that 80% of business respondents actively support schools. Despite this 58% of firms feel that the skills gap (between what is needed and what is available) is widening with over a quarter of employers implementing improvement training in numeracy, literacy and IT skills to employees joining directly from school or college. 85% of employers ranked attitude to work as the most important factor when recruiting young people, compared to just 30% who consider academic results as most important.

According to the study 'Global Human Capital Trends 2014: Engaging the 21st-century workforce'¹⁰, carried out by Deloitte Word Press, globally

companies cite four skills as the most needed; leadership, retention and engagement, the reskilling of HR and talent acquisition.

Moreover, still regarding the same survey, leadership remains the primary talent issue facing organisations around the world, with 86% of respondents rating it as 'urgent' or 'important'. Foundational and new leadership skills are in high demand, including: business insight, having the ability to build cross-functional teams, global cultural agility (managing diversity and inclusion), creativity, customer-centricity, influence and inspiration and building teams and talent.

9. CBI (2014) Employers want education system to better prepare young people for life outside school gates – CBI/Pearson survey. Available at: <http://www.cbi.org.uk/media-centre/press-releases/2014/07/employers-want-education-system-to-better-prepare-young-people-for-life-outside-school-gates-outside-school-gates-cbi-pearson-survey/>
10. Deloitte (2014) Global Human Capital Trends 2014: Engaging the 21st Century Workforce. Available at: <http://www2.deloitte.com/global/en/pages/human-capital/articles/human-capital-trends-2014.html>.



WHAT ARE SOFT SKILLS?

Nowadays in Germany practical orientation of education is of the utmost importance. German employers want their employees to be motivated, to have social and communication skills, to be stress resistant and to be able to use their own initiative. According to the report 'Soft Skills in the work environment & entrepreneurship for Germany: A document for STEPS Project, ERASMUS + group, 2015'¹¹ 'BEN EUROPE Institute Qualifications & Project Management UG soft skills' can be categorised into 3 main areas:

Personal competencies relate to dealing with yourself. However, they also affect your social environment.

Social competencies relate to all interactions with other people. Without having personal competencies you will have difficulties in

developing social competencies. I.e. without self-esteem in social situations you will not be able to be confident on a professional or private level.

Methodical competencies relate to learning certain methods and techniques. I.e. dealing with new media and presentation techniques, the ability to solve problems in a structured manner, methods for self-motivation and efficient work. In this case personal competencies matter; without self-discipline you will not be able to adopt certain knowledge. Social competencies will help you evaluate the audience, filling it with enthusiasm.

Emotional intelligence is a basic requirement for all soft skills. Emotional intelligence shows how you are handling other people's

feelings and emotions. The higher your emotional intelligence the higher your ability to deal with unfamiliar perception.

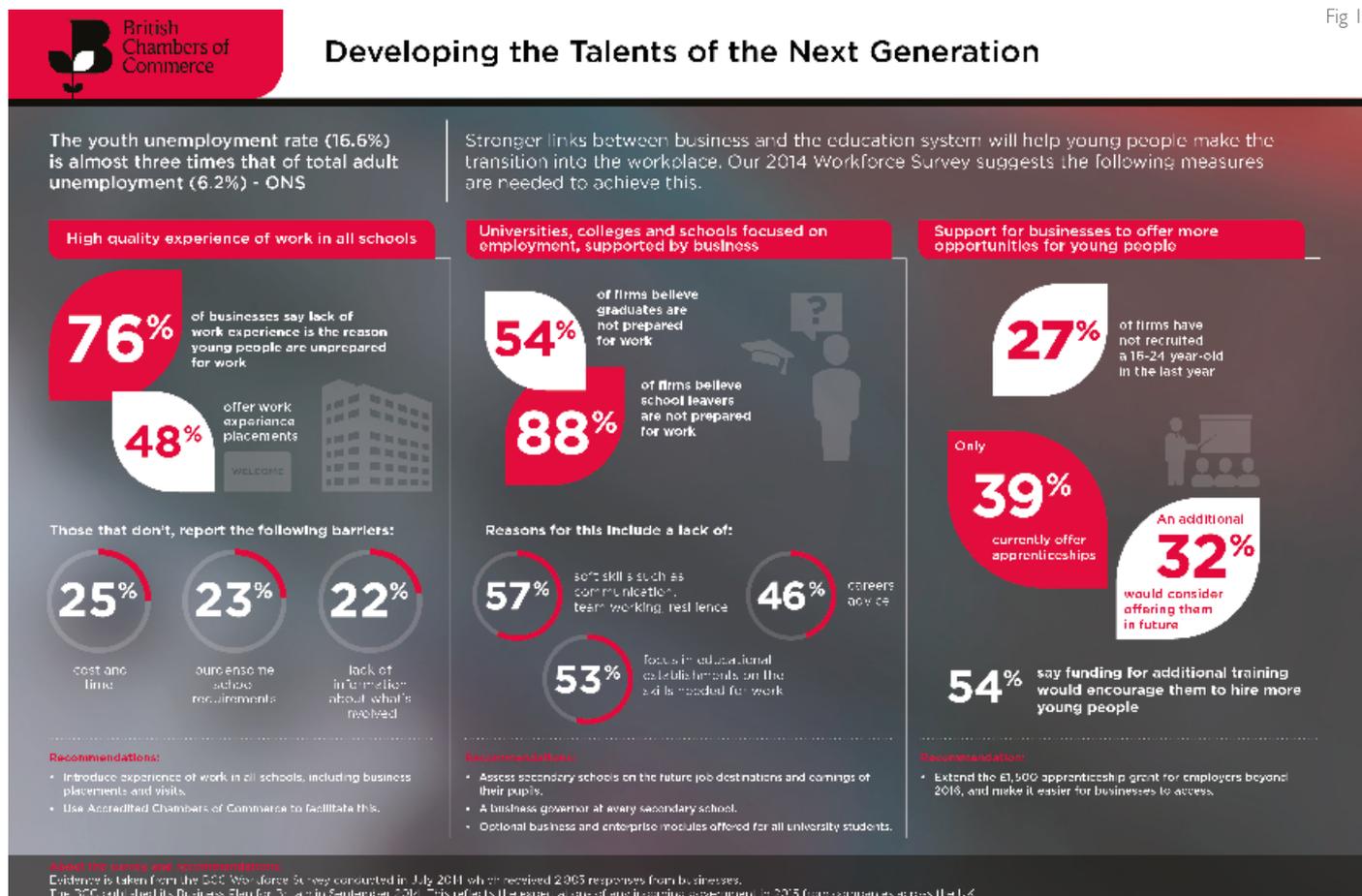
From an international context, employers want potential employees to have adaptive, social and intercultural skills. Having command of other languages is a basic requirement together with the ability to expose ideas and innovate.

In Spain changes are being made to support the learning of a second language to increase access to the European labour market. New teachers are required to be competent in English and interventions in early childhood education are being made to increase bilingualism.

11. BEN EUROPE (2015) Dual Training System: A document for STEPS Project, ERASMUS+ group.

Social competency	Personal competency	Methodical competency
Communicative competency	Self-esteem	Presentation competency
Empathy	Ability to take criticism	Analytical competency
Ability to work in a team	Intercultural competency	Time management
Reliability	Self-discipline	Rhetoric
Ability to deal with conflict	Ability to assert oneself	

Fig 1



WHAT IS GOOD CAREERS GUIDANCE?

In the Gatsby Report, (Holman, 2014)¹² discovered that career guidance is not limited to the provision of information regarding how to achieve a position within a given profession: moreover it is a wide range of activities linked together in a framework which supports the learner's personal development in preparation for entry to the labour market.

German career education or vocational orientation (Berufswahlunterricht, Berufsorientierung) is an integral part of the school curriculum in all federal states and a common guidance activity of most secondary schools. In some states preparation for working life (Arbeitslehre) is a subject in its own right. But career education is also increasingly part of other subjects such as economics, social sciences and law. It is frequently complemented by extra-curricular activities, often in co-operation with companies. Career guidance arrangements are known and understood by all concerned: parents and pupils know where

to go and what happens next, and employers know when and how to work with schools.

Enterprise education should be linked into the career guidance framework; offering entrepreneurship both as a genuine career route in its own right but also introducing the idea of intrapreneurship - employees who are able to perform in an entrepreneurial way for the benefit of the organisation.

Entrepreneurialism is on the increase in Spain, however the societal culture is not supportive of the development of new ideas. Self-employment where the business owner has an existing skill set is more likely to occur than true 'entrepreneurship'. However, new vocational training is now a compulsory part of all VET courses which includes an element of motivating students to consider entrepreneurship as a serious career choice.

Employees who have an understanding of the full range of business functions and who have developed personal characteristics such as resiliency, fluency in other languages, leadership and teambuilding skills in conjunction with technical abilities, are more likely to be chosen by employers for international assignments (Caligiuri et al., 2009)¹³.



BENCHMARKS FOR GOOD CAREER GUIDANCE

The Gatsby Report (Holman, 2014)¹⁴ on Good Career Guidance identified eight benchmarks which allow measurement of what 'good' careers guidance looks like. These benchmarks were identified from a study of available literature and visiting schools in England and six other countries around the world where results in careers guidance are considered good. This guide will suggest how the benchmarks can be applied to VET providers in Europe to ensure learners are best prepared to enter the workforce or choose self-employment with confidence. These benchmarks are:

1. A STABLE CAREERS PROGRAMME
2. LEARNING FROM CAREER & LABOUR MARKET INFORMATION
3. ADDRESSING THE NEEDS OF EACH STUDENT
4. LINKING CURRICULUM LEARNING TO CAREERS
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES
6. EXPERIENCE OF WORKPLACES
7. ENCOUNTERS WITH FURTHER & HIGHER EDUCATION
8. PERSONAL GUIDANCE

In the UK, the National Association of Head Teachers endorsed the Gatsby benchmarks stating that they are an 'aspirational standard for business and education' (NAHT, 2014)¹⁵.

12. Holman, J. (2014) Benchmarks for Schools: Good Career Guidance. Available at: <http://www.gatsby.org.uk/education/programmes/good-career-guidance>.

13. Caligiuri et al. (2009) 'Selection for International Assignments', Human Resource Management Review, 19 (2009), pp. 251-262.

14. Holman, J. (2014) Good Career Guidance (The Gatsby Report). Available at: <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>.

15. NAHT (2014) What would good career guidance look like? Available at: <http://www.naht.org.uk/welcome/news-and-media/key-topics/curriculum/what-would-good-career-guidance-look-like/>

I. A STABLE CAREERS PROGRAMME

A stable careers programme should be an embedded programme of career education and guidance which is known and understood by all stakeholders. An effective balance between school-based and work-based learning should be aimed for as both are equally important.

Holman (2014) states that the stability element is external to the delivery element: that regardless of changing political attitudes, once the right support is in place, schools can have autonomy in developing and delivering their programmes for long term stability. In Germany, learning about the world of work is incorporated into the curriculum and complemented by extra-curricular activities with engaged

local employers which facilitate visits and provision of information. In Spain, the compulsory employability training is incorporated into the vocational training curriculum and included both practical and theoretical aspects of the world of work. Students continue to learn in this area upon gaining their first employed role, which allows the individual time to practise the skills which they have been taught.

Institution Comments & Resources



SJB FOL (Training and Guidance in the Labour Market) is compulsory in Spain. The Gatsby Report suggests minimising statutory requirements in this area in order to allow schools to produce a career guidance programme that is of most benefit to their learners – thus allowing consideration of any social factors which may impact upon a specific region or area. All VET students study 'Techniques and tools for job-hunting' and learn how to produce a CV.
<http://www.educantabria.es/normativa/titulos-y-curriculos.html>
<http://www.todofp.es>
<http://infopointlasalle.blogspot.com/p/curriculo-de-formacion-y-orientacion.html>



Cornwall College Bespoke workshops are offered together with guided personal professional development sessions. Personal learning advisors assist with delivery of career guidance and guest speakers attend to discuss progression routes, however information around international opportunities needs to be developed. A Schools Liaison Team provides the bridge between schools, college and employers and parents are encouraged to participate and support learners.

The following resources are used:

- Document 1. Lesson Plan - Progression Workshop
http://www.mysteps.eu/docs/lesson_plan_Progression_workshop.docx
- Document 2. Presentation – Progression Workshop Level 1 & 2
http://www.mysteps.eu/docs/Progression_Workshop_entryL1L2.pptx
- Document 3. Progression Quiz – Level 1 & 2
http://www.mysteps.eu/docs/Progression_Workshop_Quiz_entryL1L2.docx
- Document 4. Presentation – Progression Workshop Level 3
http://www.mysteps.eu/docs/Progression_Workshop_L3.pptx
- Document 5. Progression Quiz – Level 3
http://www.mysteps.eu/docs/Progression_Workshop_Quiz_L3.docx
- Document 6. Progression Workshop Cards 1
http://www.mysteps.eu/docs/Progression_Workshop_cards1.docx
- Document 7. Progression Workshop Cards 2
http://www.mysteps.eu/docs/Progression_Workshop_cards2.docx
- Document 8. Progression Workshop Cards 3
http://www.mysteps.eu/docs/Progression_Workshop_cards3.docx

I.A STABLE CAREERS PROGRAMME (continued)

Institution	Comments & Resources
 Cornwall College (continued)	<ul style="list-style-type: none">• Document 9. Progression Workshop Cards 4 http://www.mysteps.eu/docs/Progression_Workshop_cards4.docx• Document 10. Employer Engagement Employability Presentation http://www.mysteps.eu/docs/Employer_Engagement_Employability.pptx• Document 11. TCCG Work Experience Flyer PDF http://www.mysteps.eu/docs/TCCG_Work_Experience_flyer.pdf• Document 12/ TCCG Work Experience Bus Card http://www.mysteps.eu/docs/TCCG_Work_Experience_bus_card.pdf• Document 13. Personal and Professional Development 1st Year Group http://www.mysteps.eu/docs/PPD_1ST_YEAR_GROUP.doc• Document 14. USpace Parents Flyer http://www.mysteps.eu/docs/USPACE_Parents_Flyer.pdf• Document 15 World at Work PowerPoint http://www.mysteps.eu/docs/World_at_Work_PowerPoint.pptx
 Berlink	<p>Having identified that giving young people an early orientation of the labour market is a significant social issue, Berlink provides a career choice passport which supports young people to orient themselves in their choice of profession. It accompanies this process by documenting individual strengths in order to promote and develop these strengths into a productive career for both the individual and for the benefit of society. Please see the Careers Planning Tools document for further information: http://www.mysteps.eu/docs/Berufwahlpass_studnets_DE.pdf</p> <p>The following resources are also available: http://www.abimagazin.de/about_abi/aboutabi206680.htm http://www.berufswahlpass.de</p>
ZIB	<p>Career planning tools which are issued by government are used in the different stages of the training courses offered to learners. The following resources used:</p> <ul style="list-style-type: none">• ProfilPASS (Identification of competences) http://www.profilpass.de/• BerufswahlPASS (Employment Orientation for young people) http://www.berufswahlpass.de/bwp/• JobMappe NRW (Employment Orientation for adults) https://www.mais.nrw/jobmappe
 UCV	<p>Since 2005 a legal regulation has existed for schools in Italy to offer learners over the age of 15 an opportunity to combine education with time on work placement. The aim of this is to encourage learners to explore career paths and professions and to support this by providing competency based education which will support the learner into their chosen career. For more information please go to: http://archivio.pubblica.istruzione.it/normativa/2005/dlgs77_05</p>

2. LEARNING FROM CAREER & LABOUR MARKET INFORMATION

Learning from career and labour market information which is of good quality and made available to learners and parents about future study options and labour market opportunities and the provision of support to ensure best use is made of the available information.

As the labour market evolves

through technological advances and the 'old' industries fade, this increases the pressure on VET's particularly to offer a full range of options to support the emerging industries. In order for teachers to advise learners on appropriate pathways, good quality information must be provided. The EFCEI (2013)¹⁶ identifies investment in education along with changes in educational culture as an essential policy improvement which will support the development of emerging industries.

16. EFCEI (2013) Extension of the European Cluster Observatory: Promoting better policies to develop world-class clusters in Europe. Available at: http://www.emergingindustries.eu/Upload/CMS/Docs/Policy_roadmap.pdf.



Institution	Comments & Resources
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SJB	<p>Eighteen compulsory units are taught:</p> <ol style="list-style-type: none"> 1 Labour law. 2 The employment contract and the terms of contract. 3 Working hours and pay. 4 Receipt of wages: The payroll. 5 Modification, suspension and termination of the employment contract. 6 The Social Security system. 7 Employee participation in the company. 8 The organization of work and new emerging environments. 9 Labor healthy. 10 Derivatives occupational hazards of environmental conditions. 11 Risk factors for the security, ergonomic and psychosocial conditions. 12 Prevention management in the company. 13 Prevention and protection measures. The self-protection plan. 14 First aid in the company. 15 Active job search. 16 Recruitment. 17 Work Teams 18 Conflicts in the Company <p>The following resources are available:</p> <p>http://www.ciclosformativosmhe.es/transversales-formacion-y-orientacion-laboral-avanzado/</p> <p>http://infopointlasalle.blogspot.com/p/curriculo-de-formacion-y-orientacion.html</p>
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Cornwall College	<p>Local businesses are invited to offer bespoke workshops to learners and build relationships over the duration of a course. Internal and external business exercises are delivered using available online resources including:</p> <ul style="list-style-type: none"> • Document 1. Cornwall College Hospitality Careers Fair <p>http://www.mysteps.eu/docs/Cornwall_College_Hospitality_Careers_Fair.docx</p>
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2. LEARNING FROM CAREER & LABOUR MARKET INFORMATION (continued)

Institution	Comments & Resources
	<p data-bbox="384 533 533 645">Cornwall College (continued)</p> <ul data-bbox="576 533 1477 887" style="list-style-type: none"> <li data-bbox="576 533 1477 645">• Document 2. Schedule for January Industry Week http://www.mysteps.eu/docs/Schedule_January_Industry_Week_2016.docx <li data-bbox="576 656 1477 768">• Document 3. Sticker Stamp Chart Industry Week http://www.mysteps.eu/docs/sticker_stamp_chart_industry_week.pub <li data-bbox="576 779 1477 887">• Document 4. Online Support for Careers Guidance http://www.mysteps.eu/docs/Online_support_careers_guidance_and_information.docx
	<p data-bbox="443 936 533 965">Berlink</p> <p data-bbox="576 936 1477 1245">A team of guidance counsellors are employed to support the learners in their career choices both during vocational training and at the beginning of their working lives. The counsellors also visit schools to discuss career options and answer questions about opportunities available. The following resources are available: http://www.abimagazin.de/bezugsmoeglichkeiten.htm?zg=schueler http://www.arbeitsagentur.de/</p>
BEN EUROPE	<p data-bbox="576 1249 1505 1406">An online course on intercultural competences and soft skills is provided, covering aspects such as time management and team leadership: http://www.canatx.org/CAN-Initiatives/ccdi/inclusion-training/files/3-16/WhyInterculturalCompetenceImportant.pdf</p>
	<p data-bbox="464 1451 533 1480">UCV</p> <p data-bbox="576 1451 1505 1646">Annually a national careers fair, 'Job and Orienta', is held to facilitate meetings between learners and employers. Workshops and seminars offer useful information to learners. The following resources are available: http://www.joborienta.info/en/ http://www.joborienta.info/en/program/</p>

3. ADDRESSING THE NEEDS OF EACH STUDENT

Learners have difference career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner, with embedded equality

and diversity considerations included throughout the careers programme.

As humans generally develop at different rates, based on educational ability, social factors and experiential exposure, career guidance should be individualised as far as possible. Career making decisions are influenced both by external and

internal factors. Internal factors include the personal values, interests, personality and skills of each individual. Individual beliefs, attitudes and competencies; the exploration of which should be supported by a good career guidance programme (Hartung et al., 2008)¹⁷.

17. Hartung et al. (2008) 'Career adaptability in childhood', The Career Development Quarterly, 57 (2008), pp. 63-74.

Institution

Comments & Resources



SJB

In the Spanish education system there is the role of 'orientador' (counselor) who is a specialist in Psychology. This teacher personally advises students about their educational and professional future. Although their greatest influence is in Secondary Education they also have influence in VET. In all schools there is a free guidance department and teachers of the FOL subject collaborate with this department. The Government of Spain, in coordination with the regional governments, social partners and other key stakeholders (public authorities, employment services, career guidance providers, education & training institutions, youth support services, business, employers, trade unions, etc.) has developed the Spanish National Youth Guarantee Plan. Part of this plan is delivered by the Spanish Chamber of Commerce as the project entitled PICE-Plan Integral de Cualificación y Empleo but it does not necessarily catch all young people across the board as yet. The following online resources are available:

<http://infopointlasalle.blogspot.com/es/>
<http://www.todofp.es/todofp/orientacion-profesional.html>
<http://camaracantabria.com/formacion/programa-integral-de-cualificacion-y-empleo.php>
http://www.empleo.gob.es/ficheros/garantiajuvenil/documentos/plannacionalgarantiajuvenil_es.pdf



Cornwall College

Career advisors provide a working document with action points following a guidance interview to enable focussed support to be given and to encourage learners to take the next steps.

- Document 1. 21 Competency Assessment Guidance
http://www.mysteps.eu/docs/21_Compentency_Assessment_Guidance.pptx
- Document 2. Competency Assessment Process
http://www.mysteps.eu/docs/Competency_Assessment_Process.docx
- Document 3. Careers Action Plan Template
http://www.mysteps.eu/docs/Careers_Action_Plan_template.docx
- Document 4. Careers Path Worksheet
http://www.mysteps.eu/docs/Career_Path_Worksheet_differentiate.pdf
- Document 5. Competency Development Curriculum Staff Feedback Sheet
http://www.mysteps.eu/docs/competency_development_curriculum_staff_feedback_sheet.pdf
- Document 6. Employability Assessment Competencies Stage 1
http://www.mysteps.eu/docs/Employability_competencies_Stage1_Assessment.docx

3. ADDRESSING THE NEEDS OF EACH STUDENT (continued)

Institution	Comments & Resources
	<p data-bbox="373 456 520 566">Cornwall College (continued)</p> <ul data-bbox="579 456 1497 1406" style="list-style-type: none"> • Document 7. Employability Assessment Competencies Stage 2 http://www.mysteps.eu/docs/Employability_competencies_Stage2_Assessment.docx • Document 8. Employability Assessment Competencies Stage 3 http://www.mysteps.eu/docs/Employability_competencies_Stage3_Assessment.docx • Documents 9. Personal Shield and Skills & Qualities http://www.mysteps.eu/docs/personal_shield&skills&qualities.doc • Document 10. Self-Assessment http://www.mysteps.eu/docs/SELF_ASSESSMENT.doc • Document 11. Secret Buddy Evaluation Template http://www.mysteps.eu/docs/SECRET_BUDDY_EVALUATION_TEMPLATE.doc • Document 12. Working within a Team – Drivers Questionnaire http://www.mysteps.eu/docs/DRIVERS_QUESTIONNAIRE.doc • Document 13. SWOT Analysis http://www.mysteps.eu/docs/SWOT_ANALYSIS.doc • Document 14. Your Profile http://www.mysteps.eu/docs/Your_Profile.docx • Document 15. Example Functional CV PDF http://www.mysteps.eu/docs/cas_Example_Functional_CV.pdf • Document 16. Example Performance CV PDF http://www.mysteps.eu/docs/cas_Example_Performance_CV.pdf • Document 17. Example Student/Graduate CV PDF http://www.mysteps.eu/docs/cas_Example_Student_Graduate_CV.pdf
	<p data-bbox="432 1453 520 1482">Berlink</p> <p data-bbox="579 1453 1497 1675">The Career Choice Passport is used to document a journey to discover the individual learners' strengths and to identify the most suitable careers choice in line with those strengths. The Passport is used to plan further learning, application for a training placement and as evidence for potential employers. http://www.abimagazin.de/orientieren.htm?zg=schueler http://www.berufswahlpass.de/bwp-fuer-schueler/</p>
BEN EUROPE	<p data-bbox="579 1682 1497 1756">A SWOT analysis is conducted to analyse an individual learner's competencies and areas for development, combined with a labour market focus.</p>
ZIB	<p data-bbox="579 1762 1497 1868">Tools such as the Competence Analysis and Rickter Scale Process are used to identify the individual competencies of each student. http://www.mysteps.eu/docs/Career_guidance-examples_at_ZIB.docx</p>
	<p data-bbox="453 1912 520 1942">UCV</p> <p data-bbox="579 1912 1497 2134">Personal guidance is given within the Youth Guarantee programme. Personal interviews are held to identify individual needs. Following the interview an individualised plan is created to advise the learner on the most suitable path available. http://www.giovani.gov.it/ScopriComeFunziona/Orientamento/Pagine/Orientamento-di-l-livello.aspx</p>

4. LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning to careers. STEM teachers should highlight the relevant of STEM subjects for a wide range of future career paths.

The role of teachers in the career guidance programme should be that of supporter rather than advisor: where possible, professional career guidance staff should be employed. However, due to the close relationship teachers have with their students, they have an important role in

reinforcing the career programme delivery by linking their subjects directly with the world of work by highlighting how a taught theory is used in practice; thereby increasing the learners' perceived relevance of the curriculum (Hooley, 2015)¹⁸.

Teachers should be supported via professional development with resources and methods which support the linking of curriculum to careers. Consideration should be given to teacher placements with local employers to increase the validity of the teachers' contribution by giving them the ability to say, 'I've been there, I've done that'. It should also be noted that many educational establishments are businesses in their own right and opportunities to deliver a wide range of employability skills can

be found literally just outside the classroom.

Teachers need practice-based concepts derived directly from the companies, contact with the companies and to have a realistic vision of what students need in order to be prepared for the labour market upon completion of their vocational training. As an example, every three months (depending on the need, this could be shorter increments of time) Ben Europe Institute moderates a staff meeting with the director, staff, mentor and the student to discuss the development, and in case of problems seek strategies and solutions.

18. Hooley, T. (2015) What role should teachers play in career guidance? Available at: <http://www.theguardian.com/teacher-network/2015/mar/26/role-teachers-career-guidance>.

Institution Comments & Resources



SJB The education system in Spain offers some subjects with objectives that focus on employment and entrepreneurship. In Spanish High Secondary these subjects are optional but in the Spanish VET they are compulsory. Each school can choose the text book that is most suitable.
<http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo.html>
<http://www.educastur.es/estudiantes/formacion-profesional>
<http://www.santillanafp.com>
<http://javierpelayo.com/descripcion-del-modulo-de-eie>



Cornwall College Work experience coordinators encourage and assist learners to find appropriate work placements. This is not mandatory unless an apprenticeship pathway is chosen. Employers input is also encouraged to help identify the skills and abilities required of potential employees.



Germany (generic) A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course. In the Duales Ausbildungssystem young German people can learn one of 356 (2005) apprenticeship occupations (Ausbildungsberufe). Students usually work 3 days and attend school 2 days in a week. The following resources are available:
<https://www.bmbf.de/de/berufliche-bildung-69.html>
<http://www.duale-ausbildung.de/>
<https://www.azubiyo.de/ausbildung/duale-ausbildung/>
<https://www.deutschland.de/de/dossier/duale-ausbildung>
<http://www.bildungxperten.net/wissen/wie-funktioniert-eine-duale-ausbildung/>
<http://www.praktisch-unschlagbar.de/content/duale-ausbildung-60.php>

Berlink The online magazine 'Planet Profession' can be accessed case studies and information on adapting different subjects to real-life job opportunities.
<http://www.planet-beruf.de/Meine-Talente.12.0.html?&type=17>

ZIB Access to online tools (see Section 1 above) are provided to accompany the printed career planning information issued.

5. ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

The role of a school in employability is to 'push' the learner to achieve their potential and provide support and guidance. The employer should be encouraged to 'pull' the learner from the school setting and continue to provide development opportunities which allow the learner to fully experience the world of work.

On a review of research, ACAS (2013) discovered that the difficulties adjusting to a 'work lifestyle' – longer hours and job responsibility were a real issue for young people upon their

first entrance to the workforce. Combined with a feeling that employers had unrealistic expectations of their skill level (related to lack of experience) this may result in a less than positive first impression of work.

These issues are enhanced when a learner wishes to work internationally. Adapting to a 'work lifestyle' in a different country is likely to result in an adjustment period or culture shock. Moving to a different country could be a stressful experience. The degree of 'shock' depends on factors such as length of time abroad, flexibility, tolerance for ambiguity, degree of difference between home and host culture, prior experience abroad and personal expectations.

Regular contact with employers throughout a learner's educational career can start to overcome some of these issues. Particularly when a relationship can be built between the learner and the employer over a course of years, both in school and the workplace, the end result will be to the advantage of both –

whether a job is the outcome or not – the learning experience for both parties will deepen their understanding of the other party.

In Germany, often those who successfully complete their training are taken on permanently as a skilled worker by the company. Around two thirds of all trainees get a permanent job with their companies after completing vocational training.

19. ACAS (2012) Young people entering work: A review of the research. Available at: <http://www.acas.org.uk/media/pdf/5/2/Young-people-entering-work-a-review-of-the-research-accessible-version.pdf>.



Institution Comments & Resources



SJB Organised independently by the individual educational establishment as not compulsory under FOL. SJB have requested guidance on how to approach employers to encourage their participation. The Youth Guarantee helps some young people gain encounters with employers and employees. The following resources are available:
<http://corrales.lasalle.es/?p=10049>
<http://corrales.lasalle.es/?p=9348>
<http://corrales.lasalle.es/?p=9528>
<http://corrales.lasalle.es/?p=3542>
<http://corrales.lasalle.es/?p=1027>
<http://camaracantabria.com/formacion/programa-integral-de-cualificacion-y-empleo.php>



Cornwall College Online resources are used, together with offline simulation exercises. Basic mentoring is provided, together with mock interviews and support with CV writing. The following resources are available:

- Document 1. Company Research
http://www.mysteps.eu/docs/COMPANY_RESEARCH.doc

5. ENCOUNTERS WITH EMPLOYERS & EMPLOYEES (continued)



Institution	Comments & Resources
	<p data-bbox="392 712 534 824">Cornwall College (continued)</p> <ul data-bbox="576 712 1503 1402" style="list-style-type: none"> • Document 2. Employability Workbook – Interviews http://www.mysteps.eu/docs/EMPLOYABILITY_WORK_BOOK_INTERVIEWS.docx • Document 3. Employability Workbook - Starting a Job http://www.mysteps.eu/docs/EMPLOYABILITY_WORK_BOOK_STARTING_A_JOB.docx • Document 4. Employment Rights and Responsibilities http://www.mysteps.eu/docs/EMPLOYMENT_RIGHTS&RESPONSIBILITIES.doc • Document 5. Mock Interview Evaluation http://www.mysteps.eu/docs/MOCK_INTERVIEW_EVALUATION.doc • Document 6. My Company or Not Exercise http://www.mysteps.eu/docs/MY_COMPANY_OR_NOT_TEMPLATE.doc • Document 7. Personal Presentation http://www.mysteps.eu/docs/PERSONAL_PRESENTATION1.doc • Document 8. Presentations for Work http://www.mysteps.eu/docs/PRESENTATIONS_FOR_WORK.docx • Document 9. Top Tips for a Successful CV http://www.mysteps.eu/docs/Top_Tips_Successful_CV.docx
	<p data-bbox="443 1447 534 1473">Berlink</p> <p data-bbox="576 1447 1503 1630">Uses PSW as part of delivery (an ‘exchange of experiences’) – combines practical training for teachers and information for stakeholders on events where potential employers can be accessed. http://www.abimagazin.de/news/events.htm?zg=schueler http://www.psw-berlin.de/startseite/</p>
	<p data-bbox="467 1794 534 1821">UCV</p> <p data-bbox="576 1794 1503 2125">Careers Days are organised by universities every year giving learners the opportunity to speak directly to recruiters, have interviews and gain information regarding the world of work. http://www.unive.it/pag/fileadmin/user_upload/ateneo/job/documenti/Stage_e_placement/studenti_e_laureati/eventi_recluting/CAT_CAREER_2015.pdf http://www.unipd.it/sites/unipd.it/files/Volantino%20Seminario%20Contratti%2024%20febb%2016.pdf http://www.univr.it/main?ent=catdoc&id=247&idDest=6&serv=384&lang=en</p>

6. EXPERIENCE OF WORKPLACES

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and begin to build and expand their networks.

Studies have shown that the 'soft skills' employers desire are best developed 'on the job'. Engagement with the workplace prior to beginning employment enhances a learner's employability and begins to develop a network. For a learner searching for a first

job, having some experience of the workplace to include on a Curriculum Vitae will improve their prospects, and help with longer term career decisions.

Institution	Comments & Resources
	<p>CCIN Cantabria (coordinated by the Chamber of Spain)</p> <p>The Youth Guarantee is a new approach to tackling youth unemployment which ensures that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. The offer should be for a job, apprenticeship, traineeship, or continued education and be adapted to each individual's needs and situation. For more information see: http://ec.europa.eu/social/main.jsp?catId=1079&langId=en</p> <p>SJB</p> <p>VET students complete a placement period with an employer which is organised by the school. A forum to share learner experiences is recommended.</p> <p>The Youth Guarantee helps some young people gain experience of workplaces. The following resources are available: http://corrales.lasalle.es/?p=6886 http://corrales.lasalle.es/?p=10049 http://corrales.lasalle.es/?p=9348 http://corrales.lasalle.es/?p=9528 http://corrales.lasalle.es/?p=3542 http://corrales.lasalle.es/?p=1027 http://www.camara.es/es/formacion-y-empleo/programa-integral-de-cualificacion-y-empleo http://camaracantabria.com/formacion/programa-integral-de-cualificacion-y-empleo.php</p>
	<p>Cornwall College</p> <p>Coordinated by career and employability advisors with employers encouraged to provide meaningful experiences to placed learners.</p> <ul style="list-style-type: none"> • Document 1. Overview of Real Work Environment Activity http://www.mysteps.eu/docs/Overview_of_Real_Work_Environment_Activity.docx • Document 2. Work Experience Diary http://www.mysteps.eu/docs/work_experience_diary.pub • Document 3. Work Experience Placements Policy PDF http://www.mysteps.eu/docs/work_experience_placements_policy&procedure.pdf

6. EXPERIENCE OF WORKPLACES (continued)

Institution	Comments & Resources
	<p data-bbox="384 421 533 533">Cornwall College (continued)</p> <ul data-bbox="576 421 1501 1010" style="list-style-type: none"> • Document 4. Work Experience Paperwork Pack PDF http://www.mysteps.eu/docs/work_experience_paperwork_pack.pdf • Document 5. Student Work Experience Handbook PDF http://www.mysteps.eu/docs/student_work_experience_handbook.pdf • Document 6. Be Safe – Placement Attendance Worksheet PDF http://www.mysteps.eu/docs/be_safe_placement_attendance_worksheet.pdf • Document 7. Work Experience Employer Feedback Form PDF http://www.mysteps.eu/docs/work_experience_employer_feedback_form.pdf • Document 8. Work Experience Employer Handbook PDF http://www.mysteps.eu/docs/work_experience_employer_handbook.pdf • Document 9. Young People and Work Experience PDF http://www.mysteps.eu/docs/young_people_and_work_experience.pdf • Document 10. Health and Safety Law http://www.mysteps.eu/docs/health_and_safety_law_leaflet.pdf
	<p data-bbox="443 1059 533 1093">Berlink</p> <p data-bbox="576 1059 1501 1126">Berlink makes use of an online video resource which shows 'real life' scenarios in different professional sectors. http://www.abimagazin.de/beruf-karriere/berufsreportagen.htm?zg=schueler http://www.bildungsketten.de/de/249.php</p> <p data-bbox="485 1211 533 1245">ZIB</p> <p data-bbox="576 1211 1501 1290">Work experience is a compulsory element of all training courses. The online tools (see Section I above)</p>
	<p data-bbox="464 1335 533 1368">UCV</p> <p data-bbox="576 1335 1501 1491">Voluntary opportunities for internships are made available to learners. Specifically, Eurocultura is one of the most important training career counselling organization with an international approach and leader in this kind of activities.</p> <p data-bbox="576 1491 1501 1603">Other kind of organizations, as "Studenti senza frontiere", offer voluntary opportunities to learners as those of "workcamps". The following resources are available: http://www.eurocultura.it/en/ http://www.eurocultura.it/images/pdf/2015/leaflet_EU_2015.pdf http://www.studentisenzafriere.it/en/ http://www.projects-abroad.co.uk/volunteer-projects/short-term-specials/</p> <p data-bbox="576 1771 1501 1850">(This is an interesting opportunity of Voluntary Work-Experience Placements for 16-19 year-olds students).</p>
<p data-bbox="379 1850 533 1917">Verona Innovazione</p>	<p data-bbox="576 1850 1501 2002">Sportello Stage promotes youth internship experiences at the premises of companies based in the Verona area for both local and international students. It offers a service to public and private employers willing to accommodate trainees for an internship.</p>

7. ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. By the age of 16, every learner should have had a meaningful experience of learning in a broad range of providers' environments, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunities to meet both staff and other learners.

Different learning environments suit different learners. Psychometric testing is available in German 'BIZ' centres, which are funded and run by the Federal Employment Agency. Testing of this type allows learners to understand a little more about their

own skills and learning styles and can be used as part of a career guidance programme to inform future choices. Blended learning and online training are up to date nowadays. As referred to before, Ben Europe Institute runs online courses on International Competences, German Language and Soft Skills, focusing on the most important knowledge that students need to adapt to labour life in the country.

In Spain, online resources exist only as a support to students. Face to face teaching methods are preferred and therefore attendance is required.

In Italy, the 'Salone dello Studente - Campus Orienta' is a training and professional orientation event related to 'Campus', a monthly magazine dedicated to students and University. The first event was held in Milan in 1990 at the trade fair and following its success the event was taken to Rome. To date it has also taken place in Bari, Florence, Pescara, Naples, Turin, Lamezia Terme, Catania, Monza and Milan. The

two or three day event is free of charge, is held during school hours, in premises with exhibition areas where schools and universities meet students who are accompanied by teachers. It also features themed debates, conferences and training sessions that aim to give students the tools and information to make an informed choice, considering the training available in Italy and abroad. During the fair students of the last year of high school have the opportunity to access the all university and post diploma offers, participate in debates and workshops, perform aptitude tests and take part in simulations of university admission. Accompanying teachers can participate in conferences and workshops on guidance topics and methods of learning and teaching in an area dedicated to them. The Salone allows all components of the world of education (students, families, teachers, administrators, institutions) to meet and address the issues and the future orientation of the young.

Institution

Comments & Resources



SJB

Again, not compulsory under FOL. An information point for available open days at other establishments is requested.

<http://infopointlasalle.blogspot.com.es/>



Cornwall College

Opportunities to visit universities are offered and talks from alumni HE students are given. Informal social events are organised by Student Union where information is distributed and creation of networking opportunities.

- Document 1. HE Moodle Course Screenshots
http://www.mysteps.eu/docs/HE_Moodle_Course_screenshots.docx
- Document 2. HE USpace Activity
http://www.mysteps.eu/docs/HE_USpace_activity.docx



Berlink

Information regarding open days at universities and educational establishments is provided. The following resources are available:

<http://www.abimagazin.de/news/events.htm?zg=schueler>
<http://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/Berufswahl/Berufsinformationszentren/index.htm>



UCV

Information points are available during open days at universities and during job fairs. For more information on the 'Salone dello Studente - Campus Orienta' go to: <http://www.salonedellostudente.it/>

8. PERSONAL GUIDANCE

Every learner should have opportunities for guidance interviews with a career adviser who could be internal to the school or external - provided they are trained to an appropriate level. The need and importance of guidance emerges in relation to self-understanding and self-direction: it helps in understanding strengths and ability to solve problems and take decisions, as well as personal and academic development along with maturity.

According to information provided by the OECD; Germany's Federal Employment Office's career counsellors visit schools, run class talks, and provide small-group guidance and short personal interviews in the penultimate year of compulsory schooling. These counsellors have generally undertaken a specialised three-year course of study at the Federal



College of Public Administration. School classes are taken to the Office's career information centres (BIZ) where they are familiarised with the centre's facilities; they can subsequently re-visit the centre and book longer career counselling interviews at the local employment office. Similar

local agency offices exist in Spain together with Chambers of Commerce who could be asked to help support employability guidance. These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs pre-16 and pre-18.

The Gatsby Report (2014) found the best examples of personal guidance were when a connection was made between the one-to-one sessions and the wider career programme. Making career guidance personal increases its effectiveness as the advice given can be truly tailored to the individual. However, in terms of accessibility, collaborative guidance can be equally effective, as long as the learners involved hold similar ambitions.

Learners get a better understanding of potential work and progression routes

Learners are better motivated to acquire skills and qualifications

Learners more likely to achieve better outcomes in the labour market

Learners less likely to become NEET

8. PERSONAL GUIDANCE (continued)

We must emphasise the importance of European experiences and materials being made available for European careers guidance. It is suggested that experiences are organised via meetings, programme presentations across Spain, the UK, Germany and Italy and by provision of tools which could expand students' understanding of available opportunities.



Institution	Comments & Resources
	<p>SJB Routine guidance is not provided but class tutors endeavour to support learner and parent information needs. The Spanish National Youth Guarantee Plan offers one to one guidance for some young people as part of the programme http://www.empleo.gob.es/ficheros/garantiajuvenil/documentos/plannacionalgarantiajuvenil_es.pdf</p> <p>The Educational Government provides the following Career Guide: http://www.educantabria.es/docs/documentacion/Oferta%202016-17_v11.pdf</p>
	<p>Cornwall College Staff assist students to find relevant information sources and give impartial advice with the learners best interests at heart. Some staff have IAG (information, advice and guidance) training and discuss progression routes and career choices with individual learners, as well as larger groups. External organisations are invited to broaden learners knowledge of available routes.</p>
	<p>Berlink Personal tutorage and careers guidance is provided. See: http://www.abimagazin.de/orientieren/abi-beratung/so-hilft-die-berufsberatung-ha012298.htm?zg=schueler</p> <p>ZIB http://www.psw-berlin.de/landeskonzept/</p> <p>Each training course is accompanied by a social pedagogue who acts as a personal tutor and provides personal guidance on career advice and work related issues. They use the online tools (referenced in Section 1) and can implement the Rickter Scale Process for students (referenced in the Career Guidance document: http://www.mysteps.eu/docs/Career_guidance_examples_at_ZIB.docx).</p>
	<p>UCV The 'Youth Guarantee' initiative provides a personal career advisor to young people once they have obtained a degree to support their entry into their choice of profession. The opportunity is for both the youth who will benefit from an orientation service on numerous training opportunities and work placements, and for the companies investing in young people. An information leaflet is available at: http://www.mysteps.eu/docs/Personal_Guidance_Youth_Guarantee_Programme_Structure_allegato_UCV.doc</p> <p>For more information see: http://www.garanzigiocvani.gov.it/Documentazione/Pagine/default.aspx</p>

CONCLUDING THOUGHTS

Career guidance is an essential element to education and links should begin to be made between curriculum and the world of work as early as possible in a learner's educational journey. Embedding the development of 'employability' skills from pre-school age may appear to be presumptive, however when learners make connections between the stories they read and the world they live in the relevance of those stories becomes more apparent and the aspirations of those learners can be raised.

Beginning to teach employability at pre-16 or pre-18 is arguably too late – personality traits have formed, judgements have been made on academic ability and pathways forged which are often difficult for learners (even with the best possible all round support) to deviate from.

As education generally is so tightly governed by the state, perhaps employers should be encouraged to take the lead in engaging with learners? The Gatsby Report concludes that it is the responsibility of head teachers and governors to 'take the lead' in prioritising career guidance, however perhaps their role would be more effective as a 'broker' between education and industry – to make local introductions, to expand the school's network and to encourage employers to invest their resources into 'pre-recruitment' of young people.

In addition there are certain soft skills which are decisive in moving from education to employment, which may ultimately be the ones that decide whether an individual gains employment or not.

Schools place too much emphasis on theoretical knowledge and for this reason an early collaboration between companies and schools are needed. With the implementation of the vocational training, Germany became a pioneer in this practice. Still, there is a failure which needs to be fixed regarding the softer skills; communication, presentation, taking responsibilities – the personal attitude required to become an asset to a business.

Since 1993 in the Delors White Paper on unemployment, it was suggested that a need to enhance the coordination between subjects involved in training and subject involved in the labour market in order to guarantee knowledge and skills that would be useful for young people of a first approach with the world of work. The concept was then discussed in more detail in 'Teaching and Learning – Towards the learning society' in 1995 which states that building or reinforcing the bridge between school and business can do nothing but good for both sides: in fact it helps by increasing equal employment opportunities.

The schools and businesses rapprochement is a priority which requires three conditions:-

- Education much be opened up to the world of work – that schools must have knowledge of the enterprises and must perceive the changes that are influential on productive activity;
- Businesses must be involved in the training process for both their employees and potential employees in order to share the really useful information which really prepares an individual for work; and,
- Co-operation must be developed between schools and business as this is the key to the success of professional training.

However, this approach is likely to add yet another layer of bureaucracy into the provision of a stable career guidance programme as a body to manage, fund and source willing employers would no doubt be required and the stability could be threatened if partner businesses are unable to make long term commitments.

RECOMMENDATIONS

- An embedded careers and employability programme which is delivered by the school, developed in conjunction with employers and students and supported by all stakeholders.
- Availability of well-informed advisors to guide and support learners into the world of work, who are available at all stages of a learners' education and who can ensure that learners are fully informed about all opportunities which are available, including higher education.
- More constructive input from local employers to enrich learning about work and valuable skills, both generic and specialist. Including visits to workplaces, work experience programmes and careers fairs.
- Continued sharing of best practices between institutions.



DISCLAIMER

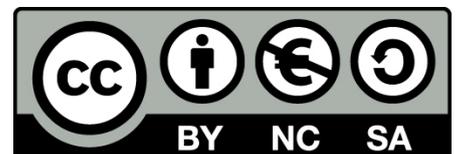
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HOW DID WE DO IT?

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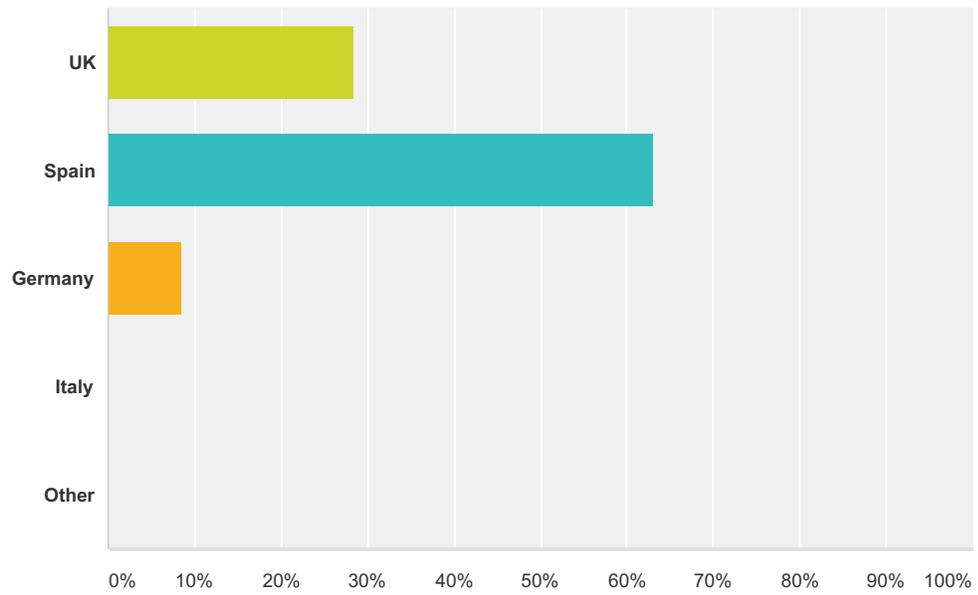
- http://www.mysteps.eu/docs/Final_Summary_Survey_Data_forIO4&IO7.pdf

Q1 Please tell us your name

Answered: 197 Skipped: 2

Q2 Where do you live?

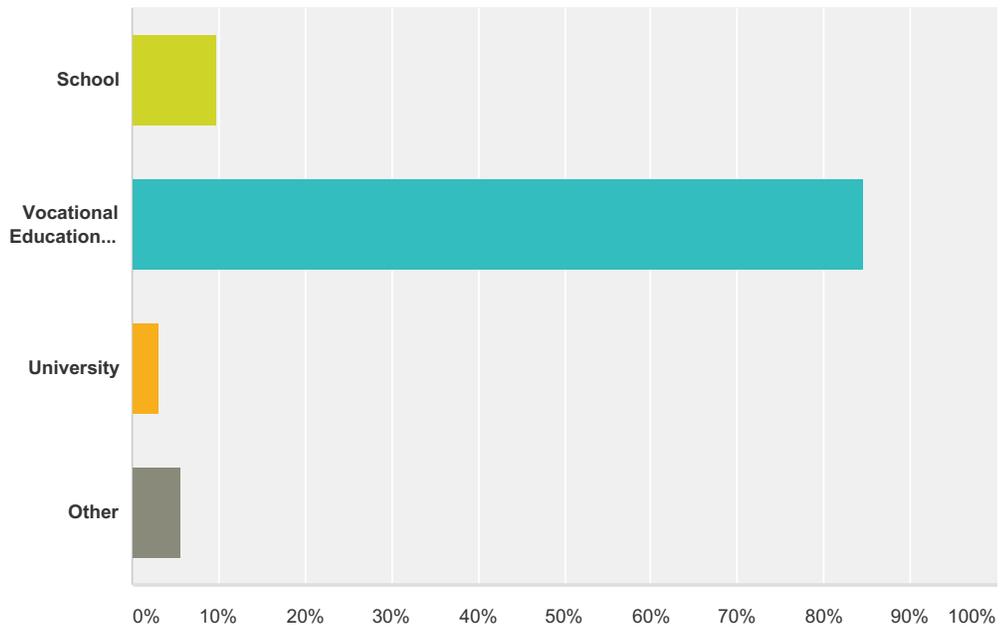
Answered: 197 Skipped: 2



Answer Choices	Responses
UK	28.43% 56
Spain	62.94% 124
Germany	8.63% 17
Italy	0.00% 0
Other	0.00% 0
Total Respondents: 197	

Q3 Are you currently working at, working with or studying at any of the following?

Answered: 194 Skipped: 5



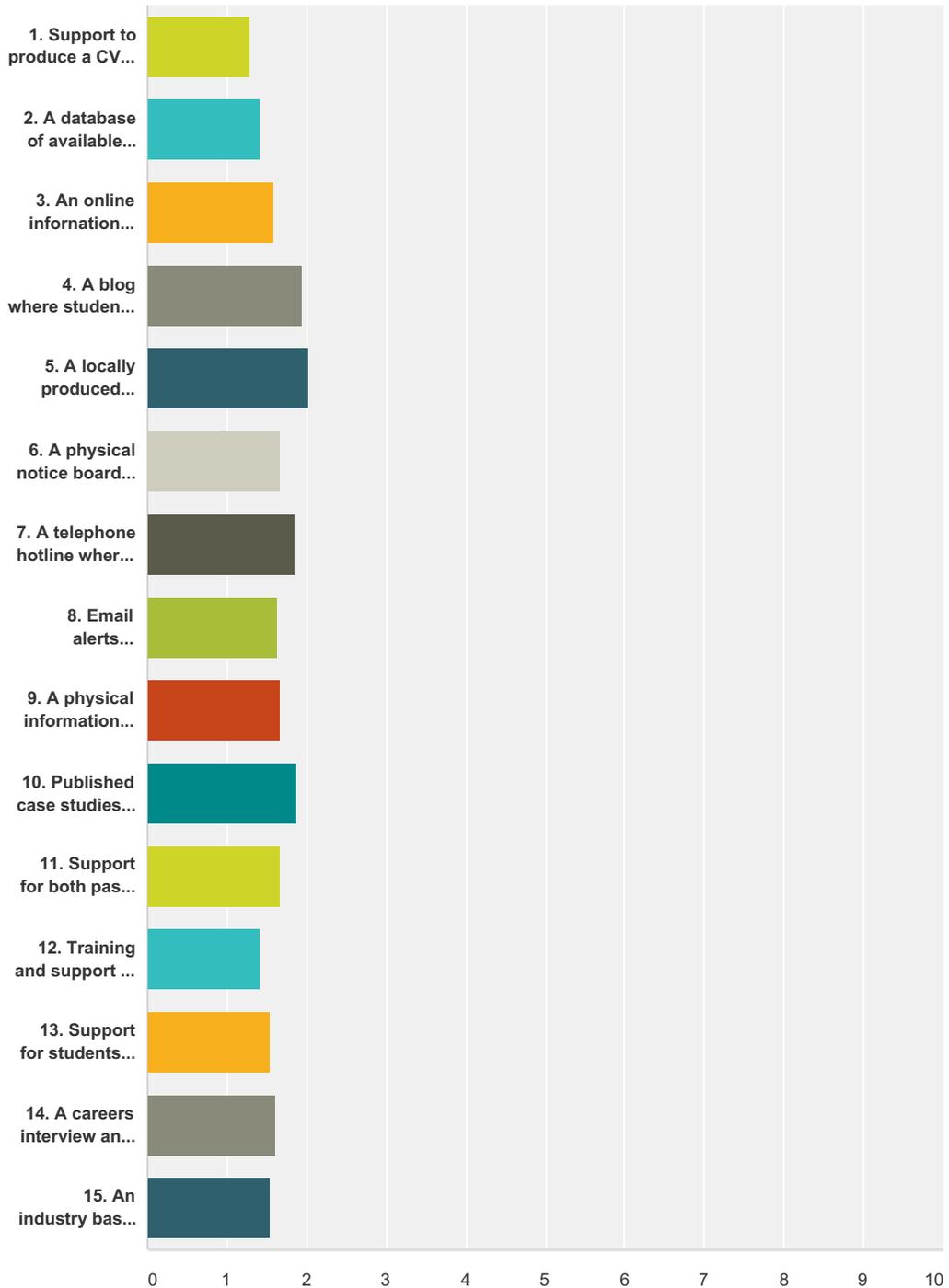
Answer Choices	Responses
School	9.79% 19
Vocational Education College	84.54% 164
University	3.09% 6
Other	5.67% 11
Total Respondents: 194	

Q4 Please provide the name of the organisation you are working with or studying at.

Answered: 193 Skipped: 6

Q5 We are collecting information to better understand the things you feel are important when supporting students with careers guidance, employability and work experience.

Answered: 186 Skipped: 13

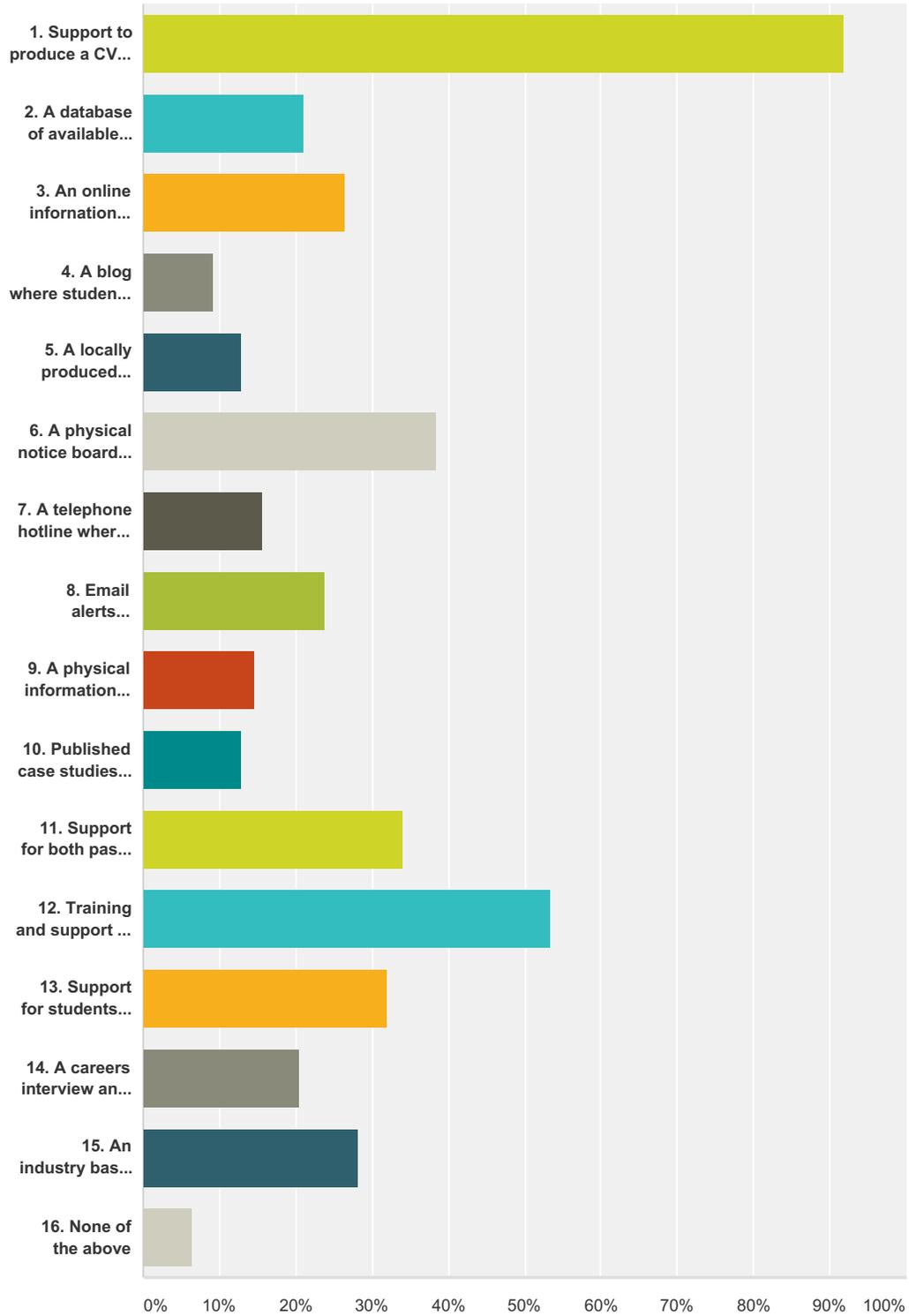


Erasmus Steps - Careers Guidance in Vocational Education

	Very important	Important	Not important	Total	Weighted Average
1. Support to produce a CV and Covering Letter	70.27% 130	29.19% 54	0.54% 1	185	1.30
2. A database of available work experience	58.47% 107	40.44% 74	1.09% 2	183	1.43
3. An online information platform for careers guidance and employment information	45.11% 83	52.17% 96	2.72% 5	184	1.58
4. A blog where students can communicate with each other about job placements and opportunities	22.28% 41	60.87% 112	16.85% 31	184	1.95
5. A locally produced magazine containing employment issues and opportunities	20.65% 38	57.07% 105	22.28% 41	184	2.02
6. A physical notice board publishing job and placement opportunities and information	40.44% 74	51.91% 95	7.65% 14	183	1.67
7. A telephone hotline where students can get information and advice	30.94% 56	52.49% 95	16.57% 30	181	1.86
8. Email alerts communicating opportunities and information	45.11% 83	46.74% 86	8.15% 15	184	1.63
9. A physical information point containing careers resources both locally and across Europe	41.44% 75	49.72% 90	8.84% 16	181	1.67
10. Published case studies of students who have undertaken work experience	25.68% 47	60.66% 111	13.66% 25	183	1.88
11. Support for both past and present students	43.48% 80	46.74% 86	9.78% 18	184	1.66
12. Training and support for students prior to undertaking work placements	61.75% 113	35.52% 65	2.73% 5	183	1.41
13. Support for students after completing work experience placements	51.91% 95	42.62% 78	5.46% 10	183	1.54
14. A careers interview and support from an independent careers advisor	47.51% 86	45.30% 82	7.18% 13	181	1.60
15. An industry based mentor	51.63% 95	42.93% 79	5.43% 10	184	1.54

Q6 Which of these measures do you currently have available to you? (Or you are aware that these are available to students)

Answered: 185 Skipped: 14

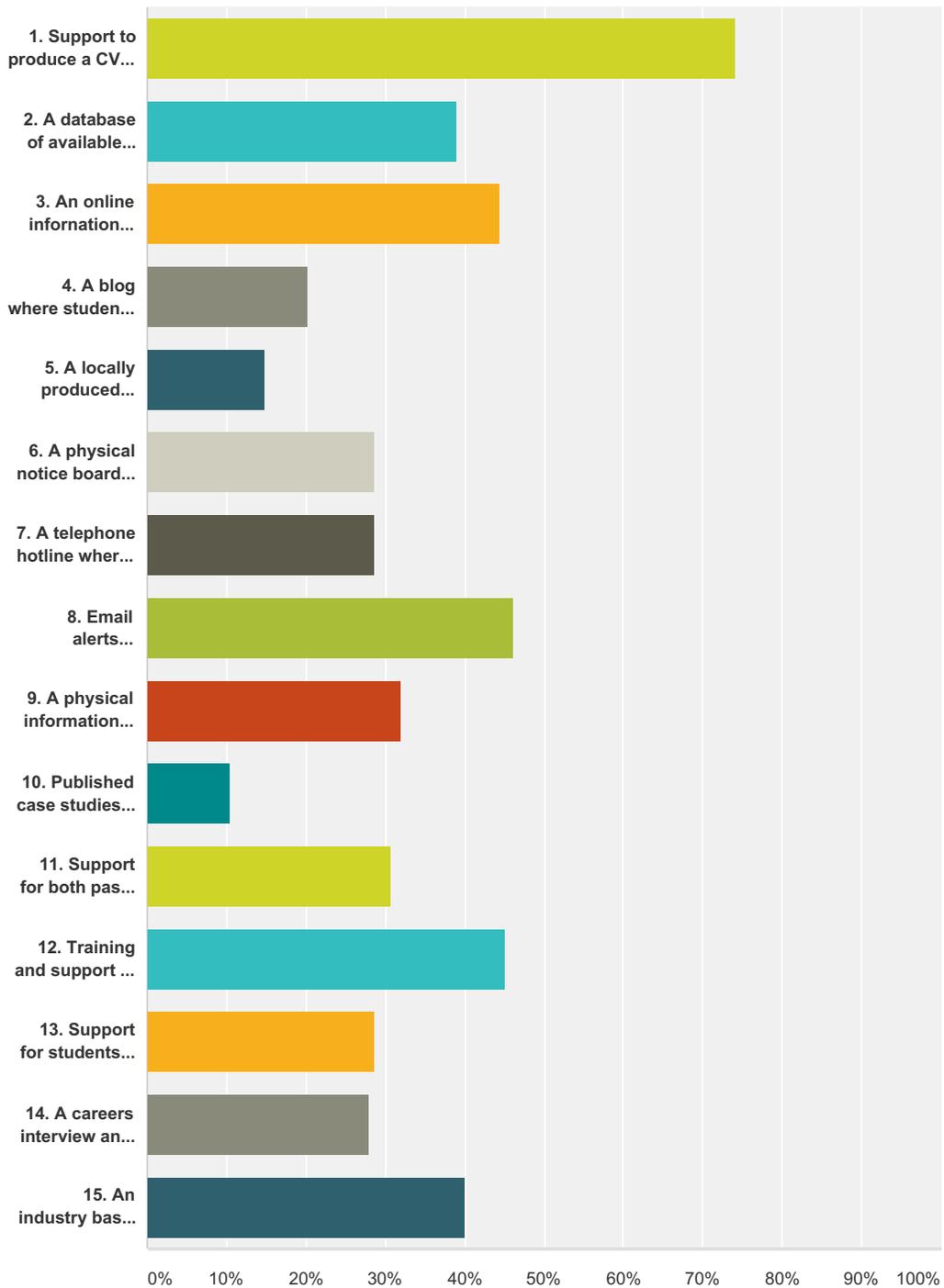


Erasmus Steps - Careers Guidance in Vocational Education

1. Support to produce a CV and Covering Letter	91.89%	170
2. A database of available work experience	21.08%	39
3. An online information platform for careers guidance and employment information	26.49%	49
4. A blog where students can communicate with each other about job placements and opportunities	9.19%	17
5. A locally produced magazine containing employment issues and opportunities	12.97%	24
6. A physical notice board publishing job and placement opportunities and information	38.38%	71
7. A telephone hotline where students can get information and advice	15.68%	29
8. Email alerts communicating opportunities and information	23.78%	44
9. A physical information point containing careers resources both locally and across Europe	14.59%	27
10. Published case studies of students who have undertaken work experience	12.97%	24
11. Support for both past and present students	34.05%	63
12. Training and support for students prior to undertaking work placements	53.51%	99
13. Support for students after completing work experience placements	31.89%	59
14. A careers interview and support from an independent careers advisor	20.54%	38
15. An industry based mentor	28.11%	52
16. None of the above	6.49%	12
Total Respondents: 185		

Q7 Which 5 measures do you feel are most important?

Answered: 182 Skipped: 17



Answer Choices	Responses
1. Support to produce a CV and Covering Letter	74.18% 135
2. A database of available work experience	39.01% 71

Erasmus Steps - Careers Guidance in Vocational Education

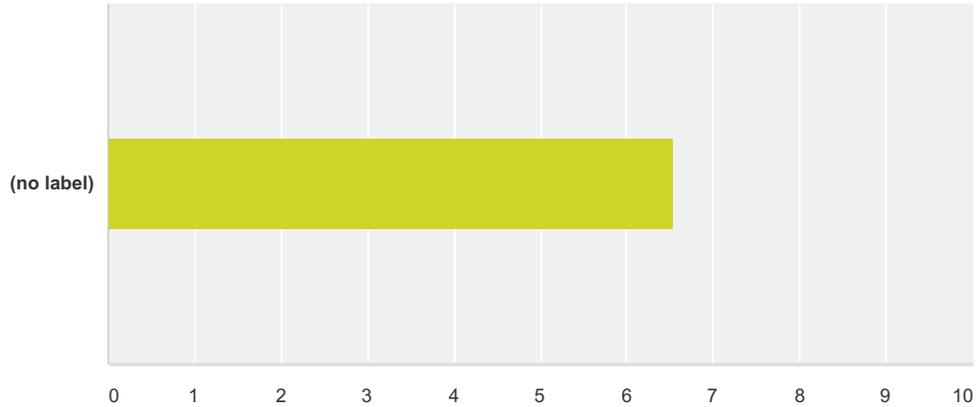
3. An online information platform for careers guidance and employment information	44.51%	81
4. A blog where students can communicate with each other about job placements and opportunities	20.33%	37
5. A locally produced magazine containing employment issues and opportunities	14.84%	27
6. A physical notice board publishing job and placement opportunities and information	28.57%	52
7. A telephone hotline where students can get information and advice	28.57%	52
8. Email alerts communicating opportunities and information	46.15%	84
9. A physical information point containing careers resources both locally and across Europe	31.87%	58
10. Published case studies of students who have undertaken work experience	10.44%	19
11. Support for both past and present students	30.77%	56
12. Training and support for students prior to undertaking work placements	45.05%	82
13. Support for students after completing work experience placements	28.57%	52
14. A careers interview and support with an independent careers advisor	28.02%	51
15. An industry based mentor	40.11%	73
Total Respondents: 182		

**Q8 Please tell us if there is anything else
that should be available?**

Answered: 28 Skipped: 171

Q9 If you had to evaluate the careers guidance and support to find a job being provided right now, what mark would you give from 1 to 10? (1 being poor, 10 being excellent)

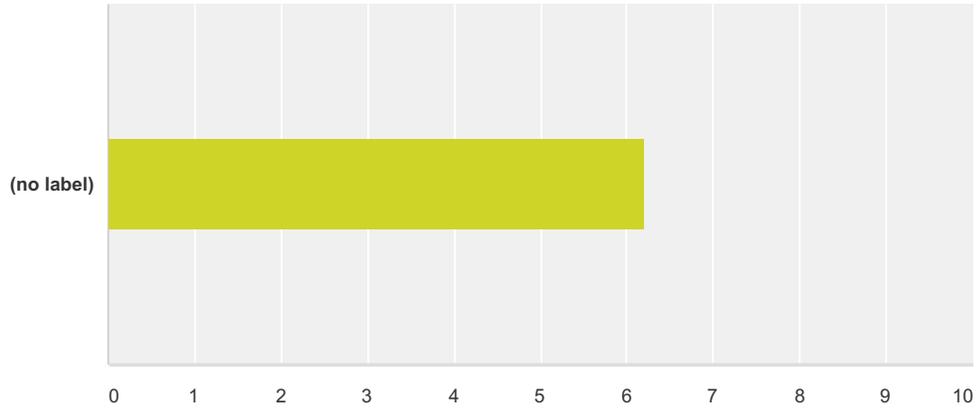
Answered: 180 Skipped: 19



	1	2	3	4	5	6	7	8	9	10	Total	Weighted Average
(no label)	2.78%	2.78%	3.33%	4.44%	11.11%	16.67%	21.67%	28.89%	4.44%	3.89%	180	6.53
	5	5	6	8	20	30	39	52	8	7		

Q10 How would you evaluate the materials being used to provide careers guidance or support to find a job? (1 being poor, 10 being excellent)

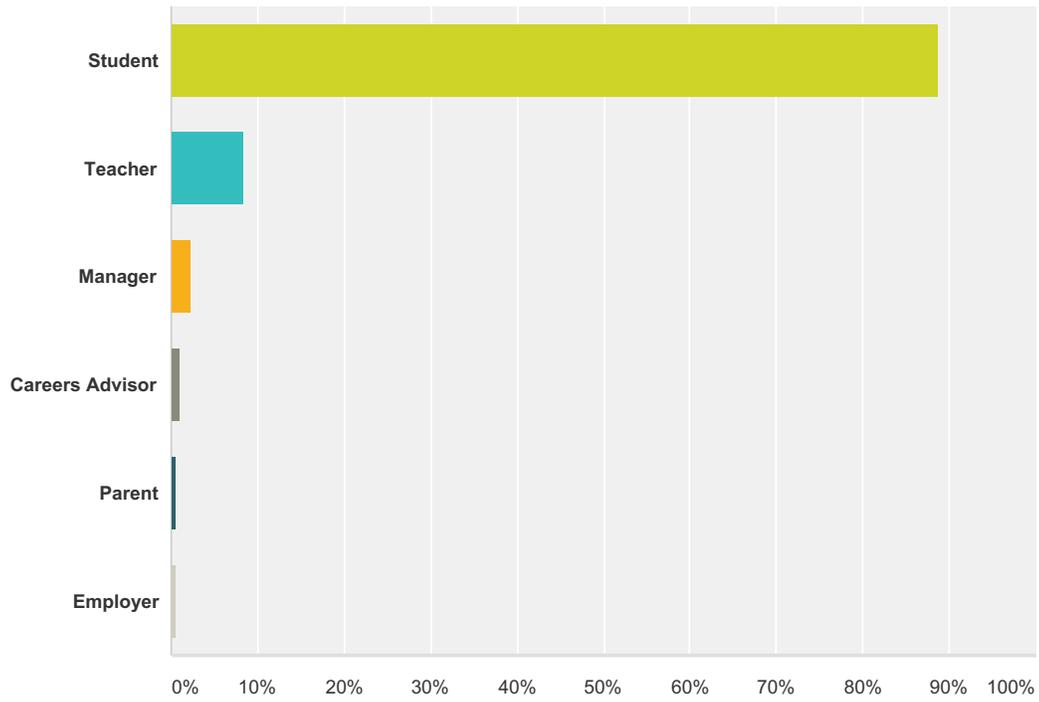
Answered: 179 Skipped: 20



	1	2	3	4	5	6	7	8	9	10	Total	Weighted Average
(no label)	4.47% 8	2.79% 5	1.68% 3	7.82% 14	16.20% 29	16.76% 30	22.35% 40	18.44% 33	6.70% 12	2.79% 5	179	6.20

Q11 What is your role?

Answered: 178 Skipped: 21



Answer Choices	Responses	Count
Student	88.76%	158
Teacher	8.43%	15
Manager	2.25%	4
Careers Advisor	1.12%	2
Parent	0.56%	1
Employer	0.56%	1
Total Respondents: 178		

Q12 What barriers need to be overcome to enable the college to provide better careers advice and work experience opportunities?

Answered: 17 Skipped: 182

Q13 Are the careers guidance centres in your country regulated by law? Please give details

Answered: 16 Skipped: 183

Q14 How is career guidance provided in Vocational Training?

Answered: 18 Skipped: 181

Q15 What materials have you got to provide vocational guidance?

Answered: 17 Skipped: 182

Q16 Please provide any further views or ideas you have to improve careers guidance or the support available to find a job.

Answered: 74 Skipped: 125



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THE EUROPEAN LABOUR MARKET

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- http://www.mysteps.eu/docs/Studie_NW_Social-Justice-in-the-EU-Index-Report-2015.pdf



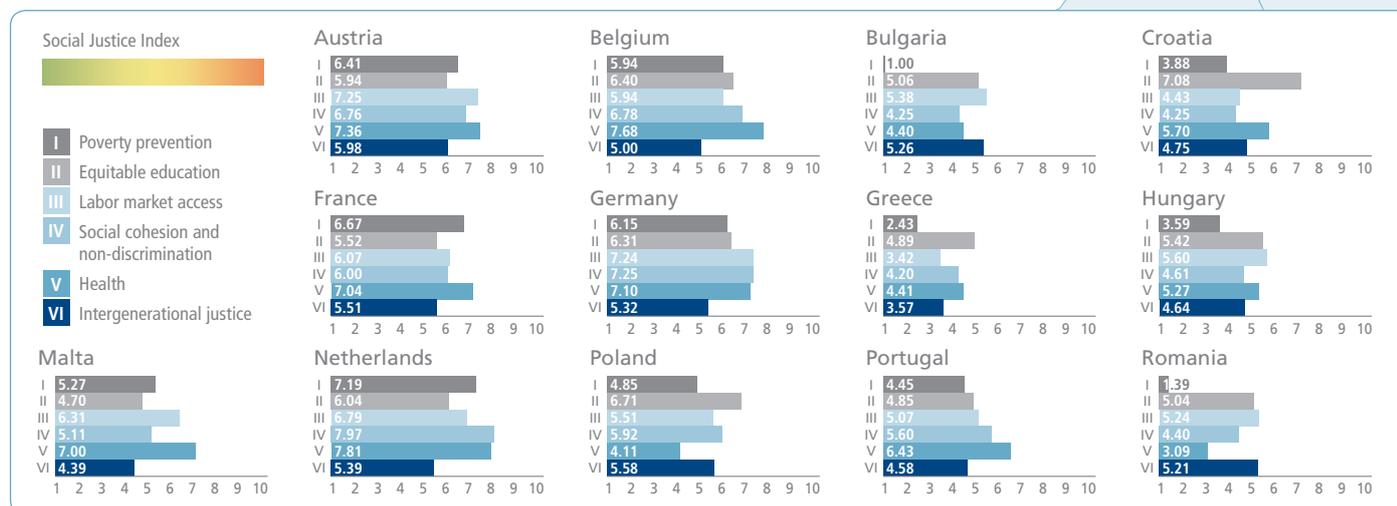
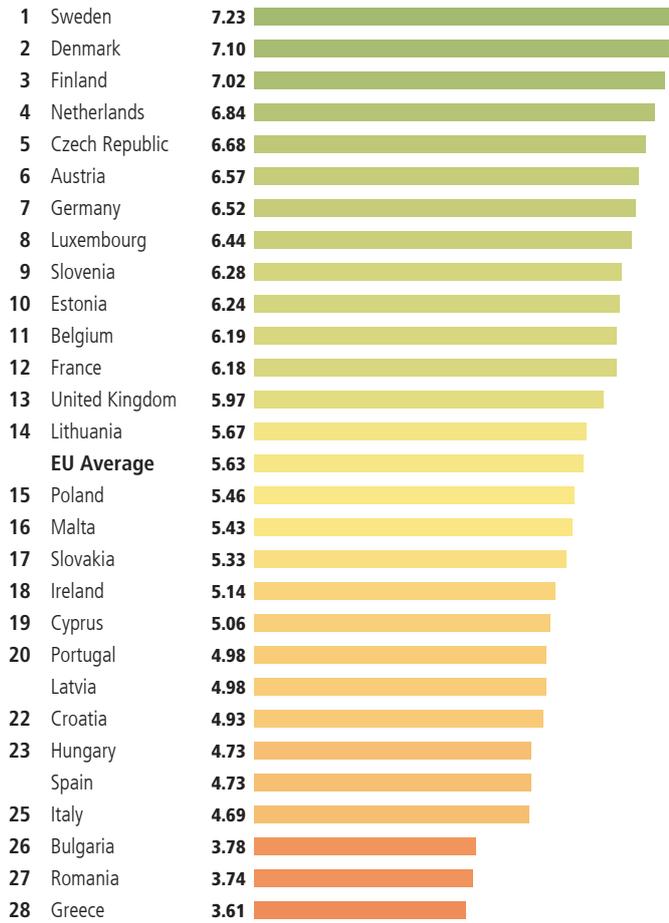
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Social Inclusion Monitor Europe

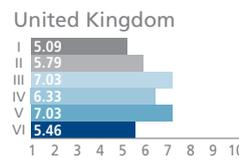
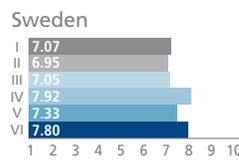
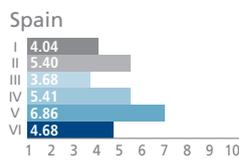
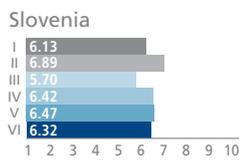
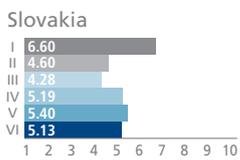
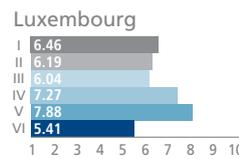
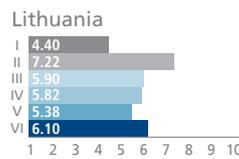
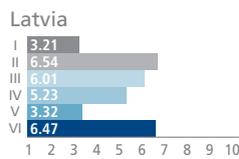
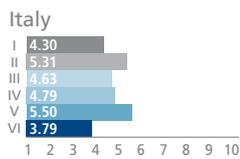
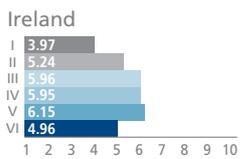
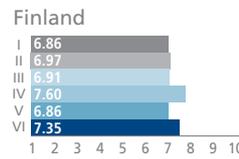
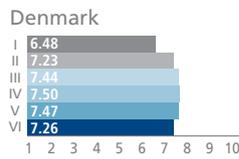
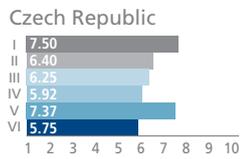
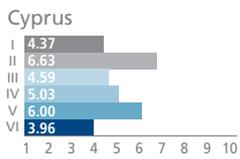
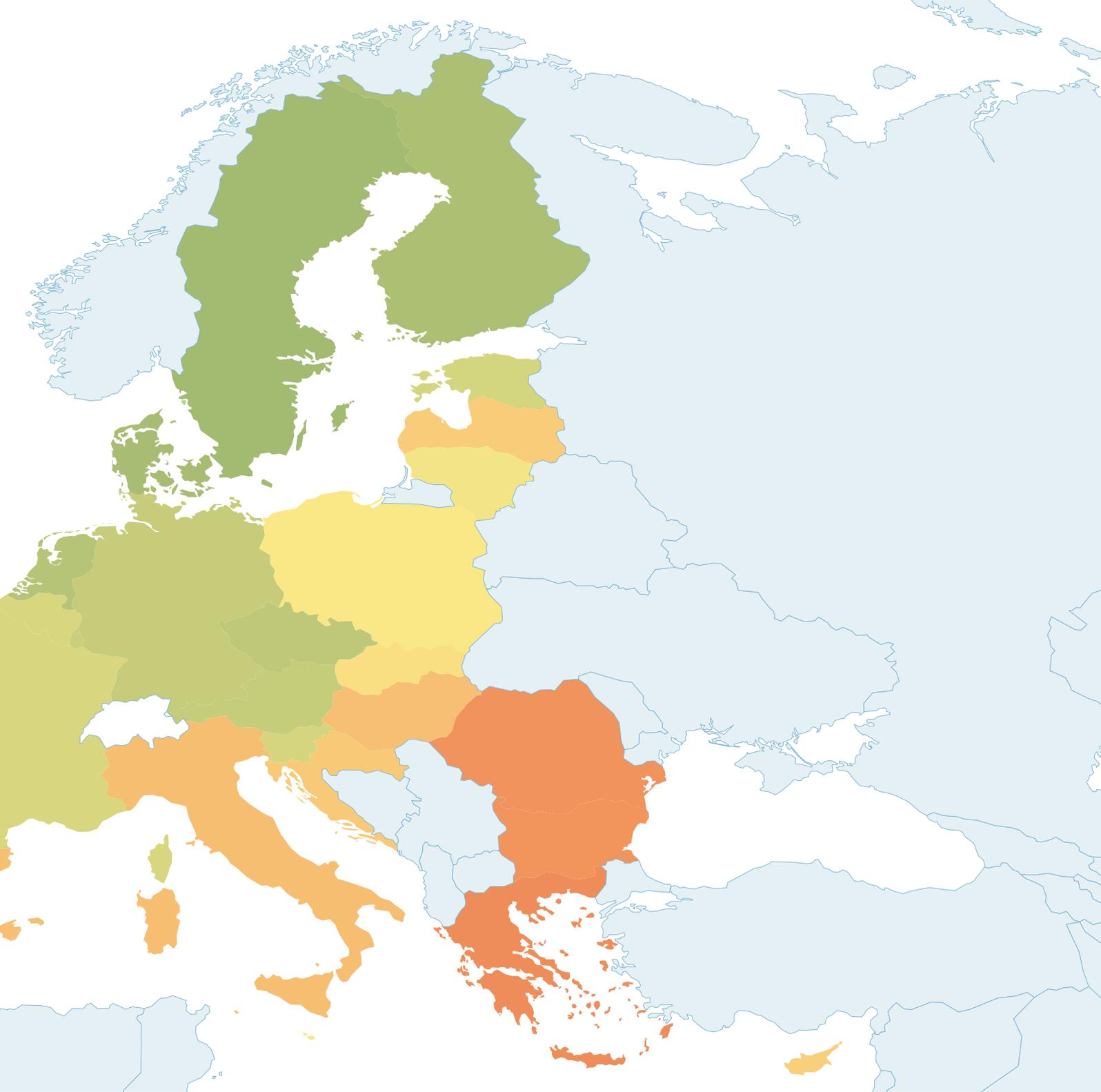
Daniel Schraad-Tischler

Social Justice in the EU

EU Social Justice Index



Annotation: Scores on a scale from 1 to 10. Higher Scores = better performance. For further information see "Methodology" (chapter 3). Source: Own calculations.



Social Justice in the EU – Index Report 2015

Social Inclusion Monitor Europe

Daniel Schraad-Tischler

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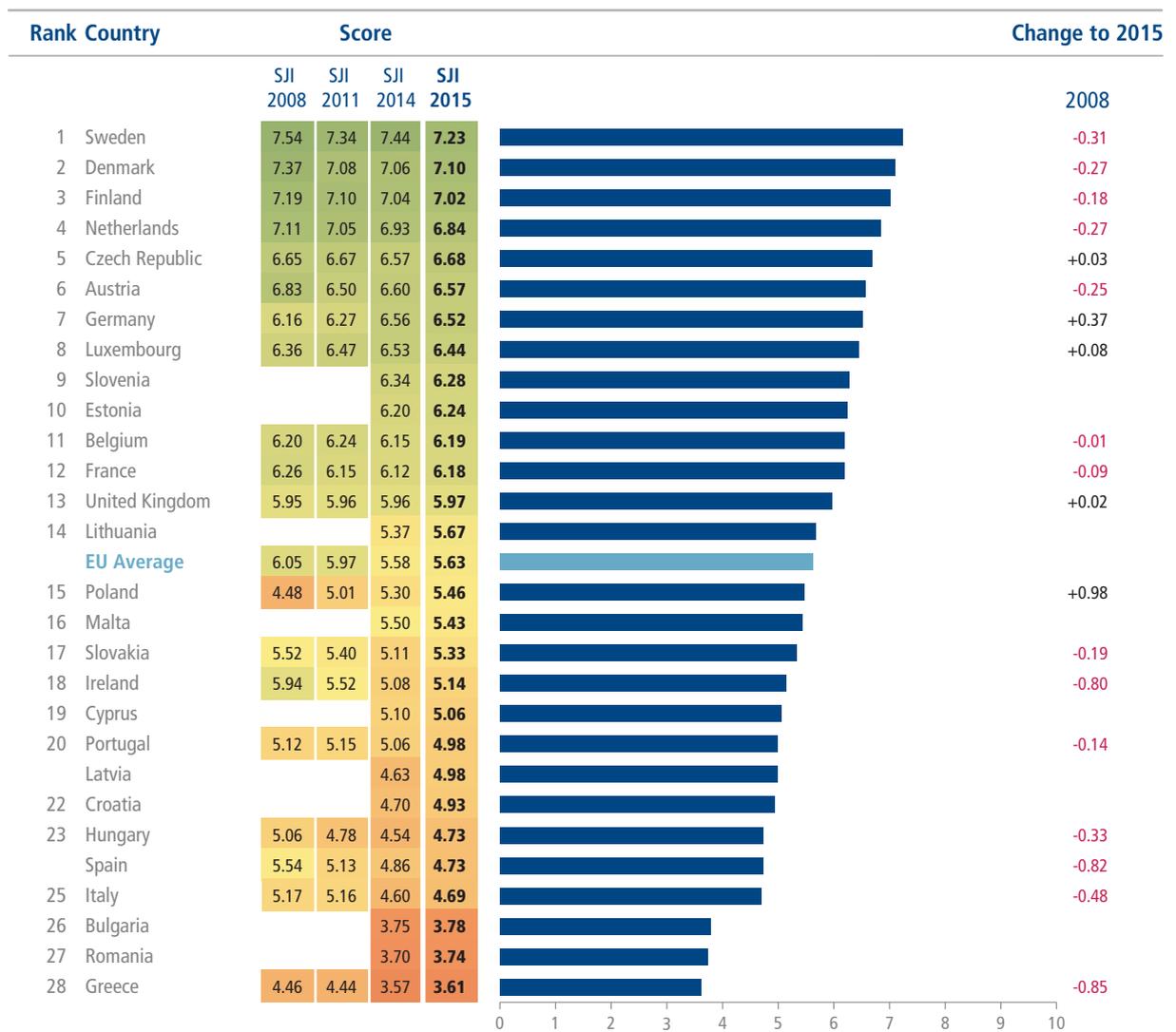
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I. Key findings, in brief

1. Social (in)justice in the EU – The low point seems to have been reached, but no comprehensive turnaround is evident

In the majority of EU countries, the extent of social justice relative to last year's edition of the Social Justice Index (SJI 2014) has at least avoided further deterioration. It appears that for the majority of countries, after several years of decline, the lowest point was reached between 2012 and 2014.

Figure 1: EU Social Justice Index (weighted)



Source: Own calculations.

BertelsmannStiftung



and 2014. This is in large part due to slight labor market improvements visible in the majority of countries after 2013. Nevertheless, a genuine and comprehensive turnaround in terms of social justice is not underway. To be sure, a certain stabilization with regard to economic affairs is evident in many countries, at least on the basis of some indicators. This is true even of crisis-battered European countries like Spain, Portugal and Ireland. However, only future SJI editions will show whether social justice in Europe can sustainably stabilize and improve again. Social conditions and participation opportunities for people in most EU countries remain considerably worse than in the pre-crisis period. In no less than 11 countries, among them Spain and Portugal, things have deteriorated once again compared to last year's survey.

Figure 2: SJI Dimensions and Indicators



Source: Own representation.

2. The extent of poverty and social exclusion are a continued cause of concern and the social gap between northern and southern Europe remains enormous

Nearly one-quarter of EU citizens (24.6%) are currently regarded as being at-risk-of poverty or social exclusion – an extremely high and worrisome value. Measured against today's total EU population, this corresponds to approximately 122 million people.

The gap between the northern European countries and the crisis-battered southern European countries remains enormous. In Spain, Portugal and Greece, the share of people threatened by poverty or social exclusion has increased once again in comparison to last year's survey. In Greece, 36 percent of the total population is at-risk-of poverty or social exclusion. In Spain, this figure is above 29 percent. For children and youth, these shares are even higher (for more detail, see below). In Portugal, the poverty rate within the total population has risen to 27.5 percent.

By contrast, Sweden, Denmark, Finland and the Netherlands stand at the top of the overall index. In comparison to the situation in 2007/8, these countries, too, have suffered an overall decline in terms of social justice. However, compared to the much more dramatic developments in southern Europe, these countries remain in a very comfortable position. Thanks to lower poverty rates and above-average results in the area of health, the Czech Republic follows at 5th place, while Austria, despite weaknesses in some areas (particularly education), still shows a high degree of social inclusion. Primarily thanks to its very good labor-market conditions, Germany has retained its 7th-place position, though problems in the areas of education access and intergenerational justice are evident. In addition, income inequality and the risk of poverty and social exclusion have again increased in comparison to last year's study (after a slight decline in the years before).

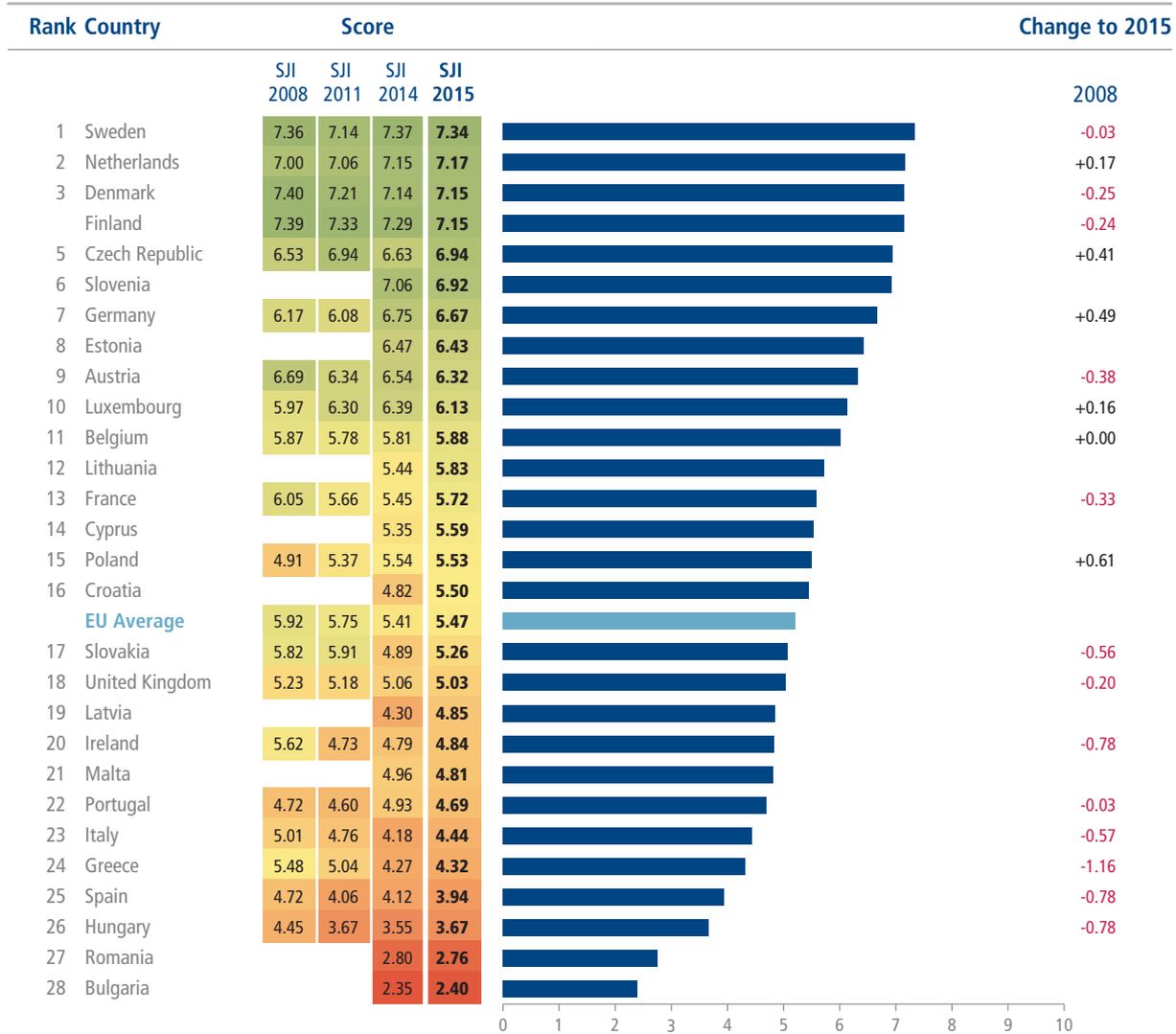
3. Children and young people have been disproportionately affected in recent years – the gap between old and young continues to grow

In the great majority of EU member states, social conditions for children and youth have deteriorated since 2007/8, in some cases significantly.¹ Even compared to last year's survey, which marks the lowest point of developments to date, 13 countries have shown still-further deterioration with regard to life opportunities for young people. The situation particularly in the crisis-torn southern European countries of Portugal, Italy, Greece and Spain remains critical.

¹ Four individual indicators were used to compose the sub-index presented here: At risk of poverty or social exclusion (< 18 years), impact of socioeconomic background on student performance, NEET rate, and the rate of early school leavers. For more details, see the chapter on methodology.



Figure 3: Child and Youth Opportunity



Source: Own calculations.

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Overall, the sub-index measuring the extent to which participation opportunities for children and youth are ensured clearly reflects the division of countries in the overall Social Justice Index. The best performers here are Sweden, the Netherlands, Denmark and Finland. The two top-placing countries have proved able to retain their very good level of performance throughout the crisis years. The Netherlands and several other countries, such as the Czech Republic and Poland, have even improved over this period.

The fact that the risk of poverty among children and youth in some crisis-battered southern European countries has again increased in comparison to last year's survey is very troubling. In Spain, 35.8 percent of children and youth are today at-risk-of poverty and social exclusion, while this rate is 31.7 percent in Portugal. In Greece, this ratio is an alarming 36.7 percent, while the share of children living under conditions of severe material deprivation has more than doubled from 9.7 percent in 2007 to today's 23.2 percent. The figures are also alarming in Hungary: 41.4 percent of children there are regarded as being at-risk-of poverty and social exclusion. This share is higher only in Romania and Bulgaria, although the trend in these countries is on the decline. The poor performance of the United Kingdom is also striking. Here, 32.6 percent of people under the age of 18 are at-risk-of poverty and social exclusion.

EU-wide, 27.9 percent of children and young people are threatened by poverty or social exclusion, which is clearly more than in 2007 (26.4%). However, such EU-wide averages are always difficult to interpret due to the differing population sizes of each country. When we look exclusively at the increase of poverty in the four crisis countries Spain, Greece, Portugal and Italy, then the average poverty rate of these four countries together has risen by more than 5 percentage points: from 28.7 in 2007 to today's 33.8 percent. In absolute numbers, this corresponds to an increase of 1.16 million children in these four countries alone.

Moreover, it is particularly troubling that the trend of a growing gap between generations, already evident in last year's survey, has continued. While the EU-wide share of children at-risk-of poverty or social exclusion has increased since 2007, the share of older people at-risk-of poverty or social exclusion declined in the same period, from 24.4 percent in 2007 to the current 17.8 percent (2013/14). This is in large part due to the fact that in most countries during the crisis, pensions and retirement benefits for older people were not reduced or were not reduced as much as were incomes for the younger population. This was particularly clear in Spain, for example. Here, the share of children and youth at-risk-of poverty and social exclusion has risen to nearly three times the corresponding level among older people.

Additionally, the proportion of children and youth that suffer from so-called severe material deprivation is significantly higher as a cross-EU average than the corresponding share of older people. The difference is more than four percentage points (11.1% as compared to 6.9%). Material deprivation means that the affected people cannot afford fundamental necessities of daily life (e.g., an appropriately heated apartment or a telephone) for financial reasons.

A North-South divide similar to that for the poverty distribution is also evident in the share of young people between 20 and 24 years of age not in school, work, or any kind of vocational training. This so-called NEET rate (not in education, employment or training), with a cross-EU average of 17.8 percent, is still extremely high, although the rate has declined slightly in comparison to last year's survey (18.6%). This indicator is a particularly clear reflection of problems in the transition between the education system and the labor market. Young people who participate neither in the



labor market nor the education system are in a very precarious situation that considerably limits their future participation opportunities. The situation is particularly dramatic in the southern European countries of Italy, Greece, Croatia, Cyprus and Spain. In Spain, around a quarter (24.8%) of young people are so-called NEETs, while in Italy, which brings up the survey's rear on this indicator, the rate is close to one-third (32%). Youth-unemployment rates in these countries are even higher: In Spain and Greece, youth unemployment is still well over 50 percent, and in Italy it has even risen again, to a rate of 42.7 percent. In contrast to the southern European countries, the lowest NEET rates are found in the Netherlands (7.8%), Denmark (8.4%) and Germany (9.5%). Germany is the only country that has substantially improved in comparison to 2008.

The distribution of countries with regard to the indicator measuring the influence of socioeconomic factors on educational performance is less uniform (in the sense of the repeatedly observed North-South gradient). Here, countries such as Finland and Estonia are traditionally very well positioned, as their education systems provide children even from socially disadvantaged family homes with prospects equal to those of children from socially better-off families. Notably, Cyprus and Italy also perform very well in this regard. However, the education quality in Finland and Estonia, as measured by students' Program for International Student Assessment (PISA) results, is significantly higher. These two countries show that equity and quality in the education system can in fact go hand in hand. By contrast, Hungary, France, Bulgaria and Slovakia show the greatest deficiencies with regard to the relationship between social background and educational achievements.

Positive developments can be noted for at least one indicator, as the number of early school leavers has declined across the EU in recent years. However, a few significant discrepancies are evident here: While Croatia, Slovenia, Poland, the Czech Republic and Lithuania all show a rate of under 6 percent, the corresponding values for Malta and Spain are around 20 percent. However, the long-term trend is positive, which means the early school leavers indicator is one of the few EU-2020 indicators for which such a statement can be made. With an EU-wide rate of 11.2 percent, the EU-2020 target of 10 percent is no longer out of reach.

4. With rising debt, aging populations and stagnating investments in the future – Europe must concern itself much more deeply with participation opportunities for children and youth

Overall, the country comparison shows that the EU and its member states must target specific areas in order to sustainably improve life opportunities for children and young people. Intergenerational equity has again worsened in the EU. In addition to the already-mentioned widening gap between young and old with regard to the risk of poverty and exclusion, and the still extremely high youth-unemployment and NEET rates, further increases in debt have exacerbated the injustice between the generations.

In this regard, despite a strong policy focus on budget consolidation, the overall debt of member states has again increased as a cross-EU average. The average level of national debt has risen from 62.5 percent of gross domestic product (GDP) in 2008 to a current level of 87.7 percent. The crisis-battered southern European states of Portugal, Italy and Greece now carry debt loads of between 130 percent (Portugal) and 177 (Greece) percent of their annual economic output, even though budget deficits have been scaled back through the implementation of harsh austerity policies. In Cyprus, the public-debt level more than doubled between 2008 (44.7% of GDP) and 2014 (107.1%). The fiscal burdens for today's young people as well as future generations in these countries are thus immense. At the same time, the average EU level of investment in research and development has not increased in comparison to last year's survey.

In many countries, demographic change is weighing heavily on the financial viability of social-security systems. Given this trend, it is increasingly urgent that pension systems be made fit for the future without losing sight of the need for intergenerational justice. Pension reforms like those carried out during the most recent review period in Germany come clearly at the expense of younger generations. For this reason, Germany is among the countries that have deteriorated most significantly relative to the last survey with respect to intergenerational justice.

5. The EU remains far from achieving a “Social Triple-A” rating. Policymakers need to acknowledge that social justice has a positive effect on growth – what can be done?

When taking office last year, President of the European Commission Jean-Claude Juncker called for Europe to once again achieve an AAA rating in social terms. As the current analysis shows, the EU remains far from this point. Both member-state and the EU-level policymakers must take seriously the fact that more social justice can promote growth. In recent years, a number of studies on this issue (e.g. OECD 2015, Ostry et al. 2014) have found that increasing levels of inequality in incomes and opportunities have a negative impact on long-term economic growth. The EU therefore needs an integrated long-term strategy that supports this potential positive-sum relationship. In the future, it will be important that – as announced by the new Commission – social indicators be given a greater weight in the context of macroeconomic-coordination processes at the European level.

Overall, a multidimensional approach is needed in order to ensure more just conditions for societal participation.² There is not one single recipe that would solve all problems. And given the uniqueness of each country's socioeconomic makeup and their diverse political cultures, governments always have to find context-sensitive solutions. However, the dimensions of our Social Justice Index can help those looking to identify policy areas essential to advancing social justice and facilitating inclusive growth in Europe. Policymakers should target the following areas in developing actionable measures:

² See in this regard also Schraad-Tischler 2015.



- **Poverty prevention:** Tackling child poverty must become a top priority in the EU and every member state. The Nordic countries show that low child poverty levels can be achieved when priorities are set and socially disadvantaged groups receive targeted support through a functioning tax and transfer system (e.g., effective child benefit and allowance schemes, housing benefits). However, combating poverty is not only a question of monetary support, it also depends on sound policies in other areas, such as education and employment.

- **Equitable education:** Investing in early-childhood education is a key component of efforts to level the playing field in this regard. Moreover, integrative school systems in which children are not separated early on according to their performance are a better alternative in terms of learning success and educational justice. Sending the best teachers to socially “problematic” schools and ensuring that students with learning problems receive individual support is also a promising way of improving quality and fairness of education systems. Generally, in order to limit the impact of socioeconomic factors on educational outcomes it is important that economically disadvantaged families receive targeted support to increase their opportunities to invest in education (e.g., reduced fees for child-care, early-childhood education, tertiary education).

- **Labor market access:** Creating incentives for high employment and enhancing upward mobility from non-standard to regular forms of employment are key challenges for almost all EU countries. Governments are well advised to invest in targeted qualification measures for low-skilled people and young people, who often find themselves in non-standard forms of employment. This is all the more important as low-skilled individuals are often also affected by long-term unemployment, which is one of the key drivers of poverty. The fact that there are still more than 12 million people in the EU who have been unemployed for over a year requires decisive political action. Between 2007 and 2014 the number of long-term unemployed doubled accounting for about half of the total number of unemployed.³ With regard to youth unemployment, which is a massive problem not only in the European crisis states, governments must seek to improve vocational training, reduce the number of early school leavers and improve the transition from the education system to the labor market. Often, there is a strong mismatch between labor market demands and the qualifications provided by the education system. Balancing supply and demand on the labor market by providing sufficient mobility of the labor force according to the needs of potential employers is therefore very important. The EU’s recently launched “Youth Employment Initiative” together with the so-called “Youth Guarantee” is certainly a step in the right direction. In this regard, the EU and its member states also need a much more efficient means of reducing the gap between vacant positions (which still exist) and the very high number of unemployed people – not only within a country but across EU countries. A strong cross-border approach (e.g., through the effective cooperation of national employment agencies) is needed. Reducing bureaucracy regarding the mutual recognition of qualifications and creating easier ways to transfer social security entitlements

3 See in this regard http://europa.eu/rapid/press-release_IP-15-5565_en.htm.

to another country is important as well in order to increase labor mobility. Finally: Next to the particularly vulnerable groups of low-skilled individuals and young people, inequalities in access to the labor market also often exist for women, people with a migrant background and elderly people. Measures that enable parents to combine parenting and work, legal provisions that preclude discrimination, efforts to enforce the principle of equal pay for equal work as well as creating incentives for lifelong learning are useful instruments to address such inequalities.

- **Social cohesion and non-discrimination:** Strong economic and social inequalities not only impede sustainable growth, they also have very negative implications for social cohesion. Effective anti-discrimination legislation (and its implementation) is thus one crucial element in reducing inequality of opportunity. Countries such as Ireland, Sweden and the Netherlands are role models in terms of their anti-discrimination policies. Sound integration and immigration policies are also imperative to addressing the common challenge of demographic change. Most EU countries are increasingly economically dependent on immigration to rebalance the negative economic effects of societal aging. Policies fostering the integration of migrants should therefore ensure equal access to the labor market and education, opportunities for family reunion and political participation, the right of long-term residence as well as effective pathways to nationality. If policies are designed well and EU countries act on the basis of solidarity, the current “refugee crisis” can – in the longer run – also turn into a chance for Europe. Finally, the problem of social segregation in cities (for instance in France) is often not only confined to people with an immigrant background, but to socially disadvantaged people more generally. Discriminatory urban zoning laws and practices that make certain neighborhoods increasingly unaffordable for less well-off people should therefore be revised. In this context, governments could also consider establishing specific rent control regulations and social housing programs.
- **Health:** Poor health conditions and health-related inequalities generate high social and economic costs. It is therefore important that health care policies aim at providing high-quality health care for the largest possible share of the population and at the lowest possible cost. These objectives are best achieved in countries such as Luxembourg, Netherlands and Belgium. Governments must strengthen preventive health measures and conditions of access. Doing so can save a lot of money and improve the state of individual health in a society. The latter aspect is important because opportunities for societal and economic participation may be constrained not only through structural injustices in a country’s health care system, but also as a result of individuals’ states of health.
- **Intergenerational justice:** Improving opportunities for families through investments in child-care infrastructure, reducing the level of public debt and increasing the share of renewable energy are important policy measures in terms of greater intergenerational justice. As highlighted above, governments need to pay more attention to the interests of younger generations while pursuing policies that are equally sound for the young and old alike. Generally, the Nordic countries stand out in this regard. When it comes to pro-young and family-friendly

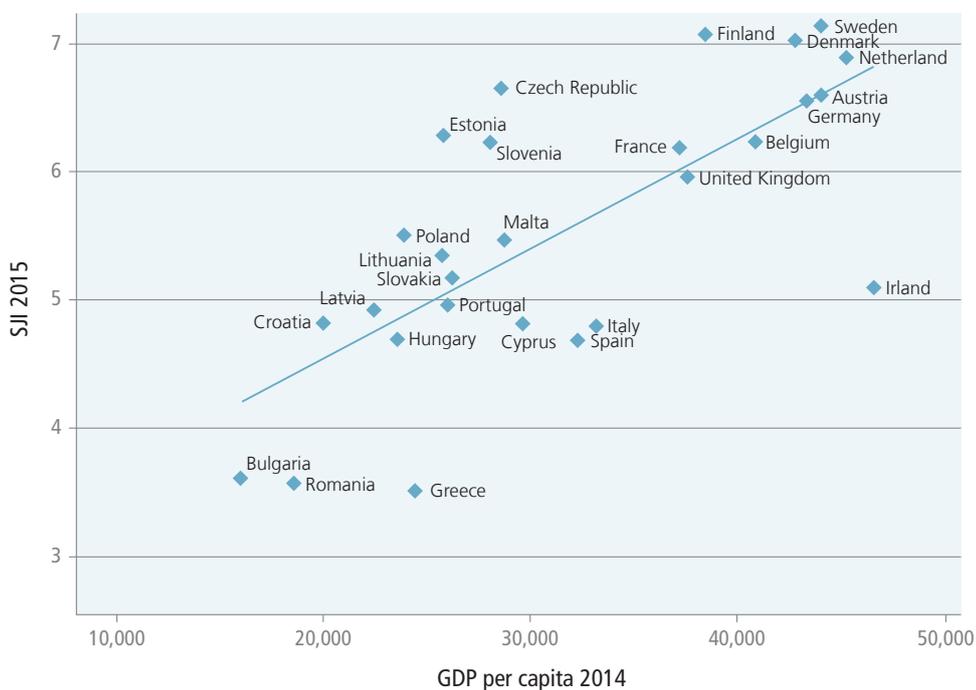


policies, the provision of day care and preschool facilities as well as generous parental-leave schemes is still exemplary in these countries. Their successful approach to combining parenting and the labor market can thus serve as an inspiration for policy reforms in other countries.

Generally, it is important to note that the different dimensions of social justice are strongly inter-related: Weak educational opportunities translate into weaker opportunities on the labor market and – as a consequence – into weaker opportunities to achieve higher incomes. There is a danger of a self-reinforcing process and vicious cycle. This is why the EU member states as well as the European institutions need to adopt a holistic view regarding the causes of social injustice, its impacts and potential political interventions. With regard to the latter aspect, it is interesting to see that it is indeed sound policymaking that matters for achieving greater social justice – and not only economic prosperity. This is underlined by the distribution of countries in the following two graphs:

Figure 4: Social Justice 2015 and GDP per Capita

Unit: SJI Score / GDP per capita, PPP

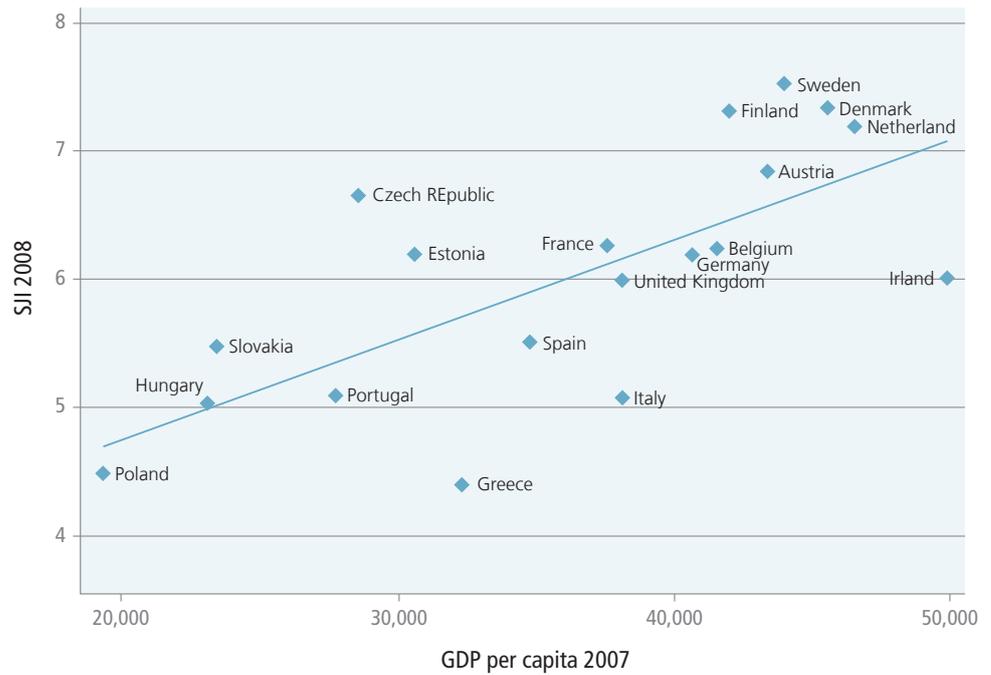


Source: Own calculations.

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Figure 5: Social Justice 2008 and GDP per Capita

Unit: SJI Score / GDP per capita, PPP



Source: Own calculations.

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A closer look reveals that countries such as the Czech Republic, Slovenia and Estonia achieve a comparably high degree of social justice, despite only having average economic performance levels. These countries illustrate the fact that social policy plays a critical role in achieving social justice. Estonia’s good performance is primarily driven by the areas of education and intergenerational justice, while the Czech Republic excels in poverty prevention. By contrast, a country like Ireland has a high GDP per capita but only performs below average in the Social Justice Index.

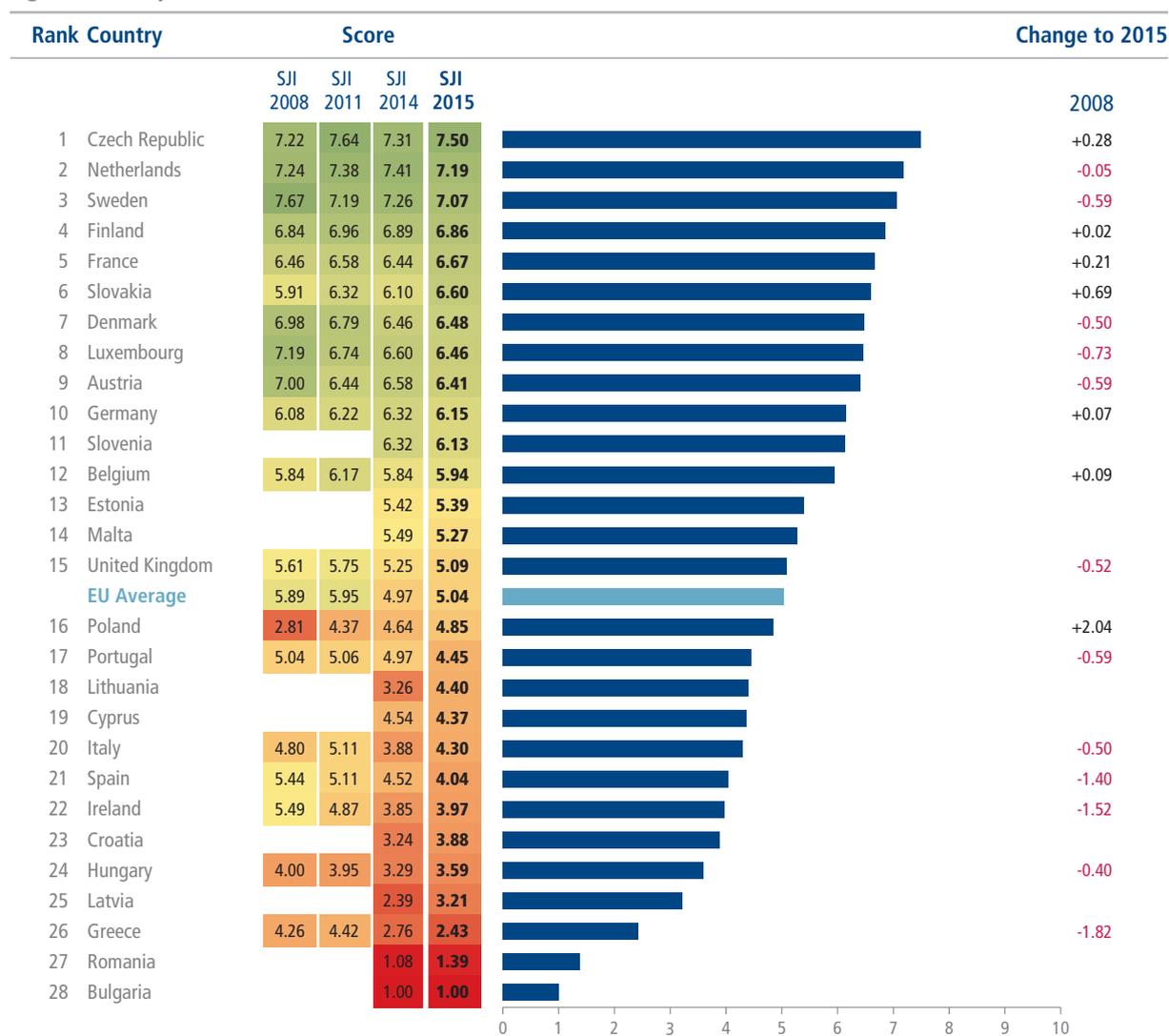


II. Dimensions of social justice: empirical findings 2015

1. Poverty prevention

The most recent Eurostat data suggests that the Czech Republic, the Netherlands, Sweden and Finland are the most successful in terms of preventing poverty, where “only” 14.6 to 17.3 percent of the population is at-risk-of poverty and social exclusion. Compared with other EU member states, these countries show the lowest share of individuals either at-risk-of relative income poverty or

Figure 6: Poverty Prevention



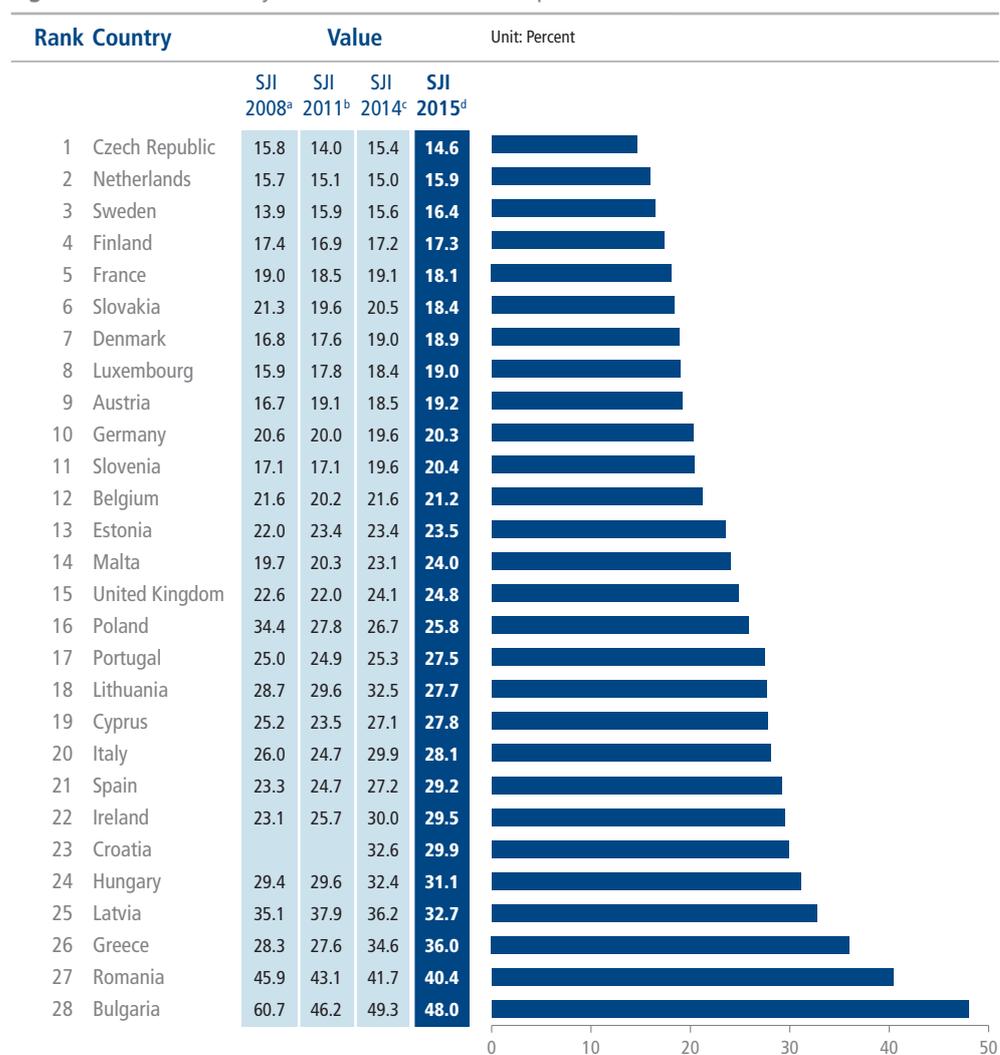
Source: Own calculations.

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affected by material deprivation (i.e., living in quasi-jobless households). In the three worst-performing countries in this regard – Greece, Romania and Bulgaria – the share ranges from 36 to 49 percent.

The fact that the risk of poverty and social exclusion has again increased in Greece since the 2014 Social Justice Index underscores the ongoing dramatic state of social affairs in the country. In Spain, where far-reaching structural reforms have yielded improvements in some economic indicators, the percentage of those at-risk-of poverty and social inclusion has nonetheless also increased to 29.2 percent (2012: 27.2%). The same is true for Portugal, which has shown an

Figure 7: At Risk of Poverty or Social Exclusion, Total Population



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014).

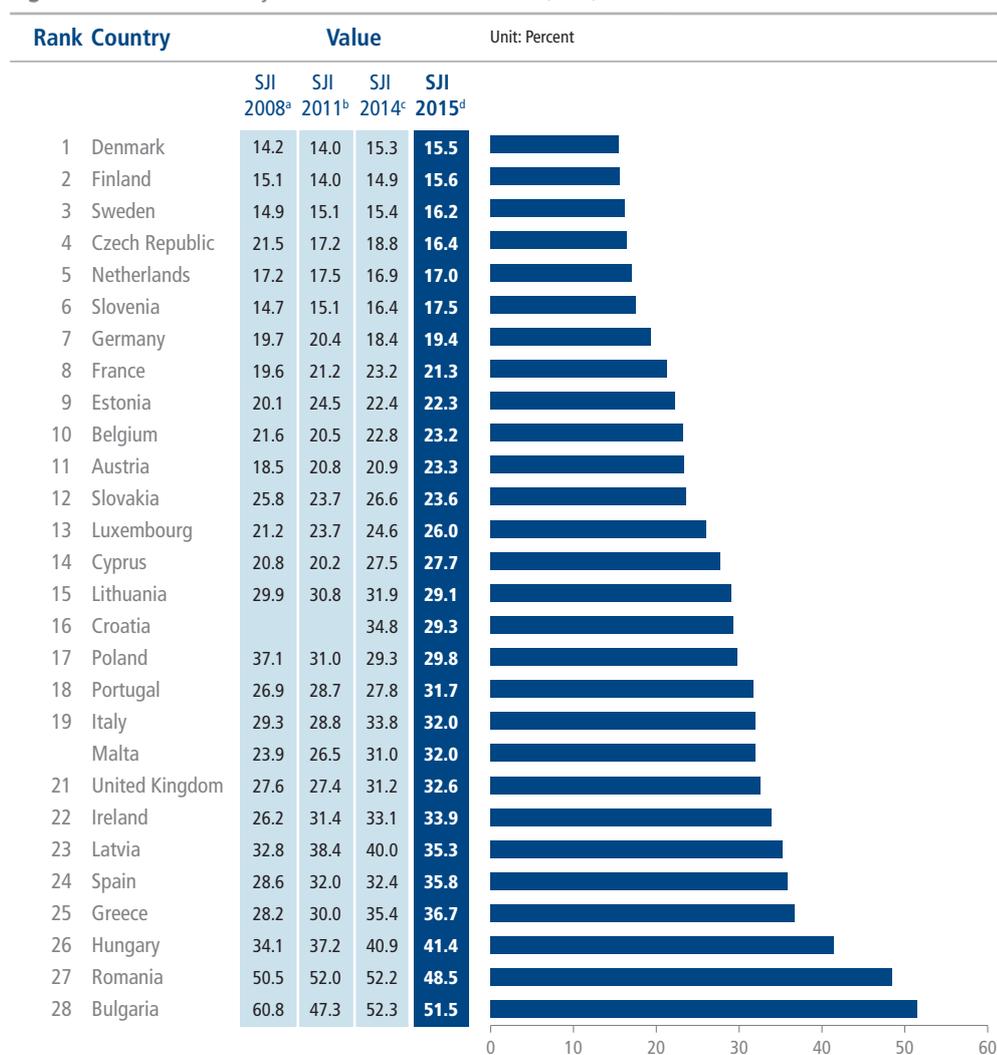
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increase from 25.3 to 27.5 percent since the last Social Justice Index survey. And the risk of poverty remains a persistent problem in Ireland where, despite slight improvements in this regard, the percentage remains relatively high at 29.5 percent. Hopes remain that the signs of economic stabilization observed to some extent in the EU's crisis-ridden countries will lead to a reduced rate of those at-risk-of poverty. To date, however, this has not been the case.

Developments in Poland are, by contrast, more positive. The risk of poverty rates across the population have been falling continually from 34.4 percent in 2007 to their current rate of 25.8 percent. Poland stands out as an exception among EU states in this regard.

Figure 8: At Risk of Poverty or Social Exclusion, Children (0-17)



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014).

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In Germany, the risk of poverty or social exclusion has increased in the last year after having fallen somewhat in years previous. Some 20.3 percent of the total population is currently at-risk-of poverty or social exclusion (2012: 19.6 percent).

Of particular concern is the fact that the risk of poverty among children and youth in most southern European crisis states has increased once again. In Greece, the share of children and youth at-risk-of poverty and social exclusion has reached 36.7 percent. In Spain, this figure is at 35.8 percent, and in Portugal 31.7 percent. In general, the EU-wide average rate for children and youth at-risk-of poverty and social exclusion rate is much higher than that for the total population.

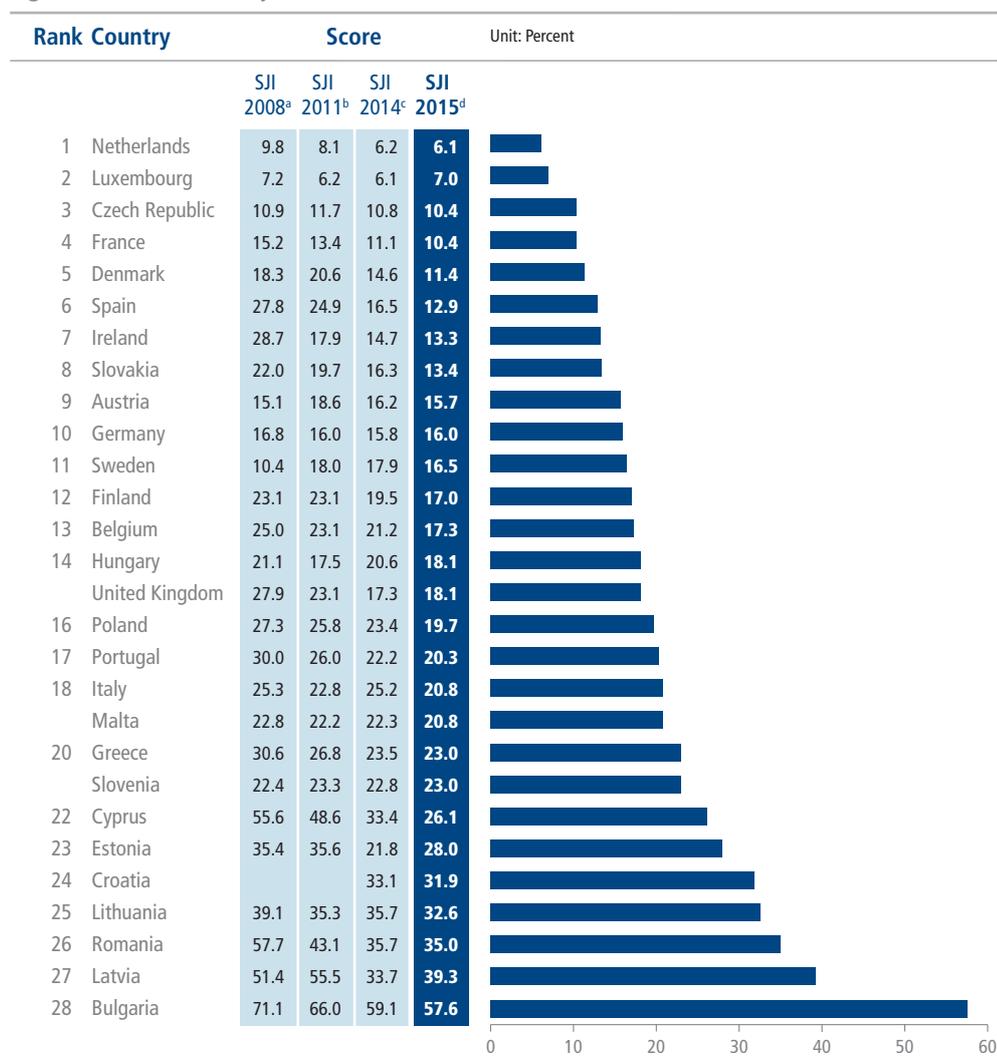
In the countries with the lowest rates for this indicator - Denmark, Finland and Sweden - we also see a slight negative trend since the last survey with figures ranging from 15.5 percent to 16.2 percent. Rates in Germany have increased as well from 18.4 percent (2012) to 19.4 percent (2013). As is the case in many other EU states, there are pronounced regional differences with regard to poverty rates for children in Germany. Children in single-parent households are disproportionately affected by poverty and social exclusion.

Also remarkable is the fact that stark generational imbalances - an issue addressed in the last SJI edition - have worsened: figures for the risk of poverty and social exclusion among the 65+ generation are once again far lower than those for children and youth.

Whereas an average of 17.8 percent senior citizens EU-wide are at-risk-of poverty and social exclusion, 27.9 percent of children and youth across the EU are at risk. This can be accounted for in part by the fact that throughout the crisis, pensions in most countries have not shrunk as much as incomes among younger generations. This can be seen most clearly in the case of Spain, where the share of children and youth at-risk-of poverty and social exclusion is almost three times that of senior citizens at risk. On this latter point, Spain is even doing relatively well in comparative terms; the country is at rank 6 with 12.9 percent. In many countries, the importance of intra-familial redistribution and cross-generational support should not be underestimated.



Figure 9: At Risk of Poverty or Social Exclusion, Seniors (65+)

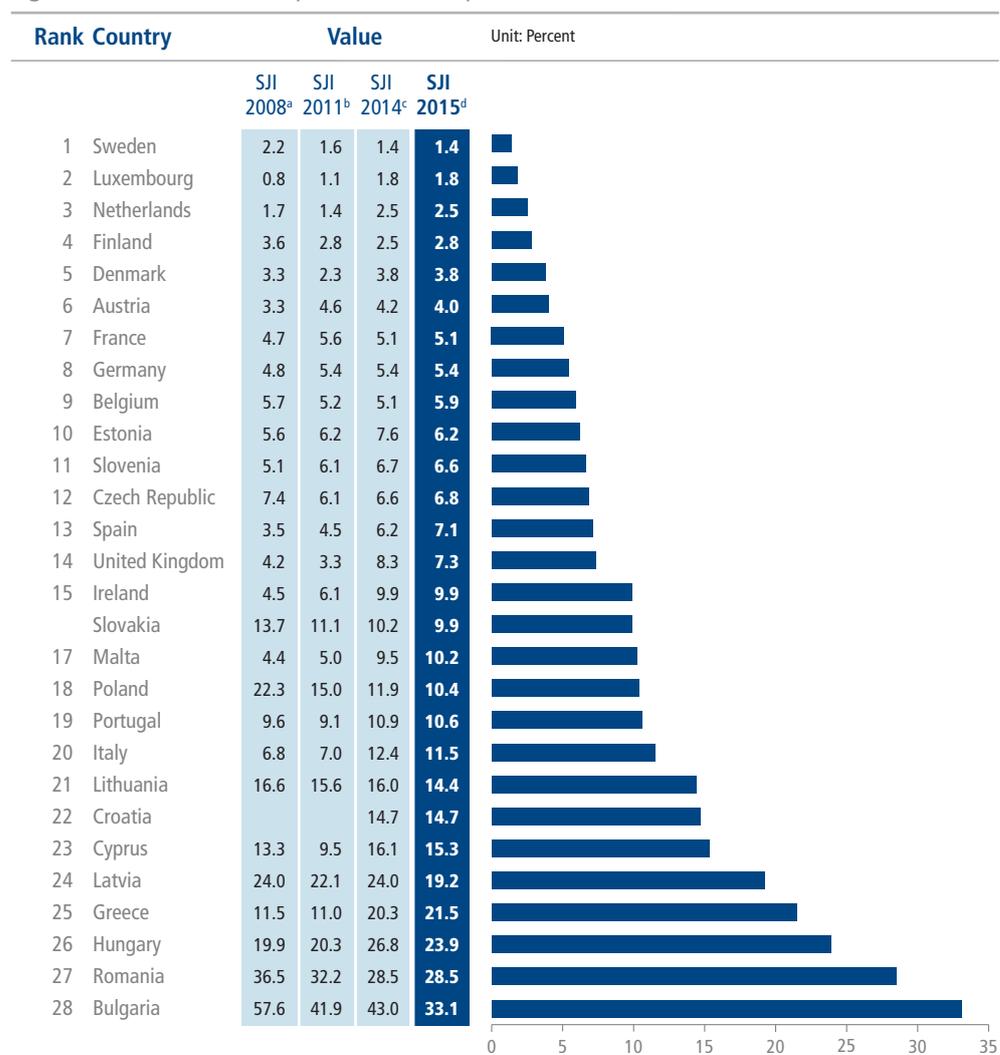


Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014).

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If we look exclusively at the aspect of relative income poverty among senior citizens, Spain features a rate (11.4%) lower than countries such as Sweden (16.4%), Germany (14.9%) and Finland (16%). This example demonstrates how the figures for at-risk-of poverty and social exclusion – an EU headline indicator – are comprised of several indicators. It therefore makes sense to look more closely at the specific items comprising this composite indicator in order to gain a differentiated picture of the state of poverty in individual countries. It is particularly important to look at the aspect of severe material deprivation, which refers to the share of persons who cannot afford the basic goods and activities of daily life.

Figure 10: Severe Material Deprivation, Total Population



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2013; d: 2013, 2014).

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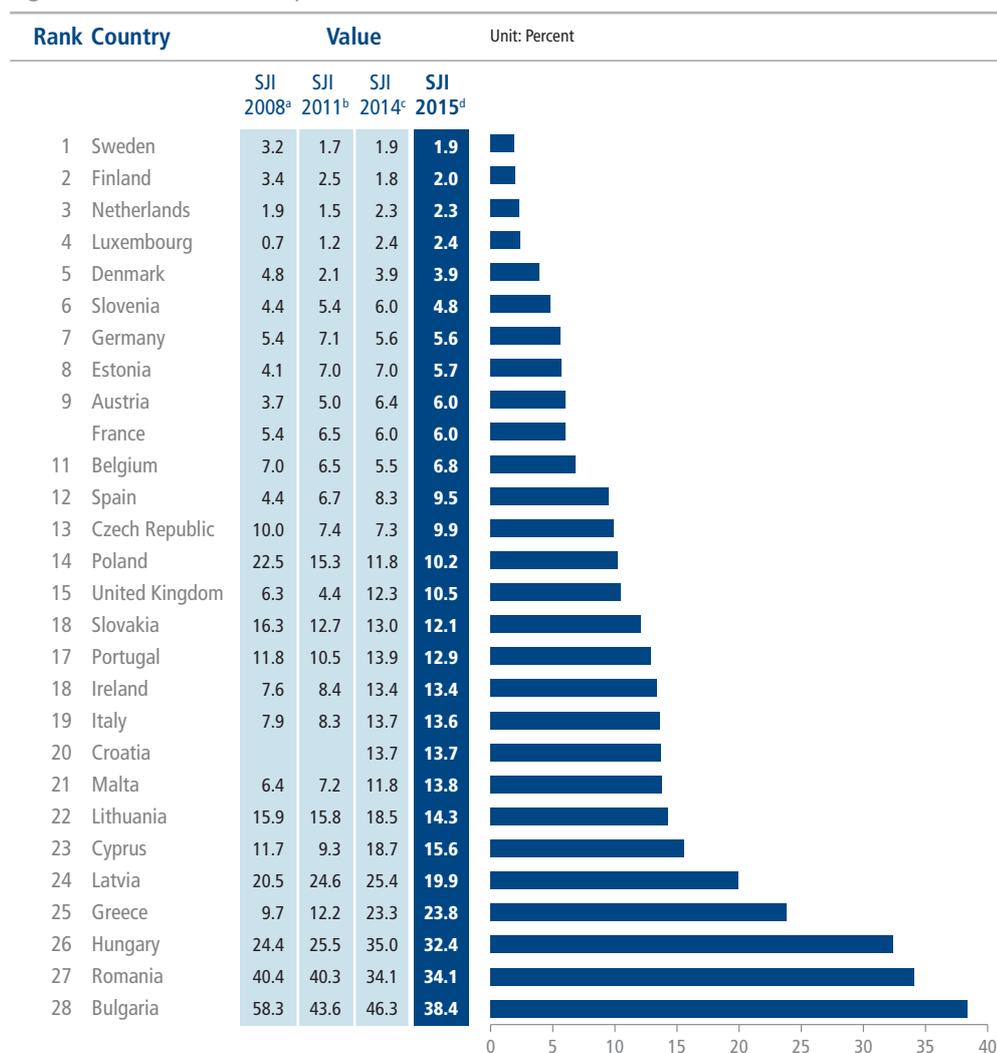
Notably, this problem is by far less pronounced in the wealthy states of northern Europe. In Sweden, Luxembourg, the Netherlands, Finland and Denmark, the share of those subjected to severe material deprivation ranges from 1.4 percent to 3.8 percent. Over the last few years, these figures have remained rather stable in these countries. France, Germany and Belgium show a somewhat higher range of 5.4 percent to 5.9 percent. Estonia, Slovenia and the Czech Republic have also managed to keep the share of those suffering from severe material deprivation below 7 percent. It is striking that with regard to this key social indicator, Greece continues to lose ground. Since the onset of the crisis, the share of those affected by severe material deprivation in the country has nearly doubled and stands currently at a 21.5 percent.



There is, however, some encouraging news in Bulgaria on this issue, as the share of those subject to severe material deprivation has fallen considerably. Nonetheless, with a share of 33.1 percent (2013: 43%), the southeast European country ranks clearly at the bottom on this indicator.

A look at the rate of severe material deprivation for children and youth (i.e., 0-17 years of age) reveals similar findings and trends. Once again, the Nordic states as well as countries such as the Netherlands and Luxembourg number among the top-performers here. Slovenia, Germany and Estonia follow at ranks 6 to 8. Overall – and similar to the at-risk-of poverty or social exclusion indicator – the rate of severe material deprivation is higher among children and youth than it is

Figure 11: Severe Material Deprivation, Children (0-17)



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2013; d: 2013, 2014).

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among the total population. A slight decrease was registered EU-wide for this edition, but this is clearly not the case in every state. In Greece, for example, the rate among children and youth increased to a horrifying 23.8 percent this year. Hungary, Romania and Bulgaria fare even worse on this issue, though (as noted earlier) a palpable positive trend has been recorded in Bulgaria.

The average EU-wide rate of severe material deprivation among children and youth is significantly higher than the corresponding rate among senior citizens (11.1 % and 6.9 %, respectively). In countries such as Sweden, the Netherlands, Luxembourg and Denmark, material deprivation among senior citizens is rare with rates ranging between 0.2 percent and 1 percent. Greece, however,

Figure 12: Severe Material Deprivation, Seniors (65+)



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2013; d: 2013, 2014).

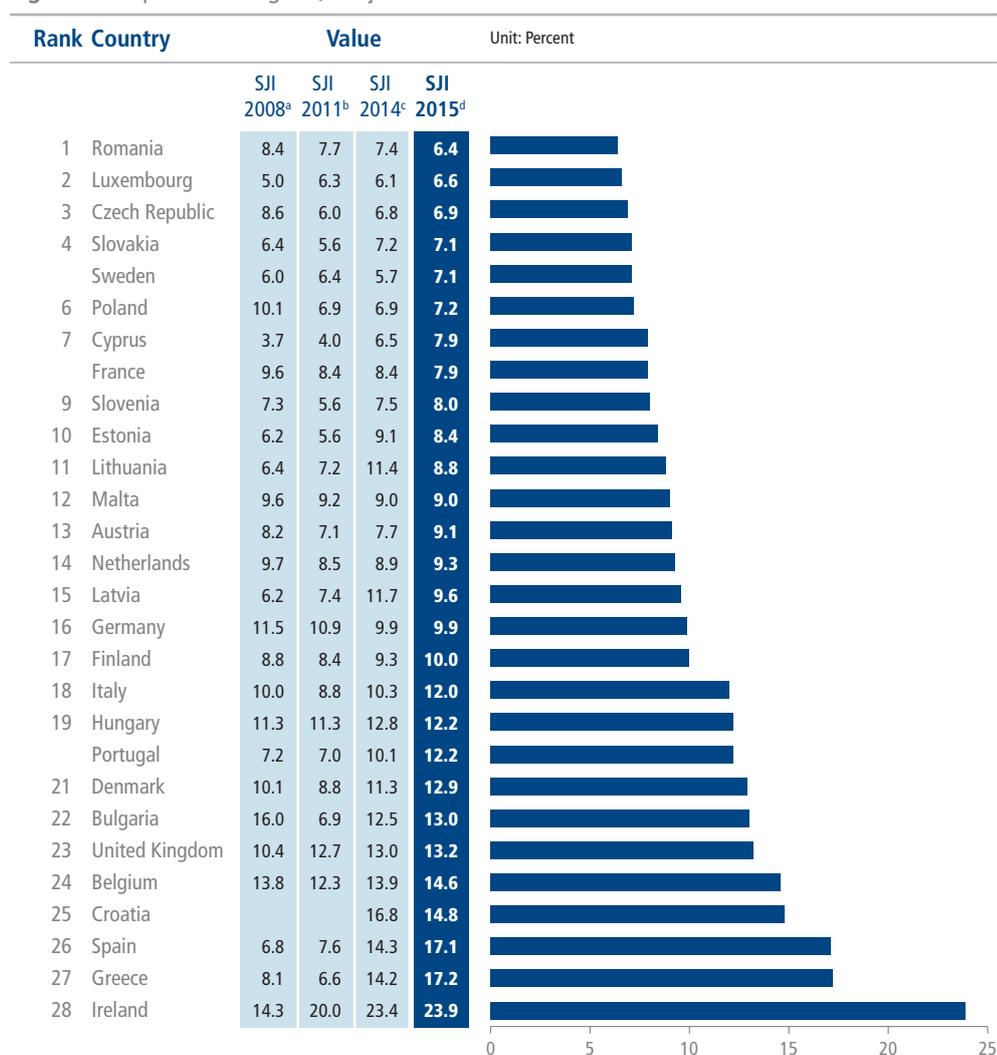
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records an increase in this indicator, with a rate of 15.5 percent. As already noted, the situation among children and youth is far worse. In Spain, more than three times as many children and youth as senior citizens face material deprivation. This demonstrates once again how Spain's older citizens have suffered less under the impact of the crisis and the government's austerity measures than have younger citizens.

Overall, we see no radical improvements across the EU with regard to poverty prevention. Approximately one-fourth of the total EU population continues to face the risk of poverty or social exclusion (= 122 million people). Both EU leaders and policymakers in individual EU member states

Figure 13: Population Living in Quasi-jobless Households



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014).

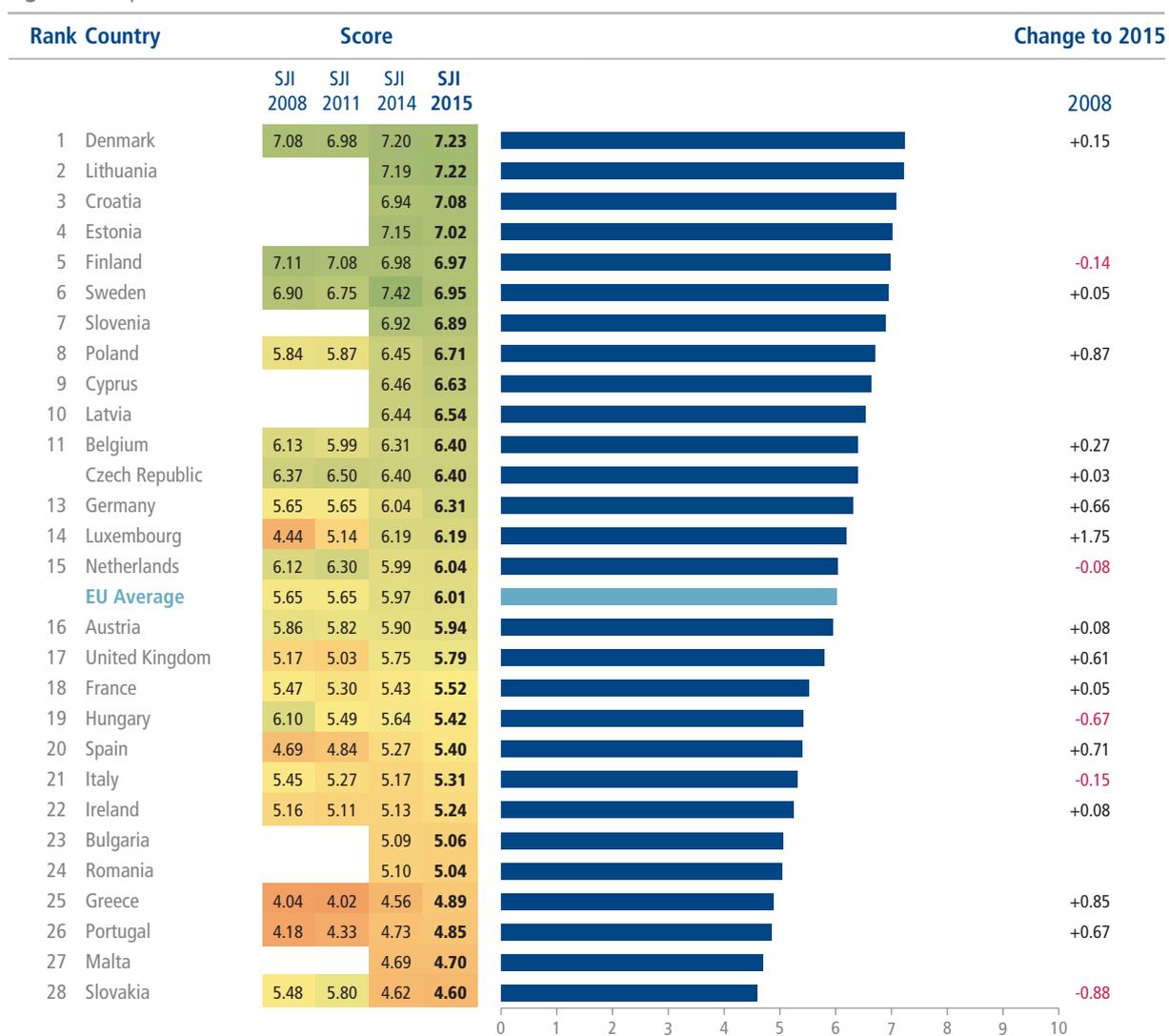
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should not accept the fact that the generational gap continues to widen and that the number of children living in poverty in southern Europe's crisis states has continued to grow.

2. Equitable education

In the area of access to education, there are relatively few changes in comparison to the previous year's study, in part because no new data is available in some cases. The northern European states of Denmark, Finland and Sweden, as well as Lithuania, Estonia and Croatia perform very well here.

Figure 14: Equitable Education



Source: Own calculations.

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However, it should be noted that significant differences in individual indicators exist across each of these countries. Students' socioeconomic background has the lowest degree of influence over learning success in Finland and Estonia. Sweden, Lithuania and Croatia also perform relatively well in this regard. Yet Finland and Estonia not only ensure that the conditions of access to education are quite fair, but also demonstrate equity of instruction quality within the education system as measured by students' proficiency levels.

Country experts highlight several strengths of Estonia's education system, including "the small number of low achievers and low school-level variance in student achievement. Enrollment rates

Figure 15: Socioeconomic Background and Student Performance

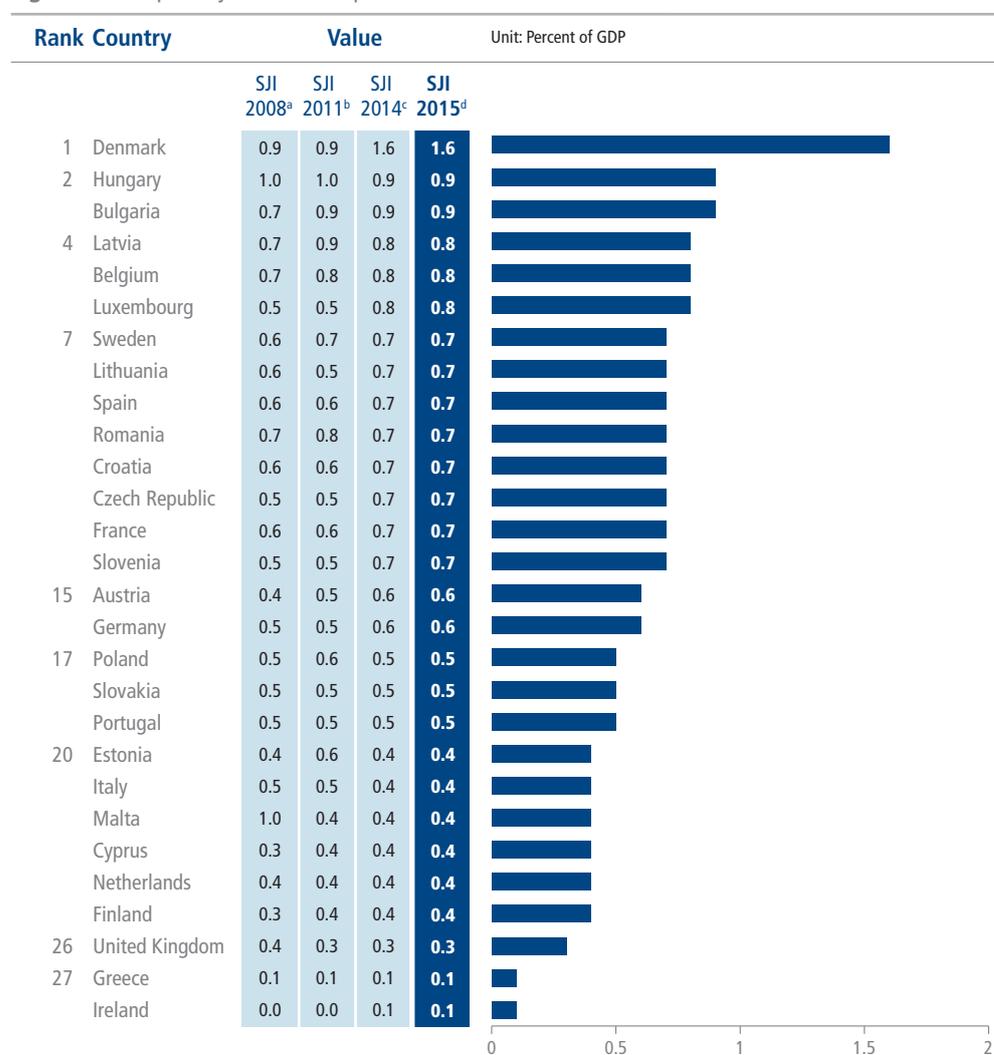


Source: OECD PISA (data refer to a: 2006; b: 2009; c: 2012; d: 2012).

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at various education levels, including lifelong learning courses, are above the international average. Moreover, Estonia has already reached some of the EU's Education and Training 2020 (ET 2020) headline targets, and is close to the target level in other areas.⁴ In Finland, we see a similar state of affairs: "Built on the principle of lifelong learning, education policy in Finland promotes and maintains a high standard of education. All people by law must have equal access to high-quality education and training, basic education is free and municipalities are responsible for providing educational services to all local children. (...) The Education and Research Development

Figure 16: Pre-primary Education Expenditure



Source: Eurostat Online Database (data refer to a: 2001, 2004, 2005, 2006; b: 2004, 2007, 2008; c: 2004, 2011; d: 2004, 2011). | BertelsmannStiftung

4 Toots/Sikk/Jahn (2015), available at www.sgi-network.org.



Plan, revised every four years by the government, is the key document of education and research policy in Finland. It directs the implementation of education and research policy goals as stated in the Government Program. From 2011 to 2016, the plan will focus on the alleviation of poverty, inequality and exclusion.”⁵

With respect to public expenditure on early-childhood education, Denmark sits at the top of the EU-wide comparison. However, despite its very good position in the overall ranking, the country is not successful in every respect. For example, the country experts note that in the most recent PISA surveys, “immigrant students score markedly lower than Danish students, a problem particularly pronounced among boys. However, second-generation students do relatively better than first-generation students.”⁶

Croatia stands out with the EU’s lowest rate of early school leavers, but nevertheless shows some weaknesses with regard to the quality of educational outcomes. Especially in the area of vocational training, the country experts see significant room for improvement: “As in other former Yugoslavian countries, vocational education is very weak, and there is a high degree of mismatch between what is taught and the demands of employers. Thus, vocational education is not an assured route to a job.”⁷

Germany performs significantly better on this measure, a fact underscored by having the EU’s lowest youth-unemployment rate (see also the next chapter on labor-market access). However, a key problem in Germany remains the still-strong correlation between student’s social backgrounds and success in school: “Educational opportunities are particularly constrained for immigrants and children from low-income families. In comparison to other highly developed nations, German education structures also seem federalized and segmented. The most recent PISA results from 2012, however, show significant improvements (OECD 2013), reflecting possibly a catalytic effect of the ‘PISA shock’ in the early 2000s. Germany now ranks above the OECD average in mathematics, reading and science, and has made considerable progress on education equity over the last decade.”⁸ The worst performers with regard to the influence of socioeconomic background on students’ educational success are Hungary, France, Bulgaria and Slovakia.

In recent years, Poland has been one of the top gainers in the area of education: “The first Tusk government launched a number of education reforms that have gradually become effective, and have significantly increased the quality of education in the country. Although education expenditure in Poland is significantly lower than the average expenditure in the European Union more broadly, Polish students now achieve relatively good results at schools. The main aim of the Tusk government’s reforms was to reduce the system’s lack of synchronization with the labor markets.

5 Anckar/Kuitto/Oberst/Jahn (2015), available at www.sgi-network.org.

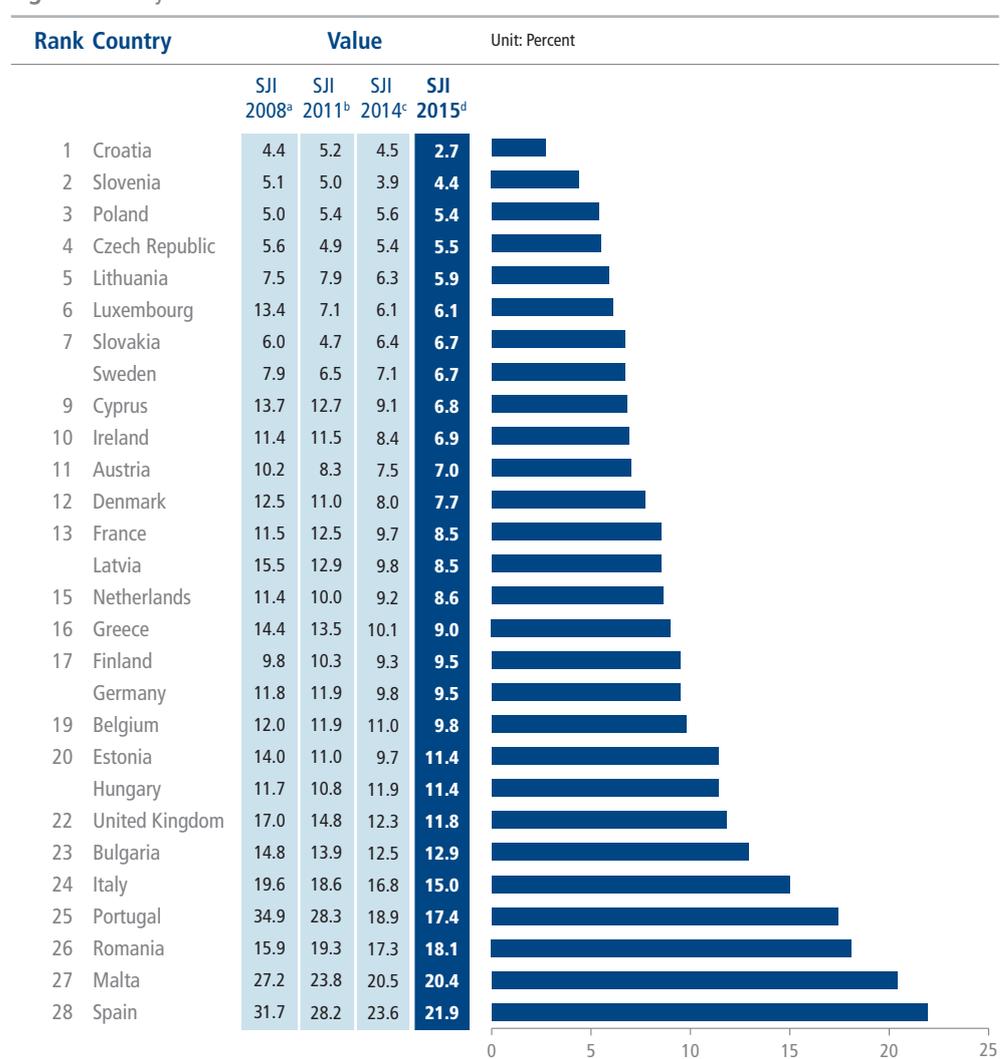
6 Laursen/Andersen/Jahn (2015), available at www.sgi-network.org.

7 Petak/Bartlett/Bönker (2015), available at www.sgi-network.org.

8 Rüb/Heinemann/Ulbricht/Zohlnhöfer (2015), available at www.sgi-network.org.

Reforms have led to a greater emphasis in the curriculum on mathematics, science and technology; a strengthening of vocational education; attempts to attract more students to economically relevant areas; measures to improve the quality of research and teaching at universities; and the adoption of a national strategy for lifelong learning. In June 2014, the Ministry of Education announced a new reform package focusing on improving teaching quality in secondary education. Prime Minister Kopacz has placed a strong emphasis on the continuation of education reform.”⁹

Figure 17: Early School Leavers



Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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 9 Matthes/Markowski/Bönker (2015), available at www.sgi-network.org.



By contrast, Portugal, Malta and Slovakia demonstrate great need for reform. The country experts for Slovakia conclude in the new SGI report that “the quality of education and training in Slovakia has suffered both from low levels of spending and a lack of structural reforms. Spending levels on education are among the European Union’s lowest, and have fallen as a percentage of GDP since 2009. Minor increases in wages have not increased the motivation or morale of the often dissatisfied and frustrated teachers, but have instead been widely disregarded as a mere attempt to pacify them in the run-up to the 2016 parliamentary elections. While the second Fico government has sought to strengthen secondary vocational and tertiary technical education, the transition from school to the labor market has remained difficult for many. The fact that the head of the Ministry of Education, Science, Research and Sport changed twice in 2014 did not help improve education policy.”¹⁰

Malta has one of the highest dropout rates in the European Union, at 20.4 percent. Its rate of investment in early-childhood education is below the average, and the country is only in the middle of the pack with regard to the influence of socioeconomic background on students’ learning outcomes. For Portugal too, country experts see significant problems in the area of education, exacerbated in large part by the stringent austerity politics of recent years: “With regard to quality, the austerity measures and cuts have had an adverse impact on the already poor overall quality of education in Portugal, with schools and universities seeing their budgets slashed. Schools have lost teachers, with those leaving being selected not on the basis of merit, but rather on the basis of their contract terms. Universities have also seen a brain drain, with many professors going abroad, as a result of lower budgets and reductions in wages. Similarly, access has been affected both on the supply and demand sides. On the supply side, the cuts have sustained existing bottlenecks (e.g., in pre-schooling). The demand side has been constrained by the recession – a result of increasing unemployment and lower family incomes – as well as austerity, which has resulted in higher tuition fees and more limited financial aid for poorer students. While the number of university graduates has increased, Portugal remains far below the OECD average. Likewise, the high-school dropout rate is very high. Post-bailout, the pattern of austerity and cuts in education remains. In the 2015 budget, the Ministry of Education is the ministry with the biggest cut in its budget. A decline of 11 % was imposed on primary and secondary education, as compared to 2014. All this means that Portugal’s strong results in the most recent OECD PISA evaluation (PISA 2012, published in December 2013) are unlikely to be sustained in the near future.”¹¹

3. Labor-market access

The labor-market situation has again improved somewhat in the majority of EU countries. The EU-wide average employment rate now stands at 64.8 percent (2014), as compared to 64.1 percent the previous year. However, in this regard the EU is still very far from reaching its self-imposed

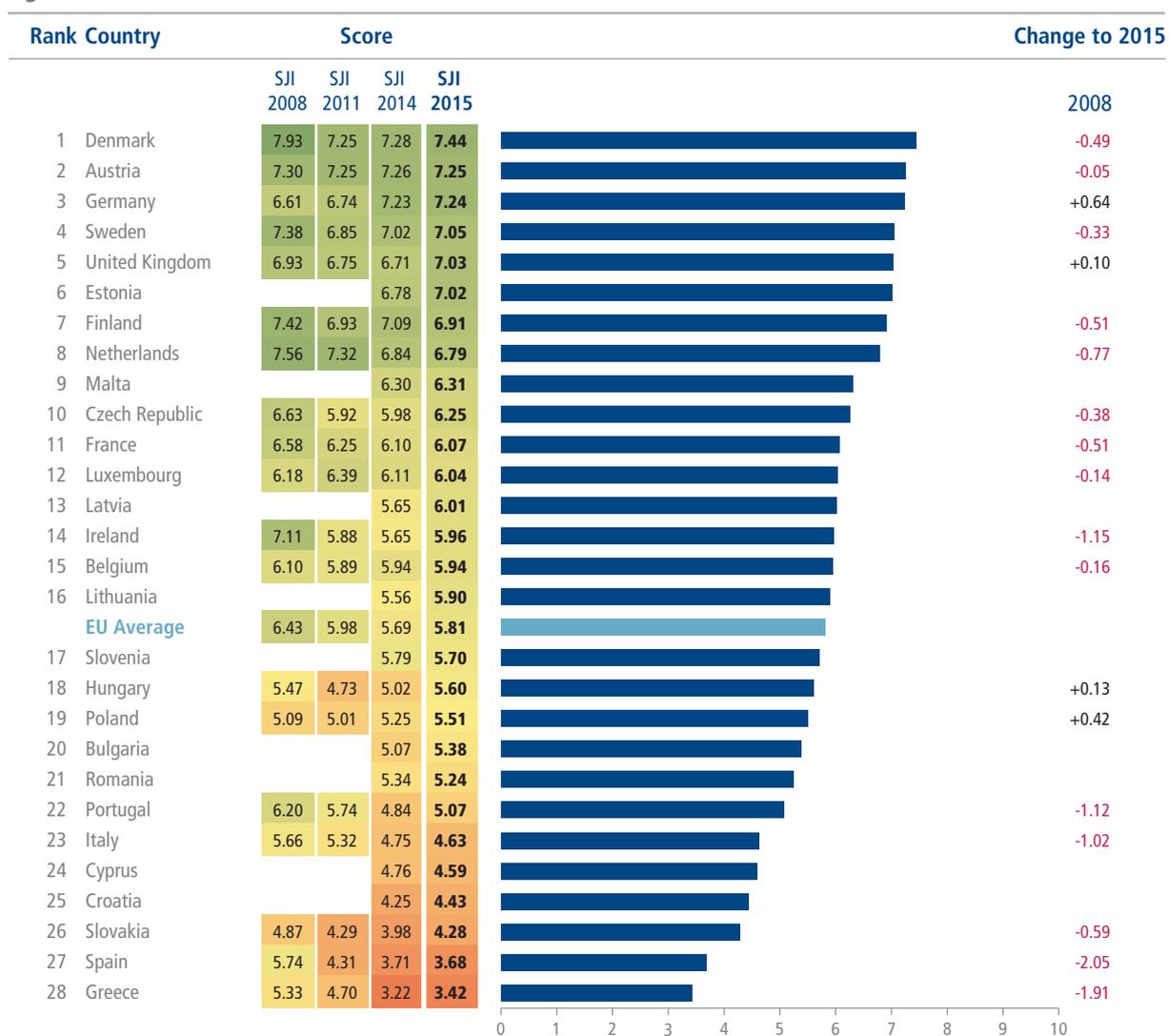
¹⁰ Kneuer/Malová/Bönker (2015), available at www.sgi-network.org.

¹¹ Bruneau/Jalali/Colino (2015), available at www.sgi-network.org.

goal of a 75 percent employment rate. Moreover, the rate remains below its pre-crisis level (2008: 65.7%). A similar finding appears in an examination of unemployment rates. The situation here has again recently improved somewhat. The EU average now stands at 10.4 percent, as compared to 11.0 percent a year previously. However, the 2008 level was just 7.1 percent.

Though for most countries the worst seems to be past, this is not true for all member states. Croatia and Cyprus, for example, have deteriorated compared to the previous year's survey. By contrast, Portugal and Ireland have been able to improve relatively significantly, even if the level

Figure 18: Labor Market Access



Source: Own calculations.

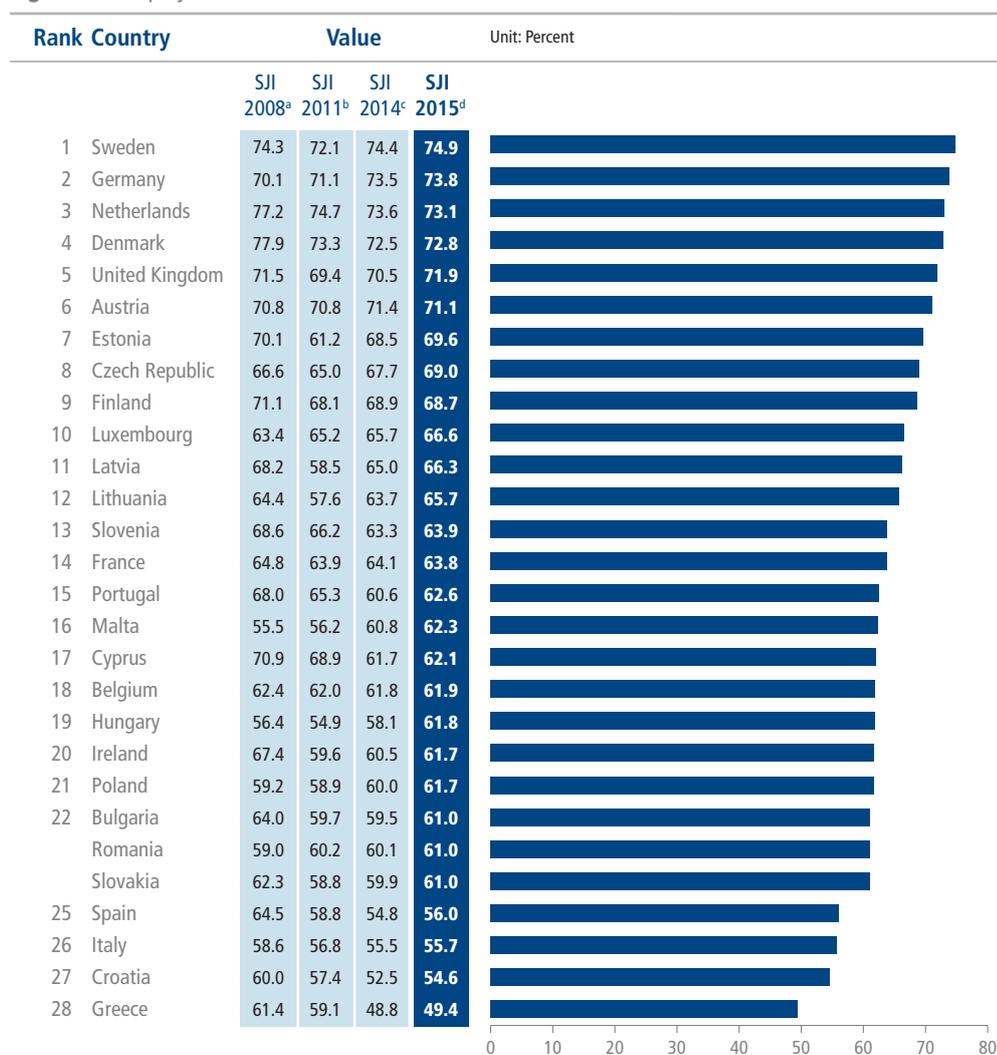
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achieved remains far from satisfactory and considerable problems persist, as will be explained in more detail below. In general, vast differences are evident between individual member states regarding opportunities to access the labor market. This becomes particularly clear in a closer examination of the individual indicators.

Overall and across all indicators, Denmark, Austria and Germany show the most successful performances. Bringing up the rear are Italy, Cyprus, Croatia, Slovakia, Spain and Greece.

Figure 19: Employment Rate

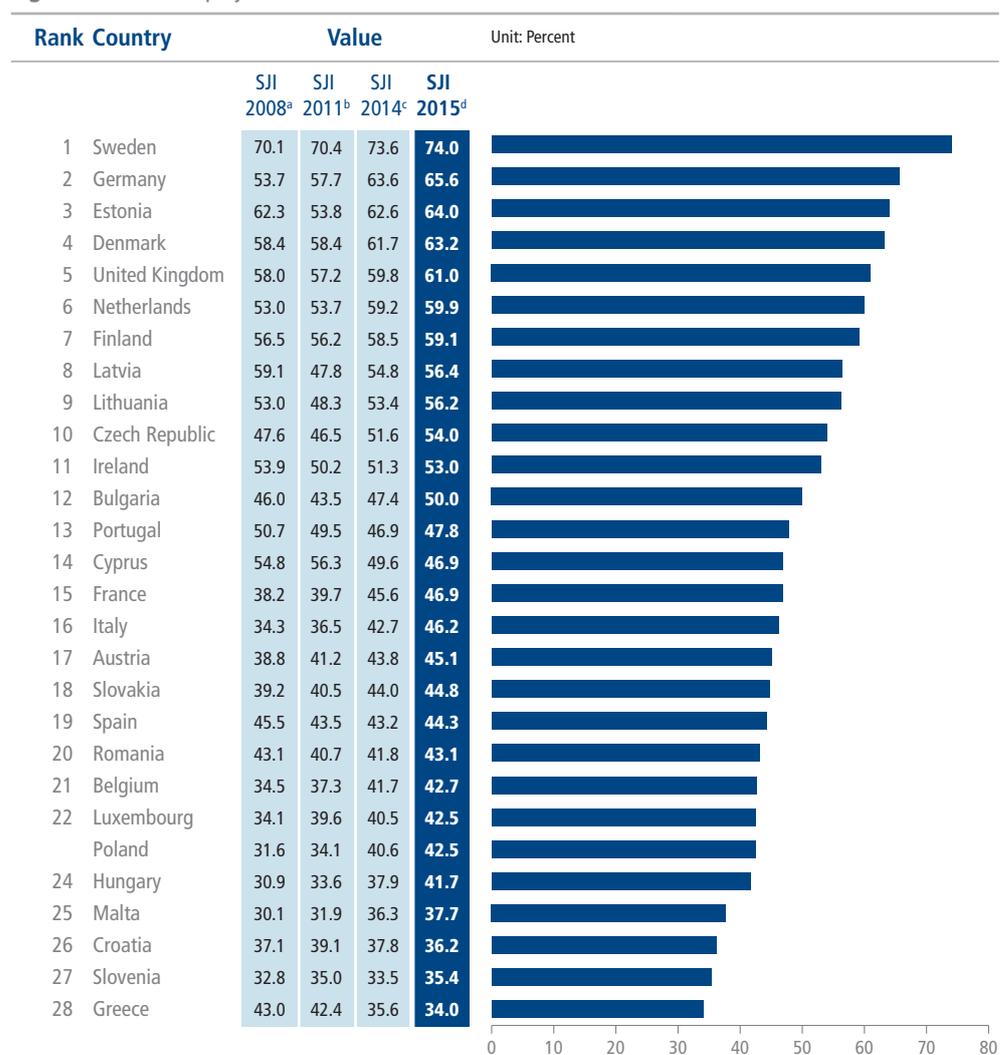


Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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With an employment rate of 73.8 percent, Germany has now risen on this measure almost to the level of the top-placed Sweden, which with 74.9 percent is the only country that has largely fulfilled the EU 2020 goal. Germany also shows the EU's lowest general-unemployment and youth-unemployment rates. In these areas, the country was even able to improve further relative to the previous year. Moreover, the employment rate among older people has risen particularly strongly in Germany as compared to the year before. Women's labor-market integration rate has also improved further.

Figure 20: Older Employment Rate



Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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However, a deterioration relative to the last SJI is evident in the “in-work poverty” indicator, which – as in other EU countries – indicates that the trend of a dual labor market has continued. In addition, the share of low-wage earners among Germany’s low-skilled workers is the EU’s largest. This is a sign that the transition from atypical forms of employment to normal working conditions needs to be improved. The significantly weaker job opportunities afforded to people not born in Germany represent a further weak point, despite recent mild improvements. Other countries that otherwise achieve good scores overall, such as the Netherlands, also have significant problems in this area. The Nordic countries of Sweden, Finland and Denmark also show major weaknesses on this point.

A look at the Nordic countries reveals interesting differences in the evolution of labor-market opportunities in recent years. Denmark, for example, has again stabilized at a very good level, even if it has not yet fully reached its pre-crisis values. In this regard, the SGI country experts too conclude that “several indicators suggest that the labor market has displayed substantial flexibility in coping with the crisis. First, wages have adapted to the new situation, and the deterioration in wage competition in the boom period prior to the crisis has to a large extent been eliminated. Second, although there has been some increase in long-term unemployment, the increase has not been as large as in previous crises, and there does not seem to be a trend increase in long-term unemployment. Finally, the high level of job turnover remains in place, implying that most unemployment spells are short, and that entry into the labor market is reasonably easy for the young. Youth unemployment has increased but it is still among the lowest in the OECD area.”¹²

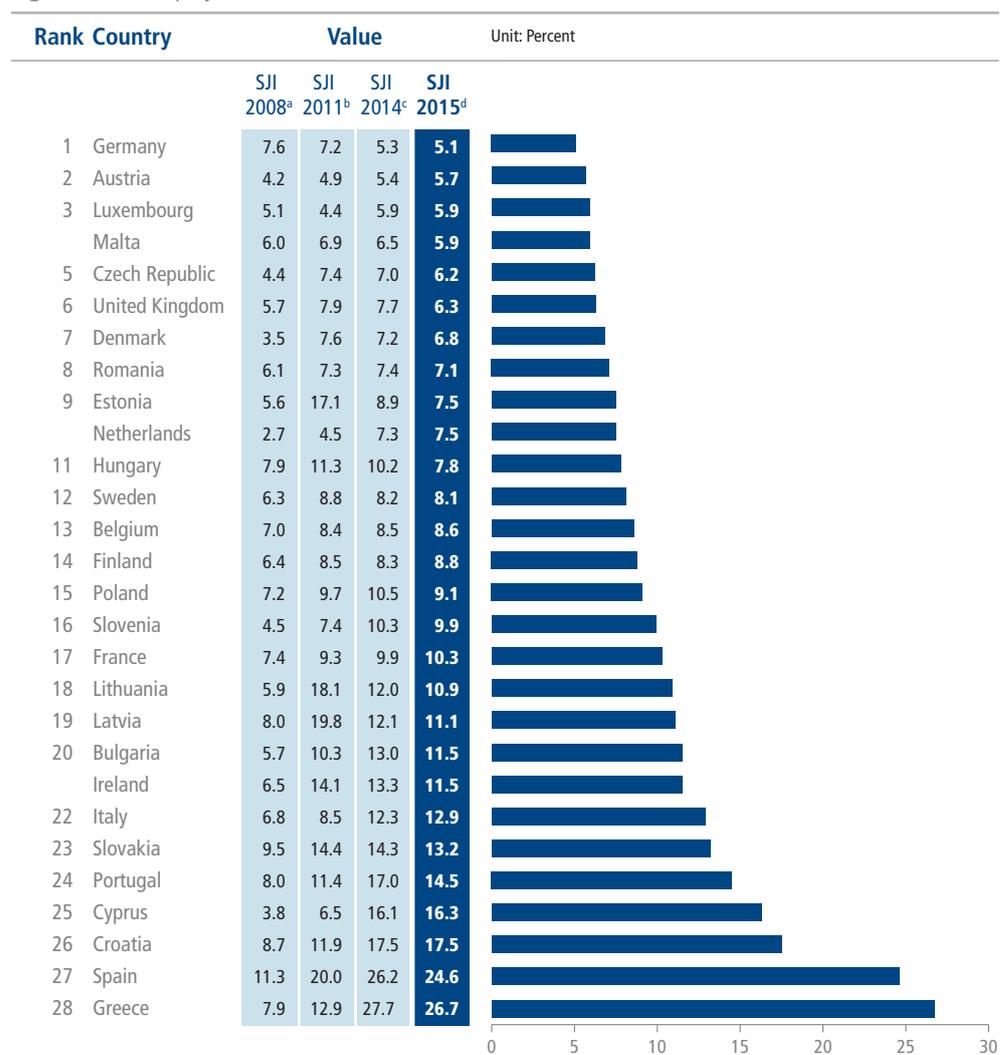
By contrast, Sweden and Finland – despite generally still-good overall performances – have had greater problems in regaining the very good results achieved before the crisis. While an upward trend is quite evident in Sweden, and the country even holds the European Union’s top place with regard to overall employment rate and labor-force-integration rate among older people, Finland is dealing with a number of structural weaknesses. The SGI country experts also come to this conclusion in their most recent report: “Comparatively, present achievements in stemming long-term unemployment, youth unemployment and low-skilled unemployment are not satisfactory. The high level of youth unemployment is a particular cause for concern.”¹³ In fact, the youth-unemployment rate stands at 20.5 percent in Finland. The overall unemployment rate has risen to 8.8 percent, while the unemployment rate among the low skilled has climbed to 18 percent – 5.2 percentage points more than in 2008.

The problems in the crisis-battered southern European countries, however, remain at a completely different level. In Greece, the employment rate sits under 50 percent, the unemployment rate is 26.7 percent, and the youth unemployment rate is 52.4 percent. To some extent, the worst also appears to be past here. For example, the youth-unemployment rate has fallen by nearly six per-

¹² Laursen/Andersen/Jahn (2015), available at www.sgi-network.org.

¹³ Anckar/Kuitto/Oberst/Jahn (2015), available at www.sgi-network.org.

Figure 21: Unemployment Rate



Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

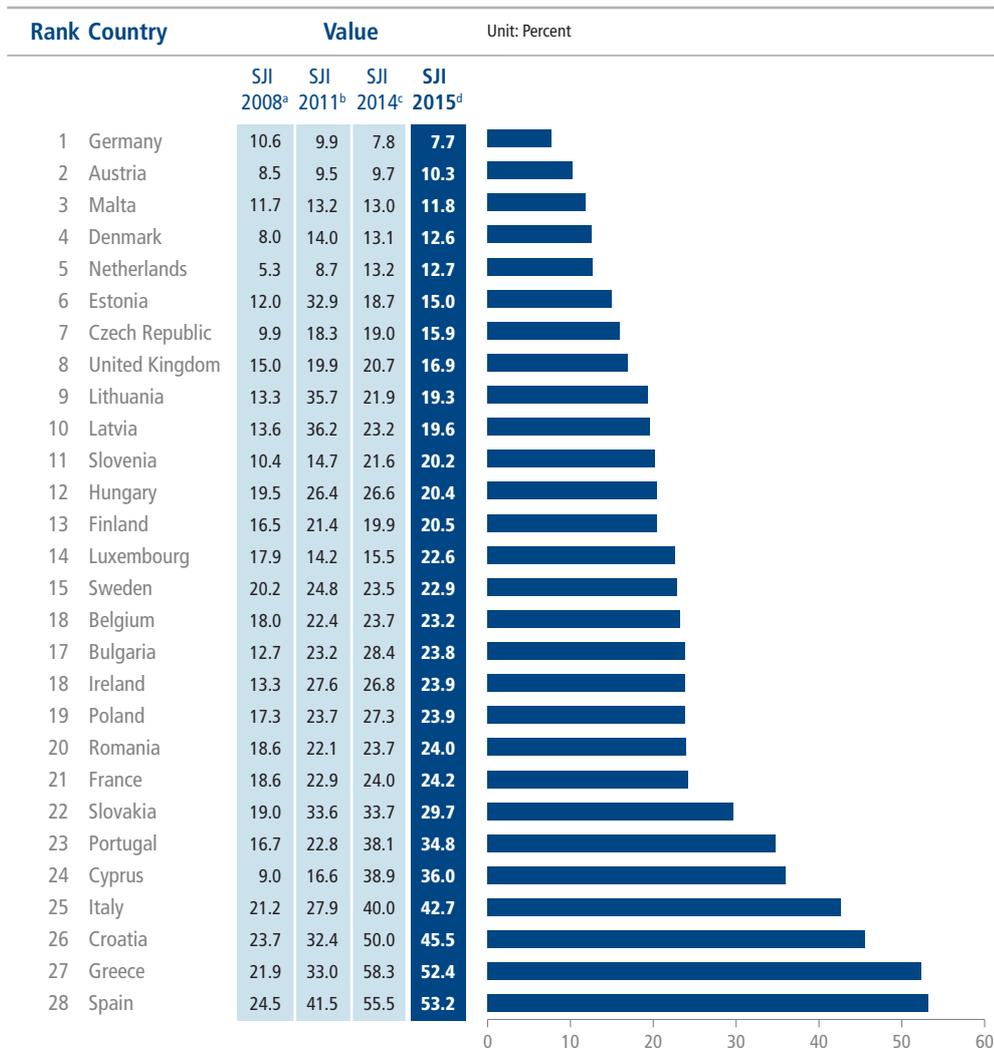
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centage points relative to the previous year. However, the situation remains disastrous. Long-term unemployment, one of the primary drivers of poverty and social exclusion, has even risen to a current level of 19.5 percent. This is a five-fold increase in comparison to 2008. In addition, the employment rate among older people has fallen, standing now at only 34 percent. Thus, Greece is clearly bringing up the rear in this regard.

Spain has shown some improvement in certain indicators. The overall unemployment rate has fallen to 24.6 percent, down from 26.2 percent in 2013, and the youth unemployment rate too has declined somewhat more than two percentage points to 53.2 percent. However, this figure



Figure 22: Youth Unemployment Rate

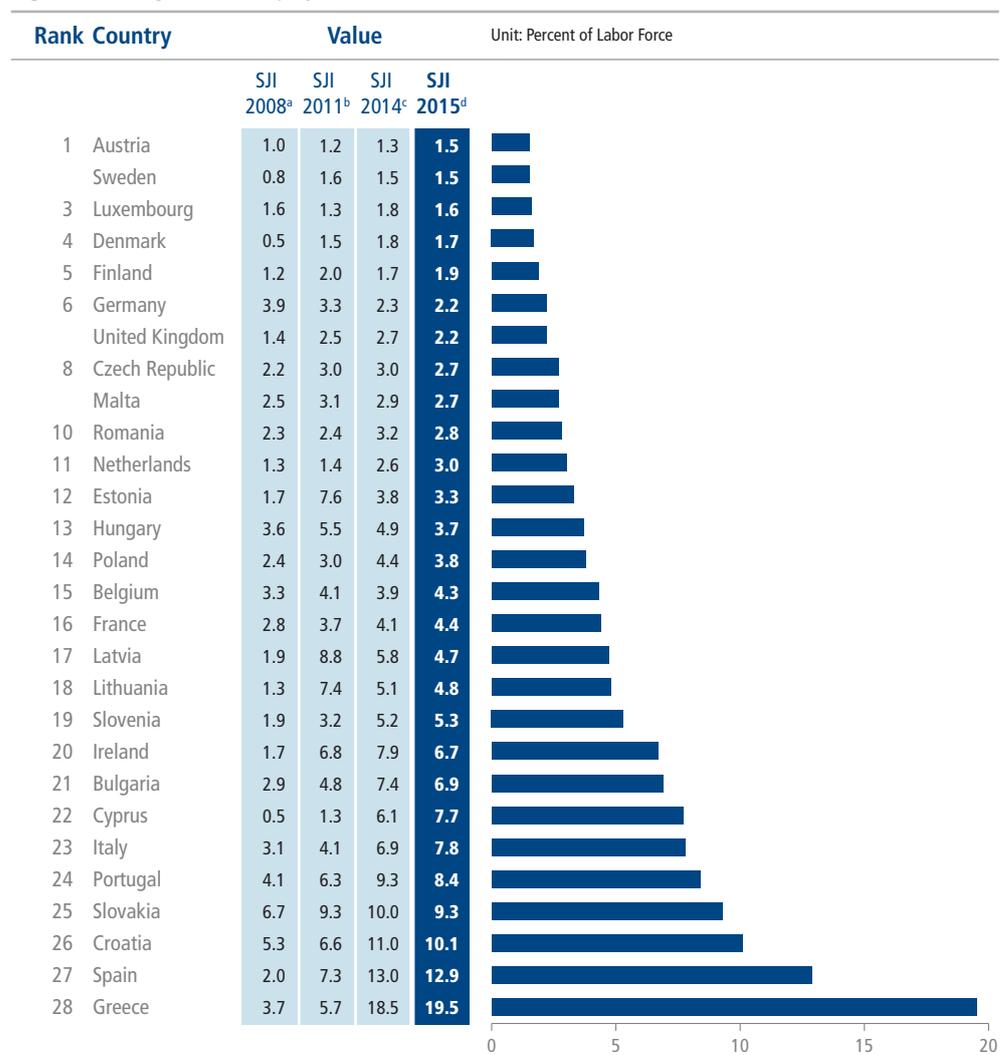


Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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leaves Spain at the very bottom of the cross-EU comparison. For young people, the labor-market situation thus remains more than critical. The same is true for the low skilled – among this group, the unemployment rate is 34 percent, which is still more than twice as high as at the beginning of the crisis. In addition, the risk of in-work poverty in Spain has increased to 10.2 percent. Moreover, with regard to people involuntarily in temporary employment, Spain sits with Cyprus at the bottom of the cross-country comparison, with more than 90 percent of people holding a temporary contract indicating that they are in this form of employment because they cannot find a permanent position. By comparison, this rate is just 8.8 percent in Austria, the top-placed country on this measure.

Figure 23: Long-term Unemployment Rate



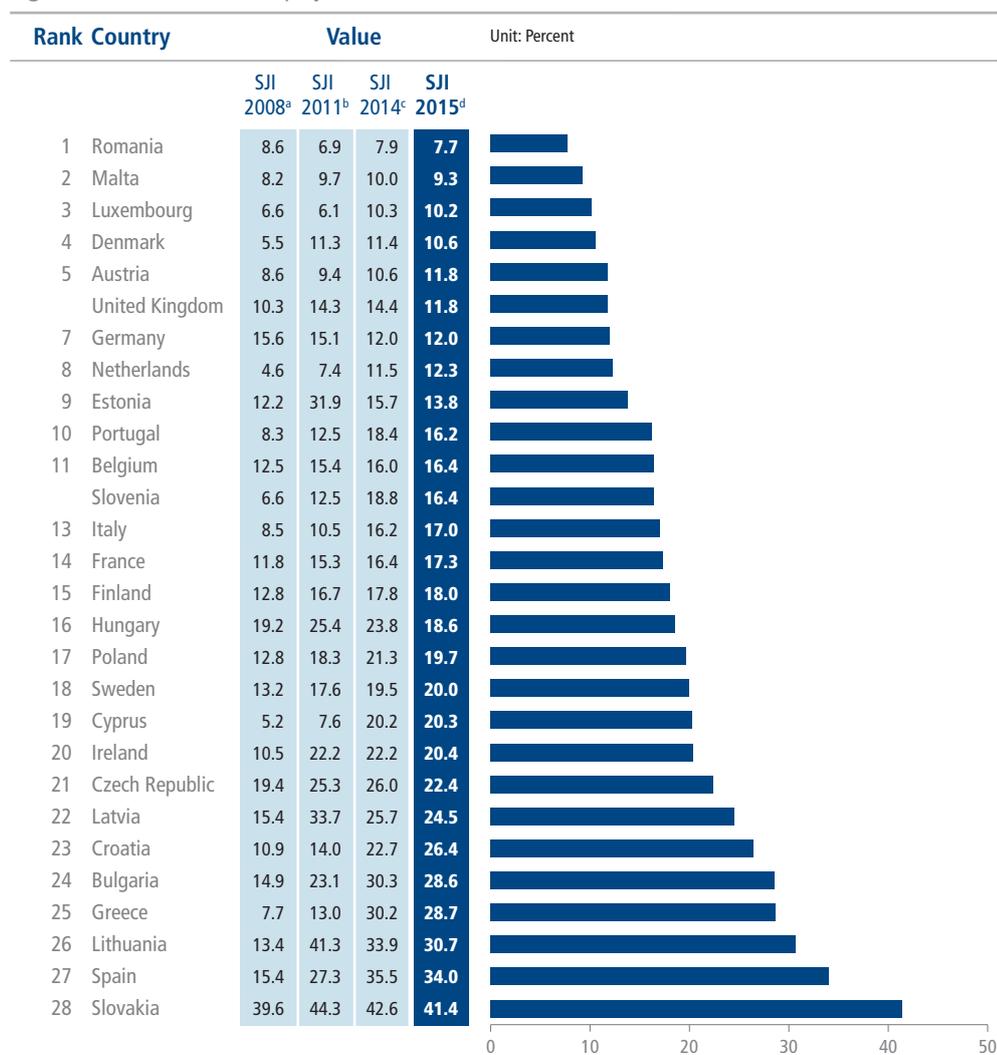
Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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Cyprus is one of the several countries to have deteriorated in comparison with the previous year's survey. The unemployment rate here has risen to 16.4 percent, and has hardened into a comparatively high long-term-unemployment rate of 7.7 percent (rank 22). In Croatia, a sharp increase in unemployment among the low-skilled population is particularly striking, while the overall unemployment level remains at the very high level of 17.5 percent. In considering the negative developments of recent years, the SGI expert renders the judgement that "labor-market policies in Croatia have been insufficient to tackle the rapid increase in unemployment. Spending on active labor-market policies is relatively minimal. Despite high rates of long-term unemployment, rela-



Figure 24: Low-skilled Unemployment Rate



Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

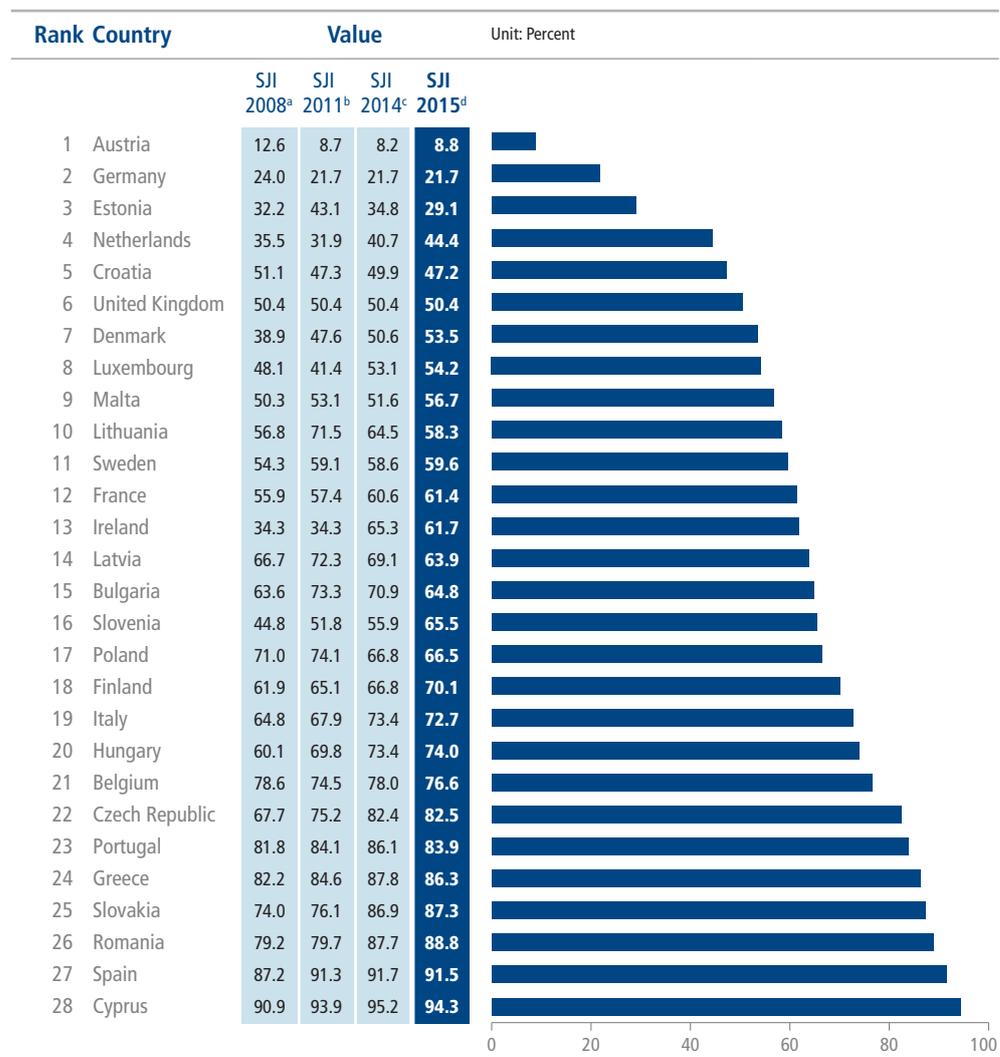
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tively little is spent on retraining, lifelong learning and adult education. Only 2.4 percent of the adult population receives training, compared to an average of 9 percent in the European Union more generally.”¹⁴

In Italy too – despite visible reform efforts made by the Renzi government – youth-unemployment and long-term-unemployment rates again increased. However, it must be hoped that the reforms

14 Petak/Bartlett/Bönker (2015), available at www.sgi-network.org.

Figure 25: Involuntary Temporary Employment Rate



Source: Eurostat Online Database (data refer to a: 1999, 2003, 2008; b: 1999, 2003, 2009, 2010; c: 1999, 2009, 2013; d: 1999, 2009, 2014)

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will take effect in the coming years. In their latest report, the SGI country experts come to the following conclusion: “During 2014 (and with some delay with respect to the dramatic unemployment crisis), the current government has begun demonstrating its willingness to tackle this problem more resolutely. Starting with some more limited but immediate measures to make the hiring of youth easier, the government has launched a more systematic revision of the labor code aimed at encouraging firms to adopt more flexible but also stable and not precarious labor contracts. The law, which gives the government broad discretion in defining the specific norms (*legge delega*) in the months to come, is accompanied by fiscal measures that should make the hiring



of new workers more convenient for firms. The scheduled labor-market reforms, which will also introduce a general unemployment insurance, are ambitious and could lift Italy's labor-market policy to meet average EU levels."¹⁵

In contrast to countries such as Cyprus, Croatia and Italy, Portugal and Ireland were able to make further improvements in most labor-market indicators in comparison to the previous year. In this context, the SGI country experts certainly refer to the effects of the past years' reform policies, but other factors have also played an important role. With regard to Portugal, for example, the country experts note that the "decrease in unemployment is to a significant extent the result of growing emigration from Portugal. The National Statistics Institute (Instituto Nacional de Estatística, INE) estimates that some 128,000 Portuguese emigrated from the country in 2013, either temporarily or permanently. According to the OECD, this is on par with the levels seen during the mass-migration period of the 1960s and 1970s. Moreover, as in other parts of the European Union, youth-unemployment levels are much higher than overall unemployment, in the case of Portugal reaching 34.8 percent in May of 2014."¹⁶

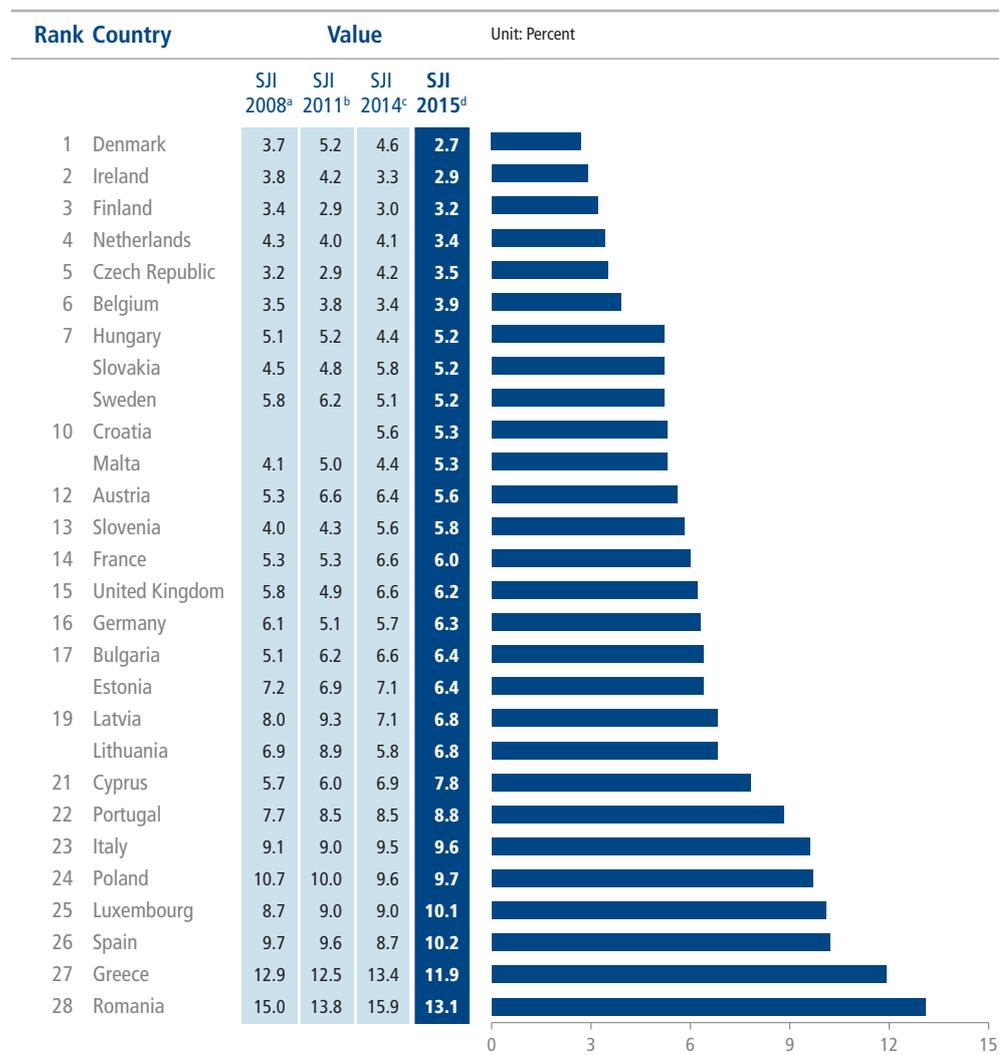
For Ireland too, the SGI experts offer a nuanced judgement regarding the effects of that country's reform policies on the labor market: "The bailout program established in agreement with the Troika placed considerable emphasis on structural labor-market reforms and activation measures such as reductions in the minimum wage, reforms within the unemployment-benefit system to increase incentives to move from unemployment to employment, reductions in poverty-welfare traps, and increased provision of training and education opportunities. There is evidence to suggest that these measures have been somewhat effective, but the continuing high level of long-term and youth unemployment points to the limited effectiveness of labor-market policies even as the economy improves."¹⁷

15 Cotta/Maruhn/Colino (2015), available at www.sgi-network.org.

16 Bruneau/Jalali/Colino (2015), available at www.sgi-network.org.

17 Walsh/Mitchell/Bandelow (2015), available at www.sgi-network.org.

Figure 26: In-work Poverty Rate



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014).

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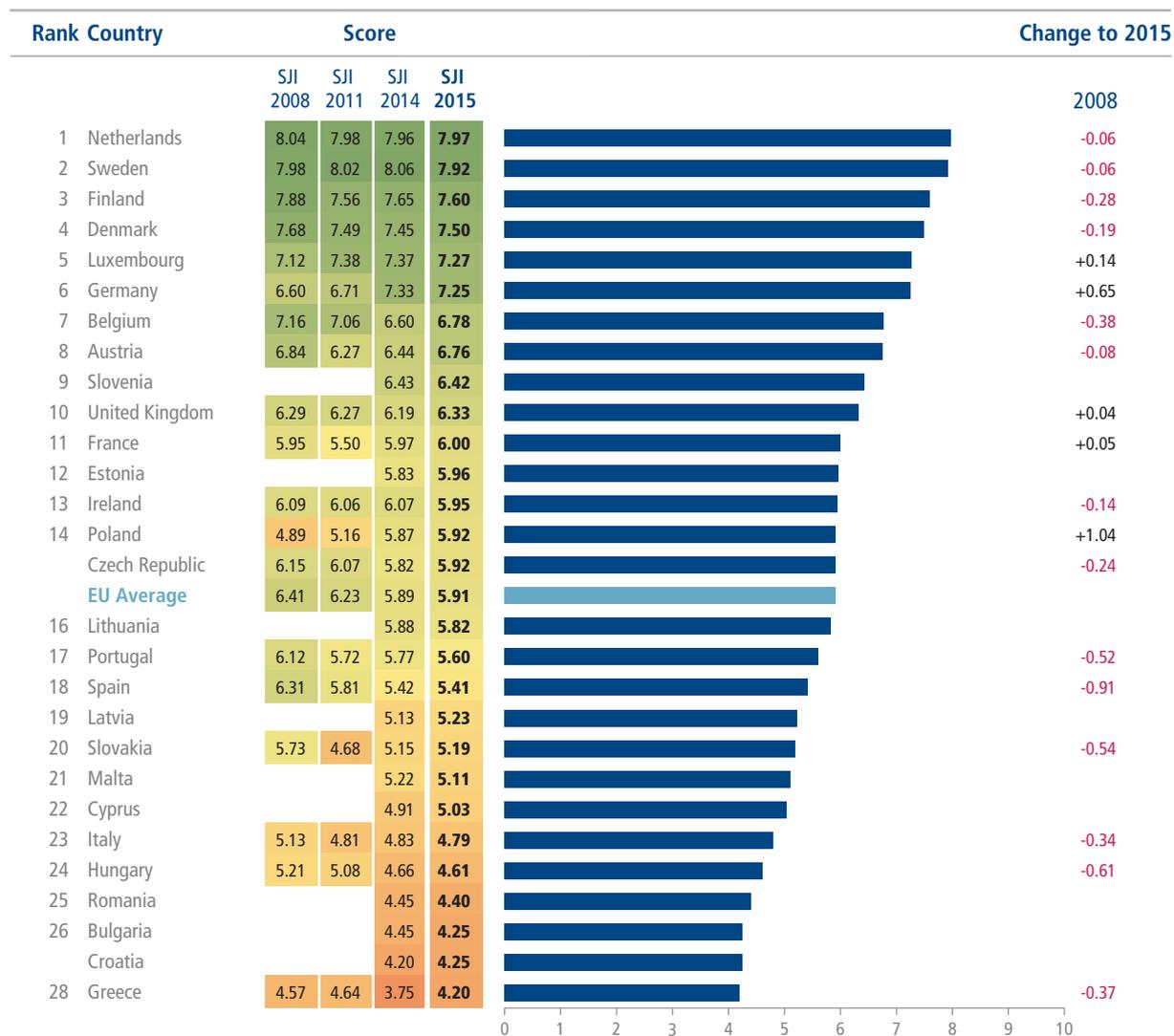
4. Social cohesion and non-discrimination

The Netherlands, Sweden and Finland sit at the top of the cross-EU comparison in the area of social cohesion and non-discrimination, followed by Denmark, Luxembourg and Germany. Romania, Bulgaria, Croatia and Greece bring up the rear. Hungary and Italy too show scores of under five points on this issue.

The poor performance of the four southeast European countries - Hungary, Romania, Croatia and Bulgaria - is in part due to their significant difficulties in preventing discrimination against



Figure 27: Social Cohesion and Non-discrimination



Source: Own calculations.

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certain societal groups. In Romania, for example, the country experts note that the state “has been ineffective in countering discrimination against a number of vulnerable groups, including members of the LGBT community, adults and children infected with HIV, people with disabilities, and the country’s large Roma minority. When President Basescu was fined for making a derogatory statement against the country’s Roma population in February 2014, the National Council for Combating Discrimination initially refused to exercise authority on grounds that the statement had been made outside Romania. However, the Supreme Court compelled it to take the case. The agency ultimately fined Basescu for having stated that the Roma people did not generally want

to work, preferring instead to live off stealing. The Civil Code still prohibits same-sex partnership and marriage, and fails to recognize any such marriages registered abroad. In March 2014, the Romanian parliament rejected a bill that would have legalized same-sex civil unions. The bill provided for the registration of both same-sex and heterosexual partnerships with rights of inheritance, mutual health insurance and joint mortgage.”¹⁸

Figure 28: Non-discrimination (SGI)



Source: Bertelsmann Stiftung (data from a: SGI 2009; b: SGI 2011; c: SGI 2014; d: SGI 2015).

BertelsmannStiftung

18 Wagner/Pop-Eleches/Bönker (2015), available at www.sgi-network.org.



The experts reach a similar judgement in the case of Croatia: “Although discrimination is prohibited by the law, the legislation has not been fully implemented, and certain vulnerable groups still experience widespread discrimination. In particular, the Roma encounter discrimination in almost all areas of life, especially in education and employment. In addition, although Croatia has a good legal framework governing minority rights, Croatian citizens of Serbian ethnicity continue to experience discrimination.”¹⁹ Discrimination against the Roma minority also remains a serious social problem in Hungary and Bulgaria.

By contrast, the Netherlands, Ireland and Sweden have served as success stories and models for other countries with regard to effective non-discrimination policy: “The Netherlands is party to all the important international agreements against discrimination. A non-discrimination clause addressing religion, life philosophy, political convictions, race, sex and ‘any other grounds for discrimination’ is contained in Article 1 of the Dutch constitution. An individual can invoke Article 1 in relation to acts carried out by the government, private institutions or another individual. The constitutional framework has been specified by several acts that also refer to the EC directives on equal treatment. (...)”²⁰

In Ireland, the country experts stress the role of the so-called Equality Authority as a positive and well-functioning institutional example of anti-discrimination policy: “The Equality Authority is an independent body set up under the Employment Equality Act, 1998 to monitor discrimination. An independent equality tribunal was established under the same act to offer an accessible and impartial forum to remedy unlawful discrimination. These agencies have been active in recent years and successful in prosecuting cases on behalf of parties who felt they had been discriminated against.”²¹

Sweden achieves results at a similarly high level, although the country experts here point to a growing ethnic heterogeneity that has been expressed in problems with integration policy (see more on this below). Overall, however, Sweden remains one of the most egalitarian societies in the EU and OECD.

Finland’s slight deterioration in this area is interesting, as it too has been an example of extremely successful anti-discrimination policy for years. In discussing this decline, the country experts point in large part to the influence of the True Finns political party: “Rights of ethnic and religious minorities are as a rule well protected in Finland, and the criminal code discriminates against anyone who incites violence on racial, national, ethnic or religious grounds. The rights of the Swedish-speaking minority in Finland are widely respected, with Swedish also recognized as an official language. However, reforms to public administration at the local level, which are still pending, would violate some of the rights of the Swedish-speaking population. Meanwhile,

19 Petak/Bartlett/Bönker (2015), available at www.sgi-network.org.

20 Hoppe/Woldendorp/Bandelow (2015), available at www.sgi-network.org.

21 Walsh/Mitchell/Bandelow (2015), available at www.sgi-network.org.

certain segments of the population, primarily represented by the True Finns Party, have turned hostile toward the Swedish-speaking population of Finland. The Åland Islands, whose inhabitants speak Swedish, have historically maintained extensive autonomy and a home-rule parliament as well as one permanent seat in the national legislature. In all, Finland has often been seen as a forerunner concerning its efforts to put forth an effective minority protection policy. Cases of discrimination are rather rare. However, ethnic minorities and asylum seekers report occasional police discrimination, and Finland has on occasion been found in violation of Article 6 of the European Convention on Human Rights and Fundamental Freedoms. Roma individuals, who make up a small proportion of the population, are widely marginalized. The True Finns Party encourage discrimination of ethnic minorities and asylum seekers.”²²

One aspect of successful anti-discrimination policy is the prevention of discrimination on the basis of gender. In many EU states, discrimination against women in particular continues to be an issue – whether with regard to the principle of equal pay for equal work or the question of women’s representation in leadership positions or political offices. If one considers the share of national parliamentary seats by gender as a proxy indicator for this issue, it is notable that no EU state has as many women as there are men serving as parliamentary deputies. The situation in Hungary is the worst in this regard. Here, fewer than 10 percent of deputies are women. Malta, Romania and Cyprus perform similarly badly on this measure, each with a share of under 15 percent. The most balanced ratio can be found in Sweden, where 45 of 100 deputies are women. In Finland and Belgium, the share is over 40 percent.

Overall, the Nordic countries still do the best job in relative terms in terms of preventing social exclusion. However, it is interesting that the lowest level of income inequality has for some time no longer been found in the north European countries, but rather in Slovakia, Slovenia and the Czech Republic. Sweden follows only in fourth place, with Finland at sixth and Denmark in ninth place. The level of income inequality in these countries is in this regard significantly higher than in 2007. Germany sits at 10th place, and has also shown an increase in income inequality as compared to the previous year. However, the EU’s highest levels of income inequality are evident in Spain, Bulgaria and Latvia.

22 Anckar/Kuitto/Oberst/Jahn (2015), available at www.sgi-network.org.



Figure 29: Gender Equality in Parliaments



Source: World Bank Gender Statistics Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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In the area of integration policy too, the north European countries show certain weaknesses that tarnish otherwise very good performances overall across the issue of social inclusion. However, policy in these states is by no means inactive: Sweden has made diverse efforts in the area of immigration and integration, and like many other EU countries, today faces enormous challenges as a result of the current dramatic refugee situation: “Sweden has a generous immigration policy. The country has received a large number of refugees from Iraq and Syria and, in 1992, from former Yugoslavia. Indeed, there are individual local authorities (Södertälje) that have received more immigrants from Iraq than has the entire United States. In the European setting, Sweden,

Figure 30: Gini Coefficient



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014).

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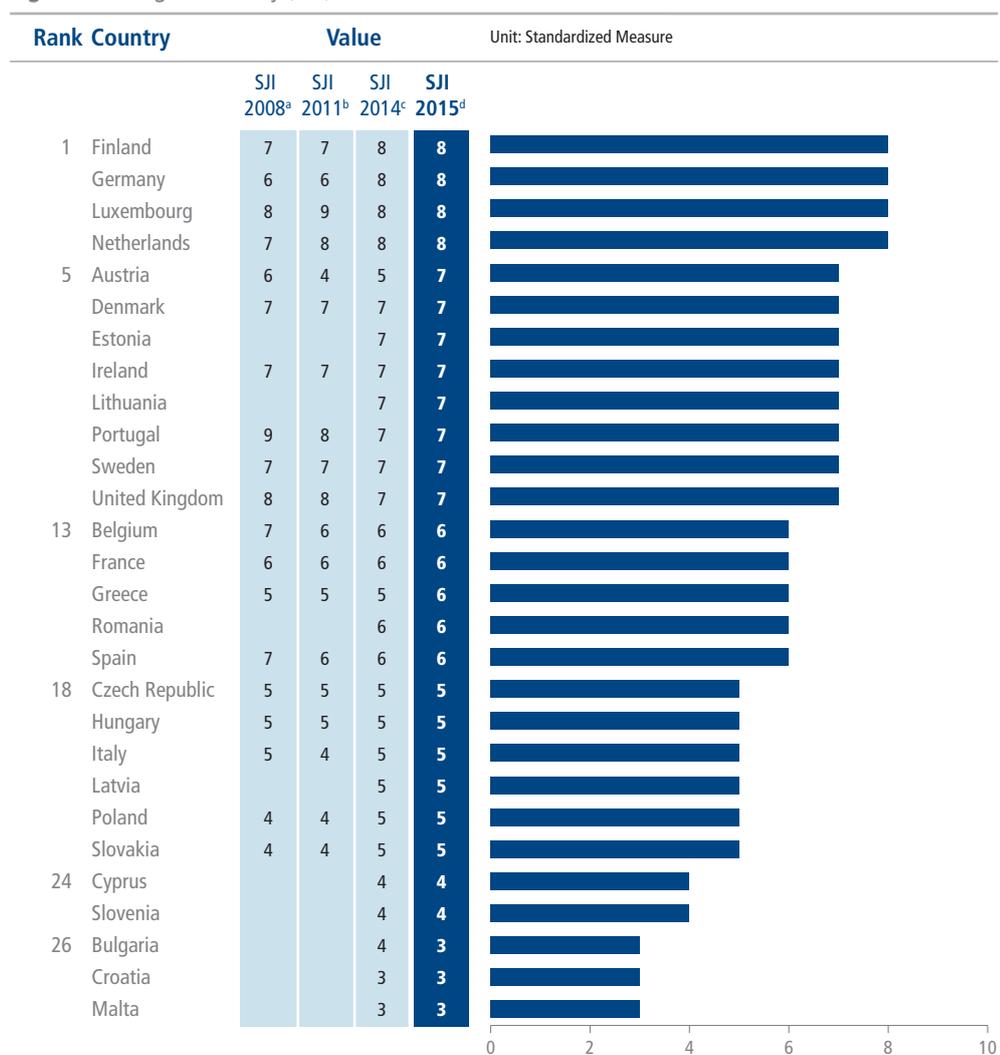
together with Germany, stands out as one of the most immigration-friendly countries. (...) The increasing immigration represents a significant challenge to Swedish integration policy. These policies cover a wide range of measures, from language training to supportive labor market and housing policies. Most of the policies are implemented locally. Given the great autonomy of Swedish local governments, the instruments vary regionally. There are now political signals that local autonomy should no longer prevent individual local authorities from being requested by central government to receive asylum seekers.”²³ However, the country experts find that it is “difficult

23 Pierre/Jochem/Jahn (2015), available at www.sgi-network.org.



to argue that integration policy in Sweden has been successful. In terms of both educational attainment and employment, immigrants in Sweden find it much more difficult to integrate than immigrants in comparable countries. This is not to say that there is a lack of political or economic commitment to integration policy. To the contrary, integration policy remains a very important policy sector and related political activities are far reaching. The activities of the ombudsman and the minister for immigration and equality ensure that immigration issues have a high public salience. Sweden's lack of success in integrating immigrants, despite strong efforts otherwise, thus indicates the problem lies in the design and implementation of its integration policies. It is

Figure 31: Integration Policy (SGI)



Source: Bertelsmann Stiftung (data from a: SGI 2009; b: SGI 2011; c: SGI 2014; d: SGI 2015).

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possible that the same obstacles facing young people as they try to make their way into the labor market also discriminate against immigrants. There is some good news, however. Studies show that second-generation immigrants, particularly girls, perform well in secondary and tertiary education. However, for immigrants with low education, entry into a labor market with high standards seems more or less blocked.”²⁴

In Denmark’s case, the country experts come to similar conclusions with regard to current developments and challenges in the area of integration policy: “The employment rate of immigrants and their descendants (ages 16 to 64) is low, though it had been increasing from the mid-1980s until the onset of the financial crises. There is a substantial employment gap, taking into account the age distribution, immigrants from non-western countries have an employment rate which is 38% lower than that of ethnic Danes (for descendants the gap is 18%). The gap is particularly higher for women (43%) than for men (33%). For immigrants from Western countries the gap is about 20% (for descendants about 11%). The gaps in employment rates should also be seen in light of the fact that employment rates in Denmark are high for both men and women, and there are high qualification requirements to find a job and high minimum wages. Concerning educational achievements, immigrants and their descendants – especially girls – are making progress. In 2013, for the age group 30 to 39 about 47% of men and 64% of women had completed a labor market qualifying education. The corresponding numbers for ethnic Danes are 72% and 80%. For those 22 years old, 49% of male and 61% of female non-western descendants are in education, which is only two and three percentage points below the corresponding rates for ethnic Danes.”²⁵ Countries such as Belgium and France have significantly bigger problems. In discussing the situation in Belgium, the country experts emphasize that “there is a political will to help resident foreigners and second- or third-generation immigrants acquire Belgian citizenship, by providing adults with easy access to inexpensive or free training (including language, civic education and so on). However, Belgium keeps failing to adapt its education system, which is ill-adapted to non-native language students. In some urban areas, the proportion of these students is high, and schools are unable to provide adequate education. Natives do their best to avoid these schools, which reinforces segregation. The French Community (one of the sub-governments in Belgium) implemented reforms to force mixing, but with schemes that are so inefficient that they only seem to have exacerbated the situation. Labor-market discrimination remains high. The Center for Equal Opportunities and Opposition to Racism was formed to address such problems. And while there are several proactive policies in place, the deep education and employment gaps between Belgian nationals and residents of non-European origin persist.”²⁶

Similar problems are evident in France: “The integration of the so-called second (in fact, often the third) generation of immigrants, especially coming from Maghreb countries, is difficult for many reasons: education system failures; community concentration in urban/suburban ghettos; high

24 Pierre/Jochem/Jahn (2015), available at www.sgi-network.org.

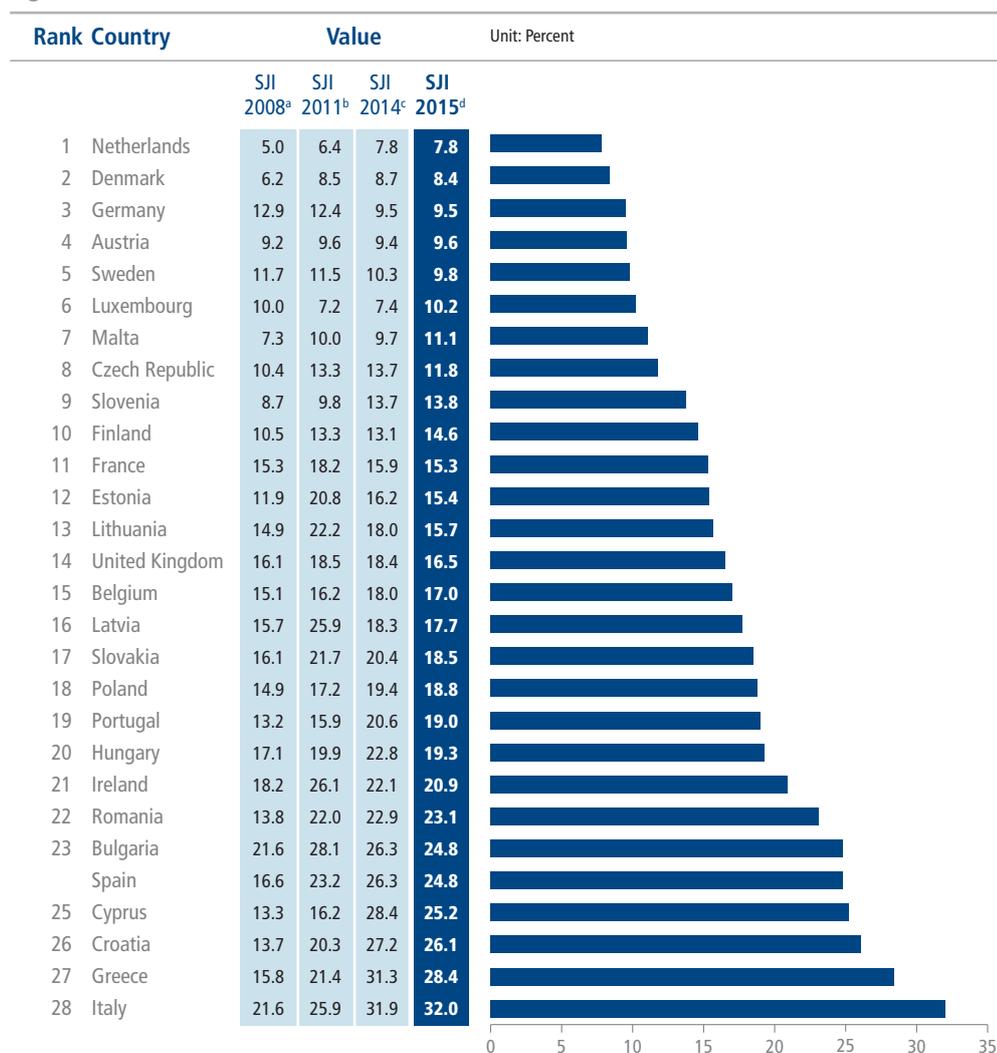
25 Laursen/Andersen/Jahn (2015), available at www.sgi-network.org.

26 Castanheira/Rihoux/Bandelow (2015), available at www.sgi-network.org.



unemployment; cultural identity issues, and so on. Add to this the challenges of illegal immigrants, many of whom moved to France more than 10 or 15 years ago yet have no regular job and thus do not contribute to the pension system. Although they have access to health care and their children can attend schools, the situation is often dramatic and inextricable as for many, it is impossible to fulfill the requirements for a residence permit. Immigrants must demonstrate that they have the required documents, such as tax records, employment contracts and housing contracts, while at the same time they are essentially forced into the labor and housing black market. Potential employers and landlords will not document that they employ or house illegal aliens, as this is a

Figure 32: NEET Rate



Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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crime. Under such conditions, integration is difficult, if not impossible. Immigration from Eastern Europe and the southern Balkans, the ‘migration of the poor,’ is also a sensitive subject.”²⁷

Finally, as another indicator in the social cohesion and non-discrimination dimension, we consider the so-called NEET rate, which refers to the share of youth that are neither in education nor employed. This indicator sheds light on a key aspect of social exclusion among young people. Here, as might be expected, the crisis-battered southern European states are the countries with the greatest problems. With a NEET rate that has risen to 32 percent, Italy brings up an unhappy rear in this regard. This rate is also nearly 30 percent in Greece and Croatia, which in both cases is around twice as high as in 2008. By contrast, the Netherlands, Denmark, Germany and Austria take the first four places in the comparison, showing the lowest NEET rates. In Germany, this rate even fell by more than three percentage points between 2008 and 2014 – more than in any other EU country.

5. Health

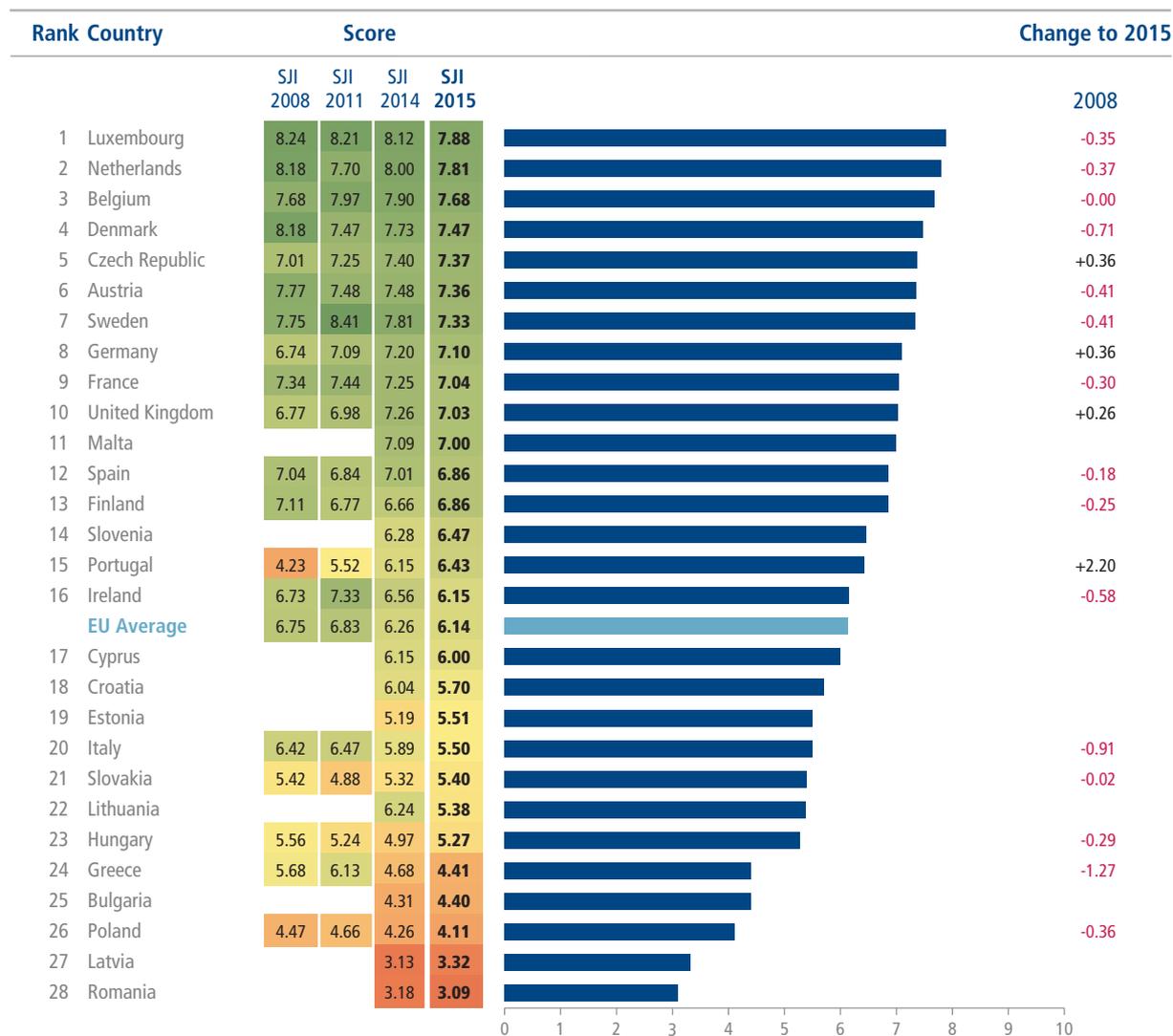
In the area of health, the Benelux countries, Denmark and the Czech Republic hold the top five places. Austria, Sweden and Germany also belong to the expanded top group. By contrast, conditions have deteriorated once again in Greece, which is five places from the bottom in the cross-EU comparison.

In most EU countries, the quality of health care is high. However, with regard both to quality and inclusivity in health care systems (equality of access), there are quite significant variations within the European Union. The greatest deficits are still to be found in Latvia and Romania. Country experts offer the following judgement in their most recent SGI report on Romania, which is also reflected in the quantitative indicators utilized here: “Romania has a public health-insurance system with claim to universal coverage. However, the quality and equity of Romania’s public-health system has been undermined by inadequate funding: Romania has the lowest health-budget allocation of any EU member state. Moreover, after a gradual increase from 3.5% of GDP in 2002 to 4.8% in 2010, health care spending declined again to 4.2% in 2014, and has been set at 4% in the 2015 budget despite rising health care demand. Due largely to this underfunding, the de facto availability of many medical services is severely limited, thereby leading to widespread bribe-giving by patients even for basic services. When an illness requires hospitalization, the Romanian patient typically has to bribe three or four health workers for sums often totaling a significant percentage of the family’s monthly income. Moreover, for many specialized procedures patients have to resort to private providers, which offer higher-quality services but are often quite expensive, thereby leading to significant inequities in medical-care access. Cost efficiency is undermined by the failure of the National Health Insurance Agency (CNAS) and local authorities to monitor hospitals’ performance and program investments in the sector. The complex and sometimes con-

27 Mény/Uterwedde/Zohlnhöfer (2015), available at www.sgi-network.org.



Figure 33: Health



Source: Own calculations.

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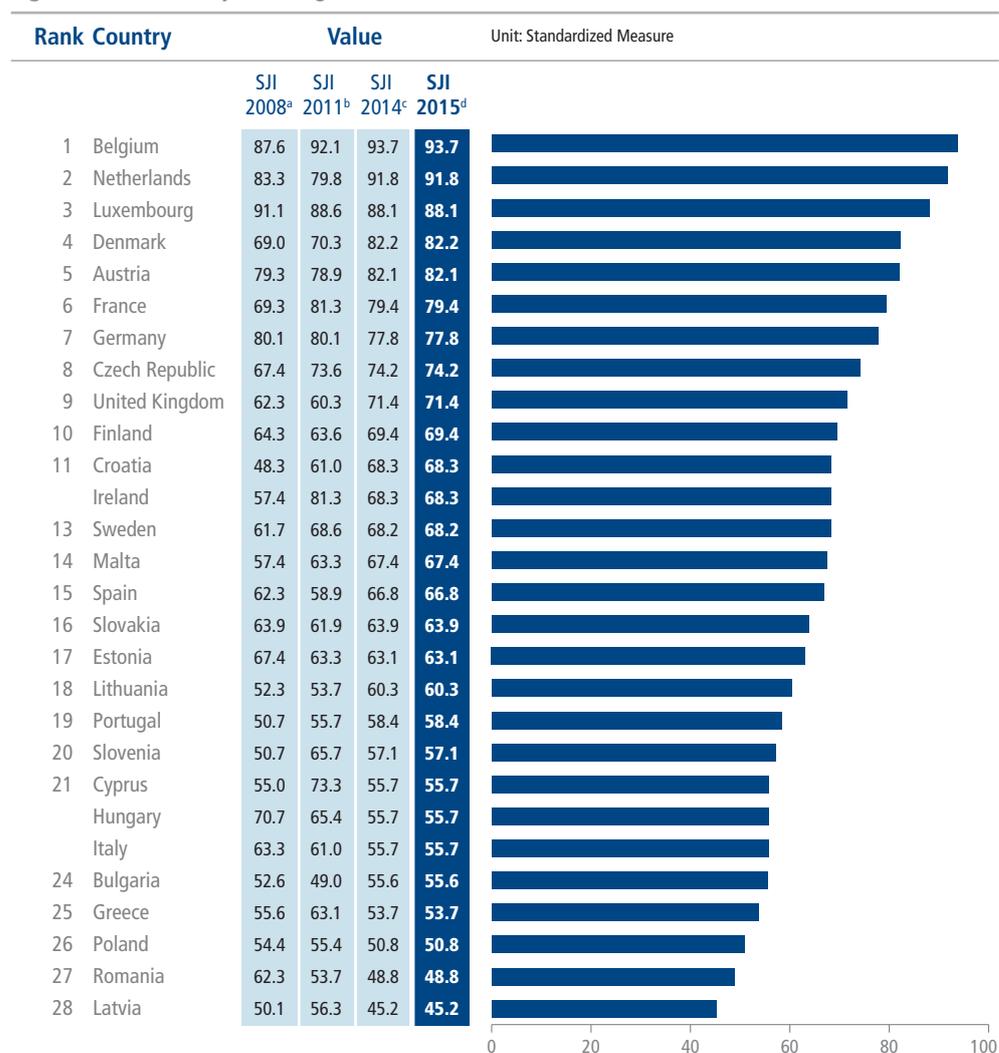
tradictory set of regulations concerning the relationship between the private and the public sector further aggravates this problem.”²⁸

In Latvia too, problems of quality and equity in the health sector remain significant: “Health outcomes for Latvia continue to lag behind those of most EU member states and dissatisfaction

28 Wagner/Pop-Eleches/Bönker (2015), available at www.sgi-network.org.

with the system remains high. Mortality rates for men, women and infants are higher than in most other EU countries. (...) The health care system is based on a residence principle. Residents have free access to a family physician, who approves state-paid further treatment. This system results in long queues. Health care benefits are available at state- and municipality-owned institutions as well as private inpatient and outpatient facilities. The large co-payment required to access services restricts access for low-income groups. The implementation of the Social Safety Net Strategy 2009 - 2011 sought to address this by introducing a compensation mechanism for low-income groups. Low-income and other at-risk patients receive full exemptions from co-payments and

Figure 34: Accessibility and Range



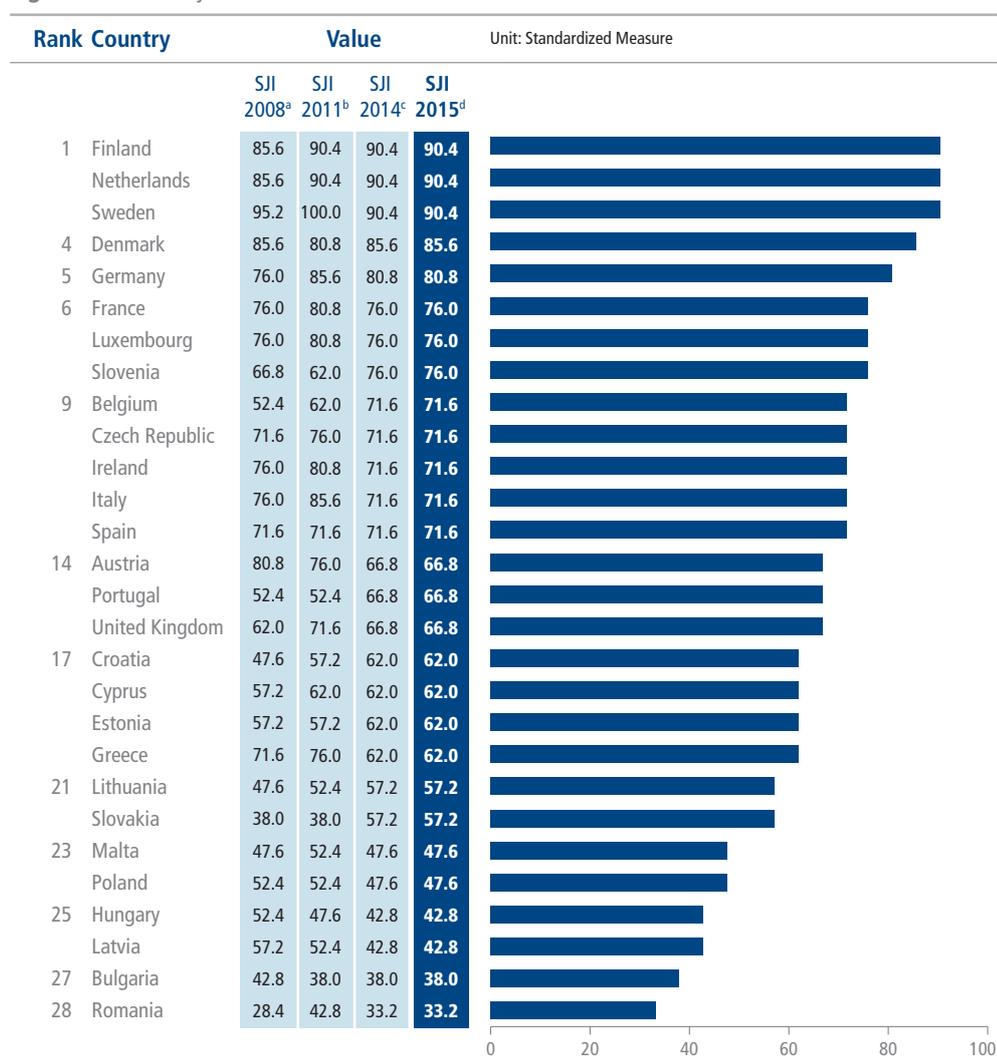
Source: Euro Health Consumer Index (data refer to a: 2008; b: 2009; c: 2013; d: 2013).

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pharmaceuticals charges. In total, 61,000 outpatient visits and 3,800 inpatient visits were covered for low-income and other at-risk patients under the program. However, lower income patients not qualifying for assistance continue to face steep co-payments and pharmaceutical charges, limiting access to care. Financial constraints focus public funding on the provision of emergency care, while creating long waiting times for non-emergency care.”²⁹

Figure 35: Health System Outcomes



Source: Euro Health Consumer Index (data refer to a: 2008; b: 2009; c: 2013; d: 2013).

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29 Terauda/Auers/Jahn (2015), available at www.sgi-network.org.

Greece's further deterioration must be regarded and judged in the context of the ongoing crisis: "After the crisis erupted, public spending on health care was subjected to cuts similar to those effected in other welfare policies. Moreover, the restructuring of Greek public debt in February 2012 negatively affected the finances of health-insurance funds, which held parts of that debt. In other words, after 2010, the economic crisis became a severe crisis for health-insurance funds. Since 2010, pharmaceutical companies and suppliers of necessary goods and services to public hospitals have delayed making deliveries to such organizations. Additionally, the job motivation of doctors serving in public hospitals suffered from wage cuts imposed across the public sector. All this injured the capacity of the public health care system to meet demand for health care services. Some of this demand was met in various Greek cities by makeshift 'social clinics' providing services to patients free of charge. Such clinics were staffed by volunteer medical doctors and nurses and hosted by municipal authorities." One consequence of these developments has been a deterioration within the indicator of "Self-reported unmet need for medical help."³⁰ Between 2007 and 2013, the number of people who say they are unable to obtain needed medical care as a result of financial constraints, long waiting lists or geographical distances has risen from 5.4 percent to 9 percent. This is the most significant such increase within the entire European Union. In absolute terms, only Romania (10.4%) and Latvia (13.8%) are still behind Greece on this measure.

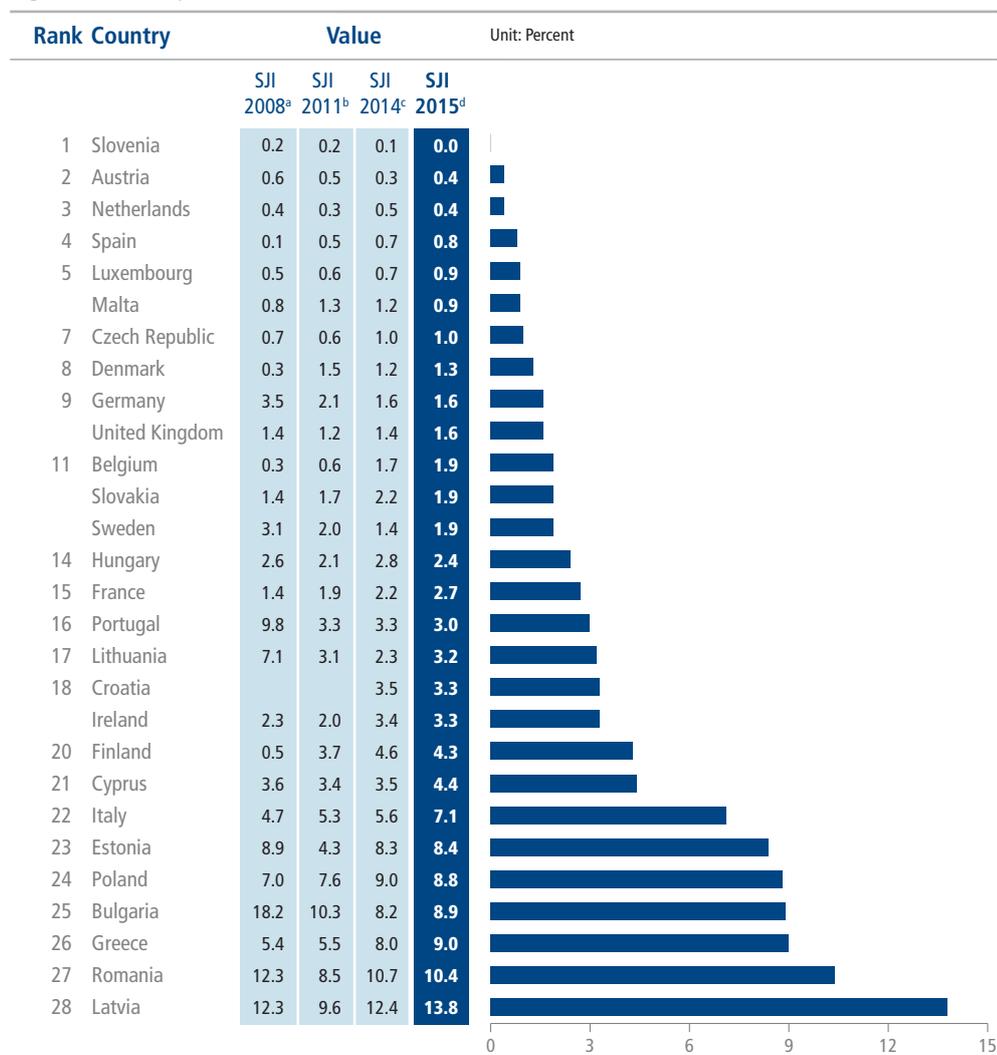
Despite these significant problems, Greece still has the fourth-best score on the issue of healthy life expectancy. People in Greece can expect an average of 64.9 healthy life (or disability-free) years. Only Malta, Ireland and Sweden perform better in this respect. Germany's poor outcome on this measure is somewhat surprising. Here, the average number of healthy life years is just 57.4, well below the EU average. The Netherlands and Denmark, each with a value of just under 60 years, also fall into the lower third with respect to this indicator. This suggests that for the number of expected healthy life years, it is not only the quality of and conditions of access to health care that are relevant, but also individual behavior in the sense of healthy or unhealthy lifestyles. In the case of Denmark, which has one of the most inclusive health care systems in the European Union, the country experts point out that "there has been a marked decline in smoking in recent years, but obesity rates have increased. The social gradient in health remains strong."³¹

30 Sotiropoulos/Featherstone/Karadag (2015), available at www.sgi-network.org.

31 Laursen/Andersen/Jahn (2015), available at www.sgi-network.org.



Figure 36: Self-reported Unmet Medical Needs

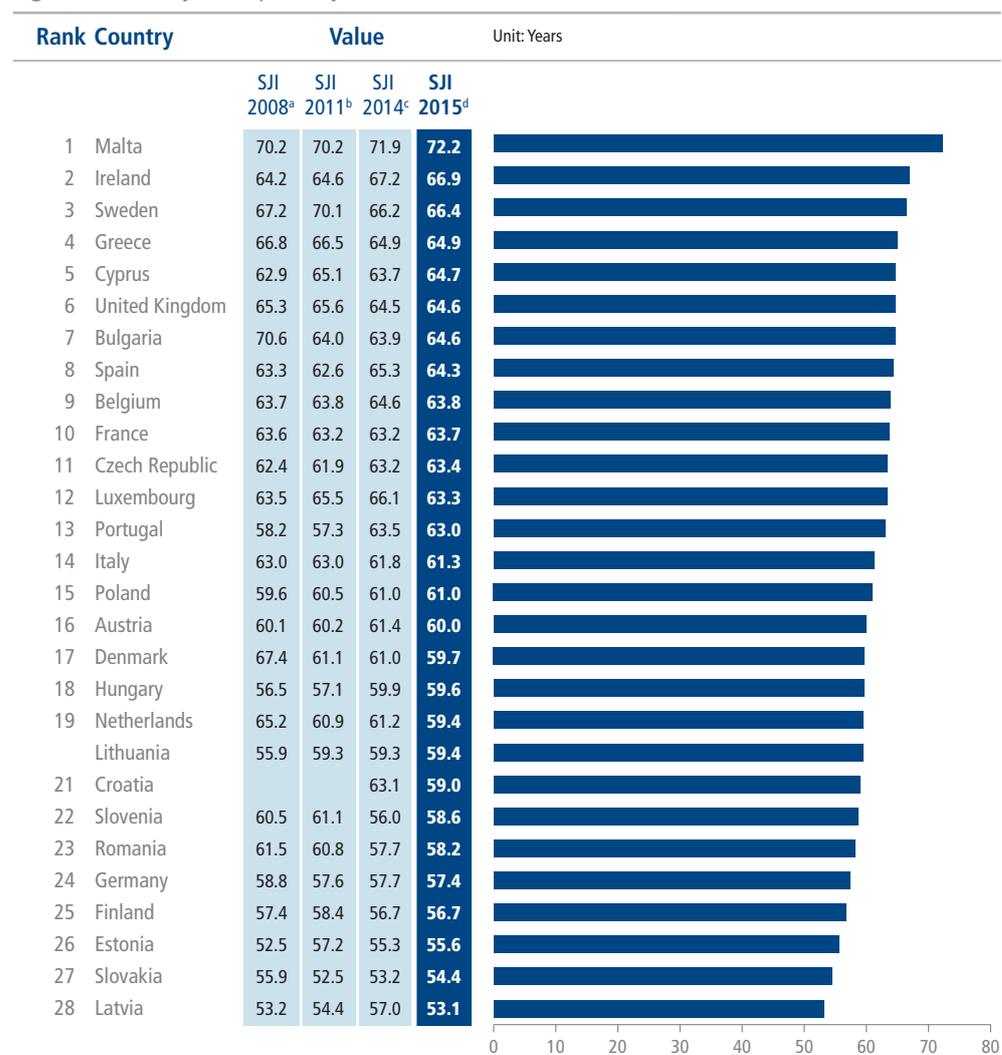


Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2011, 2012; d: 2013).

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Italy is among the countries to have deteriorated relatively significantly in recent years. Strong regional differences have had an effect on this outcome, and the SGI country experts do not provide an optimistic assessment of future prospects: “On average, the services provided achieve medium to high standards of quality (a recent Bloomberg analysis ranked the Italian system among the most efficient in the world), but, due to significant differences in local infrastructures, cultural factors, and the political and managerial proficiency of local administrations, the quality of public health care is not nationally uniform. In spite of similar levels of per capita expenditure, services are generally better in northern and central Italy than in southern Italy. In some areas of the south, corruption, clientelism and administrative inefficiency have driven up health care costs.

Figure 37: Healthy Life Expectancy



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2011, 2012; d: 2012, 2013).

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In these regions, lower quality levels and typically longer waiting lists mean that wealthier individuals will often turn to private-sector medical care. Regional disparities also lead to a significant amount of health tourism heading north. Early moves in the direction of fiscal federalism are now stimulating efforts to change this situation through the introduction of a system of national quality standards (correlated with resources), which should be implemented across regions. Preventive health care programs are effective and well publicized in some regions such as Tuscany and other northern and central regions. However, such programs in other regions such as Sicily are much weaker and less accessible to the average health care user. As is the case in Greece, increasingly



more NGOs (e.g., Emergency) traditionally active in developing countries are providing services within Italy and providing essential health care to citizens who are falling through the cracks of the Italian public health care system. As household incomes are shrinking and citizens are increasingly burdened with additional medical-services costs (e.g., dental medicine and general prevention) not covered by the public health care system, overall public health is expected to decline in the coming years.”³²

6. Intergenerational justice

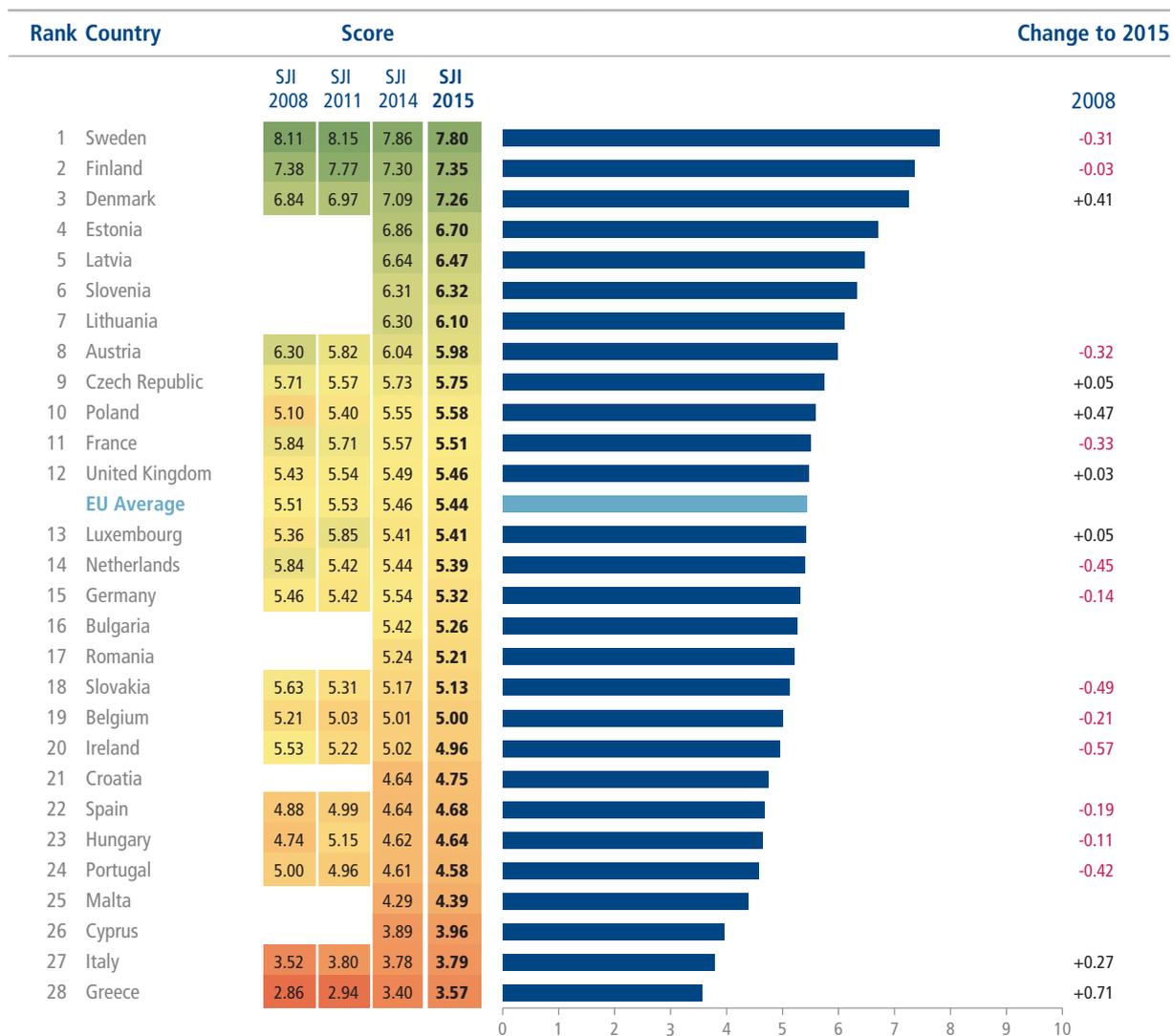
In the area of intergenerational justice, the Nordic and Baltic states in particular show themselves as best-situated to do justice to the issue’s complex and multidimensional challenges. Slovenia too is ranked among the top six. By contrast, the southern European countries of Portugal, Malta, Cyprus, Italy and Greece bring up the rear in the cross-EU comparison. Germany, which today sits only at 15th place, has declined relatively significantly, and now performs below the EU average.

Despite significant demographic pressures, the top-placing Nordic countries have best succeeded in keeping the interests of the younger generations in view, while pursuing policies that are equally sound for the young and old alike. In this regard, these countries continue to serve as a model for other EU states in the area of family policy. Sweden, for instance, “has been politically and economically committed to strong family policy for the past 50 years. Major features of Sweden’s policy have been the separation of spouses’ income and individual taxation, the expansion of public and private day-care centers and a very generous parental-leave program provided to both women and men, which has created much better possibilities to combine a professional career with parenthood.”³³ The same is true of Denmark and Finland – although France’s family policies also receive high marks from the SGI country experts.

32 Cotta/Maruhn/Colino (2015), available at www.sgi-network.org.

33 Pierre/Jochem/Jahn (2015), available at www.sgi-network.org.

Figure 38: Intergenerational Justice



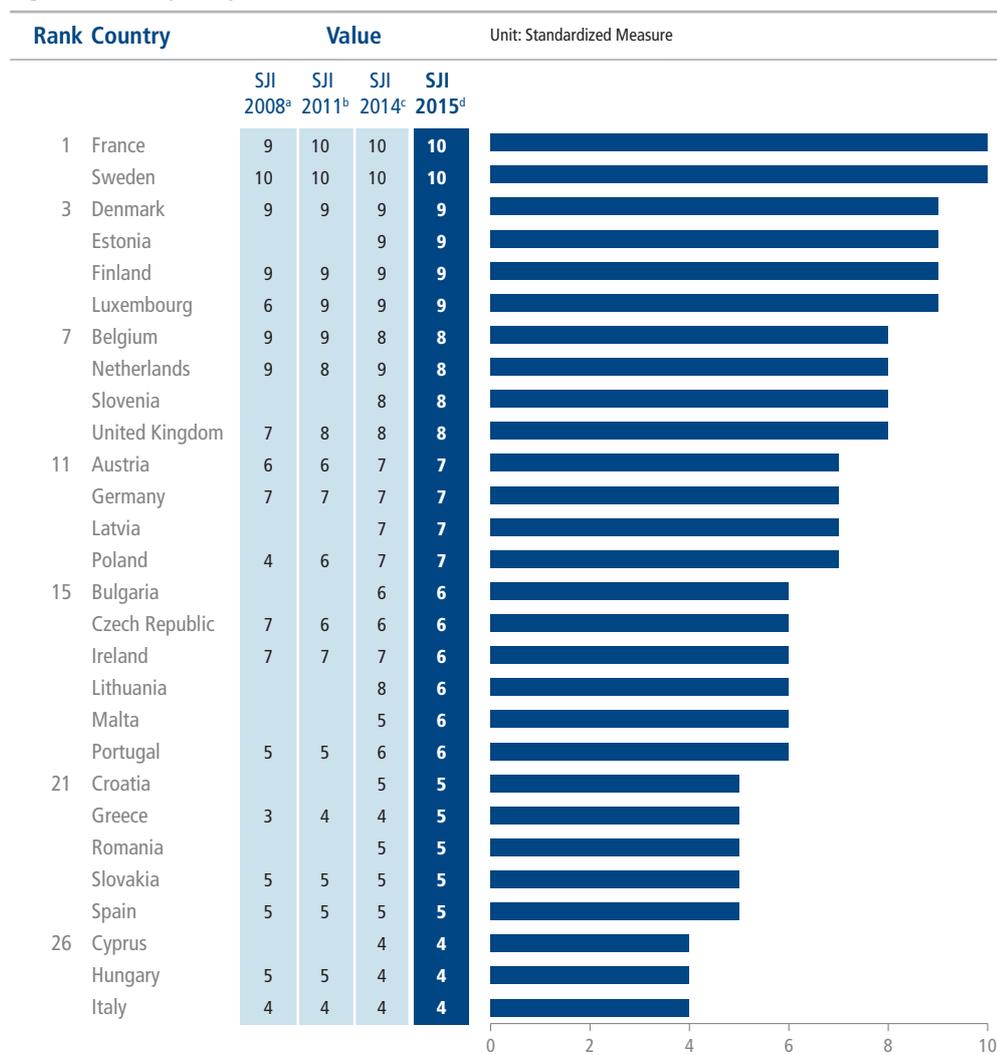
Source: Own calculations.

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Italy, by contrast, appears more problematic from the perspective of family policy: “Italian society has traditionally relied very much upon its very strong family institutions. The family (often in its extended version) remains even today a major provider of welfare for its weakest components – children, young couples with precarious jobs and elders. Within the family, significant amounts of economic redistribution take place, and important services are provided, such as the care of preschool age children by grandparents. Partly because of this reliance, family support policies have been generally weak. Apart from relatively generous rules on maternity leave (paid for by social insurance) and limited tax deductions for children, the state has not offered much. Public day-care facilities for preschool children are available on a limited scale and vary significantly



Figure 39: Family Policy (SGI)



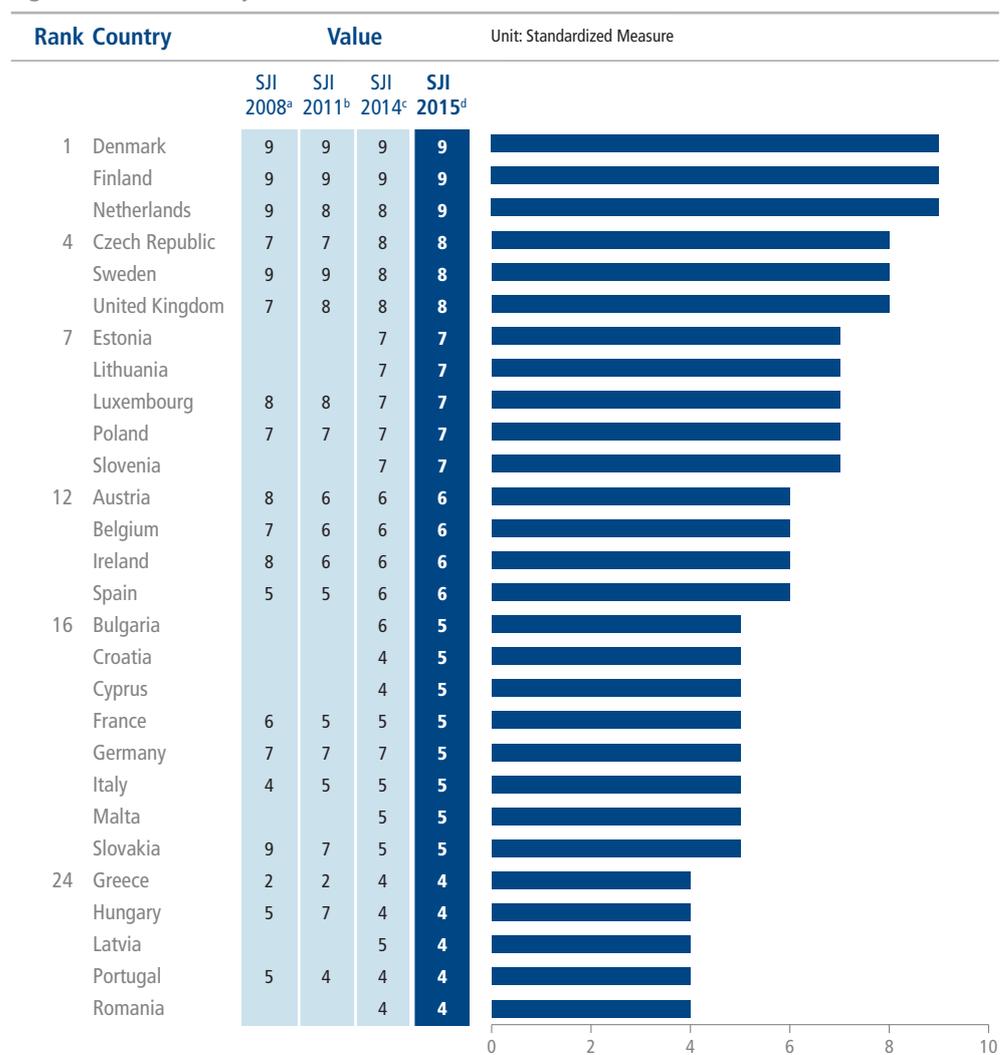
Source: Bertelsmann Stiftung (data from a: SGI 2009; b: SGI 2011; c: SGI 2014; d: SGI 2015).

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across regions. Private firms and public offices have only recently started offering similar services, with some support from the state. (...) New and innovative Scandinavian-style concepts (such as parental leave) which go beyond maternity allowance are not widely implemented. The whole child-care sector, and indeed the state of the public debate over the ability of women to combine work and children, lags behind that in the wealthier European countries. The decreasing transfers of financial resources to regions and municipalities during previous and current governments mean that many institutions and projects working in family support have run out of money and may have to cut back services significantly.”³⁴

34 Cotta/Maruhn/Colino (2015), available at www.sgi-network.org.

Figure 40: Pension Policy (SGI)



Source: Bertelsmann Stiftung (data from a: SGI 2009; b: SGI 2011; c: SGI 2014; d: SGI 2015).

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The Nordic states' ability to serve as a model for other countries not only in family policy, but also with regard to the design of pension policies, is underlined particularly by Finland and Denmark. In recent years, these countries have carried out successful reforms aimed both at securing the financial sustainability of their pension systems and ensuring a high degree of social security and intergenerational justice within these systems. In Finland, "a reform of the pensions system between 2004 and 2005 sought to introduce greater flexibility into pension policy and create more incentives to encourage workers to stay in employment later in life. While these reforms were successful, further reforms are scheduled for 2017. In September 2014, social partners agreed on



a further gradual increase of the lowest retirement age to 65 (with exceptions for labor-intensive occupations at 63), flexible retirement and amendments of the accumulation rate. The results of these negotiations gives cause for cautious optimism regarding the financial sustainability of the pension system.”³⁵ Denmark too has done much in recent years to protect the future sustainability of its pension system: “The financial consequences of increasing longevity are large, and have been at the core of policy debates for some years. A so-called welfare reform was approved with broad parliamentary support in 2006. This scheme increases the statutory age for early retirement by two years over the period from 2019 to 2023, and the statutory pension age by two years over the period from 2024 to 2027. After these transition periods, the statutory ages are linked to longevity via an indexation mechanism targeting an average retirement period of 14.5 years plus a possible three years for early retirement. This reform is a significant response to the challenge of Denmark’s aging population, and in combination with other recent reforms, will ensure the sustainability of its public finances.”³⁶

By contrast, the biggest problems with regard to sustainable and intergenerationally just pension policies are evident in Greece, Hungary, Latvia, Portugal and Romania. In Portugal’s case, the country experts also point to the ambivalent effects of crisis-related austerity policies: “The pension program has been one of the most closely scrutinized aspects of government policy since the 2011 bailout, and has been one of the main areas in which the government has sought to reduce public expenditure. To that end, a number of cuts and modifications were enacted, and remained in place during the assessment period. While these cuts have hit the highest pension-drawers especially hard, they have also affected poorer pensioners – undermining the goal of preventing poverty among the elderly. A study indicated that in 2010 – 2011, three out of four pensioners in Portugal received a pension of €500 or less per month, and that the risk of poverty among the elderly is higher in Portugal than elsewhere in the European Union. This statistic was likely aggravated by subsequent cuts in pensions. However, the 2015 budget unveiled in October 2014 partially alleviates some of these cuts, especially for lower pensions, although it is as yet far from undoing all the cuts of the bailout period. The government has also sought to bolster the pension system’s fiscal sustainability. To that end, the retirement age was increased from 65 to 66 years beginning in 2014, and is expected to remain there through 2015. From 2015 on, the retirement age will increase every year depending on the evolution of average life expectancy. Thus, it is expected to increase by two months in 2016. However, as per the previous report, the diminishing population – as both birth and immigration rates fall – is putting additional pressure on the social security system.”³⁷

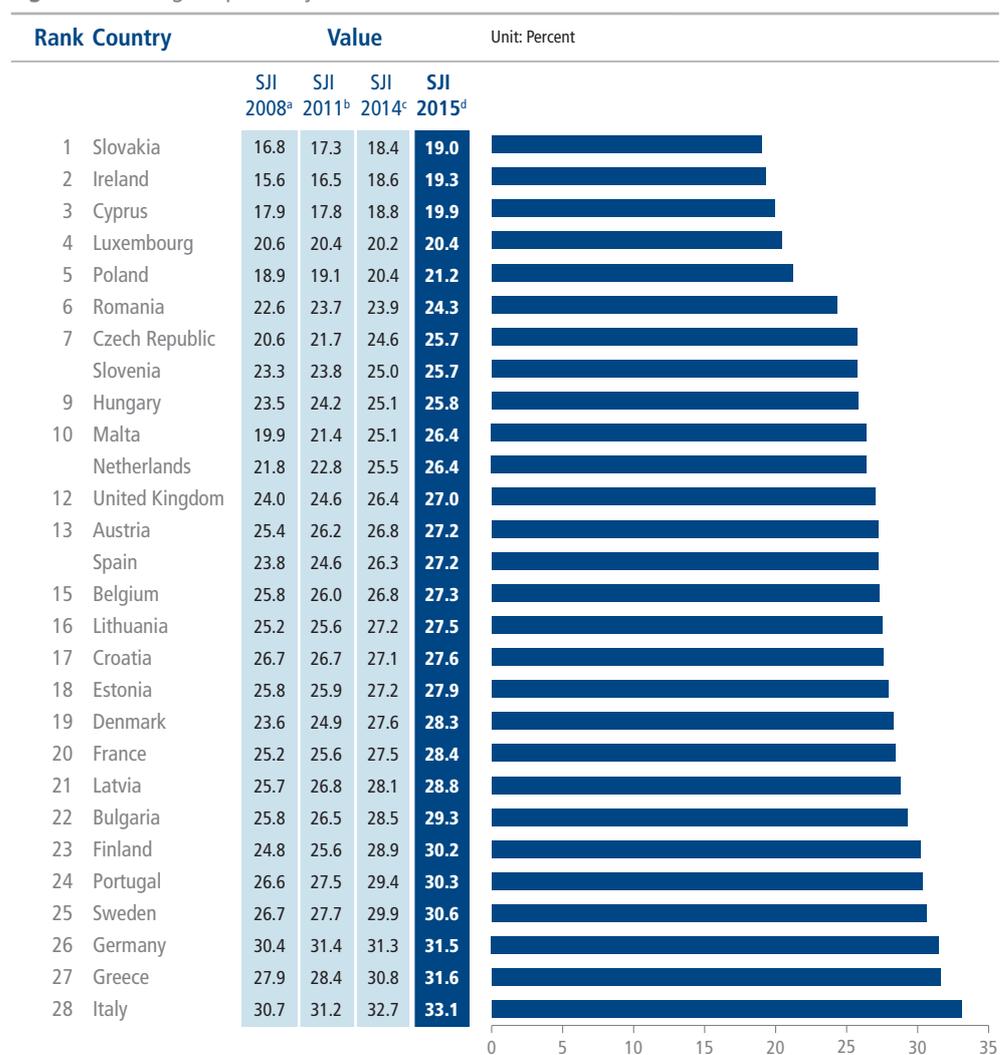
Germany is also an interesting case. The decline in the Federal Republic’s score with regard to intergenerational justice is among the European Union’s largest. In this regard, the SGI experts come to the following conclusion: “Far-reaching pension reforms were adopted by the new gov-

35 Anckar/Kuitto/Oberst/Jahn (2015), available at www.sgi-network.org.

36 Laursen/Andersen/Jahn (2015), available at www.sgi-network.org.

37 Bruneau/Jalali/Colino (2015), available at www.sgi-network.org.

ernment in 2014 which have reversed the course of previous reforms (which had managed to preserve the pay-as-you-go system). The recent reforms were hotly disputed, with critics claiming they would undermine the long-term sustainability of the pensions system, lead to higher social security contributions, and burden younger generations and business with higher financial costs. First, the government reduced the retirement age from 65 to 63 for workers who have contributed to the pension system for at least 45 years. This allows workers to retire at 61, registering as unemployed for two years and then drawing a full pension at 63. Second, it provided a catch-up for housewives with children born before 1992 relative to those with children born after 1992. An additional pension point will be added to the former group, which now can claim two

Figure 41: Old Age Dependency Ratio


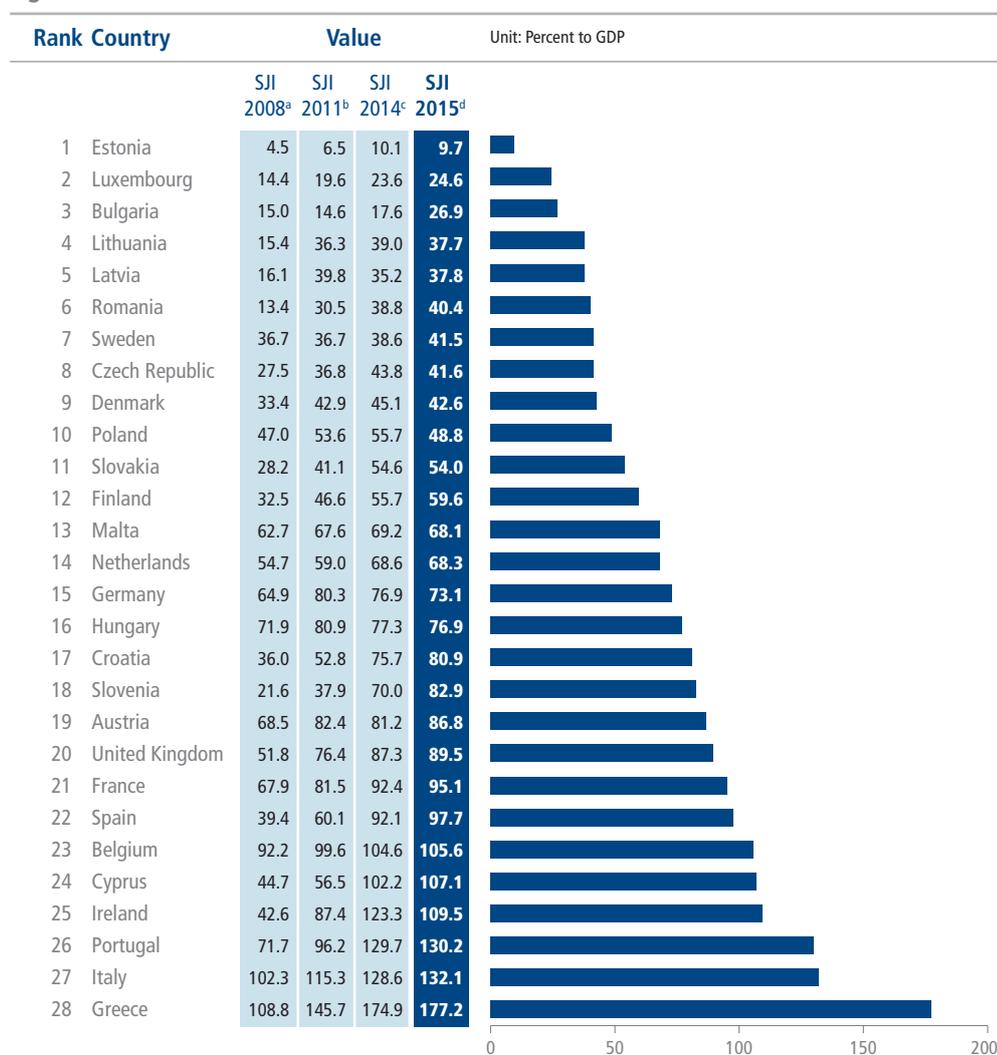
Source: Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014).

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points (instead of one), while the latter group can claim three. Finally, pensions for invalids were improved. The calculation will now include two additional years of (fictive) contributions. All in all, the costs of these reforms will amount to approximately €160 billion by 2030. Public subsidies for the pension fund will increase from €400 million to €2 billion euros in 2022. The reforms go against the measures undertaken in recent decades to raise the participation rate of older workers, reduce early retirement, moderate the increase of the contribution rate and balance the pay-as-you-go system for the future.”³⁸

Figure 42: Government Debt



Source: IMF World Economic Outlook Database (data refer to a: 2008; b: 2010; c: 2012, 2013; d: 2014).

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38 Rüb/Heinemann/Ulbricht/Zohlnhöfer (2015), available at www.sgi-network.org.

Both in Germany and elsewhere, the dependency ratio is an indication of the strength of demographic pressure. The four demographically “oldest” countries are Sweden, Germany, Greece and Italy. Sweden’s performance in this respect is all the more surprising, as it manages to score very highly in terms of intergenerational justice despite the demographic pressure. This is a sign that the right social-policy steps have been taken in recent years.

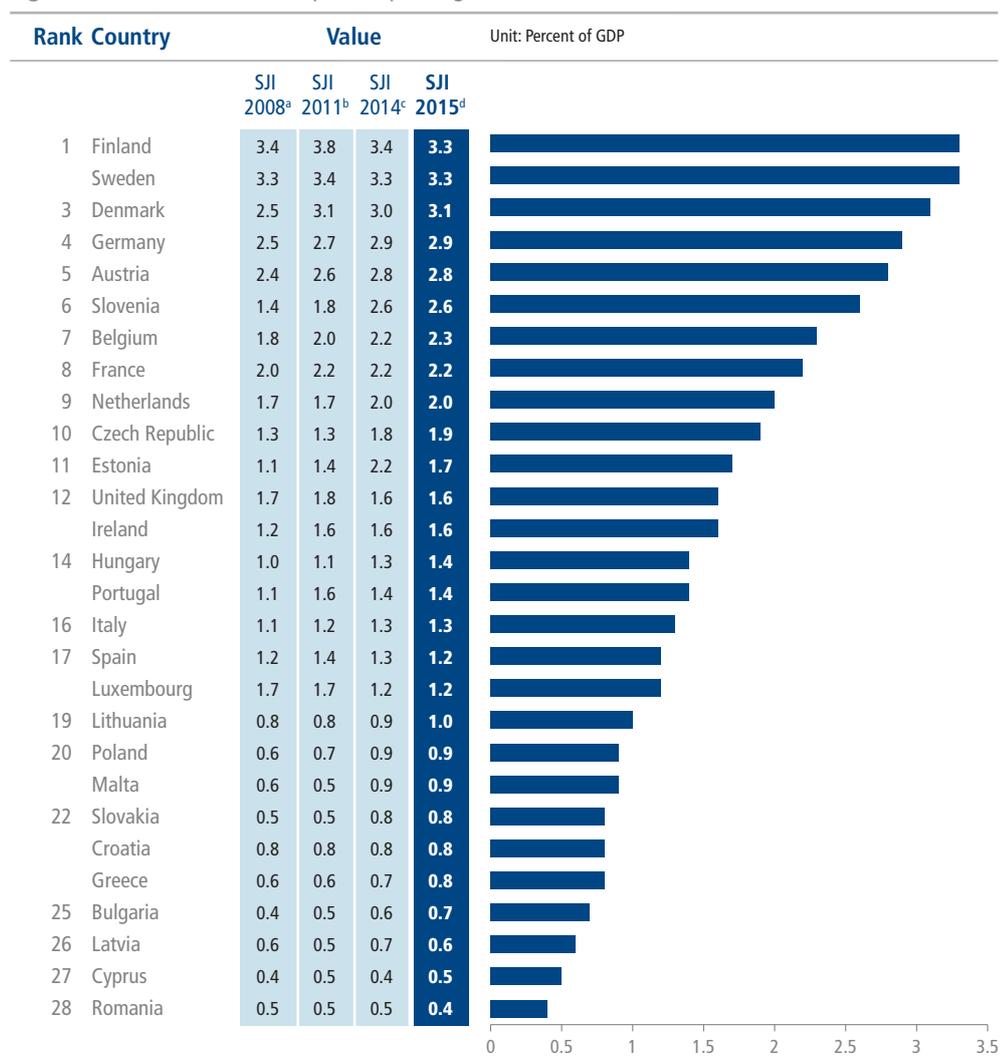
Sweden also performs well in the realm of financial sustainability, a further aspect of intergenerationally just policy. The country’s public-debt ratio of “only” 41.5 percent of GDP falls at seventh place in cross-EU comparison. However, Estonia again performs best on this measure, with debt totaling less than 10 percent of GDP. In this regard, Estonia holds a rather solitary position at the top of the ranking. Only 12 countries have debt ratios of less than 60 percent of their GDP, thus fulfilling the Maastricht criterion addressing this issue.

Following a strong increase in debt during the course of the crisis, only a few countries have returned to a positive trend. Germany is among these countries, as it was able to reduce its public debt to 73.11 percent of GDP (2010: 80.25%). Ireland too has reduced its debt from 123 percent of GDP in the previous year to only 109 percent – although this remains an alarmingly high level. National debt has again risen in the majority of EU member states. Thus, despite the strong policy focus on budget consolidation, the budgetary situation viewed as an average across the European Union has again worsened. The average debt level on a cross-EU basis has risen from 62.5 percent of GDP in 2008 to a current level of 87.7 percent. Conditions in the crisis-battered southeastern European states of Portugal, Italy and Greece are particularly dramatic, with debt ratios ranging between 130 percent (Portugal) and 177 percent (Greece) of annual economic output. In Cyprus, debt levels more than doubled between 2008 (44.7%) and 2014 (107.1%). The fiscal burden for future generations in these countries is thus immense.

By contrast, the average level of investments in the future has stagnated across the European Union, at least on the basis of the important indicator of expenditure on research and development. Only three countries – Finland, Sweden and Denmark – manage to achieve the EU-2020 goal of an investment ratio of 3 percent of GDP. At 3.3 percent, Finland is the best performer in cross-EU comparison. By contrast, with investment ratios of under 0.7 percent, countries such as Bulgaria, Latvia, Cyprus and Romania lie at the tail end of the ranking. In Romania, investment has even declined again in comparison to the previous year (0.48%) to just 0.39 percent. Country experts draw a sobering conclusion here: “Romania faces a crisis in the research sector characterized by a chronic shortage of active researchers (Romania had 2.09 researchers per 1,000 employees in 2012, compared to an EU average of 7.8). Resource scarcity has led to the massive migration of the most capable researchers to other sectors of the economy or other countries. At the same time, poor remuneration and uncertain prospects of professional advancement prevent the influx of young talent. Despite the Ponta government’s promise that the 2013 and 2014 budgets would be development-oriented, there were no significant increases in the public R&D budget. However, one positive development was the increase in the tax deductibility of R&D investments from 20%



Figure 43: Research and Development Spending



Source: Eurostat Online Database (data refer to a: 2007; b: 2007, 2009; c: 2012; d: 2012, 2013).

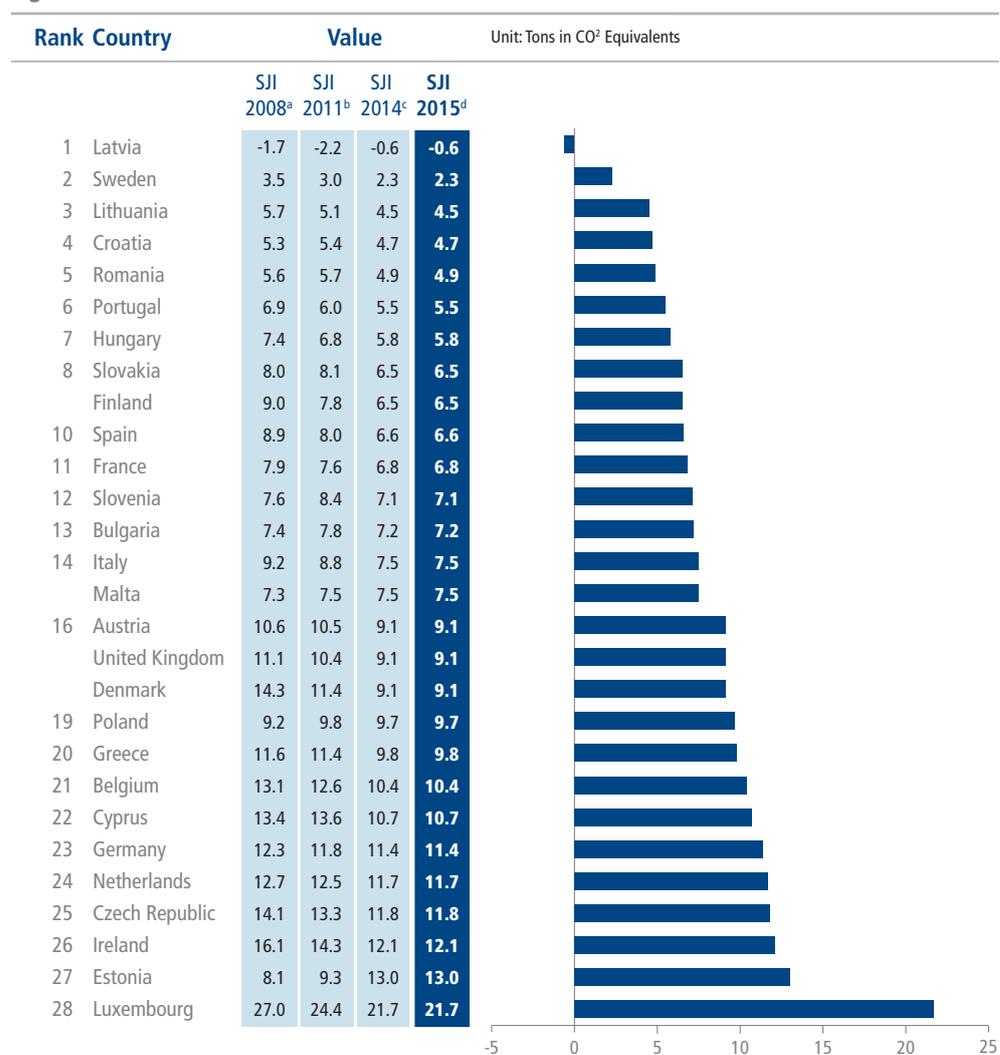
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to 50% in 2013. The National Council for Sciences and Technology Policy still lacks the executive ability to plan, prioritize and coordinate R&D in Romania.”³⁹

39 Wagner/Pop-Eleches/Bönker (2015), available at www.sgi-network.org.

In addition to the Nordic and Baltic countries' generally future-oriented family, pension and budget policies, their strong performance with regard to intergenerational justice also derives from a relatively good record in the area of environmental sustainability. For example, Sweden has far and away the EU's highest share of renewable energy sources in its overall energy consumption (52.1%). Latvia and Finland follow at second and third place, each with a renewable energy share of about 37 percent. Denmark also places well with 27.2 percent. The EU average is 17.9 percent. This demonstrates how far behind countries such as Luxembourg, Malta, the Netherlands, and the United Kingdom remain. These four countries, with renewable-energy shares between 5.1 percent (UK) and 3.6 percent (Luxembourg), lie at the bottom end of the comparison.

Figure 44: Greenhouse Gas Emissions

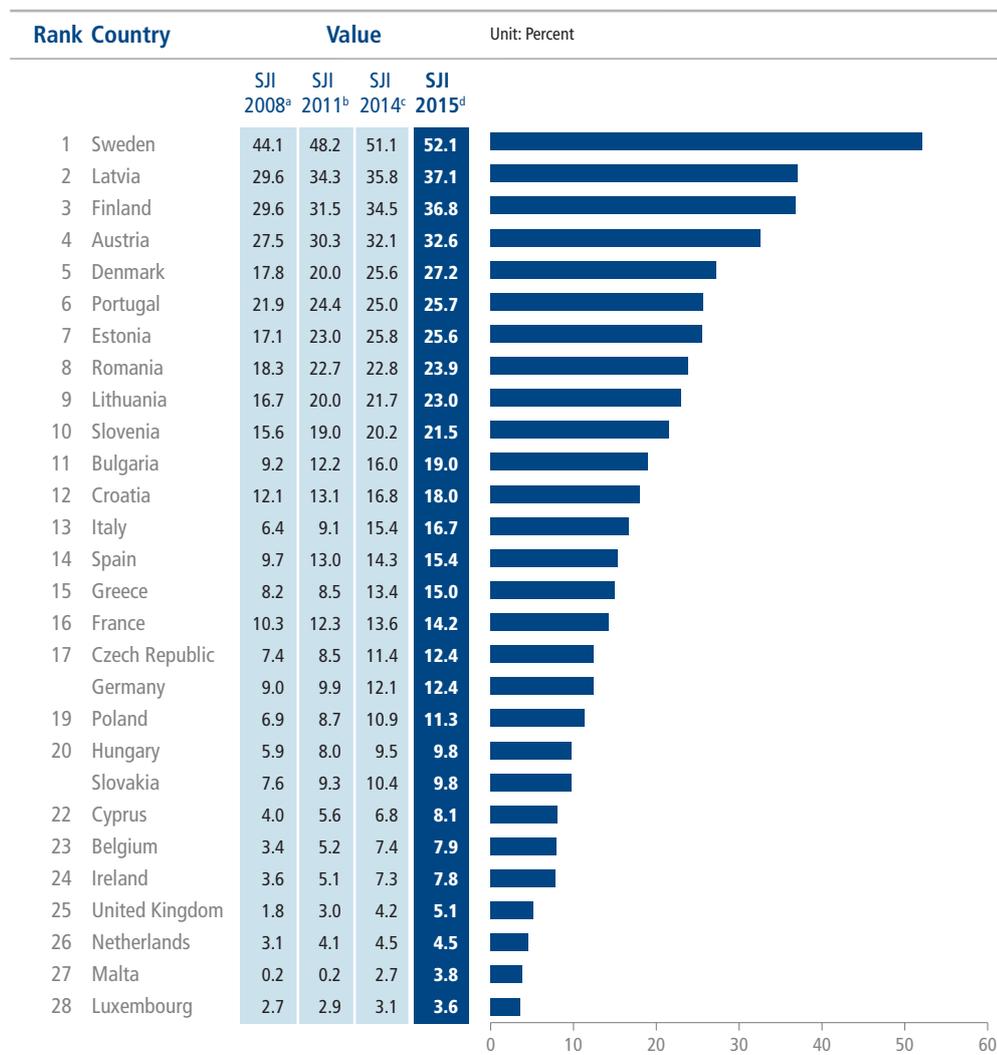


Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2012).

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Figure 45: Renewable Energy (Consumption)



Source: Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013).

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In terms of greenhouse-gas emissions, the northern European countries of Sweden, Latvia and Lithuania serve as models for the remainder of the EU member states. Ireland, Estonia and Luxembourg show the most significant deficits in this regard.

III. Methodology

“Social justice” is a central constitutive element of the legitimacy and stability of any political community.⁴⁰ Yet defining what social justice means and how best to achieve it is often subject to considerable controversy. The conceptual boundaries of social justice are continually in flux because the idea is a result of culturally and historically dependent value systems. Nevertheless, a modern concept of social justice that refers to the aim of realizing equal opportunities and life chances provides us a conceptual ideal able to garner the consensus needed for a sustainable social market economy. This paradigm suggests that establishing social justice depends less on compensating for exclusion than it does on investing in inclusion. Instead of an “equalizing” distributive justice or a simply formal equality of life chances in which the rules of the game and codes of procedure are applied equally, this concept of justice is concerned with guaranteeing each individual genuinely equal opportunities for self-realization through the targeted investment in the development of individual “capabilities.”⁴¹

Thus, within the scope of his or her own personal freedom, every individual should be empowered to pursue a self-determined course of life, and to participate in society more broadly. Specific social backgrounds, such as membership in a particular social group or demographic category would not, according to this concept of social justice, be allowed to negatively affect one’s opportunities to succeed in life.⁴² By focusing on opportunities for self-realization, such a concept avoids the blind spots of an efficient market-driven, simply formal procedural justice on the one hand and a compensatory distributional justice on the other, and thus ultimately establishes a bridge between rival political ideologies.⁴³

Government policies of redistribution function as an instrument of social justice and are conceived in terms of an investment rather than compensation. Within the conceptual framework of economic and social participation, redistributing resources within a community are a legitimate, if not essential, means of empowering all to take advantage of the opportunities around them. In this sense, social justice can be understood as a guiding principle for a participatory society that activates and enables its members. A sustainable social market economy able to combine the principles of market efficiency with those of social justice requires the state to take on a role that

40 This chapter and several other conceptual and methodological parts of this study contain elements of the previous publication “Social Justice in the OECD – How Do the Member States Compare” (Schraad-Tischler 2011) and “Social Justice in the EU – A Cross-national Comparison” (Schraad-Tischler/Kroll 2014).

41 See Sen (1993; 2009); Merkel (2001; 2007); Merkel/Giebler (2009), p. 192-194.

42 See Rawls (1971); on the underlying principles of “equal opportunity” see Roemer (1998: 1) who distinguishes between a ‘level-the-playing-field principle’ and a ‘nondiscrimination principle’: “An instance of the first principle is that compensatory education be provided for children from disadvantaged social backgrounds, so that a larger proportion of them will acquire skills required to compete, later on, for jobs against persons with more advantaged childhoods. An instance of the second principle is that race or sex, as such, should not count for or against a person’s eligibility for a position, when race or sex is an irrelevant attribute insofar as the performance of the duties of the position is concerned.” The concept of social justice applied in the present report covers both principles. It is important to note that the concept of social justice employed here emphasizes less the principle of equality per se than it does the principle of individual freedom, which can be exercised only when the state and a society establish the most level playing field possible for the pursuit of life chances. See in this regard Merkel/Giebler (2009: 193-195).

43 See Vehrkamp (2007), p. 11.



goes beyond that of a “night watchman.” It requires a strong state led by actors who understand the need for social equity as a means of ensuring participation opportunities.

The Social Justice Index presented here is informed by this paradigm and encompasses those areas of policy that are particularly important for developing individual capabilities and opportunities for participation in society. In addition to the fundamental issue of preventing poverty, the Social Justice Index explores areas related to an inclusive education system, labor market access, social cohesion, health and intergenerational justice.

In so doing, the Social Justice Index dovetails with current EU efforts to monitor social affairs in the member states as mandated in the ten-year strategy issued by the European Commission in 2010, “Europe 2020: A European Strategy for Smart, Sustainable and Inclusive Growth” (hereafter referred to as the Europe 2020 strategy). This includes those initiatives associated with the European Commission’s Social Protection Performance Monitor⁴⁴ and its recent recommendation to institute a Social Scoreboard that keep track of key employment and social indicators. As part of the European Semester, these instruments, which are applied through the Open Method of Coordination (OMC), are designed to chart progress made in expanding social inclusion within member states. The EU itself collects vast quantities of various data relevant to issues of social inclusion, all of which are open to public access through Eurostat, the EU’s statistical office.

While these efforts to institute regular reporting on key aspects of social inclusion in each member state are certainly worthwhile, there has not been – until now – an instrument that links features of social justice with specific indicators to deliver a conceptually cohesive and empirically meaningful statement on the state of social justice in each member state. The Social Justice Index presented here is designed to fill this gap and measure on a regular basis the progress made and the ground lost on issues of social justice in each EU member state. Together with the “Reform Barometer”, which is also under development by the Bertelsmann Stiftung, the Social Justice Index will help promote the social dimension of the Europe 2020 strategy by providing evidence-based analyses. In combination, these two tools will comprise a new instrument, the Social Inclusion Monitor Europe (SIM). Focused on the principle of participatory justice, the SIM will be used to assess and formulate concrete recommendations for policy reforms in individual member states and the EU as a whole.

This kind of instrument is necessary if the EU is to develop a truly integrated strategy for economic progress and social justice. To date, no such strategy exists, despite current EU efforts to foster reporting on social indicators. The Europe 2020 strategy clearly puts forth a social dimension in which key indicators such as risk of poverty, employment rate, or early school-leaving rates are considered. Nonetheless, the overriding goal of this strategy is to promote economic growth.

⁴⁴ See the recently published annual report of the Social Protection Committee (2014): Social Europe. Many ways, one objective.

Europe 2020's language is clear in stating the need to ensure that such growth be sustainable and conducive to social cohesion, and therefore in keeping with the goals of inclusive growth. This language represents a major step forward in contrast to a concept of growth focused exclusively on economic indicators such as gross domestic product (GDP). However, a conceptually cohesive strategy explicitly targeting social justice across the EU has yet to be formulated. In recent years, issues such as economic recovery and fiscal consolidation through debt reduction and austerity measures have headlined agendas in European policy circles. Reporting on social indicators has been conducted in parallel to these discussions, though much of these efforts have gone unnoticed by the broader public. Raising awareness among the public of developments in social justice are instrumental to creating genuine political leverage capable of affecting change. Regular benchmarking in the form of a clearly communicable ranking can be of great help in this matter. The Social Justice Index ought to function as an illustrative example of how this can be achieved.

The following section explains the methodology underlying the Social Justice Index and its features. The index is based on quantitative and qualitative data collected by the Bertelsmann Stiftung within the framework of its SGI project (www.sgi-network.org). The SGI survey (fourth edition published in June 2015), which draws on 140 indicators, provides a systematic comparison of sustainable governance in 41 OECD and EU member states. Individual SGI indicators have been selected and aggregated for use in the Social Justice Index following a tested procedure for measuring social justice.⁴⁵

Clearly, no set of indicators can be expected to fully represent the complexity of social reality on the ground. Creating an index involves, by definition, the condensation of vast amounts of information. It also demands, at times, that pragmatic decisions be made when selecting indicators, given the limitations set by the availability of comparable data. In-depth case studies of specific countries are therefore required in order to provide a more thick description of the state of affairs in each policy area while, at the same time, ensuring that findings are properly contextualized.

Concept and indicators of the Social Justice Index

Drawing upon Wolfgang Merkel's conceptual and empirical groundwork, we can differentiate several dimensions for measuring the construct of social justice.⁴⁶ The Social Justice Index is composed of the following six dimensions: poverty prevention, access to education, labor market inclusion, social cohesion and non-discrimination, health as well as intergenerational justice.

⁴⁵ The approach and procedure used here is derived from Merkel (2001; 2007) and Merkel/Giebler (2009).

⁴⁶ The methods of measuring social justice applied here are derived from those applied by Merkel (2001; 2007) and the approach and argument provided by Merkel/Giebler (2009). In contrast to Merkel/Giebler (2009), the index comprises six instead of seven dimensions to be measured. In addition, the weighting process and indicator set have been modified and supplemented. We are indebted to Dr. Margit Kraus (Calculus Consult) for providing important advice and feedback on statistical and technical issues, imputing missing values, and constructing Excel sheets for the aggregation of scores.



As a cross-national survey, the Social Justice Index comprises 27 quantitative and eight qualitative indicators, each associated with one of the six dimensions of social justice.⁴⁷ The data for the quantitative SGI indicators used in the Social Justice Index are derived primarily from Eurostat and the European Union Statistics on Income and Living Conditions (EU-SILC). The qualitative indicators reflect the evaluations provided by more than 100 experts responding to the SGI's survey of the state of affairs in various policy areas throughout the OECD and EU (see www.sgi-network.de). For these indicators, the rating scale ranges from 1 (worst) to 10 (best). In order to ensure compatibility between the quantitative and qualitative indicators, all raw values for the quantitative indicators undergo linear transformation to give them a range of 1 to 10 as well.⁴⁸

According to Merkel and Giebler (2009), the first three dimensions of poverty prevention, access to education, and labor market access carry the most conceptual value, which is why they are each weighted more heavily in creating the index. For the purposes of comparison, in addition to the weighted Social Justice Index, a non-weighted ranking was created in which the six dimensions were treated equally.⁴⁹ The findings discussed here derive from the weighted Social Justice Index.

The effective prevention of poverty plays a key role in measuring social justice. Under conditions of poverty, social participation and a self-determined life are possible only with great difficulty. The prevention of poverty and social exclusion is in a certain sense a *conditio sine qua non* for social justice, and thereby takes precedence to the other dimensions from the perspective of justice theory. For this reason, the dimension of poverty prevention is weighted most strongly – in this case, given triple weight – in the overall ranking.

In line with the Europe 2020 strategy, the EU Social Justice Index uses the headline indicator “people at-risk-of poverty or social inclusion” to monitor poverty prevention. According to Eurostat, this indicator corresponds to the sum of persons who are “at-risk-of poverty or severely materially deprived or living households with very low risk intensity.”⁵⁰ At-risk-of-poverty is defined as those persons with an equivalized disposable income below the risk-of-poverty threshold, which is set at 60 percent of the national median equivalized disposable income (after social transfers). Material deprivation covers indicators relating to economic strain and durables. Severely materially deprived persons live in conditions severely constrained by a lack of resources. This means they cannot afford (and are therefore deprived of) at least four of the following nine items: 1) to pay rent or utility bills, 2) to keep their home adequately warm, 3) to face unexpected expenses, 4) to eat meat, fish or a protein equivalent every second day, 5) a week holiday away from home, 6) a car, 7) a washing machine, 8) a color TV, or 9) a telephone. People living in households with very low

47 A full list and description of individual indicators is provided in the appendix.

48 The period under review for the Sustainable Governance Indicators 2015 survey extends from May 2013 to November 2014 (www.sgi-network.org). The raw data for the Social Justice Index is provided in the appendix. In order to ensure comparability over time, we use the SGI's method of fixed minimum and maximum values for each indicator. See Schraad-Tischler/Seelkopf (2014).

49 See Figure 48 in the appendix, p. 175.

50 Definitions taken from Eurostat's “Dataset details” website at http://epp.eurostat.ec.europa.eu/portal/page/portal/product_details/dataset?p_product_code=T2020_50.

work intensity are those aged 0-59 living in households where the adults (aged 18-59) work less than 20 percent of their total work potential during the past year. Persons are only counted once even if they are present in several sub-indicators.⁵¹

Comprised of several sub-indicators, the conceptual reach of this headline indicator extends far beyond a simple measure of relative income poverty. Indeed, the inclusion of severe material deprivation points to the problem of measuring non-monetary poverty in highly developed industrial countries. In order to conduct an in-depth empirical analysis, we have included the relevant

Figure 46: SJI Dimensions and Indicators



Source: Own representation.

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51 Ibid.



sub-indicators of this particular headline indicator in the respective chapter on poverty prevention. In addition, age groups particularly at-risk-of poverty are accorded special attention, which is why poverty rates for children (0-17 years of age) and the elderly (over 65) are also considered in the analysis.

Equal access to good-quality education is another essential factor in providing equitable capabilities and opportunities for advancement (vertical mobility). Social, political and economic participation depends in large part on this public good. To this end, the state must take care that genuinely equal educational opportunities are available to every child. Social or cultural background must not be allowed to adversely affect educational success. The importance of such conditions is emphasized in the Social Justice Index by doubly weighting the access to education dimension. The dimension considers efforts to provide early-childhood education, the role of socioeconomic background in students' economic success (drawing on the latest PISA data as a basis), the rate of early school leavers and, finally, a qualitative expert assessment of educational policies, focusing particularly on the provision of high-quality education and equitable access opportunities.

Assuring equity in education opportunities is primarily an ethical imperative, since weak access to education and social poverty generate a vicious circle in which those lacking education access are denied opportunities for social betterment, and the socially disadvantaged are denied access to education. Breaking this vicious circle is a matter of solidarity and key to maintaining the social fabric of society. At the same time, it makes good economic sense to nourish and apply the talents and abilities of everyone in society, as much as is possible.

The labor market's degree of inclusiveness is likewise of considerable importance to social justice, as an individual's status is defined in large part by his or her participation in the workforce. Exclusion from the labor market substantially limits individual opportunities for self-realization, contributes to an increase in the risk of poverty, and can even lead to serious health stresses: "So long as gainful employment remains the primary means by which not only income, but also status, self-respect and social inclusion are distributed in developed societies, inclusion in the labor market must be a high priority for a just society" (Merkel/Giebler 2009: 198). This dimension is therefore also counted doubly in the overall ranking. In order to do even rudimentary justice to the complexity of this dimension, four indicators apiece were used in the representation of employment and unemployment. Alongside the overall employment rate, the specific rates for 55- to 65-year-old workers, for foreign-born workers as compared to natives, and for women as compared to men are considered. In addition, the labor market inclusion dimension examines the overall unemployment rate, and is supplemented by the long-term unemployment rate and the degree of labor market exclusion experienced both by young and by low-skilled workers. Finally, two further indicators addressing the problem of precarious employment are included in this dimension: in-work poverty and the percentage of those persons involuntarily employed on a temporary basis.

The dimension of social cohesion and non-discrimination examines the extent to which trends toward social polarization, exclusion and the discrimination of specific groups are successfully countered. This dimension is factored into the Social Justice Index with a normal weight. Income disparities, measured in terms of the Gini coefficient, are taken into account here as a potentially important factor of social polarization. However, from a social justice theory perspective, the issue of income inequality carries less conceptual salience relative to the first three dimensions of justice – namely poverty prevention, access to education and labor market inclusion.⁵² To capture progress made in terms of gender equality, the number of seats in national legislatures held by women compared to the number of seats held by men is also considered. This dimension includes three qualitative indicators, each based on expert assessments. One of these indicators assesses how effectively social policies preclude social exclusion and decoupling from society, a second examines how effectively the state protects against discrimination based on gender, physical ability, ethnic origin, social status, political views or religion, and a third evaluates how effectively policies support the integration of migrants into society. The latter question covers integration-related policies comprising a wide array of cultural, education and social policies in so far as they affect the status of migrants or migrant communities in society. The so-called NEET rate, which refers to the number of young persons aged 20 to 24 who are not in education, employment or training and therefore face limited opportunities of economic and societal participation, is also factored into this dimension.

The fifth dimension of the Social Justice Index covers questions of equity in the area of health. In 2008, the World Health Organization’s Commission on Social Determinants of Health pointed to dramatic differences in health within and between countries that are closely linked with degrees of social disadvantage: “These inequities in health, avoidable health inequalities, arise because of the circumstances in which people grow, live, work, and age, and the systems put in place to deal with illness. The conditions in which people live and die are, in turn, shaped by political, social, and economic forces. Social and economic policies have a determining impact on whether a child can grow and develop to its full potential and live a flourishing life, or whether its life will be blighted.”⁵³ Given these considerations, an assessment of social justice must also take into account the issue of health. However, identifying meaningful indicators for which data are available for all EU states is not an easy task. Nevertheless, there are some indicators giving us at least a basic impression of differing degrees of fairness, inclusiveness and quality between the EU countries’ health systems. We use three quantitative indicators and one qualitative indicator. The qualitative indicator from our SGI survey assesses to what extent policies provide high-quality, inclusive and cost-efficient health care. The rationale behind the question is that public health care policies should aim at providing high-quality health care for the largest possible share of the population, at the lowest possible costs. Of the three criteria – quality, inclusiveness and cost efficiency – quality and inclusiveness are given priority over cost efficiency. Two quantita-

52 See Merkel/Giebler (2009), p. 199 f.

53 Cf. at www.who.int/social_determinants/thecommission/finalreport/en/index.html.



tive indicators are drawn from the European Health Consumer Index (EHCI): the first captures the outcome performance of each country’s health system; the second addresses the question of accessibility and range of services. Finally, we also use the indicators “healthy life expectancy at birth” and “self-reported unmet need for medical help” as provided by Eurostat. As inequalities in health can be seen as being strongly determined by misguided developments in other areas, such as poverty prevention, education or the labor market, the health dimension is factored into the index with a normal weight.

The sixth dimension of the Social Justice Index approaches the issue of intergenerational justice. The issue at stake here is the need for contemporary generations to lead lives they value without compromising the ability of future generations to do the same. This dimension, which is factored into the index with a simple weight, is comprised of three components. The first component addresses policy support for both younger and older generations. The former is captured through the SGI’s qualitative “family policy” indicator, the latter through the “pension policy” indicator, which is also qualitative. In order to reflect each country’s specific demographic challenge, the old-age dependency ratio is also considered here. The second component focuses on the idea of environmental sustainability and measures this on the one hand with the help of a qualitative indicator for environmental and resource protection policy, on the other through two quantitative indicators: greenhouse-gas emissions in CO2 equivalents per capita and the share of energy from renewable resources in gross final energy consumption. The third component, which is concerned with economic and fiscal sustainability, is comprised of two quantitative indicators. The first of which highlights public spending on research and innovation as an investment in future prosperity, and the second points to national debt levels as a mortgage to be paid by future generations.

Child and youth opportunity index

Social justice for children and youth is key to ensuring a sustainable society. It is without doubt ethically and morally right to provide all children and youth the greatest possible spectrum of participation opportunities. Every child, indeed every member of society should be in a position to make the most of their lives in the context of their individual potential and personal freedoms. Whether a child is born into poverty or wealth should play no role, for example, in their educational opportunity. Societies must therefore invest in the capabilities and potential inherent to individuals in order to expand opportunities for self-realization and decouple access to such opportunities from an individual’s socioeconomic background. This is an ethical-moral imperative. But there are also several economic reasons to promote equal access to opportunities for children and youth. The positive effects of a level playing ground on job prospects, income levels and even health have been clearly documented in evidence-based studies. And the positive impact these benefits have on financing social safety nets or facilitating a country’s innovation and productivity levels are obvious.

In order to compare across the EU the extent to which participation opportunities for children and youth are ensured, we created a Child and Youth Opportunity Index that draws on data from the Social Justice Index. Simple and transparent in design, this sub-index is comprised of four key indicators that are particularly relevant to issues associated with children and youth participation opportunities.

The first indicator, the EU headline indicator “at-risk-of poverty or social exclusion” for children and youth up to 17 years of age, is taken from the Social Justice Index’s poverty prevention dimension. This indicator is comprised of three further indicators: income poverty, severe material deprivation and people living in quasi-jobless households.

The second and third indicators are taken from the equitable education dimension: socioeconomic impact on educational performance and the number of early school leavers.

The fourth indicator, which tracks the so-called NEET rate, is from the labor market access dimension. This indicator, which measures the number of young people who are neither in the labor force nor education or training, highlights problems in education-to-work transitions. Young people who are not participating in either education or the labor market face a highly precarious situation with narrowing future opportunities.

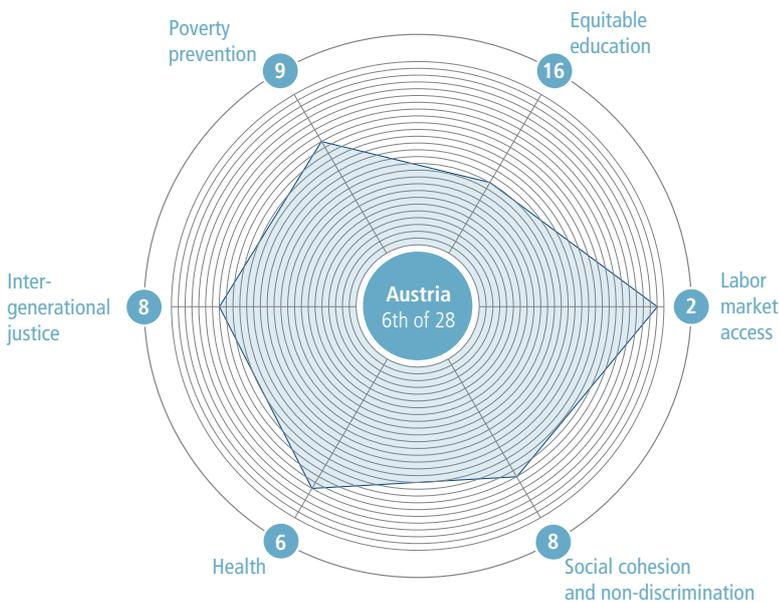
Following the Social Justice Index’s normative model, the poverty prevention indicator used in this sub-index is weighted more strongly than the other three. Comprised of three indicators, the poverty prevention indicator accounts for 50 percent of the total calculation whereas the other three indicators together account for the remaining 50 percent.



28 country profiles

Austria

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
10	Estonia	6.24
11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
14	Lithuania	5.67
	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Austria's overall performance on the Social Justice Index (SJI) has been relatively stable since the index's initial survey in 2008. With a score of 6.57, the country ranks 6th among the 28 EU countries, despite an overall slight decline over the last seven years. With regard to our focus on children and youth, Austria's score on this sub-index of 6.32 ranks it 9th.

Achievement: While Austria's overall performance on the SJI exceeds the EU average, it has excelled most at ensuring broadly inclusive access to its labor market. With a score of 7.25, the country ranks 2nd in this dimension, behind Denmark. Austria has the lowest long-term unemployment rate in the EU (1.5%), a distinction it shares with Sweden. Austria also has the lowest incidence of involuntary temporary employment. A comparatively small 8.8 percent of working-age Austrians are in temporary employment because they could not find a permanent position. In comparison, the rate in Germany, which ranks second place on this indicator, is 21.7 percent and the EU average for this indicator is 63.4 percent. Austria also features one of the lowest youth as well as total unemployment rates in our sample, ranking 2nd on both measures (this time trailing only behind Germany). A comparatively low 10.3 percent of youth are unemployed. In total, 5.7 percent of the working-age population are unemployed, which is far lower than the

EU average of 10.4 percent. The 2015 SGI report notes: “One factor contributing to these rather successful labor-market outcomes is the social partnership between the Austrian Trade Union Federation (Österreichischer Gewerkschaftsbund, ÖGB) and the Austrian Economic Chambers. Many labor-market policies in Austria are effectuated through the Public Employment Service, another institution key to the country’s employment successes. The Austrian dual system of vocational education, in which young people receive on-the-job vocational training while still attending school, has also been successful, and is increasingly drawing international attention.”⁵⁴

Achievement: Austria also performs well in the fifth dimension of the SJI, health. The country ranks 2nd, along with the Netherlands, showing a low percentage (0.4%) of self-reported unmet medical needs. This comparatively low rate suggests that Austrians are generally able to access health care services when needed. The Austrian government received a score of 8 from the SGI country experts for its health policies, the highest score awarded on this measure (a distinction it shares with seven other EU countries). They note that cooperation between the insurance providers, federal and state governments “seems to have succeeded in arresting the explosive rise in health care costs.”⁵⁵

Achievement: Given the country’s comparatively low NEET (not in employment, employment or training) rate of 9.6 percent (which ranks 4th in our sample), young Austrian adults (those between 20 and 24 years old) also fare better than most of their EU counterparts. Impressively, Austria’s low NEET rate has remained relatively stable throughout the crisis.

Challenge: Though the county does much to ensure social justice, it nonetheless faces specific challenges. Like many other EU countries, Austria has been witnessing a growing gap between the generations in recent years. The number of children and youth threatened by poverty or social exclusion has increased over the last years (from 18.5% in 2007 to 23.3% in 2014). However, the risk of poverty or social exclusion among senior citizens declined from 18.6 percent in 2009 to 15.7 percent in 2014. Furthermore, the country ranks among the bottom six EU countries with regard to the impact of socioeconomic factors on the PISA results of Austrian students. This poor rank pulls down Austria’s otherwise largely middling placement on the equitable education dimension. More importantly, it highlights a missed opportunity to sufficiently integrate children and youth at the margins of Austrian society: those from immigrant and poorer households. Also, access to tertiary level education among students from the middle and lower social strata should be improved. In addition, the country ranks below average on non-discrimination. Moreover, the SGI country experts scored Austria a 6 out of 10 for the effectiveness of state protections against various forms of discrimination. These experts comment that “particularly with reference to sexual orientation, Austrian policies retain a rather conservative orientation.”⁵⁶ The country also ranks below average on government debt. With a general government gross debt of 86.8 percent

54 Pelinka/Winter-Ebmer/Zohlnhöfer (2015), available at www.sgi-network.org.

55 Ibid.

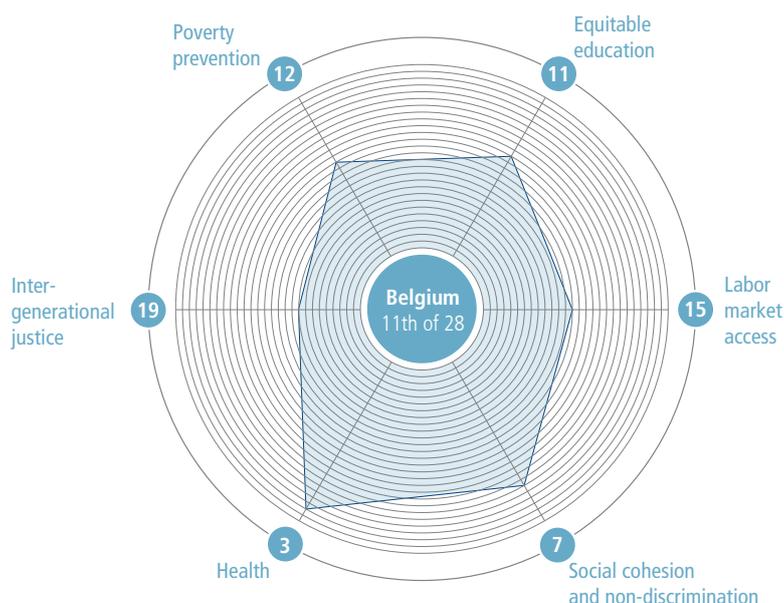
56 Ibid.



of GDP, Austria' debt level comes close to the already high EU average (87.7%) that is nine times higher than frontrunner Estonia. While not among the worst performing countries in our sample, both of these latter indicators show room for improvement.

Belgium

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
10	Estonia	6.24
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12	France	6.18
13	United Kingdom	5.97
14	Lithuania	5.67
	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Belgium's SJI score of 6.19 places it 11th among the countries of the EU. The country's performance has remained generally stable since 2008, the first SJI assessment year. Belgium ranks among the top ten on two of the six dimensions in this study. It ranks a commendable 3rd in the health dimension as well as 7th in the social cohesion and non-discrimination dimension. With regard to our focus on children and youth, Belgium ranks 11th with a score of 5.88 on this sub-index.

Achievement and challenge: Among the 28 EU countries, Belgium ranks a laudable 3rd in the health dimension, behind Luxembourg and the Netherlands. According to the Euro Health Consumer Index, Belgian health policy has succeeded in achieving short wait times as well as a high range and reach of health services, ranking the country 1st in the EU. On this same index, the country ranks 9th on health system outcomes. This is particularly praiseworthy as the outcomes for Belgians have significantly improved since 2008. In addition, the country has the ninth highest healthy life expectancy and the Belgian government received a score of 7 out of 10 from the SGI country experts for its health policies. On average, Belgians can expect 63.8 healthy life years, which exceeds the EU average by more than two years. The SGI researchers find health care "coverage is broad and inclusive," that the system is efficient and health services "quite affordable,



thanks to generous subsidies.”⁵⁷ They note, however, that costs have been contained “in ways that do not seem viable for the future, even more so with an aging population.”⁵⁸ “Another issue is that Belgium does not emphasize prevention and spends more than similar countries on subsidized drugs, which generates a structural increase in health policy costs and hampers the long-run sustainability of the health care system.”⁵⁹

Achievement: Belgium has also ranked among the top ten for its policies strengthening social cohesion and combating discrimination. The country ranks 7th in this dimension, with a score of 6.78. The Belgian national parliament has the 3rd highest proportion of seats held by women in the EU. In addition, the SGI country experts awarded the government a score of 7 for its social inclusion policies and the country’s Gini coefficient places it 6th. With regard to income inequality as measured by the Gini coefficient, it should be noted that inequality has not significantly grown since 2007.

Challenge: The Belgian government does face policy challenges. Of most concern is the fact that 14.6 percent of Belgians live in households with very low work intensity. This trend has held somewhat constant since 2007 and is more than double the percentage of quasi-jobless households in Luxembourg (6.6%). Moreover, Belgium, like many other EU countries, has been witnessing a growing gap between the generations in recent years. The number of children and youth threatened by poverty or social exclusion has increased over the last years (from 20.5% in 2009 to 23.2% in 2014). However, the risk of poverty or social exclusion among senior citizens declined from 25 percent in 2007 to 17.3 percent in 2014. Inequality is comparatively low, but attempts to improve labor-market participation rates have not met targets. Pockets of high unemployment remain, while access to unemployment benefits is tightening.

Challenge: The country also ranks among the bottom third on several measures of intergenerational justice related to environmental protection and public debt. A low 7.9 percent of Belgian gross energy consumption comes from renewable sources. While this is more than double the percentage of renewable energy when compared to 2007, it still falls far short of many EU countries. The EU average is ten percentage points higher, and countries such as Austria, Latvia and Sweden exceed 30 percent renewables in their energy mix. The Belgium economy also emitted 10.4 tons of greenhouse gases per capita, ranking the country 21st in the EU. General gross government debt, which reached 105.6 percent of GDP in 2014 and exceeds the already high EU average by 17.9 percentage points, is also of considerable concern. Both this high level of public debt and the lack of progressive environmental policies tarnishes the Belgian government’s otherwise decent reputation regarding its policy work on intergenerational justice and threatens to saddle future generations with the excesses incurred today.

57 Castanheira/Rihoux/Bandelow (2015), available at www.sgi-network.org.

58 Ibid.

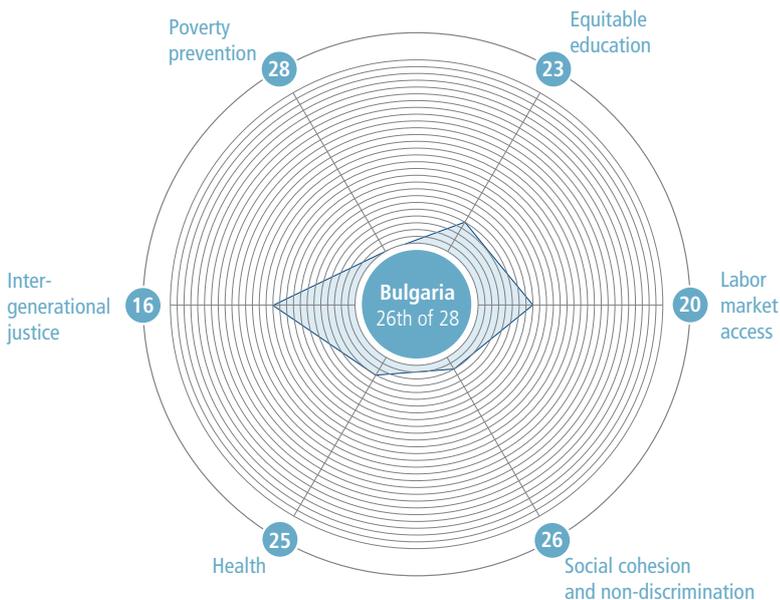
59 Ibid.

Challenge: The Belgian education system is also failing to deliver opportunities for some children and youth. The country ranks among the bottom third in terms of the impact socioeconomic factors have on PISA results. While educational outcomes are good on average, wide regional (Flanders and Wallonia) and income-based variation is evident, and tertiary-institution funding concerns are growing. In addition, 9.8 percent of Belgian 18-to-24 year olds dropped out of education and training in 2014. While an improvement over the previous survey years, this rate still places the country among the bottom third.



Bulgaria

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
10	Estonia	6.24
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13	United Kingdom	5.97
14	Lithuania	5.67
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15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Bulgaria's overall performance on the SJI places it among the EU countries most urgently in need of policy reforms. With a SJI score of 3.78, the country ranks 26th. On three of the six dimensions in our study, Bulgaria ranks in the bottom five. Most worrying, the country ranks last in the dimension of poverty prevention. With regard to our focus on children and youth, Bulgaria's score on this sub-index of 2.40 ranks it last in the EU. On all four indicators of this sub-index, the country ranks in the bottom five.

Challenge: The Bulgarian government faces a number of major policy challenges, though none greater than keeping its population out of poverty. Despite declining poverty levels over the last years, a still alarming 48 percent of Bulgarians are at-risk-of poverty or social exclusion, the highest rate in the EU. This rate is nearly 8 percentage points higher than that seen in Romania, which ranks 27th, and exceeds the EU average by 20 percentage points. Within this at-risk population, 33.1 percent suffer from severe material deprivation. Of greatest concern is the fact that, among the population at risk, seniors and children are faring the worst. The average Bulgarian senior faces a situation worse than that faced by their counterparts in all other EU countries: 57.6 percent are at-risk-of poverty or social exclusion. Of these seniors, 40.3 percent suffer from severe material deprivation and 27.9 percent are at-risk-of poverty. Similarly alarming, 51.5 percent of Bulgarian children and youth are at-risk-of poverty or social exclusion, the highest rate in the EU.

Among this at-risk population under 18 years of age, 38.4 percent suffer from severe material deprivation and 28.4 percent are at-risk-of poverty. However, the rate of severe material deprivation, among the sub-groups as well as the total population, has markedly decreased since 2007. Most significantly, the rate among seniors decreased by nearly 27 percentage points.

Challenge: The fate of Bulgarian children and youth is particularly worrisome. In addition to bearing the highest rate of those at-risk-of poverty or social exclusion, the country also fares poorly on the other three indicators of this sub-index. The country ranks second to last (ahead of only Slovakia) with regard to the impact of socioeconomic factors on the PISA results of its students, underlining a missed opportunity to sufficiently integrate children and youth at the margins of Bulgarian society. In addition, 12.9 percent of Bulgarian 18-to-24 year olds dropped out of education and training in 2014. In comparison, this rate was 2.7 percent in Croatia and 4.4 percent in Slovenia for the same year. Given the previous figures, it may come as little surprise that Bulgaria's NEET rate also ranks it among the bottom five countries. In 2014, 24.8 percent of Bulgarians 20-to-24 years old were neither employed nor participating in education or training. These young adults are at-risk-of permanent exclusion from the labor market which, in the long term, threatens the very viability of the Bulgarian economy. "In general, Bulgaria's social policy is unsuccessful in including and integrating people with lower than secondary education, minorities, and foreigners (mainly refugees)."⁶⁰ With regard to the latter aspect the SGI country experts criticize recent xenophobic tendencies. However, given the strong negative demographic trend a more open attitude toward immigration – especially with a view to the EU's current refugee crisis – would clearly be in the country's long-term interest.

Achievement and challenge: Bulgaria has one of the lowest rates of government debt in the EU. With a general government gross debt in 2014 of 26.9 percent of GDP, a rate that has been steadily climbing over the last six years, Bulgaria has a debt level that remains well below the EU average of 87.7 percent. However, existing government expenditures seem insufficient in a number of areas: "Research and innovation continue to number among the country's main problem areas. Bulgaria is among the European Union's lowest spenders on research and innovation, and successive governments have concentrated on other issues while making little effort to develop active and sustainable policies. This dampens the positive effect of a recent increase in research and development spending by private businesses. Other serious problems include the relatively low-skilled labor force (low-skilled unemployment is among the highest in the EU) and the inability of the labor market within its present legal and policy framework to generate and maintain high levels of employment. Three main challenges in this area remain: reform of the education sector to produce a more adequate skill base for the 21st century; the negative demographic trend, which under the existing health care and pension systems will continue to increase pressure on the labor market; and the need to increase labor-market flexibility."⁶¹

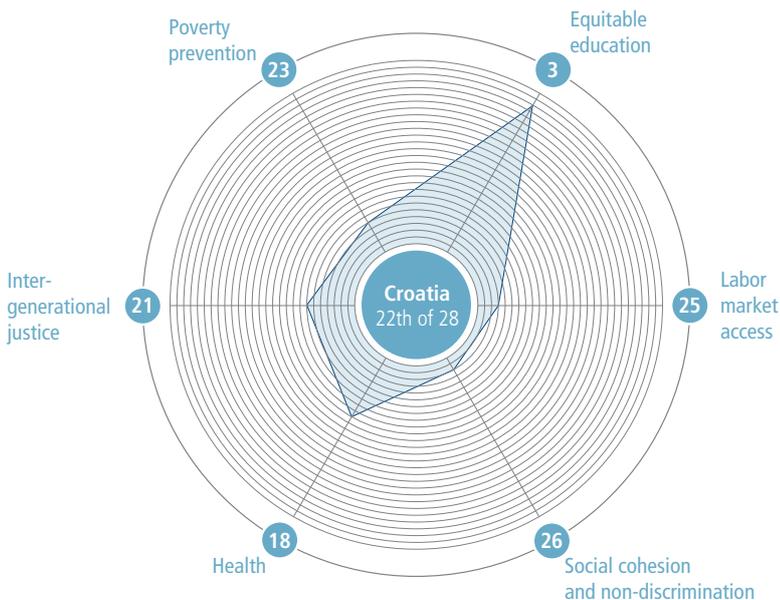
⁶⁰ Ganev/Popova/Bönker (2015), available at www.sgi-network.org.

⁶¹ Ibid.



Croatia

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
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18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Overall, Croatia's position on the SJI places it among the worst performing EU countries. The country's score of 4.93 ranks it 22nd and shows only a moderate improvement over the previous year's score. How Croatia measures up against the other EU-member countries varies greatly across our study's six dimensions. Particularly problematic is the country's performance in the areas of social cohesion and non-discrimination as well as labor market access. In these categories Croatia ranks in the bottom five. With regard to our sub-index on children and youth, Croatia comes in on place 16.

Achievement: With regard to equitable education, Croatia has a number of strengths; but in terms of education quality, there is still much room for improvement. The country can be lauded for featuring the lowest dropout rate in the EU (2.7% in 2014). The number of 18-to-24 year olds who leave education or training has nearly halved since peaking in 2010 at 5.2 percent. The education system has also done well to ensure that learning opportunities do not unfairly favor particular socioeconomic groups, ranking the country 7th in terms of socioeconomic background and student performance. However, education quality lags behind EU standards, as vocational education is decoupled from market demands and the country grapples with a major skills mismatch. As a percentage of GDP, public expenditure on pre-primary education totaled 0.7 percent in 2011 (the most recent reported year), placing the country 7th.

Challenge: Croatia faces several major social justice challenges. The first major challenge relates to labor market access. Overall, the Croatian labor market is in a precarious state. In 2014, only 54.6 percent of working-age Croatians were employed (the rate has fluctuated between 52.5 and 60% since the SJI 2008), ranking the country ahead of only Greece. In 2014, only 36.2 percent of older workers were employed. The overall unemployment rate hit 17.5 percent in 2013 and has since remained more or less constant and more than double the 8.7 percent seen in 2008. A near doubling can likewise be seen in the number of persons unemployed for a year or more. Whereas the 2008 long-term unemployment rate was at 5.3 percent, in 2014 the rate stood at 10.1 percent of the labor force. Those with less than upper secondary education were unemployed at a much higher rate: 26.4 percent (up from 10.9% in 2008). Youth, however, fare most poorly in labor market participation, with 45.5 percent of 15-to-24 year old Croatians unemployed in 2014. The plight of the young Croatian labor force has drastically worsened since 2008, with unemployment increasing by more than 20 percentage points. The SGI country report notes: “Those most affected by unemployment include youth up to 25 years of age, women above 45 and men above 50. The main reason for the increase in unemployment has been the fall in aggregate demand, but this has been exacerbated by skill mismatches and regional imbalances. Labor-market policies in Croatia have been insufficient to tackle the rapid increase in unemployment. Spending on active labor-market policies is relatively minimal. Despite high rates of long-term unemployment, relatively little is spent on retraining, lifelong learning and adult education. Only 2.4% of the adult population receives training, compared to an average of 9% in the European Union more generally.”⁶²

Challenge: Croatia faces a number of challenges associated with social cohesion and non-discrimination. The SGI country experts scored Croatia a 5 out of 10 on both its policy performance regarding non-discrimination and integration of migrants into society. In addition, the country’s NEET rate ranks ahead of only Italy and Greece. In 2014, 26.1 percent of Croatians 20-to-24 years old were neither in employment nor participating in education or training. This dramatic rise from the 13.7 percent reported in 2008 threatens the long-term viability of the Croatian economy. Policies that assertively reactivate these young adults are urgently needed. “A promising starting point for addressing these issues might be the 2013 Strategy for Education, Science and Technology. This links education and research and innovation policy, and contains a number of interesting proposals for increasing the match between the education system and the labor market.”⁶³

Challenge: In terms of intergenerational justice, Croatia also shows massive deficits (rank 21). As a consequence of the aging of the population, the low general employment rate and the decline in the effective retirement age from 61 in 2004 to 59 in 2013, the pension system is neither fiscally sustainable nor intergenerationally fair.⁶⁴

⁶² Petak/Bartlett/Bönker (2015), available at www.sgi-network.org.

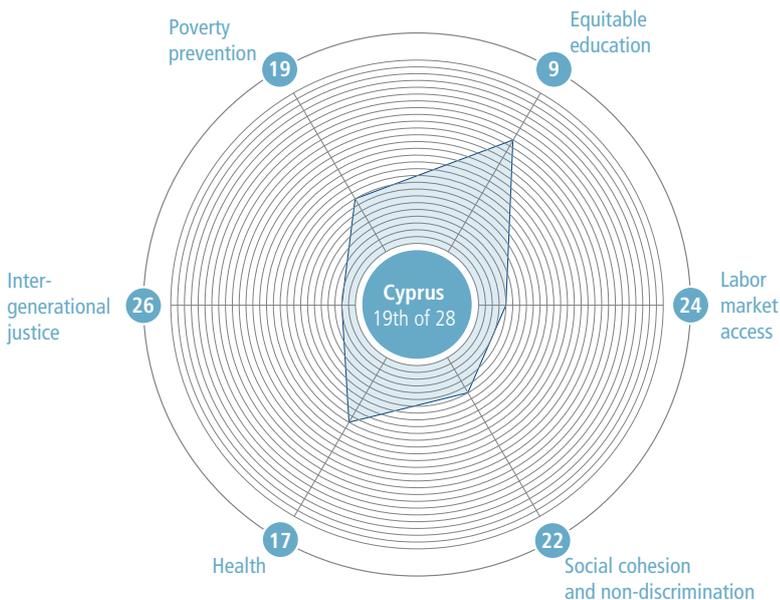
⁶³ Ibid.

⁶⁴ Ibid.



Cyprus

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
10	Estonia	6.24
11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
14	Lithuania	5.67
	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
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28	Greece	3.61

Overall: Cyprus' current SJI score of 5.06 ranks the country 19th in the EU, a nominal worsening over SJI 2014. Particularly problematic is the country's performance in the areas of intergenerational justice and labor market access. Here, Cyprus finds itself in the bottom five. With regard to our focus on children and youth, Cyprus' score of 5.59 on this sub-index ranks it 14th.

Achievement and challenge: The country ranks 3rd for the comparatively low impact socio-economic factors have on the PISA results of Cyprian students. In addition, the education system has succeeded in halving the dropout rate since 2008. As of 2014, the number of 18-to-24 year olds who have left education or training has fallen to 6.8 percent, ranking the country 9th. Yet, Cyprus' policies for ensuring educational opportunities are equitable, while praiseworthy, have failed in one major aspect: quality. The average Cyprian student's PISA results were more than 75 points below those of students in Finland, Estonia and Poland, ranking the country 26th.

Challenge: Massive problems are still visible in the Cyprian labor market. The number of unemployed has increased by more than 400 percent since the SJI 2008, standing at 16.3 percent in 2014. Long-term unemployment even rose from 0.5 percent in 2008 to a current 7.7 percent. Younger workers, those 15-to-24 years old, have been hit disproportionately hard during this period. In 2014, 36 percent were unemployed, more than double the already high rate for the over-

all labor market, ranking the country 24th. More must be done to enable all Cypriots, particularly younger workers, to find opportunities for permanent employment. In addition, in 2014, the country had the highest incidence of involuntary temporary employment. A distressing 94.3 percent of working-age Cypriots were in temporary employment because they could not find a permanent position, a rate that has exceeded 90 percent since the inaugural SJI in 2008. In comparison, the rate across the EU averaged 63.4 percent.

Challenge: Cyprus also faces challenges in securing policies that are intergenerationally just. Like many other EU countries, the country has been witnessing a growing gap between the generations in recent years. The number of children and youth threatened by poverty or social exclusion has increased over the last years (from 20.2 percent in 2009 to 27.7 percent in 2013). However, the risk of poverty or social exclusion among senior citizens declined from 55.6 percent in 2007 to 26.1 percent in 2013. The country report notes: “Austerity policies and unemployment have increased the risk of poverty and exclusion, though a guaranteed-minimum-income policy is helping many households, especially among the elderly.”⁶⁵ In addition, the SGI country experts flagged Cyprian family policy as inadequate, scoring it 4 out of 10. “The low rate of enrollment in nurseries and child care centers is one symptom of Cyprus’ lack of adequate family policies. This creates obstacles to combining motherhood with employment.”⁶⁶ Intergenerational justice also requires a sustainable public budget. Cyprus, however, ranks among the bottom five EU countries in terms of public debt. With a general government gross debt of 107.1 percent of GDP (up from a reported 44.7 percent in 2008), Cyprus has a debt level well above the already high EU average (87.7%), ranking the country 24th. While public debt has risen, total expenditure on research and development is just 0.5 percent of GDP. This ranks the country 27th, ahead of only Romania, and undermines the economic dexterity necessary to maintain a high level of employment. Finally, a truly broad-based social justice strategy requires the sustainable management of natural resources and preservation of a country’s vital ecological habitats. However, Cyprus shows major weaknesses in this respect as well. “Small solar-energy production efforts have not sufficed to raise Cyprus’ last-place ranking within the EU in some environmental fields.”⁶⁷

65 Christophorou/Axt/Karadag (2015), available at www.sgi-network.org.

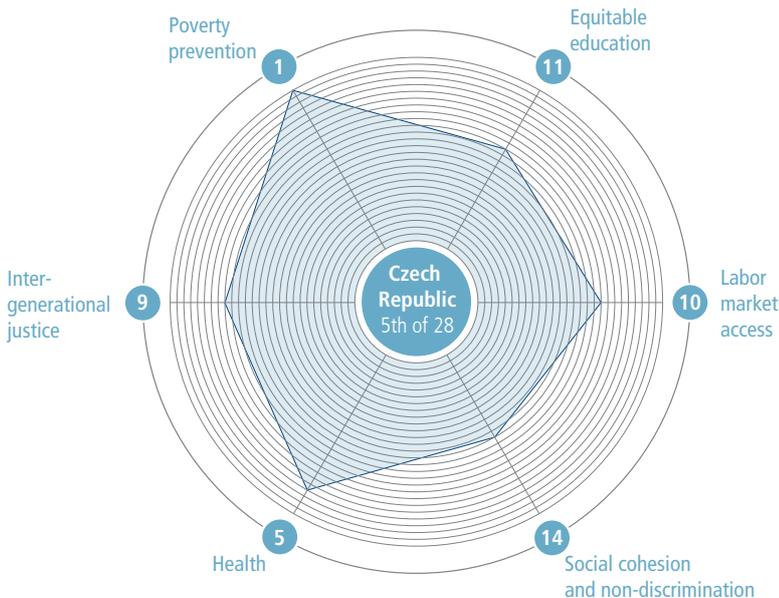
66 Ibid.

67 Ibid.



Czech Republic

EU Social Justice Index 2015



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23	Hungary	4.73
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Overall: The Czech Republic ranks a commendable 5th overall on the current SJI. The country’s performance has remained roughly stable since our first assessment in 2008. Across the six social justice dimensions, the Czech Republic ranks 1st among the 28 EU countries on poverty prevention. It also, ranks a noteworthy 5th on health and 9th on intergenerational justice. In terms of this edition’s focus on children and youth, we see mixed performance. On three of the four measures, the Czech Republic ranks in the top ten and on one measure (socioeconomic influence on PISA results) among the bottom five.

Achievement: The Czech government can be lauded for several policy successes relating to social justice, in particular the prevention of poverty. At 14.6 percent, the country has the lowest percentage of the total population at-risk-of poverty or social exclusion in the EU (data from 2013, the latest year for which data were available). To put this in context, this rate averages 24.6 percent across the EU and was 15.8 percent in 2007. The contours of this policy achievement can be seen across a range of sub-indicators. The share of children and youth (under 18) at-risk-of poverty or social exclusion is 16.4 percent. Although higher than the rate for the total population, this is still far better than the 27.9 percent EU average. Those 65 or older fare particularly well, with a comparatively low 10.4 percent at risk. In terms of income poverty, a relative advantage can again be seen. The Czech population, as a whole, is at least risk of income poverty: only 8.6 percent receive

60 percent or less of the median income (after social transfers). Among the populations under 18 and 65 or older these rates respectively increase to 11.3 percent and decrease to 5.8 percent. The country also has one of the lowest percentage of households with very low work intensity. A comparatively low 6.9 percent of Czech were living in quasi-jobless households.

Achievement: The Czech government has also ranked among the top ten on a number of indicators assessing labor market access. In 2014, the country's unemployment rate of 6.2 percent was more than 4 percentage points lower than the EU average and ranks the country 5th. While the rate of unemployment is higher than the 4.4 percent seen in 2008, it is an improvement over the 7.4 percent seen in 2010. The percentage of unemployed who have been out of work for a year or more, 2.7 percent, likewise appears to be readjusting downwards toward pre-crisis levels. Youth unemployment, which has remained persistently higher, was 15.9 percent in 2014, a marked improvement over the 19 percent seen in 2013, but still 6 percentage points higher than the rate in 2008. In addition, the employment rate in 2014 was higher than it had been in 2008 (69% versus 66.6%). Yet, not all of our labor market measures paint a rosy picture. For instance, those in temporary employment involuntarily make up 82.5 percent of all temporary workers, a 14.8 percentage points increase over 2008. "There is also a need for increased support in developing a highly skilled labor force, including creating a more welcoming atmosphere for immigrants who might choose to call the Czech Republic home, and more emphasis on enabling a more harmonious coexistence of work and family life."⁶⁸

Achievement and challenge: In addition to the comparatively low rate of Czech children and youth at-risk-of poverty or social exclusion, this subgroup also fares among the top ten on two additional measures: NEET rate and early school leavers. The percentage of 20-to-24 year olds who are neither in employment nor participating in education or training has recently decreased somewhat to 11.8 percent. The rate of 18-to-24 year olds who dropped out of education or training has fluctuated nominally and stands at 5.5 percent. However, according to the OECD, the PISA performance of Czech students unduly depend on their socioeconomic background. In comparison with the 27 other EU countries, the Czech education system ranks 24th on this measure. In this context, "a long-standing and unresolved equity issue has been the process of inclusion of children into special schools, mostly attended by children of Roma descent or from the lower classes, individuals whose chances of returning to a more mainstream educational path is limited."⁶⁹ Addressing this injustice should be a top priority for the Czech government.

Challenge: Generally, despite the Czech Republic's overall good performance on preventing poverty, the social exclusion of specific groups, most notably the Roma, remains a problem. "The problem is most visibly manifested by the existence of socially excluded Roma localities that have arisen sometimes through the policy management of municipalities and sometimes sponta-

⁶⁸ Guasti/Mansfeldová/Myant/Bönker (2015), available at www.sgi-network.org.

⁶⁹ Ibid.

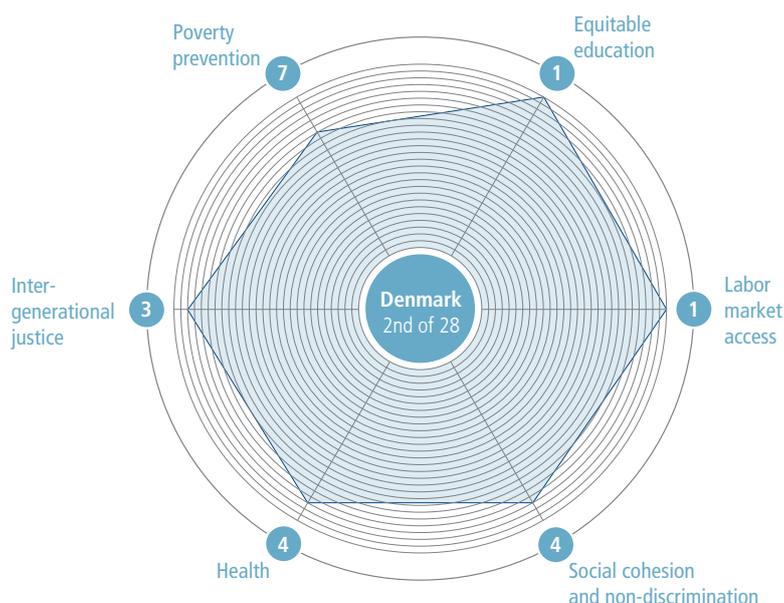


neously by the migration of Roma into particular areas. These are characterized by an accumulation of social problems, such as unemployment, housing insecurity, low education levels and poor health. In some cases, high crime rates, strong discrimination against Roma and anti-Roma demonstrations have become significant public order issues.⁷⁰

70 Ibid.

Denmark

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
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16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
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27	Romania	3.74
28	Greece	3.61

Overall: Denmark is one of the most socially just countries in the EU. The country ranks 2nd, behind Sweden, with an overall score of 7.10. This score shows a slight improvement over the previous two SJI assessments, but a slight worsening since the initial SJI in 2008 (a score reduction of 0.27). Denmark's overall success is broad-based, with the country ranking in the top five on five of the six dimensions (it ranks a respectable 7th in the other dimension, poverty prevention). With regard to our focus on children and youth, Denmark's score of 7.15 on this sub-index ranks it 3rd.

Achievement: Danish public policy has successfully confronted a broad spectrum of social justice issues. One policy area worth highlighting relates to the country's success at promoting a well-functioning labor market. Denmark ranks 1st among the 28 EU-member countries on our dimension labor market access, scoring 7.44. The country's employment rate stood at 72.8 percent in 2014. While this is about 5 percentage points below the rate in 2008 (which was 77.9 percent), it surpasses the EU average of 64.8 percent. The employment rate of older workers (those 55-to-64 years old) has increased since 2010 to 63.2 percent (the 4th highest rate in our sample). In 2014, the unemployment rate sank somewhat to 6.8 percent after hitting a high of 7.6 percent in 2010. This rate, however, is still higher than the 3.5 percent reported in the first SJI in 2008. The long-term unemployment rate was 1.7 percent in 2014, which is likewise low in comparison to most other EU countries. Here again a very slight improvement can be seen over the previous year.



Nonetheless, the long-term unemployment rate has more than tripled since 2008, when it was one of the lowest in the EU (0.5 percent). The unemployment rate among workers with less than upper secondary education was likewise comparatively low, standing at 10.6 percent. Yet, here as well, we see a five percentage point increase over 2008. The unemployment rate of 15-to-24 year olds has also increased since 2008 (when it was 8%), rising to 14 percent in 2010 before falling to 12.6 percent in 2014. Most impressively, in-work poverty is the lowest in Denmark, with a relatively low 2.7 percent of workers at-risk-of poverty. These various measures, when taken as a whole, demonstrate that the Danish labor market, thanks to sound active labor-market policies, is effectively ensuring that employment benefits a broad spectrum of workers.

Achievement: In terms of intergenerational justice, Denmark ranks 3rd with a score of 7.26, behind only Sweden and Finland. The SGI country experts awarded the Danish administration scores of 9 out of 10 for its family, pension and environmental policies. The country experts note that the “country’s system of day care centers, preschools and kindergartens allow sufficient flexibility for both parents to work,” though some municipalities may lack the financial resources to offer quality, flexible day care.⁷¹ They also note that the pension system is well-diversified, but that current “means testing of public pension supplements has the effect that the net gain from additional pension savings or later retirements can be rather low for a broad segment of income earners.”⁷² With regard to the environment, the “government has set rather ambitious goals including that Danish energy production should be fossil free by 2050” and free of coal by 2030.⁷³ Based on the most recent Eurostat data, the country ranks 5th on renewable energy consumption. A laudable 27.2 percent of gross final energy consumption comes from renewable sources, nearly 10 percentage points more than the EU average. Denmark is also investing in the future, spending 3.1 percent of GDP on research and development. At almost double the EU average (1.6%), this ranks the country 3rd, behind Finland and Sweden.

Challenge: Although overall and child poverty levels are low in cross-EU comparison, Denmark, like many other EU countries, has been witnessing a growing gap between the generations in recent years. The number of children and youth threatened by poverty or social exclusion has slightly increased over the last years (from 14% in 2009 to 15.5% in 2013). However, in the same period of time, the risk of poverty or social exclusion among senior citizens declined from 20.6 percent in 2009 to 11.4 percent in 2013. Also, in terms of income inequality, Denmark is no longer one of those EU countries with the most equal distribution of income (as it used to be for many years). “Although, comparatively, inequality is low and social cohesion is high, Danish society is trending toward more disparity and inequality. This applies to immigrants as well as groups who are marginalized in the labor market, often due to insufficient job qualifications. (...) The hallmark of Danish society – and other Nordic countries – has been to balance low inequality and an extensive public sector with a well-functioning economy and high income level. It remains an ongoing challenge to reconcile these objectives.”⁷⁴

71 Laursen/Andersen/Jahn (2015), available at www.sgi-network.org.

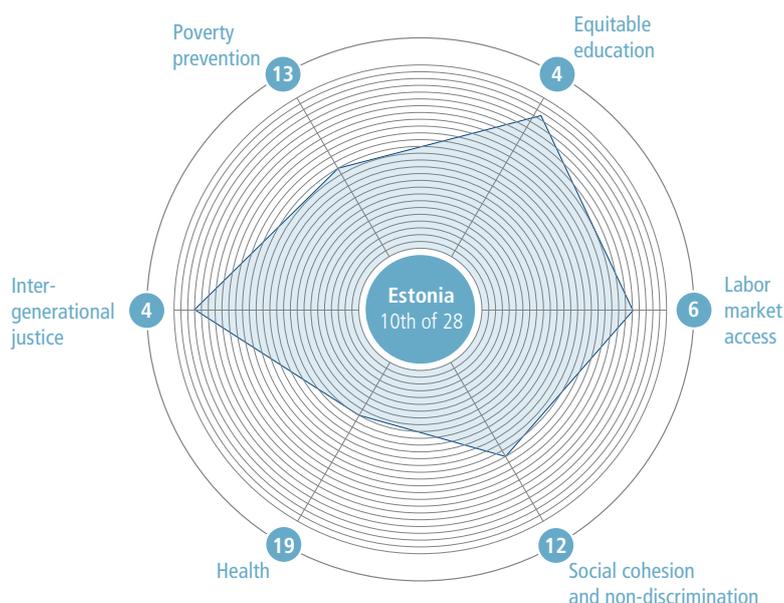
72 Ibid.

73 Ibid.

74 Ibid.

Estonia

EU Social Justice Index 2015



1	Sweden	7.23
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4	Netherlands	6.84
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13	United Kingdom	5.97
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15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Estonia numbers among the better-performing EU countries in the current SJI. With an overall score of 6.24, the country ranks 10th. Across the six dimensions that comprise the index, Estonia ranks among the top ten in three dimensions (equitable education, intergenerational justice and labor market access). It places in the bottom third on the health dimension. With regard to this edition's focus on children and youth, Estonia ranks 8th with a score of 6.43 on this sub-index.

Achievement and challenge: The Estonian education system has had commendable successes in delivering high-quality, equitable opportunities and ranks 4th in this dimension. The country ranks 1st with respect to minimizing the effects of socioeconomic factors on PISA performance and 2nd in terms of overall PISA results (behind Finland). The average Estonian student scored about three points less than the average Finnish student and 34 points higher than the EU average. The government's education policy received a score of 9 out of 10 from the SGI country experts. While the country's educational outcomes are generally excellent, they note that higher educational attainment does not correlate with better employability as much as it does in other countries. To address this weakness, recent policy measures "have sought to ensure that the provision of education keeps pace with the changing needs of the economy" by "strengthening the links between education and training and the labor market, such as involving companies and social partners in VET (vocational education training) curricula development, including entrepreneurship skills in



university curricula, and providing adults with low-level skills better access to lifelong learning.⁷⁵ Estonia also ranks among the bottom third when it comes to pre-primary education expenditure, with the government spending just 0.4 percent of GDP. Although Estonia's rate of 18-to-24 year olds dropping out of education and training has fluctuated in recent years, it has remained relatively high and currently lingers at 11.4 percent. For this indicator, Estonia therefore achieves only place 20. If the Estonian labor market is to remain competitive, more must be done to keep these young adults in education or training.

Achievement and challenge: Compared with most other EU countries, Estonia generally performs well with respect to intergenerational justice (rank 4). The SGI country experts awarded the government scores of 9 out of 10 for both its family and environmental policies and a score of 7 for its pension policy. They observe that “Estonia has one of the most generous parental benefit systems in the OECD, entitling parents to benefits equal to her/his previous salary for 435 days.”⁷⁶ The government can be lauded for having maintained the lowest level of public debt in the EU throughout the crisis. Though currently higher than the level seen in 2008 (4.5% of GDP), the country's current general government gross debt of 9.7 percent of GDP has improved since the SJI 2014 (when the debt level reached a peak) and even outperforms 2nd-place Luxembourg by 15 percentage points. In comparison, the average public debt level in the EU is 87.7 percent of GDP and runs as high as 177.2 percent in crisis-torn Greece. Regarding environmental preservation, the country's share of renewable energy in gross final energy consumption has increased from 17.1 percent in 2007 to 25.6 percent in 2013, placing Estonia on rank 7 for this environmental indicator. Here, however, we see highly ambivalent policy performance. The country ranks second to last on greenhouse gas (GHG) emissions, ahead of only Luxembourg. Estonia emits an alarming 13 tons of climate-warming gases per capita (reported in CO₂ equivalents). Most worrying, while most other countries have lower emissions today than they did in 2007, Estonia is one of only two countries that have actually increased GHG emissions.

Challenge: Although poverty levels in Estonia do not exceed the EU average, the SGI country experts note that “income levels are much lower in rural and remote regions than in the capital area, reflecting great regional disparities. The absence of effective regional-policy measures has accelerated the emigration of the working-age population from these areas. This in turn puts an additional burden on families, and makes the formulation of sound social policy all the more difficult.”⁷⁷

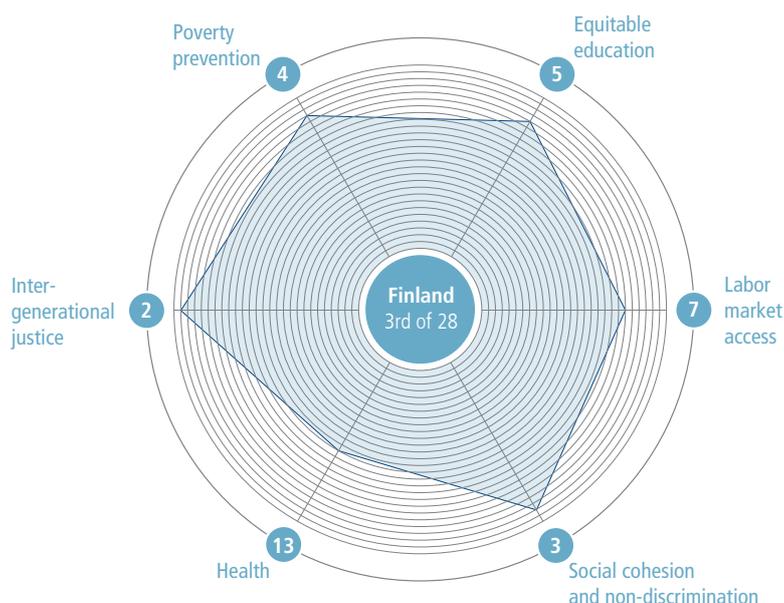
75 Toots/Sikk/Jahn (2015), available at www.sgi-network.org.

76 Ibid.

77 Ibid.

Finland

EU Social Justice Index 2015



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Overall: Since our first social justice assessment in 2008, Finland has consistently ranked as one of the best-performing countries in the EU. The country's current score of 7.02 is slightly lower than the 7.19 seen in 2008 and places Finland 3rd behind Sweden and Denmark. Noteworthy is that Finland ranks among the top half of countries in all SJI dimensions. In four of the six dimensions (poverty prevention, equitable education, social cohesion and non-discrimination, and intergenerational justice) it ranks among the top five. In terms of our special 2015 sub-index on children and youth, the country's performance varies. On two of the four measures comprising this sub-index, Finland ranks a laudable 2nd for its low rate of children and youth at-risk-of poverty or social exclusion as well as socioeconomic influence on PISA results.

Achievement and challenge: Finnish policies relating to intergenerational justice are some of the best seen in the EU. The country scores 7.35 in this dimension, ranking it 2nd behind Sweden. The SGI country experts award the Finnish government a score of 9 (out of 10 possible points) for its family and pension policies as well as an 8 for its environmental policies. However, the country's old age dependency ratio has steadily climbed in recent years, up from 24.8 in 2008 to 30.2 in 2014. With regard to the pension system, the SGI experts note that the country's aging population poses problems both in terms of labor force maintenance and fiscal sustainability, but that reforms agreed to in September 2014 give cause for cautious optimism. These reform policies will raise the



retirement age for most workers to 65, introduce flexible retirement and amend the accumulation rate. Finnish energy consumption has become more sustainable, with the share from renewable sources increasing from 29.6 percent in 2007 to 36.8 percent in 2013, the third-highest share in the EU. During this same period, greenhouse gas emissions have also declined, decreasing from 9 tons per capita (in CO₂ equivalents) in 2007 down to 6.5 tons per capita in 2012. In terms of investing in the future, Finland devotes a higher share of its GDP to research and development than any other EU country. Indeed, public and private expenditure totals 3.3 percent of GDP. The SGI country experts note, however, that “the focus of R&D has been on applied research to the disadvantage of basic research, and universities and other basic research institutes have not benefited. In fact, this has become even more accentuated of late. In the long run, this heavy bias in favor of applied research, given the dependence of applied research on developments in basic research, will have negative consequences for product development and productivity. Moreover, the technology transfer from universities to industry is below par and academic entrepreneurship is not well developed.”⁷⁸

Achievement and challenge: With a score of 7.60, Finland ranks at 3rd place behind the Netherlands and Sweden with regard to its policies strengthening social cohesion and combating discrimination. The SGI country experts gave the country a score of 8 for its social inclusion, non-discrimination and integration policies. Finland is also among the top performers with regard to gender equality in its unicameral parliament, in which 42.5 percent of seats are currently held by women. In comparison, the EU average is 27 percent. Finland’s Gini coefficient, a measure of income inequality, places the country 5th among the 28 countries in our study. The SGI experts note that the “rights of the Swedish-speaking minority in Finland are widely respected, with Swedish also recognized as an official language.”⁷⁹ Pending local government reforms, however, “would violate some of the rights of the Swedish-speaking population.”⁸⁰ In addition, “certain segments of the population, primarily represented by the True Finns Party, have turned hostile toward the Swedish-speaking population.”⁸¹

Challenge: Problems also persist on the Finnish labor market. Comparatively, present achievements in stemming long-term unemployment, youth unemployment and low-skilled unemployment are unsatisfactory. The high level of youth unemployment (20.5%) is a particular cause for concern. In addition, the rate of 20-to-24 year olds neither in employment nor participating in education or training was 14.6 percent in 2014, a 4 percentage point increase compared to 2008. These young adults are at-risk-of permanent exclusion from the labor market.

Challenge: Finally, although overall and child poverty levels are low in cross-EU comparison, Finland, like many other EU countries, has been witnessing a growing gap between the generations

78 Anckar/Kuitto/Oberst/Jahn (2015), available at www.sgi-network.org.

79 Ibid.

80 Ibid.

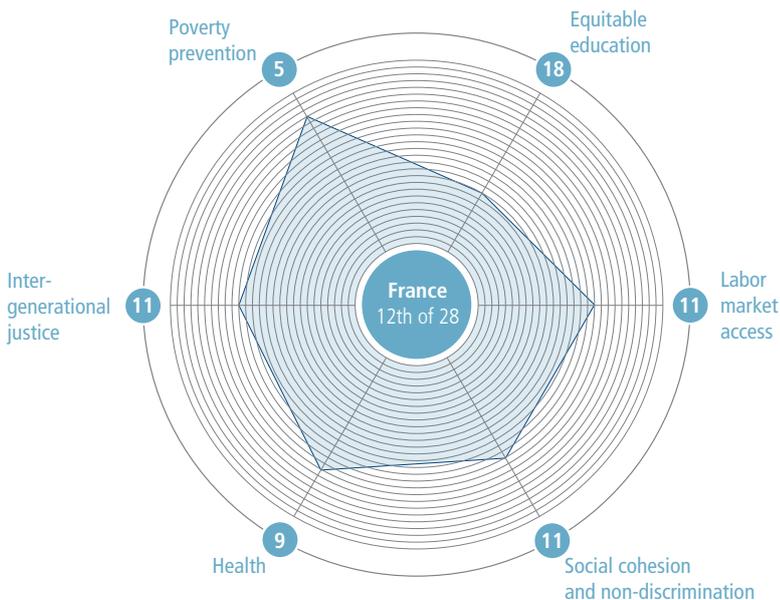
81 Ibid.

in recent years. The number of children and youth threatened by poverty or social exclusion has slightly increased in recent years (from 14% in 2009 to 15.6% in 2014). However, in the same period, the risk of poverty or social exclusion among senior citizens declined from 23.1 percent in 2009 to 17 percent in 2014.



France

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
10	Estonia	6.24
11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
14	Lithuania	5.67
	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: France's overall performance on the SJI has remained relatively stable and within the midrange since the first assessment in 2008. In the current index, the country ranks a mediocre 12th in the EU with a score of 6.18, but ranks above average in the dimensions of poverty prevention and health. However, areas such as labor market access, integration and education policy exhibit massive shortcomings. With regard to our focus on children and youth, France's score of 5.72 yields it a 13th place ranking.

Achievement and challenge: France's score of 6.67 is at rank 5 in the dimension of poverty prevention. With 18.1 percent of the total population at-risk-of poverty or social exclusion, the French perform better than many of their EU counterparts. However, as is the case in many other EU countries, the gap between the young and old in terms of poverty prevention has widened over the last years. Several sub-indicators provide additional detail: The share of children and youth (under 18) at-risk-of poverty or social exclusion is 21.3 percent. While this is higher than the rate for the total population, it remains better than the 24.6 percent EU average. Those 65 or older fare especially well, with a comparatively low 10.4 percent at risk, and the rate has continually declined over recent years. Some 5.1 percent of the total population suffer from severe material deprivation, landing the country at rank 7 for this measure. Material deprivation does not, however, affect all segments of society equally. Again, French seniors are less likely to be materially

deprived (2.7%) whereas children and youth are more likely to suffer material deprivation (6%). In terms of income poverty, France ranks 6th. Among the total population, 13.7 percent receive 60 percent or less of the median income (after social transfers). Among the population segments under 18, this rate increases to 18 percent; for those 65 or older, this rate decreases to 8.7 percent.

Achievement and challenge: With a score of 7.04, France ranks 9th in the fifth dimension of the SJI, health. The French administration received a score of 7 from the SGI country experts for its health policies. They commend the country for having “a high-quality health system, which is generous and largely inclusive,” but note that the country’s spends 10 percent of GDP on health care, “one of the highest ratios in Europe.”⁸² France ranks 10th in healthy life expectancy. The average French citizen can expect 63.7 healthy life years, more than two years longer than the EU average. According to the Euro Health Consumer Index, French health policy has achieved shorter wait times as well as a higher range and reach of health services than many EU countries (rank 6). On this same index, the country also ranks 6th on health system outcomes.

Challenge: Requiring urgent policy action, France ranks an alarming 26th with regard to the impact of socioeconomic factors on the PISA results of French students. “There are persisting inequalities that effectively penalize students of working-class families at the university level, and flagrantly in accessing the elite schools (grandes écoles). Social, ethnic and territorial inequalities are often linked (as a result of a massive concentration of poor immigrant families in suburban zones).”⁸³ This poor result drags down France’s otherwise above-average placement in the equitable education dimension.

Challenge: The sclerotic labor market represents another major issue for reform. Labor-market policy has shown poor results during the review period. Specifically difficult problems include notoriously high youth unemployment figures (24.2%) and the fact that (especially young) French citizens with immigrant backgrounds face tremendous difficulties integrating into the labor market. The country ranks among the bottom six for the highly unequal ratio of employment outcomes achieved by foreign-born workers. Both of these measures highlight a missed opportunity to integrate into society children, youth and marginalized adults. According to the 2015 SGI country report “the reasons for such failure are numerous and complex. The high level of youth unemployment is linked to the French job-training system, which relies heavily on public schools; yet diplomas from such training are not really accepted in the industry at large, which hinders a potential worker’s transition from school to a job.”⁸⁴

Challenge: Directly linked to France’s poor results regarding equitable education and labor market access are massive shortcoming in the area of integration, “The traditional French model, based on an open policy toward immigrants acquiring French nationality and on the principle of equality

82 Mény/Uterwedde/Zohlnhöfer (2015), available at www.sgi-network.org.

83 Ibid.

84 Ibid.

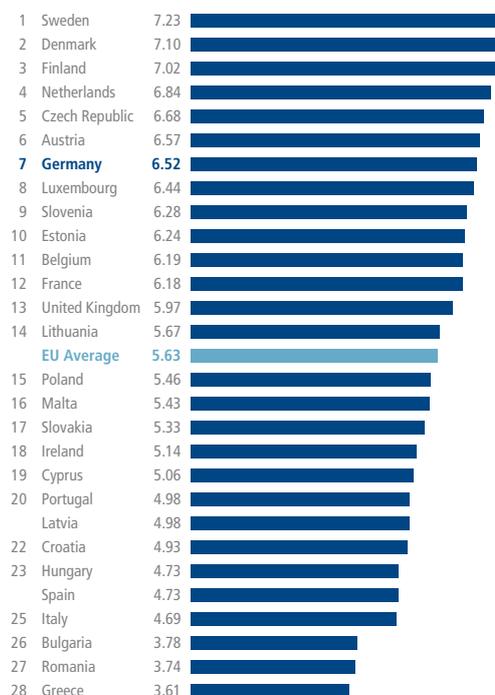
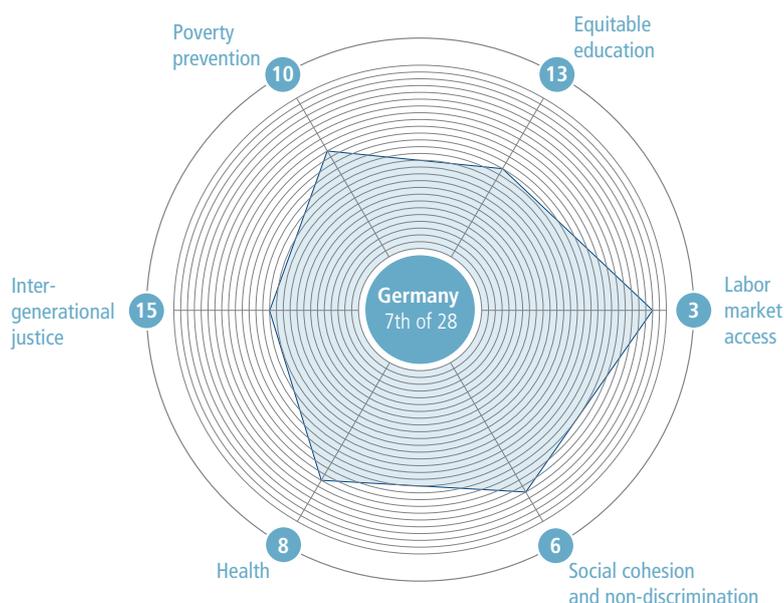


of all citizens, regardless of ethnic origins or religion, has lost its integrative power in the last 30 years. The former key instruments of the integration process (education, work, church, parties or trade unions) no longer work. The problem is complex: the high concentration of immigrants in the suburban zones leaves young people without much in the way of future prospects; the cultural awareness of young French citizens with a north African background, feeling rejected by society and faced with racism and discrimination, have created explosive situations in these areas. Conflicts have proliferated, such as suburban petty criminality and riots, so-called headscarf conflicts or violence between different (e.g., Muslim and Jewish) communities. This challenge needs answers involving multiple policies, in fields such as urban development, education, job training and employment. It should emphasize so-called soft policies such as education, social integration, ‘sociabilité,’ all of which require time and human resources beyond the financial involvement of public authorities. What is at stake is a political and social cohesion that derives from common national values and rules.”⁸⁵

85 Ibid.

Germany

EU Social Justice Index 2015



Overall: With an overall score of 6.52 on the 2015 SJI, Germany ranks a respectable 7th in the EU. Though we observe a minor worsening compared to the previous SJI, the country has measurably improved since our first social justice assessment in 2008. Germany ranks among the top ten on four of the six dimensions that comprise the index. It ranks a commendable 3rd on the labor market access dimension as well as 6th on social cohesion and non-discrimination, 8th on health, and 10th on poverty prevention. In terms of this year's focus on children and youth, we see mixed performance. On this sub-index, Germany's score of 6.67 ranks it likewise 7th.

Achievement and challenge: With a score of 7.24, the country's labor market ranks 3rd in this dimension, behind Denmark and Austria. The overall employment rate in 2014, 73.8 percent, was one of the highest in our sample, placing Germany 2nd (just minimally) behind Sweden. The rate of employment has actually increased slowly throughout the crisis, especially among older workers (age 55 to 64). In 2014, 65.6 percent of this demographic in Germany were employed. This is the second highest rate in the EU and 12 percentage points more than Germany's 2008 rate. These high rates of employment are conversely reflected in the country's low unemployment figures. Germany has the lowest overall unemployment in the EU. In 2014, a comparatively low 5.1 percent of the labor force were unemployed. Here again we observe a steady improvement throughout the crisis (the unemployment rate was 7.6% in 2008). A similar positive trend can



be seen with youth unemployment: the rate has steadily decreased from 10.6 percent in 2008 to 7.7 percent in 2014. Germany today has the lowest youth unemployment rate in the EU. The number of people unemployed for a year or longer has also decreased. While in 2008, the rate of long-term unemployment stood at 3.9 percent, in 2014 that rate had been cut to 2.2 percent. However, the number of long-term unemployed who find it increasingly difficult to re-enter the labor market is still too high. The German labor market also does not meet all social justice standards. Indeed, as in many other countries, Germany's labor market has grown increasingly segmented in recent years. "The expansion of atypical employment contracts such as temporary employment programs (Leiharbeit), part-time and agency work may have been an advantage in terms of securing industrial flexibility over the past years. However, the government's approval of these less regulated contracts has created incentives for employers to use them with increasing frequency. This has potentially severe consequences for the social welfare system, in particular, and social justice, more generally. Furthermore, opportunities for advancement within this low wage labor market are few."⁸⁶ Nearly 40 percent of all employed persons in Germany work in non-standard forms of employment (as of 2013). With regard to wage gaps, the hourly wage for part-time men in temporary jobs is 33 percent (24% for women) lower than that for full-time standard workers (OECD 2015: 156). Also, a deterioration relative to the last SJI is evident in the "in-work poverty" measure, which suggests that the trend toward a segmented or dual labor market has gained traction, as it has elsewhere in the European Union. Creating incentives for high employment rates and enhancing upward mobility from non-standard to regular forms of employment and decent working conditions is therefore key to ensuring a socially just labor market. The significantly weaker job opportunities afforded to people not born in Germany represent a further weak point, despite recent moderate improvements. The foreign-born to native employment ratio in 2014 was 0.91, yielding the country a rank of 22 on this measure.

Achievement and challenge: Germany has made some progress in ensuring social cohesion and that members of society are free from discrimination. The country's score in this dimension of 7.25 places it 6th among all EU countries. The country's NEET rate of 9.5 percent in 2014 (rank 3 in our study), when compared to the EU average of 17.8 percent, demonstrates that young adult Germans are faring far better than most of their EU counterparts. Remarkably, this rate of 20-to-24 year olds neither employed nor participating in education or training has actually declined since the crisis began (the rate was 12.9% in 2008). Germany ranks among the top ten countries for the share of parliamentary seats held by women (36.5% in 2014). The SGI country experts award Germany a score of 8 out of 10 for both its integration and non-discrimination policies as well as a score of 7 for social inclusion. They note that "about 15 million people in Germany (20% of the population)" are immigrants or "come from an immigrant background."⁸⁷ In 2013, "net immigration amounted to 437,000 people, which is the highest figure since 1993."⁸⁸ "Integration of immigrants is smooth with respect to most migrant groups from other European countries.

⁸⁶ Rüb/Heinemann/Ulbricht/Zohlhörer (2015), available at www.sgi-network.org.

⁸⁷ Ibid.

⁸⁸ Ibid.

The integration of Muslim migrants (especially from Turkey), however, has been more difficult, as evidenced by their lower educational achievement and higher unemployment rate compared to other immigrant groups.”⁸⁹ It is to be hoped that the recent positive developments in the area of integration policy will also continue in the context of the current refugee crisis.

Challenge: Germany shows major weaknesses in terms of social justice in the areas of intergenerational justice and education. With regard to the latter aspect, it must be noted that the influence of a student’s socioeconomic background on his or her educational success is still far too strong in Germany, although the country has made some progress over the last years in mitigating this dynamic. Germany places at 15th in this important measure of equity. With regard to intergenerational justice (also rank 15), Germany is among the countries that have deteriorated most significantly relative to the last survey. Many critics claim that the recent pension reforms “undermine the long-term sustainability of the pensions system, lead to higher social security contributions, and burden younger generations and business with higher financial costs. (...) The reforms go against the measures undertaken in recent decades to raise the participation rate of older workers, reduce early retirement, moderate the increase of the contribution rate and balance the pay-as-you-go system for the future.”⁹⁰ Finally, the number of children and youth threatened by poverty or social exclusion is at 19.4 percent (compared to 16% among the elderly), a surprisingly high figure for the largest economy in the EU.

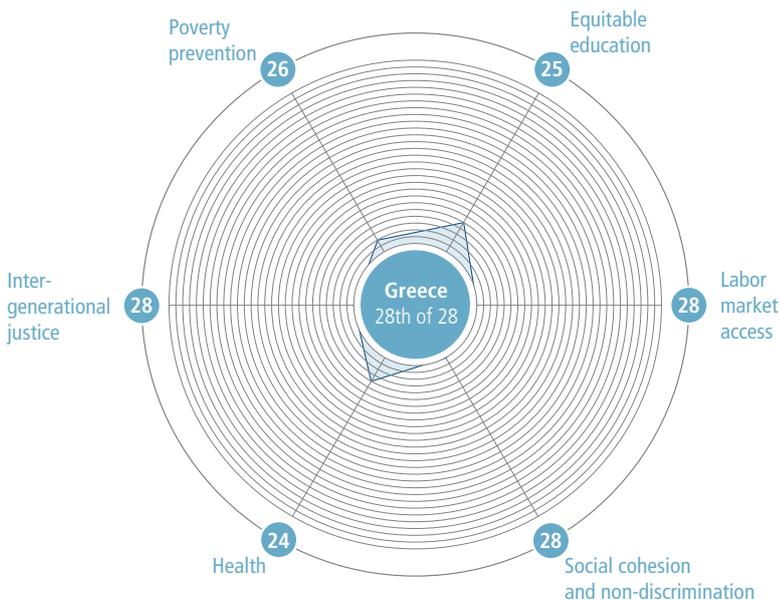
89 Ibid.

90 Ibid.



Greece

EU Social Justice Index 2015



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5	Czech Republic	6.68
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8	Luxembourg	6.44
9	Slovenia	6.28
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11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
14	Lithuania	5.67
	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Greece ranks as the worst performing country in terms of social justice. The country finds itself among the bottom five in all six dimension that comprise this index and ranks last in three of these dimensions (labor market access, social cohesion and non-discrimination, and intergenerational justice). Regarding this edition’s special sub-index on children and youth, the country comes in at place 24th.

Challenge: The crisis has had a devastating effect on poverty and social exclusion. The bailout package measures have aggravated existing social problems. The share of people threatened by poverty or social exclusion has increased once again in comparison to last year’s survey: 36 percent of the total population is now at-risk-of poverty or social exclusion. The rate for children is at 36.7 percent, for older people it is at 23 percent. The gap between old and young in terms of poverty have strongly increased over the last years with young people harder hit by poverty and social exclusion. Moreover, the share of children living under conditions of severe material deprivation has more than doubled from 9.7 percent in 2007 to today’s 23.8 percent. Cuts have also impaired health care services and quality, with mismanagement exacerbating problems.

Challenge: A thriving and socially just economy requires high employment rates in good, well-paying jobs. Greece, however, falls dauntingly far off the mark. The country’s score of 3.42

in the dimension labor market access places it last among the 28-member EU. In 2014, only 49.4 percent of working-age Greeks were employed, the lowest rate in our sample. While this employment rate shows a moderate improvement over the previous year, it is 12 percentage points lower than the rate seen in 2008. Older Greek workers, those 55 to 64, have the lowest rate of employment in the EU, just 34 percent were employed in 2014. A worryingly steady decline in the number of these workers can be seen since the first SJI in 2008. The ratio of women to men active in the labor force is likewise low (0.71 in 2014, rank 27). Looking at the Greek labor market from the perspective of the unemployed, it becomes clear how much must still be done. The country's overall unemployment rate, 26.7 percent in 2014, is the highest in the EU. As with the employment rate, a moderate improvement can be seen over the previous year, but the number of unemployed is still nearly 19 percentage points higher than it was in 2008 and far higher than the EU average of 17.8 percent. The share of the long-term unemployed, those out of work for a year or more, has drastically climbed in recent years: from 3.7 percent in 2008 to 19.5 percent in 2014, which is the highest rate in our sample. These long-term unemployed are at greater risk of poverty and social exclusion. Young Greek workers face an uncertain future. The unemployment rate of these 15-to-24 year olds has more than doubled since 2008 to 52.4 percent (again, by far one of the highest rates in the EU). In addition, many of those who are employed find themselves in temporary employment. Indeed, 86.3 percent of Greeks in temporary work could not find a permanent placement.

Challenge: Greece also ranks last (with a score of 4.20) in the dimension of social cohesion and non-discrimination. In terms of the Gini coefficient, a measure of income inequality, Greece ranks 24th. In addition, Greece has the second highest NEET rate in the EU. In 2014, 28.4 percent of 20-to-24 year old Greeks were neither employed nor participating in education or training. This rate is modestly better than the 31.3 percent seen in 2013, but remains distressingly far from the 15.8 percent seen in 2008. If unresolved, this high rate of inactive young adults threatens to seriously destabilize the country over the long term. Given these already poor indications, it may come as little surprise that the country's social inclusion policies were assessed by the SGI researchers to be the worst performing in the EU (receiving a score of 3 out of 10). The experts determine that "past governments' negligence in anti-poverty measures and social exclusion policymaking have left those most vulnerable in Greek society unprepared to sustain the effects of the economic crisis."⁹¹ Social assistance NGOs and the Orthodox Church have intensified their charity work and "the traditional extended Greek family, often including family members over three generations who pool resources, has served as a solution of last resort for the poor and the socially excluded."⁹² Greece's non-discrimination policies fared little better, ranking 23rd with a score of 5. The experts point out that, though protections have been enacted both domestically and at the EU level, "legislation against discrimination has rarely been implemented. In the period under review the Greek state was unable to contain, let alone roll back, the outbursts of racial violence which

91 Sotiropoulos/Featherstone/Karadag (2015), available at www.sgi-network.org.

92 Ibid.



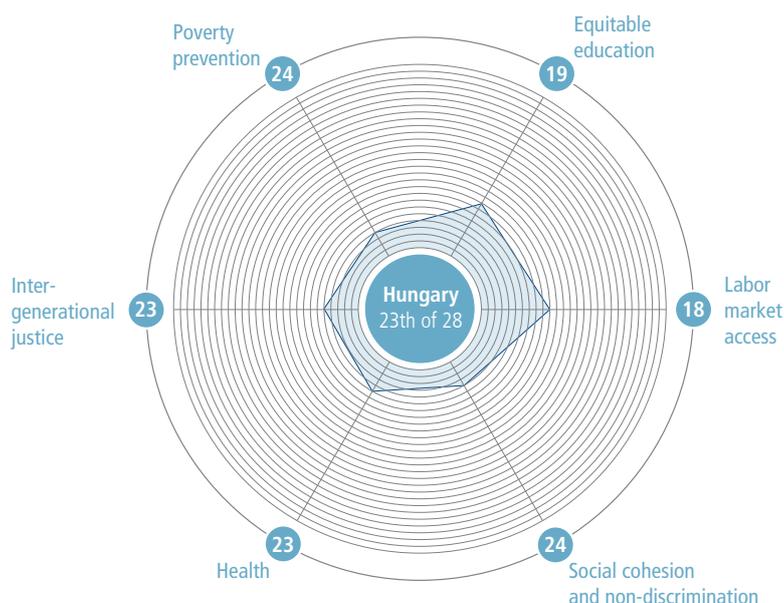
periodically spread through neighborhoods of Athens with a high concentration of migrants from South Asia and sub-Saharan Africa.”⁹³

Challenge: Greece also ranks at the bottom in terms of intergenerational justice. The country is one of the demographically “oldest” countries in the EU and carries also the highest public debt (177% of GDP). Although budget deficits have been scaled back through the implementation of harsh austerity policies, the debt level has risen again. The fiscal burdens for today’s young people as well as future generations are thus immense. At the same time, investment in research and development is very low (0.8% of GDP).

93 Ibid.

Hungary

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
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8	Luxembourg	6.44
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14	Lithuania	5.67
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18	Ireland	5.14
19	Cyprus	5.06
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23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
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28	Greece	3.61

Overall: Hungary's overall performance on the SJI has fluctuated somewhat since the first edition in 2008, but in terms of social justice specifically, the country has remained among the worst performers. The country's score of 4.73 ranks it 23rd in the EU. Hungary finds itself among the bottom half of countries in all six of the index's dimensions, and in two (poverty prevention and social cohesion and non-discrimination), the country numbers among the bottom five. With regard to this edition's focus on children and youth, Hungary ranks 26th with a score of 3.67 on this sub-index.

Challenge: Preventing poverty is a key priority of every modern state's social policy. Hungary still struggles to meet this fundamental policy goal: 31.1 percent of the total population are at-risk-of poverty or social exclusion (a rate that has shifted little since 2007). This ranks the country 24th among the 28 countries in the EU. Hardest hit are those under 18 years of age, with 41.4 percent at risk. Even more troubling, since 2007 (when 34.1 percent were at risk), the plight of Hungarian children and youth has clearly worsened. The share of Hungarians suffering with severe material deprivation, 23.9 percent of the total population, has moderately improved since 2013 (when it was 26.8 percent), but is still 4 percentage points higher than in 2007 and far above the EU average. As observed in other countries in our sample, a much larger share of children and youth suffer from this deprivation whereas seniors suffer the least: the share among those under 18 is



32.4 percent (an increase of 8 percentage points over 2007) and 15.8 percent for those 65 and older. The growing gap between generations is thus also evident in Hungary.

Challenge: Another major policy challenge confronting Hungary is strengthening social cohesion and combating discrimination. The country ranks 24th in this dimension, with a score of 4.61. The Hungarian National Assembly has the lowest proportion of seats held by women in the EU (just 9.3%). The country's NEET rate of 19.3 percent in 2014 (rank 20), exceeds the 17.8 percent EU average. The percentage of 20-to-24 year olds who are neither in employment nor participating in education or training has, however, decreased somewhat since 2013, but still exceeds the 17.1 percent seen in 2008. The SGI country experts awarded the government a score of 4 out of 10 for its social inclusion policy and scores of 5 for both its non-discrimination and integration policies. They note that “current household-consumption levels are still 10 percent below their 2008 level” and that the 2015 draft budget actually cuts social spending by 5 percent.⁹⁴ With regard to non-discrimination, the experts observe that “anti-discrimination efforts have shown only limited success,” with “discrimination against women in the areas of employment, career and pay...exemplified by the small number of women in Hungarian politics.”⁹⁵ In addition, anti-Semitism has been increasing and “homophobia remains a visible issue.”⁹⁶ The greatest policy failure, however, can be seen with regard to the Roma. “About half of all Roma children in Hungary still live in segregated communities and receive substandard education. In many cases, court rulings against segregation are not enforced.”⁹⁷

Challenge: Due to legislation that allows dual citizenship for ethnic Hungarians, the integration of ethnic Hungarians from neighboring countries – above all from Romania, Serbia and Ukraine – has been carried out with relatively few problems. By contrast, the integration of other migrants remains a controversial process, as the government does not allocate sufficient resources for their cultural and social integration.⁹⁸ Given the strong negative demographic trend, a more open attitude toward immigration – especially with a view to the EU's current refugee crisis – would clearly be in the country's long-term interest.

94 Ágh/Dieringer/Bönker (2015), available at www.sgi-network.org.

95 Ibid.

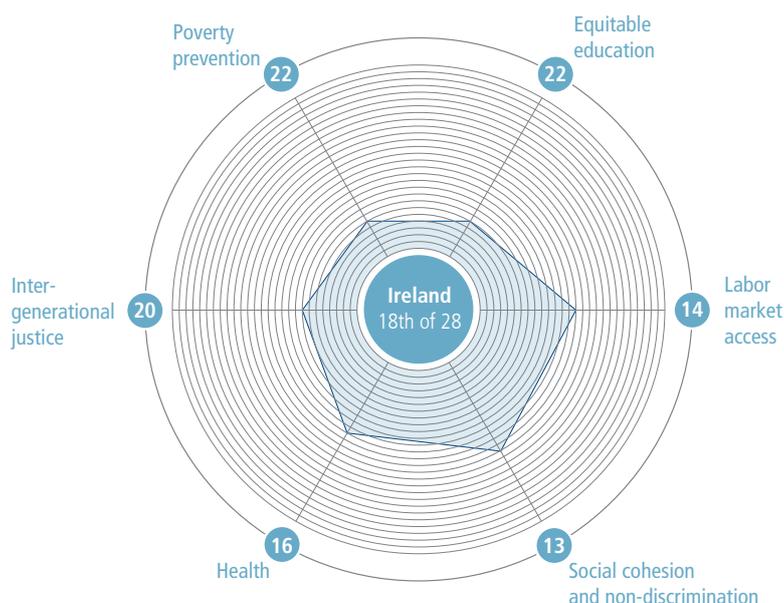
96 Ibid.

97 Ibid.

98 Ibid.

Ireland

EU Social Justice Index 2015



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Overall: Ireland's overall score of 5.14 on the current SJI ranks it 18th in the EU. The country's policy performance on social justice tends toward below average. Across the six dimensions, it ranks in the bottom third on three dimensions. While it never rises to the top ten at the dimension level, it also never sinks to the bottom five. In terms of our focus on children and youth, we see below average performance (rank 20 with a score of 4.84 on this sub-index). On three of the four measures, Ireland ranks among the bottom third and on one measure (early school leavers) in the top ten.

Challenge and achievement: With specific regard to children and youth, Ireland largely performs below average. A comparatively high rate of Irish children and youth are at-risk-of poverty or social exclusion, 33.9 percent in 2013 (the most recent reported year). The share at risk has been growing since 2007, when it was 26.2 percent, and now places the country 22nd in our sample. Ireland's NEET rate also remains problematic. The percentage of 20-to-24 year olds who are neither in employment nor participating in education or training decreased to 20.9 percent in 2014 (down from an extreme high of 26.1 % in 2010), but remains above the 18.2 percent seen in 2008. With regard to education, OECD data show that the PISA performance of Irish students unduly depends on their socioeconomic background. The Irish education system ranks 19th among all 28 EU countries on this measure. Even with these challenges, Irish youth have largely remained in



education or training. The rate of 18-to-24 year olds who dropped out of education or training has fallen since 2008, reaching 6.9 percent in 2014.

Achievement and challenge: Although on the decline, the still-high level of unemployment (especially among young people) remains a major challenge for policymakers. Chronic long-term unemployment and the associated social deprivation call for innovative policy initiatives that have thus far been lacking. Economic recovery has manifest itself unequally across regions in Ireland, and the disparities in living standards between the greater Dublin area and the poorer regions of the north and west appear to be widening.⁹⁹

Achievement: The SGI experts awarded the Irish government a score of 9 (the highest score achieved in the EU) out of 10 for successfully fighting discrimination. They determine that Ireland's Equality Authority, an independent body set up to monitor discrimination, as well as its independent equality tribunal have offered "an accessible and impartial forum to remedy unlawful discrimination."¹⁰⁰ In May 2015, Irish voters approved a constitutional amendment by referendum to extend the right to marriage to same-sex couples. In addition, the employment of foreign-born workers has been on par with native workers for years (occasionally actually exceeding native employment, as in 2008), placing the country 1st among the 28 EU countries in this regard. However, the full state of integration in Ireland is more complex. The experts gave the government's integration policy a score of 7. They highlight that while "more than 70 percent of immigrants to Ireland have the right to reside, work and own property in the country by virtue of their EU citizenship," many are not employed "in occupations commensurate with their skills and education."¹⁰¹

Achievement and challenge: Some successes and challenges relating to health policy also deserve mention. Ireland has the second highest healthy life expectancy in the EU, trailing only Malta. The average Irish can expect 66.9 healthy life years, 5.5 years more than the EU average. This atypically good health could be attributed in part to the high quality of the country's health service provision. According to the Euro Health Consumer Index (EHCI), health system outcomes rank 9th among all EU countries. However, access remains a problem. The EHCI points to longer wait times and a smaller range and reach of health services than in some EU countries (rank 11).

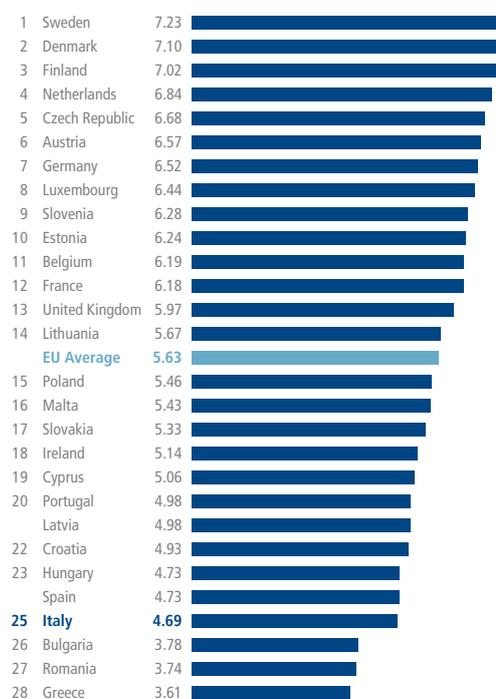
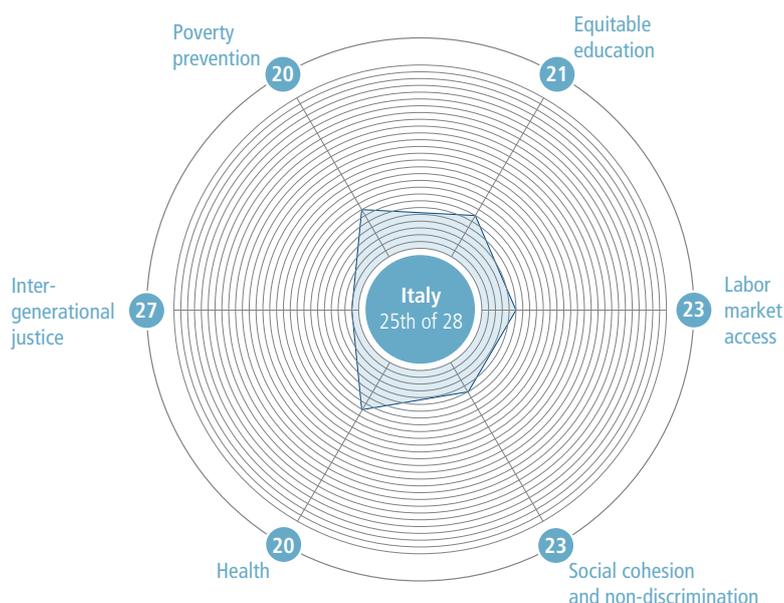
99 Walsh/Mitchell/Bandelow (2015), available at www.sgi-network.org.

100 Ibid.

101 Ibid.

Italy

EU Social Justice Index 2015



Overall: Overall, Italy's position on the latest SJI at rank 25 places it among the worst-performing EU countries with a score of 4.69. Italy's performance in terms of social justice has fluctuated somewhat since 2008, and shows only a minimal improvement over its 2014 score of 4.60. How Italy measures up against the other EU-member countries varies somewhat across the six dimensions, though it consistently ranks among the bottom third in all six dimensions. It performs worst in terms of intergenerational justice, where it ranks second to last, and ranks 23rd in both labor market access as well as social cohesion and non-discrimination. With regard to our sub-index on children and youth, the country comes in on rank 23rd with a score of 4.44.

Challenge: With the highest old age dependency ratio in the EU, Italy is most in need of a well-functioning labor market with high employment. Yet the country's score of 4.63 on labor market access is emblematic of the poor performance seen on most of the indicators that comprise this dimension. In 2014, only 55.7 percent of the working age population was employed, which is one of the lowest employment rates in the EU (only Greece and Croatia had a lower rate). More troubling is that Italian employment levels have been anemic going back at least to 2008. The employment situation for women has somewhat improved since 2008, but still remains far below parity or the EU average. Full-time employment has not protected all workers from poverty. A grudgingly high 9.6 percent of Italians working full-time were at-risk-of poverty in 2014. Looking



at the Italian labor market from the perspective of the unemployed, it becomes clear how much must still be done. The overall unemployment rate has gone from 6.8 percent in 2008 to 12.9 percent in 2014. Since the crisis began, the long-term unemployed have seen their numbers more than double (from 3.1% in 2008 to 7.8% in 2014). Among youth, the unemployment rate has more than doubled since 2008. With 42.7 percent of 15-to-24 year olds unemployed (rank 25), the Italian administration faces a truly urgent policy challenge. Without rapid labor market activation, many of these youth are risk of being permanently shutout of stable employment and Italy will have to bear the long-term societal consequences. However, recent reforms point in the right direction. The country experts note that “the scheduled labor market reforms, which will also introduce a general unemployment insurance, are ambitious and could lift Italy’s labor-market policy to meet average EU levels.”¹⁰²

Challenge: Structural weaknesses also threaten social cohesion. Italy has a high level of income inequality, with a Gini coefficient that has remained high for years. The percentage of children and youth who are threatened by poverty or social exclusion (32%) clearly exceeds the share of older people (65 or older) at-risk-of poverty or social exclusion (20.8%). In addition, the country’s NEET rate is the highest in our survey. In 2014, 32 percent of Italians 20-to-24 years old were neither in education nor training (a 10.4 percentage point increase over 2008). As mentioned earlier, these young adults are at-risk-of permanent exclusion from the labor market. In addition, the SGI country experts scored Italian social inclusion policy 4 out of 10 points. They find that the tax system’s redistributive functions “have largely ceased to work,” having “been curtailed by the rise in tax rates and the erosion of benefits and deductions due to inflation.”¹⁰³

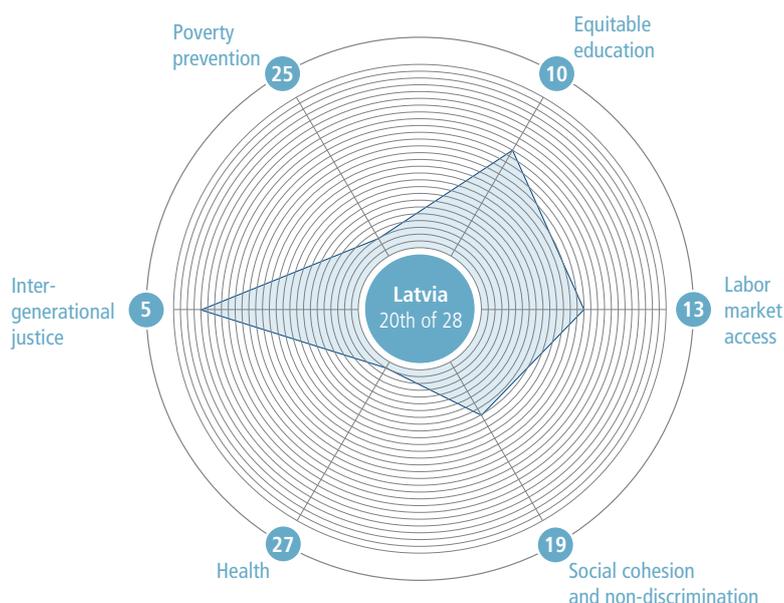
Challenge: Italy ranks second to last in terms of intergenerational justice. Aside from the poor prospects for young people on the labor market, the country is one of the demographically “oldest” countries in the EU and carries also one of the highest public debts (132% of GDP). The fiscal burdens for today’s young people as well as future generations are thus immense. At the same time, investment in research and development has remained low with only 1.3 percent of GDP.

102 Cotta/Maruhn/Colino (2015), available at www.sgi-network.org.

103 Ibid.

Latvia

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
10	Estonia	6.24
11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
14	Lithuania	5.67
	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Latvia's SJI score of 4.98 places it 20th among the 28-member countries of the EU. For two of the six dimensions in our study (health and poverty prevention), Latvia ranks among the bottom five. It does, however, excel in terms of intergenerational justice, placing 5th. The country's performance in terms of children and youth is similarly mixed, though it tends toward the middle range (ranking 19th with a score of 4.85 of this sub-index).

Challenge: In targeting broad-based social justice, Latvia faces many challenges, particularly in the area of health policy. The country ranks second to last in the dimension of health, with a score of 3.32, and has the lowest healthy life expectancy in the EU. The average Latvian can expect just 53.1 healthy life years, which is 8 years less than the EU average and 19 years less than the average Maltese. Insufficient access to health services may well be the root cause of this figure, as Latvia also has the highest percentage of respondents self-reporting unmet medical needs. In 2013, 13.8 percent reported not getting medical attention because of cost, distance or long waiting lists. The Euro Health Consumer Index confirms this, reporting that Latvian health policy performs below average, with comparatively long wait times as well as a low range and reach of health services. In terms of health system outcomes (a measure for this index), the country ranks 25th. The country's government received only 4 out of 10 points from the SGI experts for its health policies. In so doing, they point to an evaluation by the European Observatory on Health Systems



and Policies regarding the allocative efficiency of Latvia's health sector which concluded that "the share of resources allocated to health care is inadequate" and that "the share of resources allocated to different types of services is not efficient, as evidenced by long waiting lists, a lack of attention to chronic conditions and a lack of focus on preventable lifestyle diseases."¹⁰⁴

Challenge: Poverty prevention continues to pose another major policy challenge. In 2014, 32.7 percent of the total Latvian population were at-risk-of poverty or social exclusion. In comparison, the average across the EU was 24.6 percent. The situation is particularly acute for seniors. Whereas senior citizens fare better than the overall population in many EU countries, in Latvia, they are worse off. In 2014, 39.3 percent of those 65 and older were at risk, placing 27th (ahead of only Bulgaria). In 2014, the number of seniors who received 60 percent or less of the median income (after social transfers) was 27.6 percent, the second highest rate in our sample. In addition, the percentage of seniors suffering from severe material deprivation, while much lower today than in 2007, remains high by EU standards: 22 percent of Latvian seniors today suffer from severe material deprivation. With a rate of 35.3 percent, the share of Latvian children at-risk-of poverty or social exclusion is also much too high.

Achievement: Ensuring that policies are intergenerationally just requires, in part, that they are environmentally sustainable. Here Latvia performs particularly well. The country has the lowest greenhouse gas (GHG) emissions in the EU. In recent years, net GHG emissions have actually been negative - Latvia is the only EU country that has taken more of these climate warming gases out of the atmosphere than it puts in. In recent years, the country has also steadily increased renewable energy use. The share of energy from renewable sources in gross final energy consumption increased from 29.6 percent in 2007 to a laudable 37.1 percent in 2013, the second highest rate in the EU (behind Sweden). Given these and additional successes in ecological stewardship, the SGI country experts awarded the Latvian government a score of 9 out of 10 on its environmental policy. They determine that the country's "environmental policy effectively ensures the sustainability of natural resources and protects the quality of the environment."¹⁰⁵ In terms of a low carbon footprint, they note that in 2011 "a total of 1,428 projects worth LVL 56.57 million were approved in areas such as energy effectiveness, technology development for reducing greenhouse gas emissions and switching from fossil to renewable energy sources."¹⁰⁶

Also in terms of fiscal sustainability Latvia performs well. The country's public debt level (37.8 percent) is well below the EU average (87.7 percent). However, in terms of spending on research and development, another important indicator in the dimension of intergenerational justice, Latvia still has a lot of catching up to do: total expenditures on research and development only amount to 0.6 percent of the country's GDP, one of the lowest investment rates across the EU.

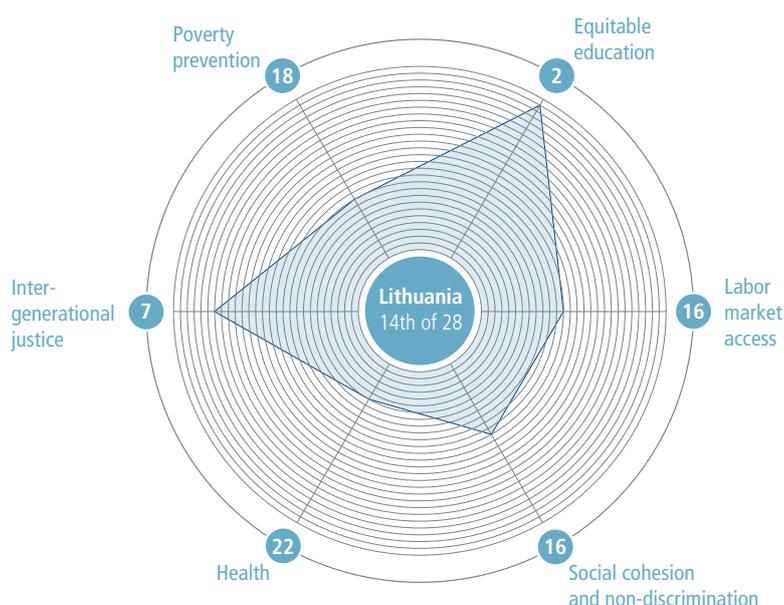
¹⁰⁴ As cited in Terauda/Auers/Jahn (2015), available at www.sgi-network.org.

¹⁰⁵ Terauda/Auers/Jahn (2015), available at www.sgi-network.org.

¹⁰⁶ Ibid.

Lithuania

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
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9	Slovenia	6.28
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13	United Kingdom	5.97
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18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
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	Spain	4.73
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27	Romania	3.74
28	Greece	3.61

Overall: Lithuania's current overall score of 5.67 places the country 14th in the EU, an improvement over SJI 2014. The country's performance across the six dimensions varies greatly, placing among the top five on one dimension (equitable education) and in the bottom seven on another dimension (health). With regard to this edition's focus on children and youth, Lithuania's performance is mixed but above average: the country ranks 12th with a score of 5.83 on this sub-index.

Achievement and challenge: The Lithuanian education system has seen considerable success at ensuring that educational opportunities are equitably distributed. The country ranks 2nd, after Denmark, in this dimension. Lithuania has one of the lowest dropout rates in the EU, placing it 5th among the 28 member states. In 2014, 5.9 percent of 18-to-24 year olds dropped out of education or training. The education system has also done relatively well to ensure that learning opportunities do not unfairly favor particular socioeconomic backgrounds (rank 6). As a percentage of GDP, public expenditure on pre-primary education in Denmark totaled 0.7 percent in 2011 (the most recent reported year), placing the country 7th within the EU. Much evidence has shown that these early investments in children's education yield significant, lifelong positive effects. Overall, the SGI country experts gave the Lithuanian government a score of 7 out of a possible 10 for its education policy. They note, however, several challenges to equity, including "an urban-rural divide and some disparities in educational achievements between girls and boys" as well as gaps in access to



education for “the Roma population and, to a certain extent, the migrant population.”¹⁰⁷

Challenge: One of the country’s principal social justice challenges is poverty. In 2014, 27.7 percent of the total population were at-risk-of poverty or social exclusion. Although this is a clear improvement compared to 2012 (32.5%), the country’s performance here (rank 18) is still below the EU average. Families with many children, people living in rural areas, youth and disabled people, unemployed people, and elderly people are the demographic groups with the highest poverty risk.¹⁰⁸ The rate of severe material deprivation among the general population was 14.4% in 2014. On this measure, Lithuanians 65 and over fare the worst, with 19.3 percent living in conditions of severe material deprivation.

Challenge: Although Lithuania’s labor market proved to be highly flexible during the financial crisis, unemployment rates remain high, especially among youth, the low-skilled, and the long-term unemployed. Low-skilled unemployment is at 30.7 percent. Only Spain and Slovakia perform worse on this indicator. In its 2014 report, the European Commission found that devising active labor-market measures of sufficient scope and quality continues to be a challenge in Lithuania. The Commission recommended that Lithuania place stronger focus on active labor-market measures and give a higher priority to offering high-quality apprenticeships in order to reduce unemployment within particular target groups. The country ranks 16th in the SJI’s labor market dimension.

Challenge: Lithuania shows major weaknesses in the area of health (rank 22). According to the 2015 SGI report, “the provision of health care services varies to a certain extent among the Lithuanian counties; the inhabitants of a few comparatively poor counties characterized by lower life expectancies (e.g., Tauragė county) on average received fewer health care services. Out-of-pocket payments remain high (in particular for pharmaceuticals), a fact that may reduce health access for vulnerable groups.”¹⁰⁹

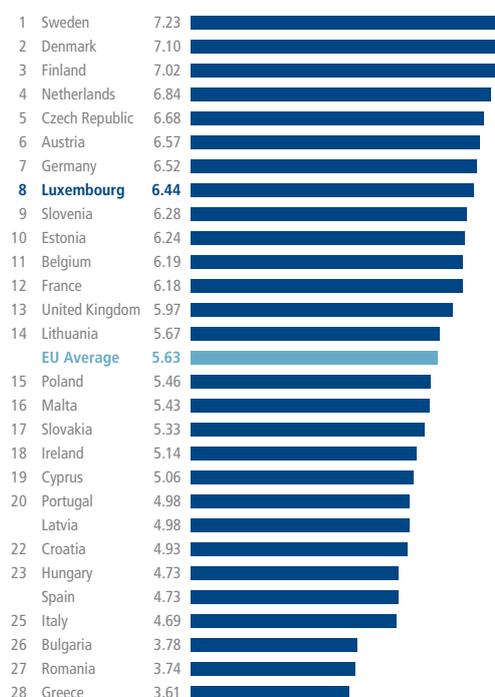
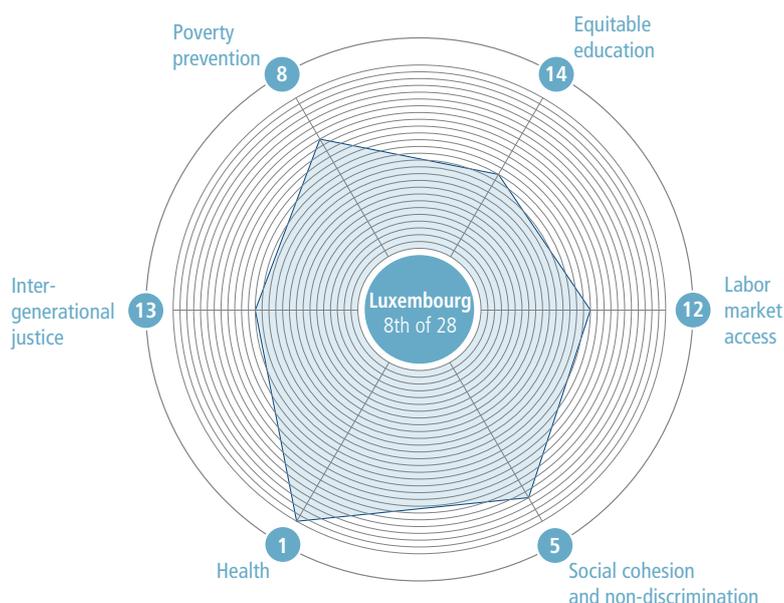
107 Nakrošis/Vilpišauskas/Jahn (2015), available at www.sgi-network.org.

108 Ibid.

109 Ibid.

Luxembourg

EU Social Justice Index 2015



Overall: With an overall score of 6.44 on the SJI, Luxembourg ranks 8th in the EU. The country ranks among the top ten in three of the six dimensions. It is the top performer in the health dimension and ranks 5th in social cohesion and non-discrimination. With a respect to this edition's focus on children and youth, we see mixed performance: on two of the four measures (the NEET and dropout rates) Luxembourg ranks 6th. On this sub-index, the country's score of 6.13 ranks it 10th.

Achievement: With a score of 7.27 in terms of social cohesion and efforts to combat discrimination, Luxembourg ranks among the top five for its policies in this dimension. The country has one of the lower NEET rates, ranking 6th in the EU. In 2014, one in ten 20-to-24 year olds were neither employed nor participating in education or training. While low when compared to most of its European counterparts, this rate has actually increased by three percentage points since 2010. The SGI country experts awarded the government a laudable score of 9 out of 10 for its social inclusion policy and a score of 8 for both its non-discrimination and integration policies. These experts report that "Luxembourg's welfare system is possibly one of the most substantial and comprehensive in Europe."¹¹⁰ "Since 1986, Luxembourg has offered a guaranteed minimum

¹¹⁰ Schneider/Lorig/Bandelow (2015), available at www.sgi-network.org.



income (revenu minimum garanti, RMG).¹¹¹ With respect to integration, they commend the 2010 introduction of “a national action plan to better integrate the immigrant populations as well as combat discrimination (Plan d’action national d’intégration et de lutte contre les discriminations)” and “improved consultation mechanisms with migrants.”¹¹² These include a recent policy requiring each municipality “to establish an integration commission (Commissions consultatives communales d’intégration, CCI) that accurately represents the region’s migrant mix.”¹¹³ Looking at discrimination, they note that since 92 percent of migrants are European and most of a Christian faith, “migration issues have caused fewer conflicts on ethnic concerns than in neighboring countries.”¹¹⁴

Achievement: Because illness undermines an individual’s capacity to fully achieve their potential, access to quality health services is considered a precondition for social inclusion. Luxembourg can be praised for leading the 28 EU-member countries in the health dimension with a score of 7.88. In 2013, a comparatively low 0.9 percent of Luxembourgers reported not getting medical attention because of cost, distance or long waiting lists. According to the Euro Health Consumer Index, Luxembourg’s health system is among the best performing (ranking 3rd in our sample), with comparatively few wait lists as well as a high range and reach of health services. On the same index, the country ranks 6th in terms of health system outcomes, behind the Netherlands and Germany. The government received a score of 8 out of 10 from the SGI experts for its health policy. Though it has many strengths, they point out that the country’s health care system is one of the most expensive in the OECD and that “the new government is expected to swiftly implement a comprehensive reform of the health-insurance system (for example, introducing digital patient files, a primary-doctor principle and state grants for sickness benefits) with the aim of improving the long-term budgetary sustainability of the health care and statutory nursing care systems.”¹¹⁵

Challenge: Despite its relatively overall strong performance in social justice, Luxembourg does face certain challenges across the various dimensions examined. The most significant challenge is found in the dimension of intergenerational justice. As of 2012 (the latest year for which data are available), Luxembourg has the highest rate of greenhouse gas (GHG) emissions and lowest share of renewable energy use in the EU. The country emits an alarming 21.7 tons of GHGs per capita (reported in CO₂ equivalents). In comparison, the top five countries on this measure each release less than 5 tons per capita. Luxembourg’s share of energy from renewable sources in gross final energy consumption has increased only marginally from 2.7 percent in 2007 to the current 3.6 percent. Climate change may well be the most significant challenge ever faced by humanity and, as such, aggressive interventions must come from countries large and small. Wealthy Luxembourg can and should take more policy action to combat this global threat.

111 Ibid.

112 Ibid.

113 Ibid.

114 Ibid.

115 Ibid.

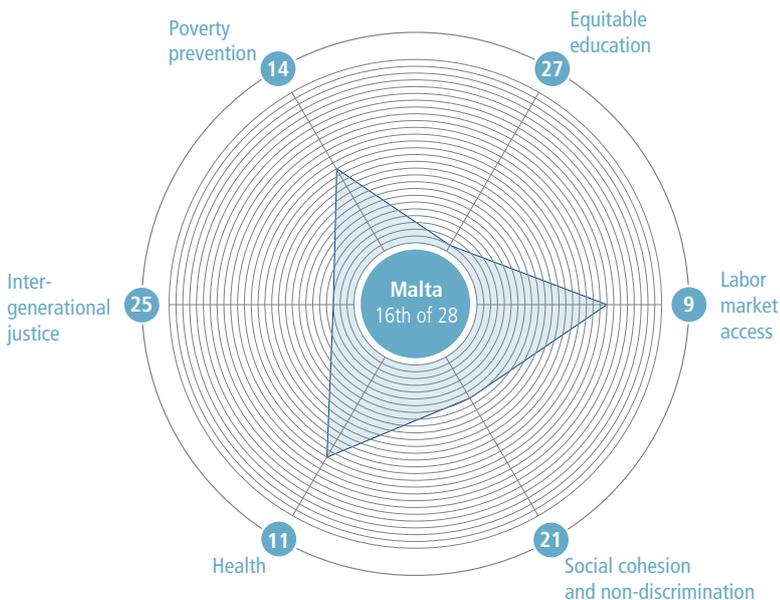
In the context of intergenerational justice, another problematic aspect deserves attention: The share of children and youth threatened by poverty or social exclusion has risen significantly since 2007 (from 21.2% to 26%) and is also much higher than the respective rate among elderly persons (7%). In addition, the most recent SGI report notes that “the poverty risk for single-parent families in Luxembourg has risen dramatically from 25.2% in 2003 to 46.9% in 2012.”¹¹⁶

¹¹⁶ Ibid.



Malta

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
6	Austria	6.57
7	Germany	6.52
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10	Estonia	6.24
11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
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	EU Average	5.63
15	Poland	5.46
16	Malta	5.43
17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Malta's overall performance on the SJI has remained stable and within the midrange since the 2014 edition of the SJI. In the current index, the country ranks 16th in the EU with a score of 5.43. Across the six dimensions of our index, Malta ranks among the top ten on one dimension (labor market access) and in the bottom five in two dimensions (equitable education and intergenerational justice). With regard to our focus on children and youth, Malta's score of 4.81 on this sub-index ranks it 21st.

Achievement and challenge: Malta ranks 9th in the labor market access dimension, with a score of 6.31. In 2014, 5.9 percent of working-age Maltese were unemployed, placing the country 3rd (on par with Luxembourg and only slightly behind Germany and Austria). The rate of long-term unemployment has fallen as well since peaking in 2010. In 2014, 2.7 percent of 15-to-64 year olds had been unemployed for a year or more. As in many other countries, unemployment affects the population aged 15-to-24 years by far the most. At its peak in 2010, 13.2 percent of Maltese youth were unemployed. Since then, this rate has steadily decreased to 11.8 percent (2014). Those with less than upper secondary education have fared comparatively well in Malta. With regard to the equitable distribution of employment opportunities, Malta shows strengths and weaknesses. In recent years, the employment of foreign-born workers has been relatively on par with that of native workers (in 2014, the ratio was 1.04). The employment opportunities of some other groups,

however, have been far less equitable. Women face the most exclusionary labor market in the EU. The ratio of women to men active in the labor force was 0.66 in 2014. This employment gap between men and women has slightly narrowed throughout the crisis, giving rise to cautious optimism. According to the SGI experts, “the recent introduction of free child care centers is expected to improve labor-force participation rates for women.”¹¹⁷ The country experts also note that the Maltese “labor market in general is not inclusive enough to offer sufficient opportunity for lower-skilled individuals who struggle to find employment.”¹¹⁸ In addition, older workers, those 55 to 64, fare poorly. In 2014, just 37.7 percent of this demographic were employed. Only Greece, Slovenia and Croatia perform worse on this measure. Here again, though we see a positive trend, the rate of older employment has steadily increased since the first SJI in 2008, when the rate was 30.1 percent.

Challenge: Malta also faces serious challenges within its education system. The country has the second highest rate of youth dropping out of education and training. While this rate has improved since 2008 (27.2%), 20.4 percent of 18-to-24 year olds dropped out in 2014. According to the SGI country experts, this “high rate of early school leaving contributes to youth unemployment and a weak domestic skills base. (...) Given these two factors, one can note a correlation between youth unemployment and a lack of basic skills. Economic restructuring has underscored this problem, creating a situation in which local youths fail to compete for jobs with other EU citizens.”¹¹⁹ Keeping young adults in education or training and improving targeted qualification measures as well as vocational training is thus of vital importance for the long-term viability of the Maltese labor market.

Challenge: Elements of intergenerational justice related to environmental sustainability are also posing a challenge for the Maltese government. The country has the second lowest rate of renewable energy use in our sample, ahead of only Luxembourg. Only 3.8 percent of gross final energy consumption came from renewable sources in 2013. While this is an improvement over the 0.2 percent seen in 2007, it remains alarmingly far below the 17.9 percent EU average. The SGI researchers awarded the government a score of 4 out of 10 for its largely insufficient environmental policy. They note that though “Malta is bound to fulfill key climate targets within the context of the Europe 2020 Strategy,” most of its energy is derived from foreign oil.¹²⁰ They also detail many new policies to protect biodiversity and the freshwater supply, but it will take some years before the results of these new efforts are realized.

117 Pirotta/Calleja/Colino (2015), available at www.sgi-network.org.

118 Ibid.

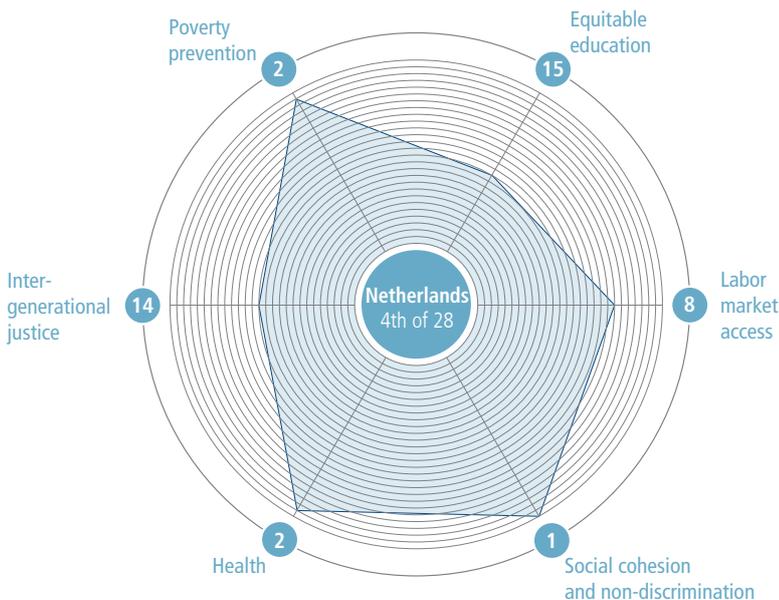
119 Ibid.

120 Ibid.



Netherlands

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
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18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: The Netherlands is one of the most socially just countries in the EU. The country ranks a laudable 4th, behind Sweden, Denmark and Finland with an overall score of 6.84. This score, however, has been in decline since our first social justice assessment in 2008. Most of this can be attributed to negative developments in the Dutch labor market during the crisis. The overall success, however, is broad-based, with the country ranking among the top five in three of the six dimensions. Most commendable, the Netherlands is number one within the EU in terms of social cohesion and non-discrimination. With regard to this edition's focus on children and youth, the Netherlands also excel with a score of 7.17, coming in second only to Sweden.

Achievement: With regard to poverty prevention, the Netherlands has the second lowest population share at-risk-of poverty or social exclusion, 15.9 percent (2013). Possibly most impressive, the percentage at risk has remained relatively stable throughout the crisis. The rate among Dutch under 18 years of age, though higher (17%), has likewise remained relatively stable. Among seniors (65 and older) the percentage at-risk-of poverty has actually decreased from 9.8 percent in 2007 to 6.1 percent in 2013. A growing gap between young and old in terms of poverty is thus also evident in the Netherlands. The rate of severe material deprivation, both for the total population and each of the aforementioned subgroups, shows a slight negative trend. The share of the total population suffering from deprivation increased from 1.7 percent in 2007 to 2.5 percent 2013.

The rate among children and youth as well as seniors rose in 2013, to 2.3 percent and 0.8 percent respectively.

Achievement: The Netherlands is successful in creating an inclusive society. The country achieves the highest score awarded – 7.97 – in the dimension of social cohesion and non-discrimination. Most laudable, the Netherlands has the lowest NEET rate in the EU. In 2014, only 7.8 percent of 20-to-24 year olds were neither in employment nor participating in education or training. While this rate is higher than the country’s 2008 and 2010 rates, it remains considerably below the 17.8 percent EU average. In addition, the country has the fourth lowest Gini coefficient in the EU. The SGI country experts awarded the Netherlands the highest score (8 out of 10) for its social inclusion and integration policies. Though the Netherlands appears to be doing several things right, the experts nonetheless identify several areas warranting further policy intervention. They note, for example, that wealth inequality “has plummeted since 2008, largely because of a decrease in the value of housing stock.”¹²¹ “Of 4.3 million home-owning households, 1.4 million had fiscal mortgage debts higher than the market value of their house.”¹²² They also fault the country for its continued high gender pay gap (men make 40% more than do women). The country experts note that integration policy was a “political bone of contention until 2008,” but that it has since been a relatively uncontroversial policy area.¹²³ In addition, these experts scored the country’s non-discrimination policy a 9 out of 10 (the highest score awarded to an EU country).

Challenge: One policy area where the Netherlands continues to lag behind is in the struggle against climate change. The country ranks 24th on greenhouse gas (GHG) emissions, one of our indicators in the area of intergenerational justice. In 2012 (the most recent reported year), the Dutch emitted 11.7 tons per capita of climate warming gases (in CO₂ equivalents). This is in large part a result of the country’s dismally low use of renewable energy. Whereas EU-wide, 17.9 percent of gross final energy consumption comes from renewable sources, renewables make up only 4.5 percent in the Netherlands. This ranks the country 26th, ahead of only Luxembourg and Malta. Vastly increasing the use of renewable energy would help the Netherlands significantly cut its GHG emissions and demonstrate far greater solidarity with the global community on climate change.

Challenge: The country experts also identify several weak spots on the Dutch labor market: “relatively low labor market participation of migrants; little transition from unemployment to new jobs; relatively few actual working hours; a growing dual labor market between insiders (with high job security) and outsiders (independent workers without employees and low to no job security); relatively high levels of discrimination on-the-job; and high work pressure.” In cross-national comparison, the Netherlands dropped from rank 2 to rank 8 among all EU countries in terms of labor market access.

¹²¹ Hoppe/Woldendorp/Bandelow (2015), available at www.sgi-network.org.

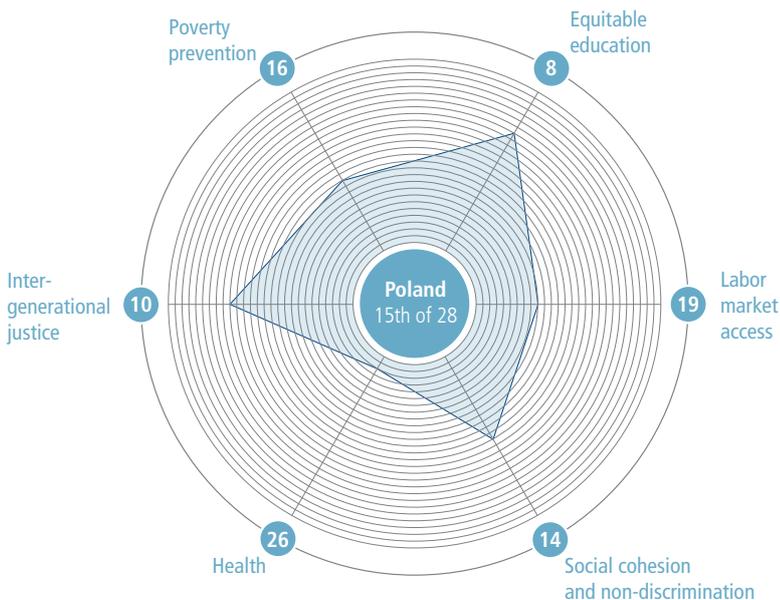
¹²² Ibid.

¹²³ Ibid.



Poland

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
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28	Greece	3.61

Overall: Poland's overall performance on the SJI has steadily improved since the first assessment in 2008. In the current index, the country ranks 15th in the EU with a score of 5.46. Across the six dimensions, Poland ranks in the top ten on two dimensions (equitable education and intergenerational justice) and among the bottom five in the health dimension. With regard to our focus on children and youth, Poland's score on this sub-index of 5.53 ranks it at 15th place.

Achievement: Social justice requires that all students be provided with high quality, equitably distributed education. Only then do all young people have an equal opportunity to achieve their potential. Poland has had some commendable policy successes at attaining this goal. The country's score of 6.71 in the dimension of equitable education (rank 8) is by no means perfect, but it does reflect the education system's comparative progress. Poland has consistently featured a low dropout rate. In 2014, 5.4 percent of 18-to-24 year olds had dropped out of education and training, placing the country 3rd (behind Croatia and Slovenia). According to the OECD's standardized student assessment, the Polish education system ranks 3rd in the EU (behind Finland and Estonia). The most recent PISA study in 2012 showed that the average Polish student scores 28.9 points higher than the EU average. In addition, socioeconomic background does have an impact on PISA scores, but to a lesser extent than it does in 16 other EU countries. The SGI country experts awarded the Polish administration a score of 7 out of 10 for its education policy. They report that

education reforms implemented by the first Tusk government “have gradually become effective and have significantly increased the quality of education in the country.”¹²⁴ The main focus of these reforms was to better align the skills of graduates with the needs of the labor market. The results of a new reform package, announced in June 2014, “focusing on improving teaching quality in secondary education,” have yet to be seen.¹²⁵

Challenge: While Poland ranked above average on two of the four measures used for our special sub-index on children and youth, it ranked moderately below average on the other two indicators. In 2013, 29.8 percent of children and youth (under 18) were at-risk-of poverty or social exclusion, placing the country at rank 17. While high, this rate is a substantial improvement over the share who were at risk in 2007 (37.1%). Poland’s NEET rate ranks below average (18th place). Over the past eight years, the number of youth neither in employment nor participating in education nor training has risen from 14.9 percent in 2008 to 18.8 percent in 2014. While Polish children and youth are surely in a better situation than some of their European counterparts, more can be done to ensure that all of them have the resources and support to achieve their potential.

Challenge: The greatest policy challenge affecting the general population is broad access to high-quality health care. Poland ranks 26th in our health dimension, with a score of 4.11. In 2013, 8.8 percent of Poles surveyed reported not getting medical attention because of cost, distance or long waiting lists. In comparison, the average across the EU is nearly half this rate. In addition, according to the Euro Health Consumer Index, the Polish health care system is one of the worst. The range and reach of health services is low and wait times are comparatively long, placing the country at rank 26. On this same index, the country ranks 23rd on health outcomes. The SGI researchers gave the government’s health policy a score of 5 out of 10. In their assessment, they note that while “public health insurance covers some 98 percent of Poland’s citizens and legal residents,” access is highly uneven and out-of-pocket costs are high.¹²⁶ “A 2012 survey found that only 11% of respondents had a positive opinion regarding the work of the country’s National Health Insurance Fund (Narodowy Fundusz Zdrowia, NFZ).”¹²⁷ Reforms announced in October 2012 by Health Minister Bartosz Arlukowicz have not yet materialized.¹²⁸

Challenge: Despite a slightly positive trend compared to last year’s edition, Poland labor-market performance shows some weak spots. The employment rate (61.7%) is among the lowest in the EU (rank 21). At the same time, there are massive regional variations, both between and within regions (voivodships).¹²⁹ Also, youth unemployment is still much higher today (23.9%) than in 2008 (17.3%).

¹²⁴ Matthes/Markowski/Bönker (2015), available at www.sgi-network.org.

¹²⁵ Ibid.

¹²⁶ Ibid.

¹²⁷ Ibid.

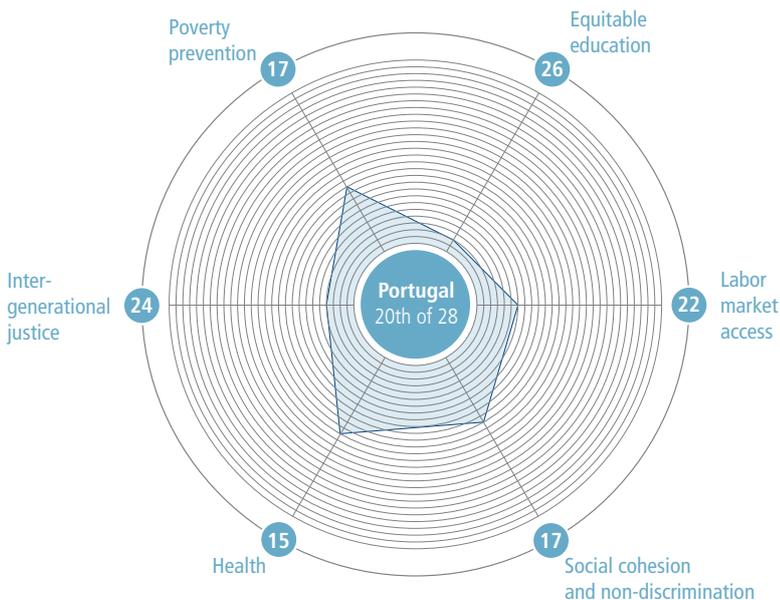
¹²⁸ Ibid.

¹²⁹ Ibid.



Portugal

EU Social Justice Index 2015



1	Sweden	7.23
2	Denmark	7.10
3	Finland	7.02
4	Netherlands	6.84
5	Czech Republic	6.68
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7	Germany	6.52
8	Luxembourg	6.44
9	Slovenia	6.28
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11	Belgium	6.19
12	France	6.18
13	United Kingdom	5.97
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17	Slovakia	5.33
18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
25	Italy	4.69
26	Bulgaria	3.78
27	Romania	3.74
28	Greece	3.61

Overall: Portugal's SJI score of 4.98 places it 20th among the 28 EU-member countries – a slight decline compared to last year's edition. In two of the six dimensions in our study (equitable education and intergenerational justice), the country ranks among the bottom five. The country's performance in terms of children and youth is similarly mixed, though it remains clearly below average (ranking 22nd with a score of 4.69).

Challenge: Portugal confronts a number of major policy challenges to achieving broad-based social justice. Unemployment rates have diminished slightly, but remain very high, particularly among youth (34.8%). Some of the gains have come from increased emigration. Poverty has increased once again. The share of the total population at-risk-of poverty or social exclusion has risen from 25 percent in 2007 to 27.5 percent, the respective rate for children has increased to 31.7 percent (2007: 26.9 percent). As is the case in other EU countries, the gap in poverty levels between the generations has been growing. Indeed, whereas child poverty has increased, senior citizen poverty has decreased (i.e., in 2007 30% of those 65 and older were at-risk-of poverty or social exclusion whereas only 20.3% of this group are today at risk).

Ensuring that educational opportunities reach all segments of society and are equitably distributed is another challenge. The country's score of 4.85 in the equitable education dimension places

Portugal 26th in our ranking, with only Slovakia and Malta performing worse. And although Portugal's dropout rate has been halved since 2008 – from 34.9 percent to 17.4 percent in 2014 – its rate is nonetheless one of the highest in the EU (rank 25). In order to ensure both social cohesion and long-term labor market success, more of these 18-to-24 year olds must remain in education or training. The SGI country experts give the government's education policy a score of 4 out of 10. These researchers point to a number of worrying trends. The Coelho government's reform efforts focused on strengthening technical and professional education as well as increasing student testing, but “there is little evidence that these measures have generated gains in terms of quality, access or efficiency.”¹³⁰ In addition, spending cuts associated with the austerity measures “have had an adverse impact on the already poor overall quality of education in Portugal.”¹³¹ These cuts in education have continued even with the bailout ended: the 2015 budget cuts resulted in a primary and secondary expenditure cut by 11 percent (compared to 2014).

Challenge: Ensuring that the public policy decisions taken today do not risk the well-being of future generations is another significant challenge facing Portugal. With a score of 4.58, the country ranks 24th in terms of intergenerational justice. Public debt has nearly doubled since 2008 – to 130.2 percent of GDP in 2014. As such, Portuguese gross government debt ranked the third highest in the EU, only Greece and Italy feature greater levels of debt. Add to this heavy burden one of the highest old age dependency ratios in our study (30.3% in 2014) and a wholly unsustainable picture emerges. The population is shrinking “as both birth and immigration rates fall.”¹³² Family policies are comparatively underdeveloped, with women having limited opportunity to combine parenting and work.

Achievement: Portugal is among the better performing countries on several social justice measures. One policy issue worth noting are those policies addressing climate change. The country ranks a respectable 6th both in terms of greenhouse gas (GHG) emissions and renewable energy use. In 2012 (the most recent reported year), the average Portuguese emitted 5.5 tons of climate warming gases (in CO₂ equivalents), nearly 3 tons less than the per capita average across the EU. In addition, the share of energy coming from renewable sources in gross final energy consumption has gradually increased from 21.9 percent in 2007 to 25.7 percent in 2013.

130 Bruneau/Jalali/Colino (2015), available at www.sgi-network.org.

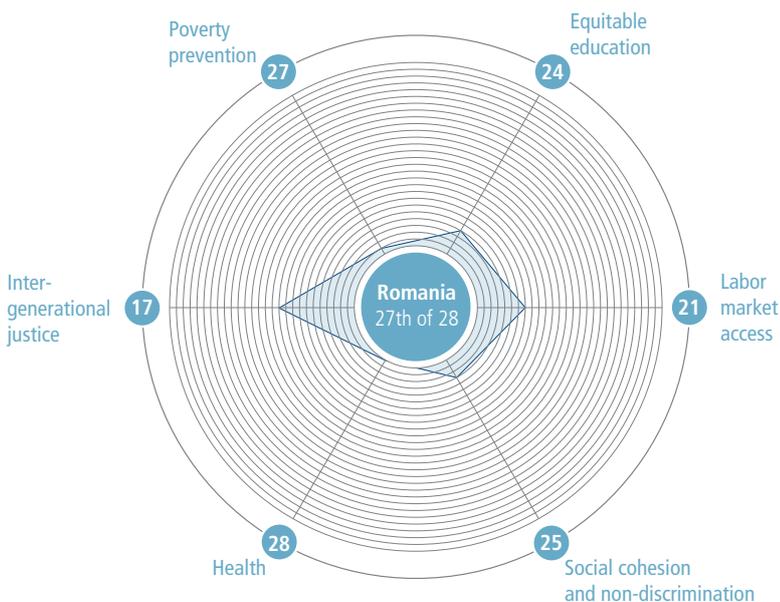
131 Ibid.

132 Ibid.



Romania

EU Social Justice Index 2015



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Overall: Romania's overall performance on the SJI places it among the EU countries most urgently in need of policy reforms. With a score of 3.74, the country ranks 27th. Romania ranks among the bottom five performers in four of the six dimensions in our study. Most worrying, the country ranks last in the dimension of health and second to last in poverty prevention. With regard to our focus on children and youth, the country's score on this sub-index of 2.76 ranks it second to last in the EU.

Challenge: Because illness undermines an individual's capacity to fully achieve his or her potential, access to quality health services is considered a precondition for social inclusion. Romania, however, is failing to adequately provide this precondition to its citizens. With a score of 3.09, the country ranks last in the EU in our health dimension. According to Eurostat, in 2013, one in ten Romanians reported not getting medical attention because of cost, distance or long waiting lists (ranking the country 27th, ahead only of Latvia). According to Euro Health Consumer Index data, Romania's health system is the second worst performing, with long waiting times for treatment, a low range and reach of health services, and poor outcomes. Even more worrying, waiting times and the range and reach of services provided have each worsened progressively since 2008. Given these metrics, it should come as no surprise that the SGI country experts flagged Romanian healthy policy as inadequate, scoring it 4 out of 10. They credit inadequate funding with under-

mining the country's health system, which receives "the lowest health-budget allocation of any EU-member state."¹³³ "Due largely to this underfunding, the de facto availability of many medical services is severely limited, thereby leading to widespread bribe-giving by patients even for basic services."¹³⁴ They recommend better monitoring of cost efficiency, investments and a streamlined regulatory framework for the relationship between public and private health sectors.

Challenge and achievement: Another major policy challenge confronting the Romanian government is poverty prevention. In 2013, an alarming 40.4 percent of Romanians were at-risk-of poverty or social exclusion, the second highest rate in the 28-member EU. While this rate has gradually improved since 2007 (when 45.9% were at risk), it remains 15 percentage points higher than the EU average. 28.5 percent of the total population suffer from severe material deprivation (the second highest rate in the EU) and 22.4 percent are income poor (i.e., they receive 60 percent or less of the median income, after social transfers). Among those at risk, children fare the worst. With 48.5 percent of those under 18 at-risk-of poverty or social exclusion, the average Romanian youth faces conditions worse than their counterparts in 26 other EU countries. 34.1 percent of children and youth suffer from severe material deprivation. Seniors (65 and over) find themselves similarly worse off than most of their EU counterparts. Overall, 35 percent are at-risk-of poverty or social exclusion (rank 26). The government has made significant strides at reducing severe material deprivation among seniors – from 48.9 percent in 2007 to 27.5 percent in 2013 – but it remains the second highest rate in the EU (ahead of only Bulgaria). Clearly, across the spectrum of society, far more must be done in order to reduce the incidence of poverty.

Challenge: A major challenge is the situation of the Roma. According to the 2015 SGI country report, this specific minority "is particularly vulnerable to poverty and marginalization, as the community's economic and educational disadvantages are exacerbated by discrimination. The Romanian government still has a long way to go with respect to the establishment of an effective safety net for the poorest, as well as with the formulation and implementation of long-term strategies creating more equal education and employment opportunities for the marginalized. A long-term social-inclusion project, supported by the World Bank, which focused on improving living conditions among the Roma, persons with disabilities, children at risk and victims of domestic violence revealed strong institutional fragmentation and weak institutional capacities at the local level."¹³⁵

133 Wagner/Pop-Eleches/Bönker (2015), available at www.sgi-network.org.

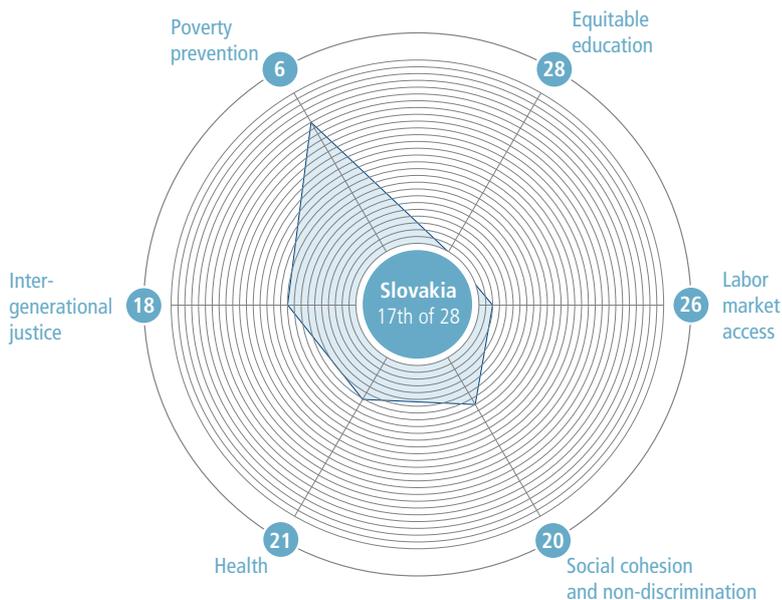
134 Ibid.

135 Ibid.



Slovakia

EU Social Justice Index 2015



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Overall: Slovakia's current SJI score of 5.33 ranks the country 17th in the EU, somewhat worse than in our inaugural assessment in 2008. The country's performance across the six dimensions varies greatly, placing it among the top ten in one dimension (poverty prevention) and in the bottom five in two dimensions (equitable education and labor market access). With regard to our focus on children and youth, the country's score of 5.26 on this sub-index ranks it 17th. Most worrying, Slovakia ranks at the very bottom in terms of the extent to which socioeconomic factors influence individual PISA results.

Achievement: Poverty prevention features as the first dimension in our index because it is such an essential factor in achieving broad-based social justice. Slovakia, in 6th place in this dimension, ranks relatively well mainly because of the country's comparatively even income distribution patterns. In 2014, 18.4 percent of the population were at-risk-of poverty or social exclusion. By comparison, the EU average was 6 percentage points higher for the same year. Particularly noteworthy, the poverty prevention has improved measurably for the country's seniors since 2007. Indeed, the share of seniors (65 and older) at-risk-of poverty or social exclusion has fallen from 22 percent in 2007 to 13.4 percent in 2014. By contrast, the respective rate among children and youth is much higher at 23.6 percent. Moreover, in terms of severe material deprivation, the country's performance is only mediocre. Some 9.9 percent of the total population is affected by severe

material deprivation, which means that these people do not have the financial means to afford fundamental necessities of daily life (e.g., an appropriately heated apartment or a telephone).

Challenge: The Slovak government faces possibly its most serious challenges within its education system. The country received the lowest score awarded in our equitable education dimension. According to the OECD's standardized student assessment, the Slovak education system ranks 24th in the EU. The most recent PISA study in 2012 showed that the average Slovak student scores 20 points below the EU average and more than 40 points below the average student in the top five countries (Finland, Estonia, Poland, the Netherlands and Italy). The OECD data also show that the PISA performance of Slovak students depends on their socioeconomic background more so than in any other EU country. As such, educational opportunities in the country are miserably far from being socially just. In assessing the administration's education policy, the SGI country experts awarded a score of 4 out of 10. They determine that "the quality of education and training in Slovakia has suffered both from low levels of spending and a lack of structural reforms," with spending levels on education, which "have fallen as a percentage of GDP since 2009," ranking among the lowest in the EU.¹³⁶

Challenge: A second major challenge relates to labor market access. Overall, the Slovak labor market is in a particularly precarious and unsustainable state. The country receives a score of just 3.28 in terms of labor market access, which places it third to last (rank 26). In 2014, only 61 percent of the working age population was employed (the rate has fluctuated between 58.8% and 62.3% since the 2008 edition of the SJI), placing Slovakia at rank 22. Low levels of employment have hit one group the hardest: women. With regard to the ratio of women to men active in the labor force, Slovakia ranks only 23rd. In this context, the country experts note that "mothers of children under two years of age rarely work, maternal employment rates are below the OECD average, and working women face an enormous double burden of both professional and domestic responsibilities. (...) Child care for children under three years of age in particular continues to be virtually unavailable."¹³⁷ The country also has one of the highest incidences of involuntary temporary employment. Since 2008, the share of working-age Slovaks in temporary employment because they could not find a permanent position has increased by more than 13 percentage points to the current 87.3 percent. In comparison, the rate in Austria, which ranks first place on this indicator, is 8.8 percent and across the EU averages 63.4 percent. The overall unemployment rate, 13.2 percent (2014), though lower than at its peak in 2010, remains significantly worse than the 9.5 percent seen in 2008. With regard to persons unemployed for a year or more, while in 2008 the rate was 6.7 percent, in 2014 the rate stood at 9.3 percent of the labor force. Those with less than upper secondary education suffer a much higher unemployment rate of 41.4 percent, the highest rate in our study. In addition, youth unemployment rates have remained high (29.7%) and the Roma minority continues to be largely excluded from the labor market.¹³⁸

¹³⁶ Kneuer/Malová/Bönker (2015), available at www.sgi-network.org.

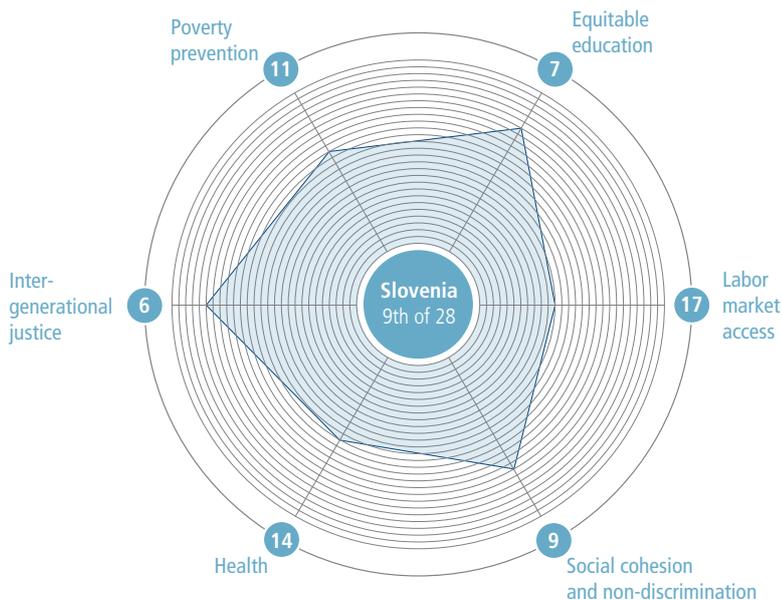
¹³⁷ Ibid.

¹³⁸ Ibid.



Slovenia

EU Social Justice Index 2015



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18	Ireland	5.14
19	Cyprus	5.06
20	Portugal	4.98
	Latvia	4.98
22	Croatia	4.93
23	Hungary	4.73
	Spain	4.73
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Overall: Slovenia's SJI score of 6.28 places it 9th among the countries of the EU. Slovenia ranks among the top ten in three of the six dimensions in this study and, notably, on no dimension among the bottom third. It ranks 6th in the dimension intergenerational justice, 7th in equitable education, and 9th in the dimension of social cohesion and non-discrimination. With regard to our focus on children and youth, Slovenia ranks a commendable 6th with a score of 6.92 on this sub-index.

Achievement: Slovenia is performing comparatively well on policies affecting children and youth. In three of the four measures comprising our special sub-index, the country ranks in the top ten. Although on the rise over the last years, the percentage of children and youth at-risk-of poverty or social exclusion (17.5% in 2013) is actually lower than in the general population (20.4%). This bucks a trend seen in most EU countries, where the under-18 population is typically at greater risk. Also, the Slovenian education system can be commended for having the second lowest drop-out rate in our study (only Croatia performs better). In 2014, just 4.4 percent of Slovenian 18-to-24 year olds dropped out of education and training, whereas the EU average is more than double that (11.2%). Along with this, Slovenia continues to rank among the top ten for its comparatively low NEET rate. In 2014, 13.8 percent of 20-to-24 year olds were neither in education nor training. This rate, however, has climbed steadily since 2008 (8.7%), and additional policy interventions

appear necessary to keep more young adults activated. In addition, the country's performance is only middling when it comes to the influence socioeconomic background has on educational attainment (as measured by PISA).

Achievement: The Slovenian government, scoring 6.32 in terms of intergenerational justice, has proven more successful than many of its EU counterparts at ensuring that the policy decisions it takes today do not inequitably burden future generations. Since as early as 2007, the country has increasingly made use of renewable energy. In 2013, 21.5 percent of gross final energy consumption came from renewable sources, placing the country at rank 10. This sound investment in the future has been accompanied by another sound investment, research and development spending. Intramural research and development expenditure totaled 2.6 percent of GDP in 2013, the 6th highest in the EU. Impressively, the government actually increased spending on research and development throughout the crisis (in 2007, the share was 1.4% of GDP). The SGI country experts scored the government's environmental policy 8 out of 10 points. They commend the country's tradition of "close-to-natural forest management and...low-intensity farming" noting that "forests occupy approximately 62 percent of the total land area, about twice the OECD average."¹³⁹ They also praise the active role of environmental NGOs in environmental policymaking and management, pointing as well to their important watchdog role. The SGI experts scored the administration's family policy 8 out of 10 points, noting "At 75.5%, the employment rate among mothers with children under six years of age was the highest in the European Union in 2012. Reconciling parenting and employment is facilitated by a provision of child care facilities that exceeds the EU average, and meets the Barcelona targets both for children under three years of age and between three and five years of age."¹⁴⁰

Challenge: Some shortcomings persist in the area of labor market access (rank 17): At 63.9 percent, the overall employment rate is relatively low. The employment rate among elderly workers (55-64) is one of the lowest in the EU (35.4 percent, rank 27). In addition, youth unemployment is still nearly twice as high today (20.2%) as it was in 2008 (10.4%). The country experts note: "While Slovenia has a tradition of labor-market policy that dates back to Yugoslav times, existing programs and policies have not proven very effective."¹⁴¹

¹³⁹ Haček/Pickel/Bönker (2015), available at www.sgi-network.org.

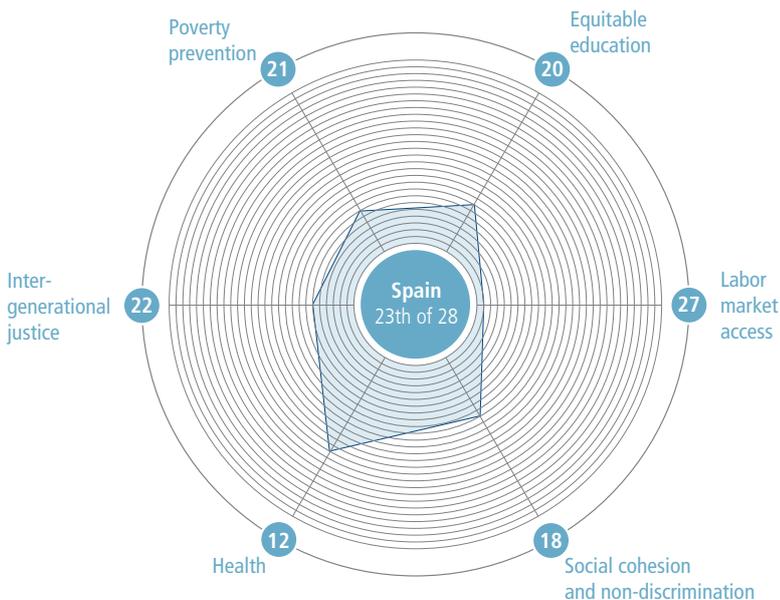
¹⁴⁰ Ibid.

¹⁴¹ Ibid.



Spain

EU Social Justice Index 2015



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Overall: Spain's overall performance on the SJI has progressively worsened since the first edition in 2008 and remains among the most poorly functioning countries when it comes to social justice. The country's score of 4.73 ranks it 23rd in the EU. Indeed, Spain ranks among the bottom third of countries in four of the six dimensions used in the index, and among the bottom five in terms of labor market access. With regard to this edition's focus on children and youth, Spain ranks 25th with a score of 3.94 on this sub-index.

Challenge: Children and youth fare comparatively poorly in Spain. On two of the four measures in our special sub-index, the country ranks among the bottom five. The fact that the risk of poverty among children and youth has again increased in comparison to last year's survey is very troubling. Some 35.8 percent of children and youth are today at-risk-of poverty and social exclusion. The overall share of people threatened by poverty or social exclusion currently amounts to 29.2 percent (23.3% in 2007). Moreover, while child poverty has strongly increased over the last years due to falling income levels, the poverty rate among senior citizens has fallen. Spain even has a comparatively low number of persons over 65 at-risk-of poverty or social exclusion (12.9% in 2014 compared to 27.8% in 2007). This underlines the dramatic challenge of a growing gap between the generations in Spain.

Challenge: Spain faces a number of major policy challenges to achieving broad-based social justice. Despite signs of recovery from a brutal recession, the greatest of these may be ensuring equitable labor market access. “High levels of structural unemployment affect primarily low-skilled workers, women and young people, and in particular those individuals living in southern regions. There is also a long-established pattern of severe mismatch between workers’ qualifications and job availability, with many highly skilled employees not making adequate use of their expertise and capabilities. During the years of crisis, unemployment increased dramatically, from 2.1 million jobless workers in December 2007 to a peak of 6 million in February 2013.”¹⁴² Beginning in early 2013, unemployment began to fall when the Spanish economy entered recovery. However, despite this positive trend, the country still ranks second to last (ahead only of Greece) in our dimension of labor-market inclusiveness. In 2014, only 56 percent of the working-age population was employed – one of the lowest employment rates in the EU (only Greece, Croatia and Italy had a lower rate). The country’s incidence of involuntary temporary employment, 91.5 percent, is one of the highest. In comparison, the rate in Austria, which ranks first place on this indicator, is 8.8 percent. Looking at the Spanish labor market from the perspective of the unemployed, the magnitude of the challenge becomes even clearer. The overall unemployment rate has increased from 11.3 percent in 2008 to 26.2 percent in 2013 before sinking in 2014 to 24.6 percent (only Greece has a higher rate). Since the crisis began, the long-term unemployed have seen their numbers increase from 2 percent in 2008 to an alarming 12.9 percent in 2014. Those with less than upper secondary education were unemployed at a much higher rate: 34 percent, the second highest rate in our study. Among youth, the unemployment rate has more than doubled since 2008. With 53.2 percent of 15-to-24 year olds unemployed (the highest rate in the EU), the Spanish government faces a truly urgent policy challenge.

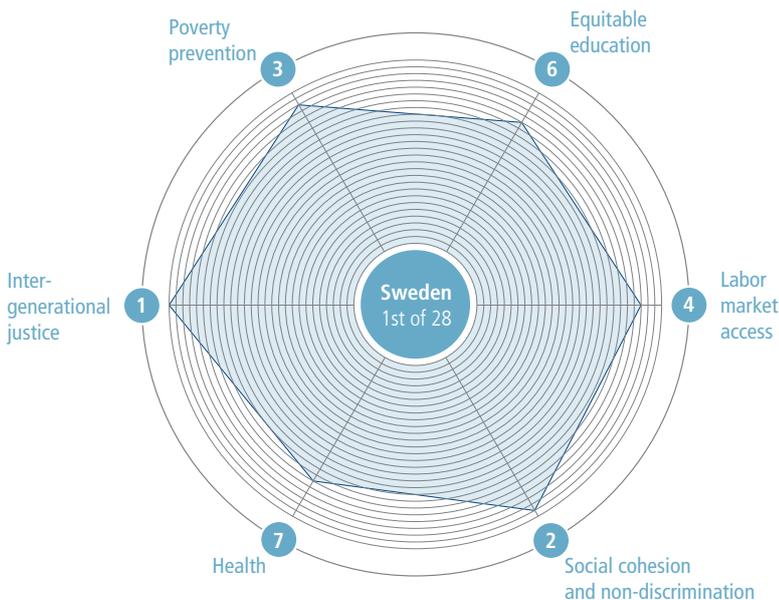
Challenge: The Spanish education system continues to face the highest dropout rate in the EU. In 2014, a distressing 21.9 percent of Spanish 18-to-24 year olds still dropped out of education and training. While this rate may be significantly lower than the 31.7 percent seen in 2008, it remains double the EU average (11.2%). Along with this, Spain ranks 23rd for its high NEET rate. In 2014, 24.8 percent of 20-to-24 year olds were neither in employment nor participating in education or training. Additional policy interventions are necessary to keep more young adults activated and prevent them from being permanently shutout of the labor market.

142 Molina/Homs/Colino (2015), available at www.sgi-network.org.



Sweden

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27	Romania	3.74
28	Greece	3.61

Overall: Sweden is the most socially just country in the EU, ranking first on the 2015 SJI with an overall score of 7.23. While its performance has fluctuated somewhat since our first assessment in 2008, Sweden has consistently maintained its position as the best performing country, although there are problems in the areas of labor market access and integration. The success is nevertheless broad-based, with the country ranking in the top ten across all six dimensions, four of these being in the top five (intergenerational justice, social inclusion and non-discrimination, labor market, and poverty prevention). Most commendable, it is the best performer in the EU in the dimension of intergenerational justice. With regard to our focus on children and youth, Sweden is likewise the best performing country, with a score of 7.34 on this sub-index. The country ranks among the top 10 on each of the four measures used in this sub-index.

Achievement and challenge: Sweden has had the most success at ensuring its policies are equitable both for the current and next generations. With a score of 7.80, Sweden is the top-ranked country in terms of intergenerational justice. Sweden's greenhouse gas (GHG) emissions have steadily declined since 2007. The country now reports the second-lowest GHG emissions in the EU (only Latvia performs better) with 2.3 tons per capita (2012, in CO₂ equivalents). The use of renewable energy has likewise progressively improved since 2007. In 2013, an admirable 52.1 percent of gross final energy consumption came from renewable sources, which is the highest share in

the EU. In comparison, second place Latvia's share in the same year was 15 percentage points lower and the EU-wide average was 17.9 percent. Sweden's forward-looking policies also include strong investments in research and development. In 2013, the public and private sector invested a total of 3.3 percent of GDP on research and development, the highest rate in our study. Such expenditures are sound investments in the future, helping to ensure that the Swedish economy will remain globally competitive in the years and decades to come. At the same time, investments made today must not unduly burden future taxpayers with debt. While the government's gross debt has steadily risen since 2008, at 41.5 percent of GDP (2014), it remains among the lowest in the EU (rank 7). Sweden, however, faces an escalating policy challenge as a result of its aging population. The country's old age dependency ratio (30.6% in 2014), ranks as one of the most burdensome in the EU. In this context, the SGI country experts note optimism that recent major pension reforms, which strengthen capital-funded occupational and private pension schemes, have improved the system's stability and sustainability. They warn, however, that a high and persistent youth unemployment rate threatens equity in the long term. Moreover, the SGI country experts awarded the Swedish government's family policy a top score of 10. They conclude that the "major features of Sweden's policy have been the separation of spouses' income and individual taxation, the expansion of public and private day care centers and a very generous parental leave program provided to both women and men, which has created much better possibilities to combine a professional career with parenthood."¹⁴³

Achievement and challenge: The Swedish administration can also be praised for effectively promoting social inclusion and combating discrimination. With a score of 7.92 in this dimension, the country ranks 2nd. The Riksdag enjoys the highest gender equity of any national parliament in the EU, with 45 percent of seats being held by women (2014). Furthermore, Sweden's NEET rate has steadily declined since our first assessment in 2008. In 2014, a comparatively low 9.8 percent of 20-to-24 year olds were neither in education nor training (rank 5). In comparison, the EU average was 17.8 percent. The country's Gini coefficient (a measure of income inequality) ranks 3rd in our study, although income inequality has also grown significantly in Sweden since the mid-1980s. The SGI experts awarded the government a score of 7 for its non-discrimination policies and 8 for its social inclusion. They conclude that while discrimination of any kind is not officially tolerated, "ethnic segmentation in several suburbs of the metropolitan areas in Sweden increased" and remains an unresolved political challenge.¹⁴⁴ In terms of social cohesion, these experts warn that "data and recent developments suggest that Sweden is gradually losing its leading role...and is increasingly at par with other European countries in terms of its poverty levels and income distribution. If Sweden previously could boast of its record as an egalitarian and inclusive society, there is less reason to do so today."¹⁴⁵

143 Pierre/Jochem/Jahn (2015), available at www.sgi-network.org.

144 Ibid.

145 Ibid.



Challenge: Although Sweden is still in a comfortable position, there are several problems and challenges with regard to the country’s labor market (rank 4). According to the SGI country experts, the “current labor market statistics indicate that Sweden today does not differ in any significant way from comparable capitalist economies.”¹⁴⁶ Indeed, Sweden’s youth unemployment of 22.9 percent is comparatively high (rank 15). The country experts also highlight the fact that “immigrants to Sweden have severe problems successfully entering into the labor market. Sweden shares this problem with a large number of countries but it has proven to be exceptionally inept at this aspect of integration. The large number of unemployed immigrants erodes integration policies to a great extent and this will be a major challenge for policymakers in the future.”¹⁴⁷ Moreover, “employment protection legislation for precarious work does decline significantly. As in other European countries, in Sweden a dualization of the labor market is taking place, albeit at a slower speed than, for example, in Germany.”¹⁴⁸

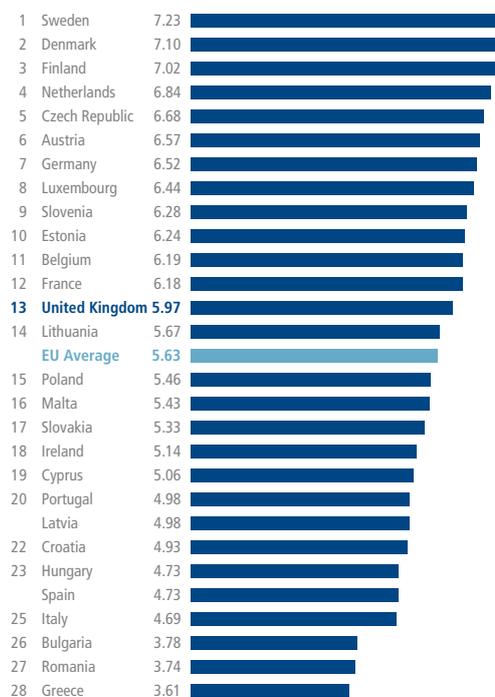
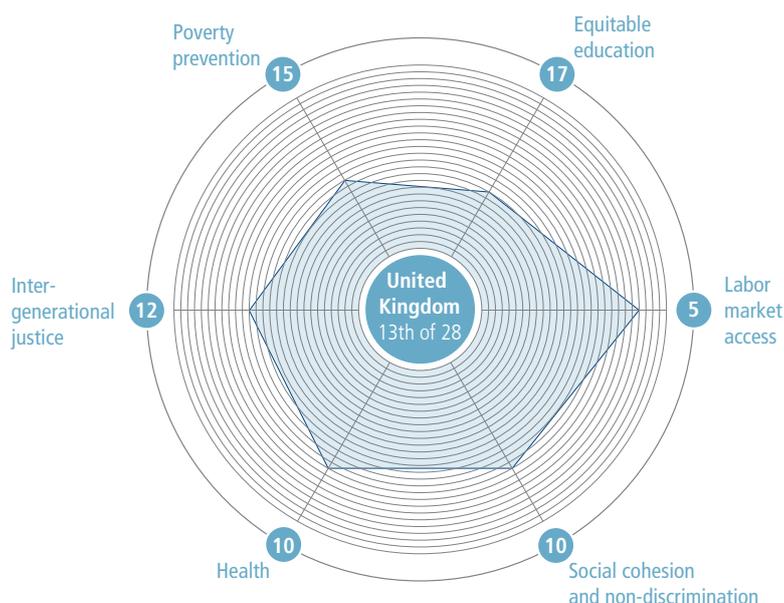
146 Ibid.

147 Ibid.

148 Ibid.

United Kingdom

EU Social Justice Index 2015



Overall: The United Kingdom's performance on the SJI has remained stable and within the mid-range since the first edition in 2008. In the current index, the country ranks a mediocre 13th in the EU with a score of 5.97. With regard to this edition's focus on children and youth, the country's score of 5.03 on this sub-index places it even below the EU average at 18th place.

Challenge: The UK faces major challenges with regard to the opportunities of children and young people. The share of children and youth threatened by poverty or social exclusion has risen to an extremely high 32.6 percent. This is much higher than the respective rate for the total population (24.8%). In addition, there is a massive gap between the generations. With 18.1 percent, the share of older people threatened by poverty or social exclusion is much lower than the respective rate for children. Furthermore, the SGI country report notes that "the high incidence of NEETs (young adults aged 20-24 not in employment, education or training), particularly in certain less prosperous cities, remains a problem, and the overall income of youths and young adults has started to fall behind the rest of the population. The ongoing housing crisis has exacerbated the situation of low-income households, and with pensioners, young adults, and the working poor in metropolitan areas having increasing difficulties making ends meet."¹⁴⁹

¹⁴⁹ Busch/Begg/Bandelow (2015), available at www.sgi-network.org



Challenge: In the area of education, further challenges are evident. Here, the UK only ranks 17th. According the most recent SGI report, “the socioeconomic composition of many of the country’s schools still poses a significant challenge for disadvantaged students and those with an immigrant background. (...) Cuts and reallocations in the education budget have further added to the problems of the sector.”¹⁵⁰

Achievement: The UK offers a relatively well-functioning labor market. With a score of 7.03, it ranks 5th in this dimension, behind Denmark, Austria, Germany and Sweden. The overall employment rate, 71.9 percent in 2014, has remained relatively stable since at least 2008 and ranks 5th among the 28 EU member states. Employment among older workers has increased since 2010. In 2014, 61 percent of this demographic were employed, the fifth highest rate in our study. These high rates of employment are conversely reflected in the country’s unemployment figures. In 2014, a comparatively low 6.3 percent of the labor force were unemployed. While this rate remains higher than in 2008 (when 5.7% of the labor force was unemployed), it is an improvement over the 7.9 percent peak reached in 2010. Also, the share of workers unemployed for a year or more, 2.2 percent in 2014, remains higher than before the crisis, but has moderately improved since 2013. A similar trend can be seen with youth unemployment: the rate peaked in 2013 at 20.7 percent, but has since fallen to 16.9 percent, though it remains higher than before the crisis.

According the most recent SGI country report, “there is a flip side to the strong employment figures in a period of significant economic adjustment, however. Real wages fell in the aftermath of the crisis in the United Kingdom, and have only recently started to increase again. There has been considerable controversy around so-called zero-hour contracts, under which an employee is not guaranteed specific paid work hours, as well as over the increasing use of unpaid internships for young people entering the labor market. (...) Landlords tend not to accept zero-hour contracts as collateral, which puts further pressure on the affected workers and worsens their situation within the housing market.”¹⁵¹

Achievement and challenge: The UK’s health sector also performs comparatively well. The country ranks 10th in this dimension, with a score of 7.03. The average British citizen can expect 64.6 healthy life years, placing the country at rank 6 within the EU on this measure. Though this is approximately one year less than that measured in 2009, it still exceeds the EU average by more than three years and the average Latvian by nearly 12 years. Furthermore, a comparatively low share of British citizens (1.6%) self-reported that the UK’s National Health Service had been unable to meet all of their medical needs. This comparatively low percentage illustrates that most people are generally able to access health care services when needed. The country’s performance, however, is much more mixed in the assessments of the Euro Health Consumer Index (EHCI). According to the EHCI measures used in our study, wait times as well as the range and reach of health services are above average (ranking 9th). Health system outcomes, however, are assessed by the EHCI as average, ranking 14th.

¹⁵⁰ Ibid.

¹⁵¹ Ibid.

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Appendix

Table 1a: Overview of results

Country		Weighted Index				Unweighted Index				Poverty Prevention				Equitable Education			
Rank	Country	2008	2011	2014	2015	2008	2011	2014	2015	2008	2011	2014	2015	2008	2011	2014	2015
6	Austria	6.83	6.50	6.60	6.57	6.85	6.51	6.62	6.62	7.00	6.44	6.58	6.41	5.86	5.82	5.90	5.94
11	Belgium	6.20	6.24	6.15	6.19	6.35	6.35	6.27	6.29	5.84	6.17	5.84	5.94	6.13	5.99	6.31	6.40
26	Bulgaria			3.75	3.78			4.22	4.23			1.00	1.00			5.09	5.06
22	Croatia			4.70	4.93			4.89	5.01			3.24	3.88			6.94	7.08
19	Cyprus			5.10	5.06			5.12	5.10			4.54	4.37			6.46	6.63
5	Czech Republic	6.65	6.67	6.57	6.68	6.52	6.49	6.44	6.53	7.22	7.64	7.31	7.50	6.37	6.50	6.40	6.40
3	Denmark	7.37	7.08	7.06	7.10	7.45	7.16	7.20	7.23	6.98	6.79	6.46	6.48	7.08	6.98	7.20	7.23
10	Estonia			6.20	6.24			6.21	6.27			5.42	5.39			7.15	7.02
2	Finland	7.19	7.10	7.04	7.02	7.29	7.18	7.09	7.09	6.84	6.96	6.89	6.86	7.11	7.08	6.98	6.97
12	France	6.26	6.15	6.12	6.18	6.27	6.13	6.13	6.14	6.46	6.58	6.44	6.67	5.47	5.30	5.43	5.52
7	Germany	6.16	6.27	6.56	6.52	6.19	6.31	6.61	6.56	6.08	6.22	6.32	6.15	5.65	5.65	6.04	6.31
28	Greece	4.46	4.44	3.57	3.61	4.46	4.48	3.73	3.82	4.26	4.42	2.76	2.43	4.04	4.02	4.56	4.89
25	Hungary	5.06	4.78	4.54	4.73	5.18	4.94	4.70	4.85	4.00	3.95	3.29	3.59	6.10	5.49	5.64	5.42
18	Ireland	5.94	5.52	5.08	5.14	6.02	5.75	5.38	5.37	5.49	4.87	3.85	3.97	5.16	5.11	5.13	5.24
24	Italy	5.17	5.16	4.60	4.69	5.16	5.13	4.72	4.72	4.80	5.11	3.88	4.30	5.45	5.27	5.17	5.31
23	Latvia			4.63	4.98			4.90	5.13			2.39	3.21			6.44	6.54
15	Lithuania			5.37	5.67			5.74	5.80			3.26	4.40			7.19	7.22
8	Luxembourg	6.36	6.47	6.53	6.44	6.42	6.62	6.63	6.54	7.19	6.74	6.60	6.46	4.44	5.14	6.19	6.19
14	Malta			5.50	5.43			5.51	5.46			5.49	5.27			4.69	4.70
4	Netherlands	7.11	7.05	6.93	6.84	7.16	7.02	6.94	6.87	7.24	7.38	7.41	7.19	6.12	6.30	5.99	6.04
16	Poland	4.48	5.01	5.30	5.46	4.70	5.08	5.33	5.45	2.81	4.37	4.64	4.85	5.84	5.87	6.45	6.71
20	Portugal	5.12	5.15	5.06	4.98	5.13	5.22	5.18	5.16	5.04	5.06	4.97	4.45	4.18	4.33	4.73	4.85
27	Romania			3.70	3.74			4.07	4.06			1.08	1.39			5.10	5.04
17	Slovakia	5.52	5.40	5.11	5.33	5.51	5.21	5.06	5.20	5.91	6.32	6.10	6.60	5.48	5.80	4.62	4.60
9	Slovenia			6.34	6.28			6.34	6.32			6.32	6.13			6.92	6.89
21	Spain	5.54	5.13	4.86	4.73	5.68	5.32	5.09	5.01	5.44	5.11	4.52	4.04	4.69	4.84	5.27	5.40
1	Sweden	7.54	7.34	7.44	7.23	7.63	7.56	7.57	7.36	7.67	7.19	7.26	7.07	6.90	6.75	7.42	6.95
13	United Kingdom	5.95	5.96	5.96	5.97	6.03	6.05	6.11	6.12	5.61	5.75	5.25	5.09	5.17	5.03	5.75	5.79

Source: Own representation.

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Table 1b: Overview of results

Rank	Country	Labor Market Access				Social Cohesion and Non-discrimination				Health				Intergenerational justice			
		2008	2011	2014	2015	2008	2011	2014	2015	2008	2011	2014	2015	2008	2011	2014	2015
6	Austria	7.30	7.25	7.26	7.25	6.84	6.27	6.44	6.76	7.77	7.48	7.48	7.36	6.30	5.82	6.04	5.98
11	Belgium	6.10	5.89	5.94	5.94	7.16	7.06	6.60	6.78	7.68	7.97	7.90	7.68	5.21	5.03	5.01	5.00
26	Bulgaria			5.07	5.38			4.45	4.25			4.31	4.40			5.42	5.26
22	Croatia			4.25	4.43			4.20	4.25			6.04	5.70			4.64	4.75
19	Cyprus			4.76	4.59			4.91	5.03			6.15	6.00			3.89	3.96
5	Czech Republic	6.63	5.92	5.98	6.25	6.15	6.07	5.82	5.92	7.01	7.25	7.40	7.37	5.71	5.57	5.73	5.75
3	Denmark	7.93	7.25	7.28	7.44	7.68	7.49	7.45	7.50	8.18	7.47	7.73	7.47	6.84	6.97	7.09	7.26
10	Estonia			6.78	7.02			5.83	5.96			5.19	5.51			6.86	6.70
2	Finland	7.42	6.93	7.09	6.91	7.88	7.56	7.65	7.60	7.11	6.77	6.66	6.86	7.38	7.77	7.30	7.35
12	France	6.58	6.25	6.10	6.07	5.95	5.50	5.97	6.00	7.34	7.44	7.25	7.04	5.84	5.71	5.57	5.51
7	Germany	6.61	6.74	7.23	7.24	6.60	6.71	7.33	7.25	6.74	7.09	7.20	7.10	5.46	5.42	5.54	5.32
28	Greece	5.33	4.70	3.22	3.42	4.57	4.64	3.75	4.20	5.68	6.13	4.68	4.41	2.86	2.94	3.40	3.57
25	Hungary	5.47	4.73	5.02	5.60	5.21	5.08	4.66	4.61	5.56	5.24	4.97	5.27	4.74	5.15	4.62	4.64
18	Ireland	7.11	5.88	5.65	5.96	6.09	6.06	6.07	5.95	6.73	7.33	6.56	6.15	5.53	5.22	5.02	4.96
24	Italy	5.66	5.32	4.75	4.63	5.13	4.81	4.83	4.79	6.42	6.47	5.89	5.50	3.52	3.80	3.78	3.79
23	Latvia			5.65	6.01			5.13	5.23			3.13	3.32			6.64	6.47
15	Lithuania			5.56	5.90			5.88	5.82			6.24	5.38			6.30	6.10
8	Luxembourg	6.18	6.39	6.11	6.04	7.12	7.38	7.37	7.27	8.24	8.21	8.12	7.88	5.36	5.85	5.41	5.41
14	Malta			6.30	6.31			5.22	5.11			7.09	7.00			4.29	4.39
4	Netherlands	7.56	7.32	6.84	6.79	8.04	7.98	7.96	7.97	8.18	7.70	8.00	7.81	5.84	5.42	5.44	5.39
16	Poland	5.09	5.01	5.25	5.51	4.89	5.16	5.87	5.92	4.47	4.66	4.26	4.11	5.10	5.40	5.55	5.58
20	Portugal	6.20	5.74	4.84	5.07	6.12	5.72	5.77	5.60	4.23	5.52	6.15	6.43	5.00	4.96	4.61	4.58
27	Romania			5.34	5.24			4.45	4.40			3.18	3.09			5.24	5.21
17	Slovakia	4.87	4.29	3.98	4.28	5.73	4.68	5.15	5.19	5.42	4.88	5.32	5.40	5.63	5.31	5.17	5.13
9	Slovenia			5.79	5.70			6.43	6.42			6.28	6.47			6.31	6.32
21	Spain	5.74	4.31	3.71	3.68	6.31	5.81	5.42	5.41	7.04	6.84	7.01	6.86	4.88	4.99	4.64	4.68
1	Sweden	7.38	6.85	7.02	7.05	7.98	8.02	8.06	7.92	7.75	8.41	7.81	7.33	8.11	8.15	7.86	7.80
13	United Kingdom	6.93	6.75	6.71	7.03	6.29	6.27	6.19	6.33	6.77	6.98	7.26	7.03	5.43	5.54	5.49	5.46

Source: Own representation.

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Table 2: Dimension I: Poverty Prevention

Indicator	Definition	Source
A1 At Risk of Poverty or Social Exclusion, Total Population	People at risk of poverty or social exclusion, total population (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
A2 At Risk of Poverty or Social Exclusion, Children (0-17)	People at risk of poverty or social exclusion, age less than 18 years (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
A3 At Risk of Poverty or Social Exclusion, Seniors (65+)	People at risk of poverty or social exclusion, age 65 years or over (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
A4 Population Living in Quasi-Jobless Households	People living in households with very low work intensity, 0 to 59 years (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
A5 Severe Material Deprivation, Total Population	Severe material deprivation rate, total population (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2013; d: 2013, 2014), extracted 24 August 2015
A6 Severe Material Deprivation, Children (0-17)	Severe material deprivation rate, age less than 18 years (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2013; d: 2013, 2014), extracted 24 August 2015
A7 Severe Material Deprivation, Seniors (65+)	Severe material deprivation rate, age 65 years or over (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2013; d: 2013, 2014), extracted 24 August 2015
A8 Income Poverty, Total Population	At risk of poverty (cut-off point: 60% of median equivalized income after social transfers), total population (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012, 2013; d: 2013, 2014), extracted 24 August 2015
A9 Income Poverty, Children (0-17)	At risk of poverty (cut-off point: 60% of median equivalized income after social transfers), age less than 18 years (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
A10 Income Poverty, Seniors (65+)	At risk of poverty (cut-off point: 60% of median equivalized income after social transfers), age 65 years or over (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015

Source: Own representation.

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Table 3: Dimension II: Equitable Education

Indicator	Definition	Source
B1 Education Policy (SGI)	Policy performance in delivering high-quality, equitable and efficient education and training	Sustainable Governance Indicators 2015, expert assessment "To what extent does education policy deliver high-quality, equitable and efficient education and training?"
B2 Socioeconomic Background and Student Performance	PISA results, product of slope of ESCS for reading and strength of relationship between reading and ESCS	OECD PISA (data refer to a: 2006; b: 2009; c: 2012; d: 2012) (Data for Malta are missing; imputed value=mean)
B3 Pre-primary Education Expenditure	Total public expenditure on education as % of GDP, at pre-primary level of education and not allocated by level (% of GDP)	Eurostat Online Database (data refer to a: 2001, 2004, 2005, 2006; b: 2004, 2007, 2008; c: 2004, 2011; d: 2004, 2011), extracted 9 June 2015
B4 Early School Leavers	Early leavers from education and training, age 18 to 24 years (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 21 May 2015
B5 PISA Results	PISA results, mean score of reading, science and mathematics scale	OECD PISA (data refer to a: 2006; b: 2009; c: 2012; d: 2012) (Data for Malta are missing; imputed value=mean)

Source: Own representation.

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Table 4: Dimension III: Labor Market Access

Indicator	Definition	Source
C1 Employment Rate	Employment rate, age 15 to 64 years (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C2 Older Employment Rate	Employment rate, age 55 to 64 years (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C3 Foreign-born To Native Employment	Ratio of foreign-born to native-born employment rates, age 15 to 64 years	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C4 Employment Rates by Gender, Women/Men	Ratio of employment rates women/men, age 15 to 64 years	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C5 Unemployment Rate	Unemployment rate, age 15 to 64 years (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C6 Long-term Unemployment Rate	Unemployment rate, unemployed greater than or equal to 1 year (% of labor force)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C7 Youth Unemployment Rate	Unemployment rate, age 15 to 24 years (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C8 Low-skilled Unemployment Rate	Unemployment rate, age 15 to 64 years, less than upper secondary education (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 27 July 2015
C9 Involuntary Temporary Employment Rate	Main reason for temporary employment: Could not find permanent job, age 15 to 64 years (%)	Eurostat Online Database (data refer to a: 1999, 2003, 2008; b: 1999, 2003, 2009, 2010; c: 1999, 2009, 2013; d: 1999, 2009, 2014), extracted 27 July 2015
C10 In-work Poverty Rate	In-work at-risk-of-poverty rate, full-time workers (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
C11 Low Pay Incidence	Low-wage earners as a proportion of all employees (excluding apprentices), less than upper secondary education (%)	Eurostat Online Database (data refer to a: 2006; b: 2010; c: 2010; d: 2010), extracted 21 May 2015

Source: Own representation.

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Table 5: Dimension IV: Social Cohesion and Non-discrimination

Indicator	Definition	Source
D1 Social Inclusion (SGI)	Policy performance in strengthening social cohesion and inclusion	Sustainable Governance Indicators 2015, expert assessment "To what extent does social policy prevent exclusion and decoupling from society?"
D2 Gini Coefficient	Gini coefficient of equalised disposable income (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013, 2014), extracted 24 August 2015
D3 Non-discrimination (SGI)	Policy performance in protecting against discrimination	Sustainable Governance Indicators 2015, expert assessment "How effectively does the state protect against different forms of discrimination?"
D4 Gender Equality in Parliaments	Proportion of seats held by women in national parliaments (%)	World Bank Gender Statistics Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 19 March 2015
D5 Integration Policy (SGI)	Policy performance in integrating migrants into society	Sustainable Governance Indicators 2015, expert assessment "How effectively do policies support the integration of migrants into society?"
D6 NEET Rate	Young people not employed and not participating in education or training, 20 to 24 years (%)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 21 May 2015

Source: Own representation.

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Table 6: Dimension V: Health

Indicator	Definition	Source
E1 Health Policy (SGI)	Policy performance in providing high-quality, inclusive and cost-efficient health care	Sustainable Governance Indicators 2015, expert assessment "To what extent do health care policies provide high-quality, inclusive and cost-efficient health care?"
E2 Self-reported Unmet Needs for Medical Help	Self-reported unmet needs for medical examination; Reason: too expensive or too far to travel or waiting list (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2011, 2012; d: 2013), extracted 21 May 2015
E3 Healthy Life Expectancy	Healthy life years at birth, total population	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2011, 2012; d: 2012, 2013), extracted 21 May 2015
E4 Accessibility and Range (based on EHCI)	Mean of standardized index values "waiting time for treatment" and "range and reach of services provided"	Euro Health Consumer Index (data refer to a: 2008; b: 2009; c: 2013; d: 2013)
E5 Health Systems' Outcomes (based on EHCI)	Standardized index values "outcome"	Euro Health Consumer Index (data refer to a: 2008; b: 2009; c: 2013; d: 2013)

Source: Own representation.

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Table 7: Dimension VI: Intergenerational Justice

Indicator	Definition	Source
F1 Family Policy (SGI)	Policy performance in enabling women to combine parenting with labor market participation	Sustainable Governance Indicators 2015, expert assessment "To what extent do family support policies enable women to combine parenting with participation in the labor market?"
F2 Pension Policy (SGI)	Policy performance in promoting pensions that prevent poverty, are intergenerationally just and fiscally sustainable	Sustainable Governance Indicators 2015, expert assessment "To what extent does pension policy realize goals of poverty prevention, intergenerational equity and fiscal sustainability?"
F3 Environmental Policy (SGI)	Policy performance in the sustainable use of natural resources and environmental protection	Sustainable Governance Indicators 2015, expert assessment "How effectively does environmental policy protect and preserve the sustainability of natural resources and quality of the environment?"
F4 Greenhouse Gas Emissions	Greenhouse gas emissions, including "land use", "land-use change" and "forestry", tons in CO ₂ equivalents per capita	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2012), extracted 27 July 2015
F5 Renewable Energy (Consumption)	Share of energy from renewable sources in gross final energy consumption (%)	Eurostat Online Database (data refer to a: 2007; b: 2009; c: 2012; d: 2013), extracted 15 March 2015
F6 Total R&D Spending	Total intramural R&D expenditure, all sectors (% of GDP)	Eurostat Online Database (data refer to a: 2007; b: 2007, 2009; c: 2012; d: 2012, 2013), extracted 21 May 2015
F7 General Government Gross Debt	General government gross debt (% of GDP)	IMF World Economic Outlook Database (data refer to a: 2008; b: 2010; c: 2012, 2013; d: 2014), extracted 26 May 2015
F8 Old Age Dependency Ratio	Old age dependency ratio (% of working-age population)	Eurostat Online Database (data refer to a: 2008; b: 2010; c: 2013; d: 2014), extracted 21 May 2015

Source: Own representation.

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Table 8a: SJI 2008 raw data

Country	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Austria	16.7%	18.5%	15.1%	8.2%	3.3%	3.7%	2.1%	12.0%	14.8%	14.0%	7	5.99	0.4%	10.2%	502.17
Belgium	21.6%	21.6%	25.0%	13.8%	5.7%	7.0%	3.6%	15.2%	16.9%	23.0%	7	7.59	0.7%	12.0%	510.54
Bulgaria*	60.7%	60.8%	71.1%	16.0%	57.6%	58.3%	67.2%	22.0%	29.9%	23.9%		12.47	0.7%	14.8%	416.49
Croatia*								18.0%	16.0%	30.0%		3.31	0.6%	4.4%	479.27
Cyprus*	25.2%	20.8%	55.6%	3.7%	13.3%	11.7%	19.4%	15.5%	12.4%	50.6%			0.3%	13.7%	
Czech Republic	15.8%	21.5%	10.9%	8.6%	7.4%	10.0%	6.5%	9.6%	16.6%	5.5%	7	6.43	0.5%	5.6%	501.81
Denmark	16.8%	14.2%	18.3%	10.1%	3.3%	4.8%	0.8%	11.7%	9.6%	17.7%	7	3.48	0.9%	12.5%	501.13
Estonia*	22.0%	20.1%	35.4%	6.2%	5.6%	4.1%	7.9%	19.4%	18.2%	33.2%		2.21	0.4%	14.0%	515.57
Finland	17.4%	15.1%	23.1%	8.8%	3.6%	3.4%	2.6%	13.0%	10.9%	21.6%	10	2.21	0.3%	9.8%	552.85
France	19.0%	19.6%	15.2%	9.6%	4.7%	5.4%	3.4%	13.1%	15.3%	13.1%	5	7.93	0.6%	11.5%	492.82
Germany	20.6%	19.7%	16.8%	11.5%	4.8%	5.4%	2.2%	15.2%	14.1%	16.2%	7	7.51	0.5%	11.8%	504.79
Greece	28.3%	28.2%	30.6%	8.1%	11.5%	9.7%	17.4%	20.3%	23.3%	22.9%	2	3.67	0.1%	14.4%	464.10
Hungary	29.4%	34.1%	21.1%	11.3%	19.9%	24.4%	17.2%	12.3%	18.8%	6.1%	5	8.71	1.0%	11.7%	492.41
Ireland	23.1%	26.2%	28.7%	14.3%	4.5%	7.6%	1.2%	17.2%	19.2%	28.3%	7	4.63	0.0%	11.4%	509.04
Italy	26.0%	29.3%	25.3%	10.0%	6.8%	7.9%	6.3%	19.8%	25.4%	21.9%	5	2.25	0.5%	19.6%	468.54
Latvia*	35.1%	32.8%	51.4%	6.2%	24.0%	20.5%	35.8%	21.2%	19.8%	35.6%		2.90	0.7%	15.5%	485.07
Lithuania*	28.7%	29.9%	39.1%	6.4%	16.6%	15.9%	20.8%	19.1%	22.1%	29.8%		5.43	0.6%	7.5%	481.48
Luxembourg	15.9%	21.2%	7.2%	5.0%	0.8%	0.7%	0.6%	13.5%	19.9%	7.2%	3	8.48	0.5%	13.4%	485.23
Malta*	19.7%	23.9%	22.8%	9.6%	4.4%	6.4%	3.1%	15.1%	19.8%	20.3%			1.0%	27.2%	
Netherlands	15.7%	17.2%	9.8%	9.7%	1.7%	1.9%	0.7%	10.2%	14.0%	9.5%	8	5.47	0.4%	11.4%	520.75
Poland	34.4%	37.1%	27.3%	10.1%	22.3%	22.5%	23.7%	17.3%	24.2%	7.8%	4	5.57	0.5%	5.0%	500.29
Portugal	25.0%	26.9%	30.0%	7.2%	9.6%	11.8%	10.7%	18.1%	20.9%	25.5%	5	5.85	0.5%	34.9%	470.92
Romania*	45.9%	50.5%	57.7%	8.4%	36.5%	40.4%	48.9%	24.8%	32.8%	30.6%		3.49	0.7%	15.9%	409.70
Slovakia	21.3%	25.8%	22.0%	6.4%	13.7%	16.3%	17.7%	10.6%	17.0%	9.6%	4	6.63	0.5%	6.0%	482.30
Slovenia*	17.1%	14.7%	22.4%	7.3%	5.1%	4.4%	6.6%	11.5%	11.3%	19.4%		5.91	0.5%	5.1%	505.89
Spain	23.3%	28.6%	27.8%	6.8%	3.5%	4.4%	3.6%	19.7%	26.2%	26.1%	5	2.82	0.6%	31.7%	476.40
Sweden	13.9%	14.9%	10.4%	6.0%	2.2%	3.2%	0.6%	10.5%	12.0%	9.9%	7	3.05	0.6%	7.9%	504.33
United Kingdom	22.6%	27.6%	27.9%	10.4%	4.2%	6.3%	1.9%	18.6%	23.0%	26.5%	6	5.25	0.4%	17.0%	501.77

*Countries not surveyed in SGI 2009.

Source: Own representation.

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Table 8b: SJI 2008 raw data

Country	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Austria	70.8%	38.8%	0.88	0.84	4.2%	1.0%	8.5%	8.6%	12.6%	5.3%	29.9%
Belgium	62.4%	34.5%	0.85	0.82	7.0%	3.3%	18.0%	12.5%	78.6%	3.5%	14.5%
Bulgaria*	64.0%	46.0%	0.88	0.87	5.7%	2.9%	12.7%	14.9%	63.6%	5.1%	26.1%
Croatia*	60.0%	37.1%	0.96	0.78	8.7%	5.3%	23.7%	10.9%	51.1%		
Cyprus*	70.9%	54.8%	1.03	0.79	3.8%	0.5%	9.0%	5.2%	90.9%	5.7%	33.9%
Czech Republic	66.6%	47.6%	1.00	0.76	4.4%	2.2%	9.9%	19.4%	67.7%	3.2%	39.1%
Denmark	77.9%	58.4%	0.86	0.91	3.5%	0.5%	8.0%	5.5%	38.9%	3.7%	17.8%
Estonia*	70.1%	62.3%	1.08	0.90	5.6%	1.7%	12.0%	12.2%	32.2%	7.2%	40.0%
Finland	71.1%	56.5%	0.92	0.94	6.4%	1.2%	16.5%	12.8%	61.9%	3.4%	8.2%
France	64.8%	38.2%	0.91	0.87	7.4%	2.8%	18.6%	11.8%	55.9%	5.3%	14.5%
Germany	70.1%	53.7%	0.86	0.85	7.6%	3.9%	10.6%	15.6%	24.0%	6.1%	38.5%
Greece	61.4%	43.0%	1.10	0.65	7.9%	3.7%	21.9%	7.7%	82.2%	12.9%	20.7%
Hungary	56.4%	30.9%	1.15	0.80	7.9%	3.6%	19.5%	19.2%	60.1%	5.1%	36.7%
Ireland	67.4%	53.9%	1.05	0.81	6.5%	1.7%	13.3%	10.5%	34.3%	3.8%	32.0%
Italy	58.6%	34.3%	1.12	0.67	6.8%	3.1%	21.2%	8.5%	64.8%	9.1%	16.1%
Latvia*	68.2%	59.1%	1.04	0.91	8.0%	1.9%	13.6%	15.4%	66.7%	8.0%	45.8%
Lithuania*	64.4%	53.0%	1.10	0.92	5.9%	1.3%	13.3%	13.4%	56.8%	6.9%	44.2%
Luxembourg	63.4%	34.1%	1.16	0.77	5.1%	1.6%	17.9%	6.6%	48.1%	8.7%	26.8%
Malta*	55.5%	30.1%	1.10	0.52	6.0%	2.5%	11.7%	8.2%	50.3%	4.1%	22.0%
Netherlands	77.2%	53.0%	0.86	0.85	2.7%	1.3%	5.3%	4.6%	35.5%	4.3%	36.5%
Poland	59.2%	31.6%	0.73	0.79	7.2%	2.4%	17.3%	12.8%	71.0%	10.7%	39.3%
Portugal	68.0%	50.7%	1.09	0.85	8.0%	4.1%	16.7%	8.3%	81.8%	7.7%	30.8%
Romania*	59.0%	43.1%	1.06	0.80	6.1%	2.3%	18.6%	8.6%	79.2%	15.0%	43.9%
Slovakia	62.3%	39.2%	1.09	0.78	9.5%	6.7%	19.0%	39.6%	74.0%	4.5%	52.2%
Slovenia*	68.6%	32.8%	1.00	0.88	4.5%	1.9%	10.4%	6.6%	44.8%	4.0%	39.3%
Spain	64.5%	45.5%	1.04	0.76	11.3%	2.0%	24.5%	15.4%	87.2%	9.7%	18.0%
Sweden	74.3%	70.1%	0.84	0.94	6.3%	0.8%	20.2%	13.2%	54.3%	5.8%	3.1%
United Kingdom	71.5%	58.0%	0.94	0.85	5.7%	1.4%	15.0%	10.3%	50.4%	5.8%	46.0%

* Countries not surveyed in SGI 2009.

Source: Own representation.

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Table 8c: SJI 2008 raw data

Country	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5
Austria	8	26.2%	7	27.3%	6	9.2%	9	0.6%	60.09	79.25	80.80
Belgium	8	26.3%	8	35.3%	7	15.1%	9	0.3%	63.70	87.58	52.40
Bulgaria*		35.3%		21.7%		21.6%		18.2%	70.59	52.58	42.80
Croatia*		29.0%		20.9%		13.7%				48.25	47.60
Cyprus*		29.8%		14.3%		13.3%		3.6%	62.95	55.00	57.20
Czech Republic	8	25.3%	6	15.5%	5	10.4%	7	0.7%	62.37	67.42	71.60
Denmark	9	25.2%	7	38.0%	7	6.2%	9	0.3%	67.40	69.00	85.60
Estonia*		33.4%		20.8%		11.9%		8.9%	52.53	67.42	57.20
Finland	9	26.2%	9	41.5%	7	10.5%	8	0.5%	57.41	64.33	85.60
France	6	26.6%	7	18.2%	6	15.3%	8	1.4%	63.63	69.25	76.00
Germany	7	30.4%	8	32.2%	6	12.9%	7	3.5%	58.80	80.08	76.00
Greece	3	34.3%	6	14.7%	5	15.8%	4	5.4%	66.81	55.58	71.60
Hungary	5	25.6%	6	11.1%	5	17.1%	5	2.6%	56.52	70.67	52.40
Ireland	7	31.3%	9	13.3%	7	18.2%	7	2.3%	64.25	57.42	76.00
Italy	5	32.2%	7	21.3%	5	21.6%	7	4.7%	62.99	63.33	76.00
Latvia*		35.4%		20.0%		15.7%		12.3%	53.24	50.08	57.20
Lithuania*		33.8%		17.7%		14.9%		7.1%	55.87	52.33	47.60
Luxembourg	9	27.4%	7	23.3%	8	10.0%	9	0.5%	63.46	91.08	76.00
Malta*		26.3%		8.7%		7.3%		0.8%	70.16	57.42	47.60
Netherlands	9	27.6%	9	41.3%	7	5.0%	8	0.4%	65.19	83.25	85.60
Poland	5	32.2%	5	20.2%	4	14.9%	4	7.0%	59.62	54.42	52.40
Portugal	4	36.8%	8	28.3%	9	13.2%	6	9.8%	58.19	50.67	52.40
Romania*		37.8%		11.4%		13.8%		12.3%	61.53	62.33	28.40
Slovakia	7	24.5%	6	19.3%	4	16.1%	6	1.4%	55.86	63.92	38.00
Slovenia*		23.2%		13.3%		8.7%		0.2%	60.53	50.67	66.80
Spain	5	31.9%	8	36.3%	7	16.6%	7	0.1%	63.35	62.25	71.60
Sweden	9	23.4%	8	47.0%	7	11.7%	9	3.1%	67.25	61.67	95.20
United Kingdom	6	32.6%	9	19.5%	8	16.1%	7	1.4%	65.31	62.25	62.00

*Countries not surveyed in SGI 2009.

Source: Own representation.

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Table 8d: SJI 2008 raw data

Country	F1	F2	F3	F4	F5	F6	F7	F8
Austria	6	8	8	10.65	27.5%	2.4%	68.5%	25.4%
Belgium	9	7	7	13.05	3.4%	1.8%	92.2%	25.8%
Bulgaria*				7.39	9.2%	0.4%	15.0%	25.8%
Croatia*				5.29	12.1%	0.8%	36.0%	26.7%
Cyprus*				13.35	4.0%	0.4%	44.7%	17.9%
Czech Republic	7	7	7	14.07	7.4%	1.3%	27.5%	20.6%
Denmark	9	9	8	14.26	17.8%	2.5%	33.4%	23.6%
Estonia*				8.15	17.1%	1.1%	4.5%	25.8%
Finland	9	9	7	9.02	29.6%	3.4%	32.5%	24.8%
France	9	6	7	7.95	10.3%	2.0%	67.9%	25.2%
Germany	7	7	8	12.27	9.0%	2.5%	64.9%	30.4%
Greece	3	2	3	11.62	8.2%	0.6%	108.8%	27.9%
Hungary	5	5	6	7.39	5.9%	1.0%	71.9%	23.5%
Ireland	7	8	5	16.13	3.6%	1.2%	42.6%	15.6%
Italy	4	4	4	9.18	6.4%	1.1%	102.3%	30.7%
Latvia*				-1.66	29.6%	0.6%	16.1%	25.7%
Lithuania*				5.73	16.7%	0.8%	15.4%	25.2%
Luxembourg	6	8	6	27.00	2.7%	1.7%	14.4%	20.6%
Malta*				7.34	0.2%	0.6%	62.7%	19.9%
Netherlands	9	9	6	12.72	3.1%	1.7%	54.7%	21.8%
Poland	4	7	6	9.23	6.9%	0.6%	47.0%	18.9%
Portugal	5	5	5	6.93	21.9%	1.1%	71.7%	26.6%
Romania*				5.59	18.3%	0.5%	13.4%	22.6%
Slovakia	5	9	4	8.04	7.6%	0.5%	28.2%	16.8%
Slovenia*				7.65	15.6%	1.4%	21.6%	23.3%
Spain	5	5	4	8.89	9.7%	1.2%	39.4%	23.8%
Sweden	10	9	8	3.50	44.1%	3.3%	36.7%	26.7%
United Kingdom	7	7	7	11.12	1.8%	1.7%	51.8%	24.0%

*Countries not surveyed in SGI 2009.

Source: Own representation.

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Table 9a: SJI 2011 raw data

Country	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Austria	19.1%	20.8%	18.6%	7.1%	4.6%	5.0%	2.8%	14.5%	17.1%	17.4%	7	7.97	0.5%	8.3%	486.84
Belgium	20.2%	20.5%	23.1%	12.3%	5.2%	6.5%	3.1%	14.6%	16.6%	21.6%	7	9.07	0.8%	11.9%	509.26
Bulgaria*	46.2%	47.3%	66.0%	6.9%	41.9%	43.6%	58.4%	21.8%	24.9%	39.3%		10.30	0.9%	13.9%	432.15
Croatia*								17.9%	18.7%	31.3%		3.52	0.6%	5.2%	474.02
Cyprus*	23.5%	20.2%	48.6%	4.0%	9.5%	9.3%	9.5%	15.8%	12.3%	46.4%			0.4%	12.7%	
Czech Republic	14.0%	17.2%	11.7%	6.0%	6.1%	7.4%	5.7%	8.6%	13.3%	7.2%	7	5.70	0.5%	4.9%	490.50
Denmark	17.6%	14.0%	20.6%	8.8%	2.3%	2.1%	0.9%	13.1%	10.6%	20.1%	7	5.22	0.9%	11.0%	499.18
Estonia*	23.4%	24.5%	35.6%	5.6%	6.2%	7.0%	5.6%	19.7%	20.6%	33.9%		2.20	0.6%	11.0%	513.63
Finland	16.9%	14.0%	23.1%	8.4%	2.8%	2.5%	2.2%	13.8%	12.1%	22.1%	10	2.42	0.4%	10.3%	543.49
France	18.5%	21.2%	13.4%	8.4%	5.6%	6.5%	3.2%	12.9%	16.8%	11.9%	5	8.52	0.6%	12.5%	496.88
Germany	20.0%	20.4%	16.0%	10.9%	5.4%	7.1%	2.5%	15.5%	15.0%	15.0%	7	7.88	0.5%	11.9%	510.16
Greece	27.6%	30.0%	26.8%	6.6%	11.0%	12.2%	12.1%	19.7%	23.7%	21.4%	2	4.25	0.1%	13.5%	473.00
Hungary	29.6%	37.2%	17.5%	11.3%	20.3%	25.5%	14.6%	12.4%	20.6%	4.6%	5	12.48	1.0%	10.8%	495.66
Ireland	25.7%	31.4%	17.9%	20.0%	6.1%	8.4%	2.6%	15.0%	18.8%	16.2%	7	4.91	0.0%	11.5%	496.92
Italy	24.7%	28.8%	22.8%	8.8%	7.0%	8.3%	5.7%	18.4%	24.4%	19.6%	5	3.78	0.5%	18.6%	485.93
Latvia*	37.9%	38.4%	55.5%	7.4%	22.1%	24.6%	25.3%	26.4%	26.3%	47.6%		2.99	0.9%	12.9%	486.60
Lithuania*	29.6%	30.8%	35.3%	7.2%	15.6%	15.8%	18.8%	20.3%	23.3%	23.9%		4.49	0.5%	7.9%	478.82
Luxembourg	17.8%	23.7%	6.2%	6.3%	1.1%	1.2%	0.2%	14.9%	22.3%	6.0%	3	7.20	0.5%	7.1%	481.72
Malta*	20.3%	26.5%	22.2%	9.2%	5.0%	7.2%	4.1%	14.9%	21.2%	19.7%			0.4%	23.8%	
Netherlands	15.1%	17.5%	8.1%	8.5%	1.4%	1.5%	0.4%	11.1%	15.4%	7.7%	8	4.74	0.4%	10.0%	518.82
Poland	27.8%	31.0%	25.8%	6.9%	15.0%	15.3%	17.3%	17.1%	23.0%	14.4%	4	5.77	0.6%	5.4%	501.12
Portugal	24.9%	28.7%	26.0%	7.0%	9.1%	10.5%	10.6%	17.9%	22.9%	20.1%	5	4.95	0.5%	28.3%	489.72
Romania*	43.1%	52.0%	43.1%	7.7%	32.2%	40.3%	33.8%	22.4%	32.9%	21.0%		4.90	0.8%	19.3%	426.57
Slovakia	19.6%	23.7%	19.7%	5.6%	11.1%	12.7%	11.7%	11.0%	16.8%	10.8%	4	5.99	0.5%	4.7%	488.13
Slovenia*	17.1%	15.1%	23.3%	5.6%	6.1%	5.4%	6.5%	11.3%	11.2%	20.0%		5.58	0.5%	5.0%	498.77
Spain	24.7%	32.0%	24.9%	7.6%	4.5%	6.7%	2.3%	20.4%	29.0%	23.8%	5	3.94	0.6%	28.2%	484.26
Sweden	15.9%	15.1%	18.0%	6.4%	1.6%	1.7%	0.5%	13.3%	13.1%	17.7%	7	5.76	0.7%	6.5%	495.60
United Kingdom	22.0%	27.4%	23.1%	12.7%	3.3%	4.4%	1.2%	17.3%	20.7%	22.3%	6	6.03	0.3%	14.8%	500.10

*Countries not surveyed in SGI 2011.

Source: Own representation.

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Table 9b: SJI 2011 raw data

Country	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Austria	70.8%	41.2%	0.90	0.86	4.9%	1.2%	9.5%	9.4%	8.7%	6.6%	35.2%
Belgium	62.0%	37.3%	0.83	0.84	8.4%	4.1%	22.4%	15.4%	74.5%	3.8%	13.0%
Bulgaria*	59.7%	43.5%	0.83	0.90	10.3%	4.8%	23.2%	23.1%	73.3%	6.2%	40.7%
Croatia*	57.4%	39.1%	0.94	0.83	11.9%	6.6%	32.4%	14.0%	47.3%		35.5%
Cyprus*	68.9%	56.3%	1.05	0.84	6.5%	1.3%	16.6%	7.6%	93.9%	6.0%	33.9%
Czech Republic	65.0%	46.5%	1.05	0.77	7.4%	3.0%	18.3%	25.3%	75.2%	2.9%	40.9%
Denmark	73.3%	58.4%	0.85	0.94	7.6%	1.5%	14.0%	11.3%	47.6%	5.2%	14.8%
Estonia*	61.2%	53.8%	0.97	0.99	17.1%	7.6%	32.9%	31.9%	43.1%	6.9%	44.1%
Finland	68.1%	56.2%	0.88	0.96	8.5%	2.0%	21.4%	16.7%	65.1%	2.9%	11.5%
France	63.9%	39.7%	0.89	0.88	9.3%	3.7%	22.9%	15.3%	57.4%	5.3%	11.9%
Germany	71.1%	57.7%	0.88	0.87	7.2%	3.3%	9.9%	15.1%	21.7%	5.1%	54.6%
Greece	59.1%	42.4%	1.09	0.68	12.9%	5.7%	33.0%	13.0%	84.6%	12.5%	18.3%
Hungary	54.9%	33.6%	1.19	0.84	11.3%	5.5%	26.4%	25.4%	69.8%	5.2%	40.8%
Ireland	59.6%	50.2%	0.99	0.88	14.1%	6.8%	27.6%	22.2%	34.3%	4.2%	30.9%
Italy	56.8%	36.5%	1.10	0.68	8.5%	4.1%	27.9%	10.5%	67.9%	9.0%	20.9%
Latvia*	58.5%	47.8%	1.02	1.02	19.8%	8.8%	36.2%	33.7%	72.3%	9.3%	42.6%
Lithuania*	57.6%	48.3%	1.08	1.04	18.1%	7.4%	35.7%	41.3%	71.5%	8.9%	44.1%
Luxembourg	65.2%	39.6%	1.16	0.78	4.4%	1.3%	14.2%	6.1%	41.4%	9.0%	33.7%
Malta*	56.2%	31.9%	1.08	0.54	6.9%	3.1%	13.2%	9.7%	53.1%	5.0%	29.5%
Netherlands	74.7%	53.7%	0.84	0.87	4.5%	1.4%	8.7%	7.4%	31.9%	4.0%	37.1%
Poland	58.9%	34.1%	0.86	0.81	9.7%	3.0%	23.7%	18.3%	74.1%	10.0%	44.9%
Portugal	65.3%	49.5%	1.06	0.87	11.4%	6.3%	22.8%	12.5%	84.1%	8.5%	25.3%
Romania*	60.2%	40.7%	1.30	0.77	7.3%	2.4%	22.1%	6.9%	79.7%	13.8%	49.4%
Slovakia	58.8%	40.5%	0.96	0.80	14.4%	9.3%	33.6%	44.3%	76.1%	4.8%	51.5%
Slovenia*	66.2%	35.0%	0.98	0.90	7.4%	3.2%	14.7%	12.5%	51.8%	4.3%	40.0%
Spain	58.8%	43.5%	0.97	0.81	20.0%	7.3%	41.5%	27.3%	91.3%	9.6%	22.4%
Sweden	72.1%	70.4%	0.82	0.93	8.8%	1.6%	24.8%	17.6%	59.1%	6.2%	4.2%
United Kingdom	69.4%	57.2%	0.94	0.87	7.9%	2.5%	19.9%	14.3%	50.4%	4.9%	34.6%

*Countries not surveyed in SGI 2011.

Source: Own representation.

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Table 9c: SJI 2011 raw data

Country	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5
Austria	8	27.5%	6	27.9%	4	9.6%	8	0.5%	60.17	78.92	76.00
Belgium	8	26.4%	8	39.3%	6	16.2%	9	0.6%	63.80	92.08	62.00
Bulgaria*		33.4%		20.8%		28.1%		10.3%	64.05	49.00	38.00
Croatia*		27.0%		23.5%		20.3%				61.00	57.20
Cyprus*		29.5%		12.5%		16.2%		3.4%	65.06	73.33	62.00
Czech Republic	7	25.1%	6	22.0%	5	13.3%	7	0.6%	61.91	73.58	76.00
Denmark	9	26.9%	7	38.0%	7	8.5%	9	1.5%	61.09	70.33	80.80
Estonia*		31.4%		22.8%		20.8%		4.3%	57.25	63.33	57.20
Finland	8	25.9%	9	40.0%	7	13.3%	8	3.7%	58.40	63.58	90.40
France	6	29.9%	6	18.9%	6	18.2%	7	1.9%	63.16	81.25	80.80
Germany	7	29.1%	8	32.8%	6	12.4%	7	2.1%	57.61	80.08	85.60
Greece	4	33.1%	6	17.3%	5	21.4%	5	5.5%	66.46	63.08	76.00
Hungary	5	24.7%	6	9.1%	5	19.9%	4	2.1%	57.11	65.42	47.60
Ireland	8	28.8%	9	13.9%	7	26.1%	6	2.0%	64.55	81.25	80.80
Italy	5	31.5%	7	21.3%	4	25.9%	7	5.3%	62.99	61.00	85.60
Latvia*		37.5%		20.0%		25.9%		9.6%	54.44	56.33	52.40
Lithuania*		35.9%		19.1%		22.2%		3.1%	59.35	53.67	52.40
Luxembourg	9	29.2%	8	20.0%	9	7.2%	8	0.6%	65.50	88.58	80.80
Malta*		27.4%		8.7%		10.0%		1.3%	70.20	63.33	52.40
Netherlands	8	27.2%	9	40.7%	8	6.4%	7	0.3%	60.89	79.75	90.40
Poland	5	31.4%	7	20.0%	4	17.2%	5	7.6%	60.47	55.42	52.40
Portugal	4	35.4%	7	27.4%	8	15.9%	7	3.3%	57.31	55.67	52.40
Romania*		34.9%		11.4%		22.0%		8.5%	60.77	53.67	42.80
Slovakia	5	24.8%	4	15.3%	4	21.7%	5	1.7%	52.50	61.92	38.00
Slovenia*		22.7%		14.4%		9.8%		0.2%	61.06	65.67	62.00
Spain	5	32.9%	8	36.6%	6	23.2%	7	0.5%	62.59	58.92	71.60
Sweden	9	24.8%	9	45.0%	7	11.5%	9	2.0%	70.15	68.58	100.00
United Kingdom	7	32.4%	8	22.0%	8	18.5%	7	1.2%	65.56	60.33	71.60

*Countries not surveyed in SGI 2011.

Source: Own representation.

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Table 9d: SJI 2011 raw data

Country	F1	F2	F3	F4	F5	F6	F7	F8
Austria	6	6	6	10.47	30.3%	2.6%	82.4%	26.2%
Belgium	9	6	6	12.62	5.2%	2.0%	99.6%	26.0%
Bulgaria*				7.83	12.2%	0.5%	14.6%	26.5%
Croatia*				5.42	13.1%	0.8%	52.8%	26.7%
Cyprus*				13.56	5.6%	0.5%	56.5%	17.8%
Czech Republic	6	7	7	13.32	8.5%	1.3%	36.8%	21.7%
Denmark	9	9	8	11.38	20.0%	3.1%	42.9%	24.9%
Estonia*				9.26	23.0%	1.4%	6.5%	25.9%
Finland	9	9	8	7.77	31.5%	3.8%	46.6%	25.6%
France	10	5	6	7.64	12.3%	2.2%	81.5%	25.6%
Germany	7	7	8	11.82	9.9%	2.7%	80.3%	31.4%
Greece	4	2	3	11.44	8.5%	0.6%	145.7%	28.4%
Hungary	5	7	7	6.83	8.0%	1.1%	80.9%	24.2%
Ireland	7	6	6	14.33	5.1%	1.6%	87.4%	16.5%
Italy	4	5	5	8.78	9.1%	1.2%	115.3%	31.2%
Latvia*				-2.20	34.3%	0.5%	39.8%	26.8%
Lithuania*				5.10	20.0%	0.8%	36.3%	25.6%
Luxembourg	9	8	7	24.39	2.9%	1.7%	19.6%	20.4%
Malta*				7.48	0.2%	0.5%	67.6%	21.4%
Netherlands	8	8	5	12.53	4.1%	1.7%	59.0%	22.8%
Poland	6	7	6	9.84	8.7%	0.7%	53.6%	19.1%
Portugal	5	4	6	6.05	24.4%	1.6%	96.2%	27.5%
Romania*				5.69	22.7%	0.5%	30.5%	23.7%
Slovakia	5	7	4	8.06	9.3%	0.5%	41.1%	17.3%
Slovenia*				8.43	19.0%	1.8%	37.9%	23.8%
Spain	5	5	5	7.98	13.0%	1.4%	60.1%	24.6%
Sweden	10	9	8	2.95	48.2%	3.4%	36.7%	27.7%
United Kingdom	8	8	7	10.41	3.0%	1.8%	76.4%	24.6%

*Countries not surveyed in SGI 2011.

Source: Own representation.

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Table 10a: SJI 2014 raw data

Country	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Austria	18.5%	20.9%	16.2%	7.7%	4.2%	6.4%	1.8%	14.4%	17.5%	15.1%	5	6.42	0.6%	7.5%	500.31
Belgium	21.6%	22.8%	21.2%	13.9%	5.1%	5.5%	2.0%	15.3%	17.3%	19.4%	6	6.30	0.8%	11.0%	509.77
Bulgaria	49.3%	52.3%	59.1%	12.5%	43.0%	46.3%	50.7%	21.2%	28.2%	28.2%	4	11.52	0.9%	12.5%	440.44
Croatia	32.6%	34.8%	33.1%	16.8%	14.7%	13.7%	16.9%	20.4%	23.3%	25.6%	6	3.75	0.7%	4.5%	482.35
Cyprus	27.1%	27.5%	33.4%	6.5%	16.1%	18.7%	9.0%	14.7%	13.9%	29.3%	7	2.83	0.4%	9.1%	442.11
Czech Republic	15.4%	18.8%	10.8%	6.8%	6.6%	7.3%	5.3%	9.6%	13.9%	6.0%	6	6.76	0.7%	5.4%	500.05
Denmark	19.0%	15.3%	14.6%	11.3%	3.8%	3.9%	1.0%	13.1%	10.2%	14.1%	6	5.99	1.6%	8.0%	498.21
Estonia	23.4%	22.4%	21.8%	9.1%	7.6%	7.0%	6.3%	17.5%	17.0%	17.2%	9	1.76	0.4%	9.7%	526.08
Finland	17.2%	14.9%	19.5%	9.3%	2.5%	1.8%	1.1%	13.2%	11.1%	18.4%	9	2.47	0.4%	9.3%	529.40
France	19.1%	23.2%	11.1%	8.4%	5.1%	6.0%	2.7%	14.1%	19.0%	9.4%	6	10.90	0.7%	9.7%	499.81
Germany	19.6%	18.4%	15.8%	9.9%	5.4%	5.6%	3.2%	16.1%	15.2%	15.0%	6	5.61	0.6%	9.8%	515.11
Greece	34.6%	35.4%	23.5%	14.2%	20.3%	23.3%	13.7%	23.1%	26.9%	17.2%	3	4.06	0.1%	10.1%	465.63
Hungary	32.4%	40.9%	20.6%	12.8%	26.8%	35.0%	16.7%	14.0%	22.6%	6.0%	4	8.47	0.9%	11.9%	486.60
Ireland	30.0%	33.1%	14.7%	23.4%	9.9%	13.4%	3.6%	15.7%	18.0%	12.2%	6	5.89	0.1%	8.4%	484.49
Italy	29.9%	33.8%	25.2%	10.3%	12.4%	13.7%	10.7%	19.4%	26.0%	16.3%	4	2.98	0.4%	16.8%	515.56
Latvia	36.2%	40.0%	33.7%	11.7%	24.0%	25.4%	26.6%	19.2%	24.4%	13.9%	5	5.00	0.8%	9.8%	489.54
Lithuania	32.5%	31.9%	35.7%	11.4%	16.0%	18.5%	18.4%	18.6%	20.8%	18.7%	7	3.56	0.7%	6.3%	493.82
Luxembourg	18.4%	24.6%	6.1%	6.1%	1.8%	2.4%	0.9%	15.1%	22.6%	6.1%	4	5.82	0.8%	6.1%	483.94
Malta	23.1%	31.0%	22.3%	9.0%	9.5%	11.8%	7.1%	15.1%	23.1%	17.3%	5	5.62	0.4%	20.5%	489.62
Netherlands	15.0%	16.9%	6.2%	8.9%	2.5%	2.3%	0.8%	10.1%	13.2%	5.5%	6	4.17	0.4%	9.2%	518.75
Poland	26.7%	29.3%	23.4%	6.9%	11.9%	11.8%	11.5%	17.1%	21.5%	14.0%	6	4.77	0.5%	5.6%	520.50
Portugal	25.3%	27.8%	22.2%	10.1%	10.9%	13.9%	9.0%	17.9%	21.8%	17.4%	4	5.18	0.5%	18.9%	488.03
Romania	41.7%	52.2%	35.7%	7.4%	28.5%	34.1%	27.5%	22.6%	34.6%	15.4%	4	6.33	0.7%	17.3%	440.31
Slovakia	20.5%	26.6%	16.3%	7.2%	10.2%	13.0%	9.2%	13.2%	21.9%	7.8%	4	13.39	0.5%	6.4%	471.87
Slovenia	19.6%	16.4%	22.8%	7.5%	6.7%	6.0%	6.7%	13.5%	13.5%	19.6%	7	5.62	0.7%	3.9%	498.86
Spain	27.2%	32.4%	16.5%	14.3%	6.2%	8.3%	2.7%	20.8%	27.9%	14.8%	5	3.92	0.7%	23.6%	489.57
Sweden	15.6%	15.4%	17.9%	5.7%	1.4%	1.9%	0.2%	14.1%	14.6%	17.7%	8	3.45	0.7%	7.1%	482.13
United Kingdom	24.1%	31.2%	17.3%	13.0%	8.3%	12.3%	2.1%	16.0%	18.0%	16.4%	7	4.75	0.3%	12.3%	502.46

Source: Own representation.

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Table 10b: SJI 2014 raw data

Country	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Austria	71.4%	43.8%	0.90	0.88	5.4%	1.3%	9.7%	10.6%	8.2%	6.4%	35.2%
Belgium	61.8%	41.7%	0.83	0.86	8.5%	3.9%	23.7%	16.0%	78.0%	3.4%	13.0%
Bulgaria	59.5%	47.4%	0.96	0.91	13.0%	7.4%	28.4%	30.3%	70.9%	6.6%	40.7%
Croatia	52.5%	37.8%	0.89	0.86	17.5%	11.0%	50.0%	22.7%	49.9%	5.6%	35.5%
Cyprus	61.7%	49.6%	1.09	0.85	16.1%	6.1%	38.9%	20.2%	95.2%	6.9%	33.9%
Czech Republic	67.7%	51.6%	1.03	0.79	7.0%	3.0%	19.0%	26.0%	82.4%	4.2%	40.9%
Denmark	72.5%	61.7%	0.85	0.93	7.2%	1.8%	13.1%	11.4%	50.6%	4.6%	14.8%
Estonia	68.5%	62.6%	1.00	0.92	8.9%	3.8%	18.7%	15.7%	34.8%	7.1%	44.1%
Finland	68.9%	58.5%	0.92	0.97	8.3%	1.7%	19.9%	17.8%	66.8%	3.0%	11.5%
France	64.1%	45.6%	0.87	0.89	9.9%	4.1%	24.0%	16.4%	60.6%	6.6%	11.9%
Germany	73.5%	63.6%	0.92	0.88	5.3%	2.3%	7.8%	12.0%	21.7%	5.7%	54.6%
Greece	48.8%	35.6%	0.97	0.69	27.7%	18.5%	58.3%	30.2%	87.8%	13.4%	18.3%
Hungary	58.1%	37.9%	1.17	0.83	10.2%	4.9%	26.6%	23.8%	73.4%	4.4%	40.8%
Ireland	60.5%	51.3%	1.00	0.86	13.3%	7.9%	26.8%	22.2%	65.3%	3.3%	30.9%
Italy	55.5%	42.7%	1.05	0.72	12.3%	6.9%	40.0%	16.2%	73.4%	9.5%	20.9%
Latvia	65.0%	54.8%	0.95	0.95	12.1%	5.8%	23.2%	25.7%	69.1%	7.1%	42.6%
Lithuania	63.7%	53.4%	1.08	0.97	12.0%	5.1%	21.9%	33.9%	64.5%	5.8%	44.1%
Luxembourg	65.7%	40.5%	1.19	0.82	5.9%	1.8%	15.5%	10.3%	53.1%	9.0%	33.7%
Malta	60.8%	36.3%	1.01	0.63	6.5%	2.9%	13.0%	10.0%	51.6%	4.4%	29.5%
Netherlands	73.6%	59.2%	0.81	0.88	7.3%	2.6%	13.2%	11.5%	40.7%	4.1%	37.1%
Poland	60.0%	40.6%	0.99	0.80	10.5%	4.4%	27.3%	21.3%	66.8%	9.6%	44.9%
Portugal	60.6%	46.9%	1.04	0.91	17.0%	9.3%	38.1%	18.4%	86.1%	8.5%	25.3%
Romania	60.1%	41.8%	0.99	0.78	7.4%	3.2%	23.7%	7.9%	87.7%	15.9%	49.4%
Slovakia	59.9%	44.0%	1.11	0.80	14.3%	10.0%	33.7%	42.6%	86.9%	5.8%	51.5%
Slovenia	63.3%	33.5%	0.95	0.88	10.3%	5.2%	21.6%	18.8%	55.9%	5.6%	40.0%
Spain	54.8%	43.2%	0.91	0.85	26.2%	13.0%	55.5%	35.5%	91.7%	8.7%	22.4%
Sweden	74.4%	73.6%	0.81	0.95	8.2%	1.5%	23.5%	19.5%	58.6%	5.1%	4.2%
United Kingdom	70.5%	59.8%	0.95	0.87	7.7%	2.7%	20.7%	14.4%	50.4%	6.6%	34.6%

Source: Own representation.

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Table 10c: SJI 2014 raw data

Country	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5
Austria	7	27.6%	6	33.3%	5	9.4%	8	0.3%	61.38	82.11	66.80
Belgium	7	26.5%	7	38.0%	6	18.0%	8	1.7%	64.61	93.67	71.60
Bulgaria	4	33.6%	6	24.6%	4	26.3%	4	8.2%	63.95	55.56	38.00
Croatia	4	30.9%	5	23.8%	3	27.2%	5	3.5%	63.09	68.33	62.00
Cyprus	7	31.0%	8	10.7%	4	28.4%	7	3.5%	63.71	55.67	62.00
Czech Republic	6	24.9%	6	19.5%	5	13.7%	8	1.0%	63.22	74.22	71.60
Denmark	8	28.1%	8	39.1%	7	8.7%	8	1.2%	61.00	82.22	85.60
Estonia	6	32.5%	7	20.8%	7	16.2%	8	8.3%	55.29	63.11	62.00
Finland	8	25.9%	8	42.5%	8	13.1%	8	4.6%	56.74	69.44	90.40
France	7	30.5%	6	26.9%	6	15.9%	7	2.2%	63.22	79.44	76.00
Germany	7	28.3%	8	36.5%	8	9.5%	8	1.6%	57.65	77.78	80.80
Greece	3	34.3%	4	21.0%	5	31.3%	3	8.0%	64.85	53.67	62.00
Hungary	5	26.9%	5	8.8%	5	22.8%	4	2.8%	59.88	55.67	42.80
Ireland	7	29.9%	9	15.7%	7	22.1%	5	3.4%	67.21	68.33	71.60
Italy	4	31.9%	7	31.4%	5	31.9%	7	5.6%	61.79	55.67	71.60
Latvia	5	35.7%	7	23.0%	5	18.3%	4	12.4%	56.99	45.22	42.80
Lithuania	6	32.0%	7	24.1%	7	18.0%	8	2.3%	59.30	60.33	57.20
Luxembourg	9	28.0%	8	23.3%	8	7.4%	8	0.7%	66.10	88.11	76.00
Malta	6	27.1%	5	14.3%	3	9.7%	7	1.2%	71.85	67.44	47.60
Netherlands	8	25.4%	9	38.7%	8	7.8%	7	0.5%	61.18	91.78	90.40
Poland	7	30.9%	8	23.7%	5	19.4%	5	9.0%	61.01	50.78	47.60
Portugal	5	34.5%	8	28.7%	7	20.6%	6	3.3%	63.51	58.44	66.80
Romania	4	33.2%	5	13.3%	6	22.9%	4	10.7%	57.65	48.78	33.20
Slovakia	5	25.3%	5	18.7%	5	20.4%	5	2.2%	53.25	63.89	57.20
Slovenia	7	23.7%	7	32.2%	4	13.7%	6	0.1%	56.05	57.11	76.00
Spain	5	34.2%	7	36.0%	6	26.3%	6	0.7%	65.31	66.78	71.60
Sweden	9	24.8%	9	44.7%	7	10.3%	8	1.4%	66.25	68.22	90.40
United Kingdom	7	31.3%	8	22.5%	7	18.4%	8	1.4%	64.55	71.44	66.80

Source: Own representation.

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Table 10d: SJI 2014 raw data

Country	F1	F2	F3	F4	F5	F6	F7	F8
Austria	7	6	6	9.07	32.1%	2.8%	81.2%	26.8%
Belgium	8	6	6	10.38	7.4%	2.2%	104.6%	26.8%
Bulgaria	6	6	6	7.24	16.0%	0.6%	17.6%	28.5%
Croatia	5	4	5	4.66	16.8%	0.8%	75.7%	27.1%
Cyprus	4	4	4	10.72	6.8%	0.4%	102.2%	18.8%
Czech Republic	6	8	7	11.82	11.4%	1.8%	43.8%	24.6%
Denmark	9	9	8	9.10	25.6%	3.0%	45.1%	27.6%
Estonia	9	7	9	13.01	25.8%	2.2%	10.1%	27.2%
Finland	9	9	7	6.50	34.5%	3.4%	55.7%	28.9%
France	10	5	6	6.83	13.6%	2.2%	92.4%	27.5%
Germany	7	7	8	11.43	12.1%	2.9%	76.9%	31.3%
Greece	4	4	4	9.76	13.4%	0.7%	174.9%	30.8%
Hungary	4	4	6	5.80	9.5%	1.3%	77.3%	25.1%
Ireland	7	6	7	12.09	7.3%	1.6%	123.3%	18.6%
Italy	4	5	4	7.45	15.4%	1.3%	128.6%	32.7%
Latvia	7	5	9	-0.65	35.8%	0.7%	35.2%	28.1%
Lithuania	8	7	8	4.51	21.7%	0.9%	39.0%	27.2%
Luxembourg	9	7	6	21.72	3.1%	1.2%	23.6%	20.2%
Malta	5	5	4	7.50	2.7%	0.9%	69.2%	25.1%
Netherlands	9	8	5	11.67	4.5%	2.0%	68.6%	25.5%
Poland	7	7	6	9.65	10.9%	0.9%	55.7%	20.4%
Portugal	6	4	5	5.52	25.0%	1.4%	129.7%	29.4%
Romania	5	4	5	4.89	22.8%	0.5%	38.8%	23.9%
Slovakia	5	5	5	6.48	10.4%	0.8%	54.6%	18.4%
Slovenia	8	7	7	7.08	20.2%	2.6%	70.0%	25.0%
Spain	5	6	4	6.56	14.3%	1.3%	92.1%	26.3%
Sweden	10	8	8	2.34	51.1%	3.3%	38.6%	29.9%
United Kingdom	8	8	8	9.07	4.2%	1.6%	87.3%	26.4%

Source: Own representation.

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Table 11a: SJI 2015 raw data

Country	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Austria	19.2%	23.3%	15.7%	9.1%	4.0%	6.0%	2.0%	14.1%	18.2%	14.2%	5	6.42	0.6%	7.0%	500.31
Belgium	21.2%	23.2%	17.3%	14.6%	5.9%	6.8%	2.4%	15.5%	18.8%	16.1%	6	6.30	0.8%	9.8%	509.77
Bulgaria	48.0%	51.5%	57.6%	13.0%	33.1%	38.4%	40.3%	21.0%	28.4%	27.9%	4	11.52	0.9%	12.9%	440.44
Croatia	29.9%	29.3%	31.9%	14.8%	14.7%	13.7%	16.9%	19.5%	21.8%	23.4%	6	3.75	0.7%	2.7%	482.35
Cyprus	27.8%	27.7%	26.1%	7.9%	15.3%	15.6%	7.3%	15.3%	15.5%	20.1%	7	2.83	0.4%	6.8%	442.11
Czech Republic	14.6%	16.4%	10.4%	6.9%	6.8%	9.9%	5.1%	8.6%	11.3%	5.8%	6	6.76	0.7%	5.5%	500.05
Denmark	18.9%	15.5%	11.4%	12.9%	3.8%	3.9%	1.0%	12.3%	8.5%	10.6%	6	5.99	1.6%	7.7%	498.21
Estonia	23.5%	22.3%	28.0%	8.4%	6.2%	5.7%	6.4%	18.6%	18.1%	24.4%	9	1.76	0.4%	11.4%	526.08
Finland	17.3%	15.6%	17.0%	10.0%	2.8%	2.0%	1.7%	12.8%	10.9%	16.0%	9	2.47	0.4%	9.5%	529.40
France	18.1%	21.3%	10.4%	7.9%	5.1%	6.0%	2.7%	13.7%	18.0%	8.7%	6	10.90	0.7%	8.5%	499.81
Germany	20.3%	19.4%	16.0%	9.9%	5.4%	5.6%	3.2%	16.1%	14.7%	14.9%	7	5.61	0.6%	9.5%	515.11
Greece	36.0%	36.7%	23.0%	17.2%	21.5%	23.8%	15.5%	22.1%	25.5%	14.9%	4	4.06	0.1%	9.0%	465.63
Hungary	31.1%	41.4%	18.1%	12.2%	23.9%	32.4%	15.8%	14.6%	24.6%	4.2%	3	8.47	0.9%	11.4%	486.60
Ireland	29.5%	33.9%	13.3%	23.9%	9.9%	13.4%	3.6%	14.1%	16.0%	10.1%	6	5.89	0.1%	6.9%	484.49
Italy	28.1%	32.0%	20.8%	12.0%	11.5%	13.6%	9.0%	19.6%	25.2%	14.7%	4	2.98	0.4%	15.0%	515.56
Latvia	32.7%	35.3%	39.3%	9.6%	19.2%	19.9%	22.0%	21.2%	24.3%	27.6%	5	5.00	0.8%	8.5%	489.54
Lithuania	27.7%	29.1%	32.6%	8.8%	14.4%	14.3%	19.3%	19.1%	23.5%	20.1%	7	3.56	0.7%	5.9%	493.82
Luxembourg	19.0%	26.0%	7.0%	6.6%	1.8%	2.4%	0.9%	15.9%	23.9%	6.2%	4	5.82	0.8%	6.1%	483.94
Malta	24.0%	32.0%	20.8%	9.0%	10.2%	13.8%	8.1%	15.7%	24.0%	14.9%	5	5.62	0.4%	20.4%	489.62
Netherlands	15.9%	17.0%	6.1%	9.3%	2.5%	2.3%	0.8%	10.4%	12.6%	5.5%	6	4.17	0.4%	8.6%	518.75
Poland	25.8%	29.8%	19.7%	7.2%	10.4%	10.2%	9.7%	17.3%	23.2%	12.3%	7	4.77	0.5%	5.4%	520.50
Portugal	27.5%	31.7%	20.3%	12.2%	10.6%	12.9%	9.8%	18.7%	24.4%	14.6%	4	5.18	0.5%	17.4%	488.03
Romania	40.4%	48.5%	35.0%	6.4%	28.5%	34.1%	27.5%	22.4%	32.1%	15.0%	4	6.33	0.7%	18.1%	440.31
Slovakia	18.4%	23.6%	13.4%	7.1%	9.9%	12.1%	9.2%	12.6%	19.2%	6.2%	4	13.39	0.5%	6.7%	471.87
Slovenia	20.4%	17.5%	23.0%	8.0%	6.6%	4.8%	6.8%	14.5%	14.7%	20.5%	7	5.62	0.7%	4.4%	498.86
Spain	29.2%	35.8%	12.9%	17.1%	7.1%	9.5%	2.4%	22.2%	30.5%	11.4%	5	3.92	0.7%	21.9%	489.57
Sweden	16.4%	16.2%	16.5%	7.1%	1.4%	1.9%	0.2%	14.8%	15.4%	16.4%	6	3.45	0.7%	6.7%	482.13
United Kingdom	24.8%	32.6%	18.1%	13.2%	7.3%	10.5%	1.9%	15.9%	18.9%	16.6%	7	4.75	0.3%	11.8%	502.46

Source: Own representation.

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Table 11b: SJI 2015 raw data

Country	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Austria	71.1%	45.1%	0.89	0.89	5.7%	1.5%	10.3%	11.8%	8.8%	5.6%	35.2%
Belgium	61.9%	42.7%	0.83	0.88	8.6%	4.3%	23.2%	16.4%	76.6%	3.9%	13.0%
Bulgaria	61.0%	50.0%	0.95	0.91	11.5%	6.9%	23.8%	28.6%	64.8%	6.4%	40.7%
Croatia	54.6%	36.2%	0.97	0.85	17.5%	10.1%	45.5%	26.4%	47.2%	5.3%	35.5%
Cyprus	62.1%	46.9%	1.13	0.89	16.3%	7.7%	36.0%	20.3%	94.3%	7.8%	33.9%
Czech Republic	69.0%	54.0%	1.04	0.79	6.2%	2.7%	15.9%	22.4%	82.5%	3.5%	40.9%
Denmark	72.8%	63.2%	0.86	0.92	6.8%	1.7%	12.6%	10.6%	53.5%	2.7%	14.8%
Estonia	69.6%	64.0%	0.97	0.91	7.5%	3.3%	15.0%	13.8%	29.1%	6.4%	44.1%
Finland	68.7%	59.1%	0.88	0.98	8.8%	1.9%	20.5%	18.0%	70.1%	3.2%	11.5%
France	63.8%	46.9%	0.87	0.90	10.3%	4.4%	24.2%	17.3%	61.4%	6.0%	11.9%
Germany	73.8%	65.6%	0.91	0.89	5.1%	2.2%	7.7%	12.0%	21.7%	6.3%	54.6%
Greece	49.4%	34.0%	1.02	0.71	26.7%	19.5%	52.4%	28.7%	86.3%	11.9%	18.3%
Hungary	61.8%	41.7%	1.14	0.82	7.8%	3.7%	20.4%	18.6%	74.0%	5.2%	40.8%
Ireland	61.7%	53.0%	0.99	0.85	11.5%	6.7%	23.9%	20.4%	61.7%	2.9%	30.9%
Italy	55.7%	46.2%	1.06	0.72	12.9%	7.8%	42.7%	17.0%	72.7%	9.6%	20.9%
Latvia	66.3%	56.4%	0.97	0.94	11.1%	4.7%	19.6%	24.5%	63.9%	6.8%	42.6%
Lithuania	65.7%	56.2%	1.06	0.98	10.9%	4.8%	19.3%	30.7%	58.3%	6.8%	44.1%
Luxembourg	66.6%	42.5%	1.17	0.83	5.9%	1.6%	22.6%	10.2%	54.2%	10.1%	33.7%
Malta	62.3%	37.7%	1.04	0.66	5.9%	2.7%	11.8%	9.3%	56.7%	5.3%	29.5%
Netherlands	73.1%	59.9%	0.82	0.87	7.5%	3.0%	12.7%	12.3%	44.4%	3.4%	37.1%
Poland	61.7%	42.5%	1.02	0.81	9.1%	3.8%	23.9%	19.7%	66.5%	9.7%	44.9%
Portugal	62.6%	47.8%	1.07	0.91	14.5%	8.4%	34.8%	16.2%	83.9%	8.8%	25.3%
Romania	61.0%	43.1%	0.90	0.78	7.1%	2.8%	24.0%	7.7%	88.8%	13.1%	49.4%
Slovakia	61.0%	44.8%	1.09	0.80	13.2%	9.3%	29.7%	41.4%	87.3%	5.2%	51.5%
Slovenia	63.9%	35.4%	0.90	0.89	9.9%	5.3%	20.2%	16.4%	65.5%	5.8%	40.0%
Spain	56.0%	44.3%	0.92	0.84	24.6%	12.9%	53.2%	34.0%	91.5%	10.2%	22.4%
Sweden	74.9%	74.0%	0.82	0.96	8.1%	1.5%	22.9%	20.0%	59.6%	5.2%	4.2%
United Kingdom	71.9%	61.0%	0.96	0.87	6.3%	2.2%	16.9%	11.8%	50.4%	6.2%	34.6%

Source: Own representation.

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Table 11c: SJI 2015 raw data

Country	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5
Austria	7	27.6%	6	33.3%	7	9.6%	8	0.4%	59.96	82.11	66.80
Belgium	7	25.9%	7	41.3%	6	17.0%	7	1.9%	63.85	93.67	71.60
Bulgaria	4	35.4%	6	24.6%	3	24.8%	4	8.9%	64.56	55.56	38.00
Croatia	4	30.9%	5	23.8%	3	26.1%	5	3.3%	59.05	68.33	62.00
Cyprus	7	32.4%	8	12.5%	4	25.2%	6	4.4%	64.66	55.67	62.00
Czech Republic	6	24.6%	6	19.5%	5	11.8%	8	1.0%	63.37	74.22	71.60
Denmark	8	27.5%	8	39.1%	7	8.4%	8	1.3%	59.74	82.22	85.60
Estonia	6	32.9%	8	19.0%	7	15.4%	8	8.4%	55.61	63.11	62.00
Finland	8	25.6%	8	42.5%	8	14.6%	8	4.3%	56.74	69.44	90.40
France	7	30.1%	6	26.2%	6	15.3%	7	2.7%	63.72	79.44	76.00
Germany	7	29.7%	8	36.5%	8	9.5%	8	1.6%	57.39	77.78	80.80
Greece	3	34.5%	5	21.0%	6	28.4%	3	9.0%	64.90	53.67	62.00
Hungary	4	27.9%	5	9.3%	5	19.3%	4	2.4%	59.62	55.67	42.80
Ireland	6	30.0%	9	15.7%	7	20.9%	5	3.3%	66.91	68.33	71.60
Italy	4	32.7%	7	31.4%	5	32.0%	7	7.1%	61.34	55.67	71.60
Latvia	5	35.5%	7	25.0%	5	17.7%	4	13.8%	53.06	45.22	42.80
Lithuania	6	35.0%	7	24.1%	7	15.7%	7	3.2%	59.39	60.33	57.20
Luxembourg	9	30.4%	8	28.3%	8	10.2%	8	0.9%	63.35	88.11	76.00
Malta	6	27.9%	5	14.3%	3	11.1%	7	0.9%	72.15	67.44	47.60
Netherlands	8	25.1%	9	38.7%	8	7.8%	7	0.4%	59.43	91.78	90.40
Poland	7	30.7%	8	24.3%	5	18.8%	5	8.8%	61.01	50.78	47.60
Portugal	4	34.2%	7	31.3%	7	19.0%	6	3.0%	63.01	58.44	66.80
Romania	4	34.0%	5	13.5%	6	23.1%	4	10.4%	58.24	48.78	33.20
Slovakia	5	26.1%	5	18.7%	5	18.5%	5	1.9%	54.40	63.89	57.20
Slovenia	7	24.4%	7	33.3%	4	13.8%	6	0.0%	58.56	57.11	76.00
Spain	4	34.7%	7	39.7%	6	24.8%	7	0.8%	64.29	66.78	71.60
Sweden	8	24.9%	9	45.0%	7	9.8%	7	1.9%	66.45	68.22	90.40
United Kingdom	7	30.2%	8	22.6%	7	16.5%	8	1.6%	64.60	71.44	66.80

Source: Own representation.

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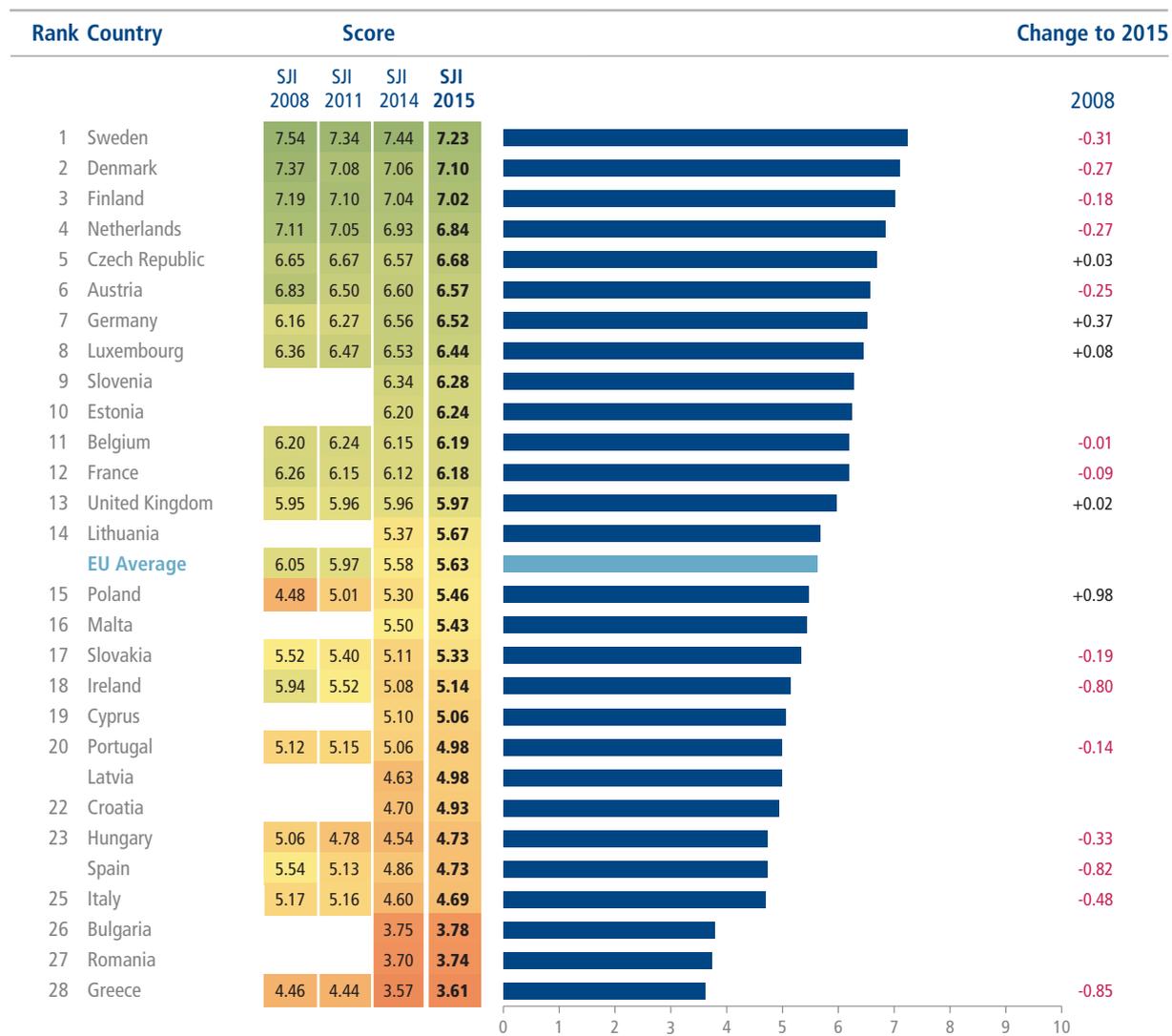
Table 11d: SJI 2015 raw data

Country	F1	F2	F3	F4	F5	F6	F7	F8
Austria	7	6	6	9.07	32.6%	2.8%	86.8%	27.2%
Belgium	8	6	6	10.38	7.9%	2.3%	105.6%	27.3%
Bulgaria	6	5	6	7.24	19.0%	0.7%	26.9%	29.3%
Croatia	5	5	5	4.66	18.0%	0.8%	80.9%	27.6%
Cyprus	4	5	4	10.72	8.1%	0.5%	107.1%	19.9%
Czech Republic	6	8	7	11.82	12.4%	1.9%	41.6%	25.7%
Denmark	9	9	9	9.10	27.2%	3.1%	42.6%	28.3%
Estonia	9	7	9	13.01	25.6%	1.7%	9.7%	27.9%
Finland	9	9	8	6.50	36.8%	3.3%	59.6%	30.2%
France	10	5	6	6.83	14.2%	2.2%	95.1%	28.4%
Germany	7	5	8	11.43	12.4%	2.9%	73.1%	31.5%
Greece	5	4	4	9.76	15.0%	0.8%	177.2%	31.6%
Hungary	4	4	6	5.80	9.8%	1.4%	76.9%	25.8%
Ireland	6	6	7	12.09	7.8%	1.6%	109.5%	19.3%
Italy	4	5	4	7.45	16.7%	1.3%	132.1%	33.1%
Latvia	7	4	9	-0.65	37.1%	0.6%	37.8%	28.8%
Lithuania	6	7	8	4.51	23.0%	1.0%	37.7%	27.5%
Luxembourg	9	7	6	21.72	3.6%	1.2%	24.6%	20.4%
Malta	6	5	4	7.50	3.8%	0.9%	68.1%	26.4%
Netherlands	8	9	5	11.67	4.5%	2.0%	68.3%	26.4%
Poland	7	7	6	9.65	11.3%	0.9%	48.8%	21.2%
Portugal	6	4	5	5.52	25.7%	1.4%	130.2%	30.3%
Romania	5	4	5	4.89	23.9%	0.4%	40.4%	24.3%
Slovakia	5	5	5	6.48	9.8%	0.8%	54.0%	19.0%
Slovenia	8	7	8	7.08	21.5%	2.6%	82.9%	25.7%
Spain	5	6	5	6.56	15.4%	1.2%	97.7%	27.2%
Sweden	10	8	8	2.34	52.1%	3.3%	41.5%	30.6%
United Kingdom	8	8	8	9.07	5.1%	1.6%	89.5%	27.0%

Source: Own representation.

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Figure 47: EU Social Justice Index (weighted)

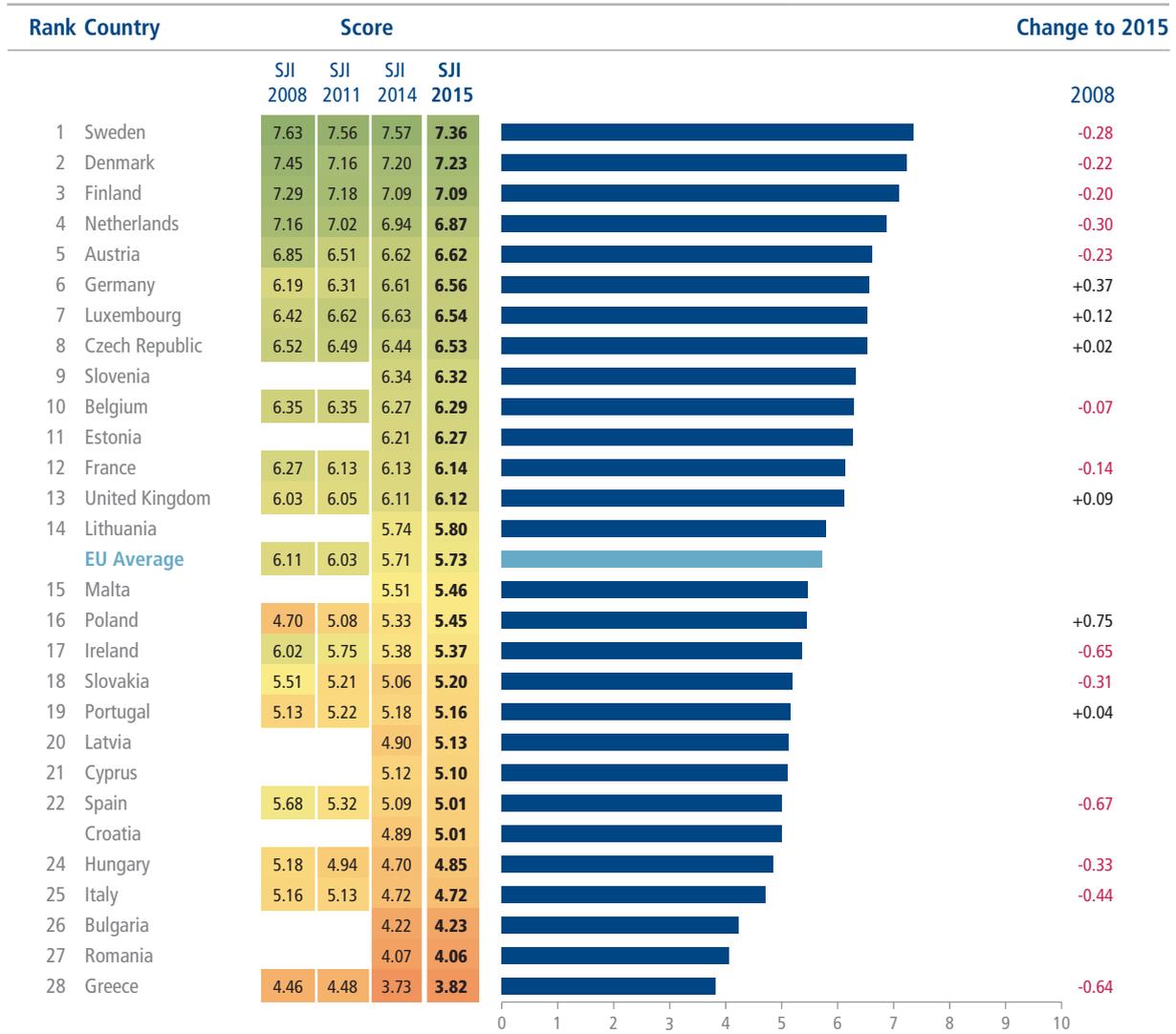


Source: Own calculations.

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Figure 48: EU Social Justice Index (unweighted)



Source: Own calculations.

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- http://mckinseysociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf



**Education to
Employment:
Designing a
System that
Works**

McKinsey
Center for
Government

AUTHORS

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HELLO
MY NAME IS
MRS JOHNSON

I am
a teacher

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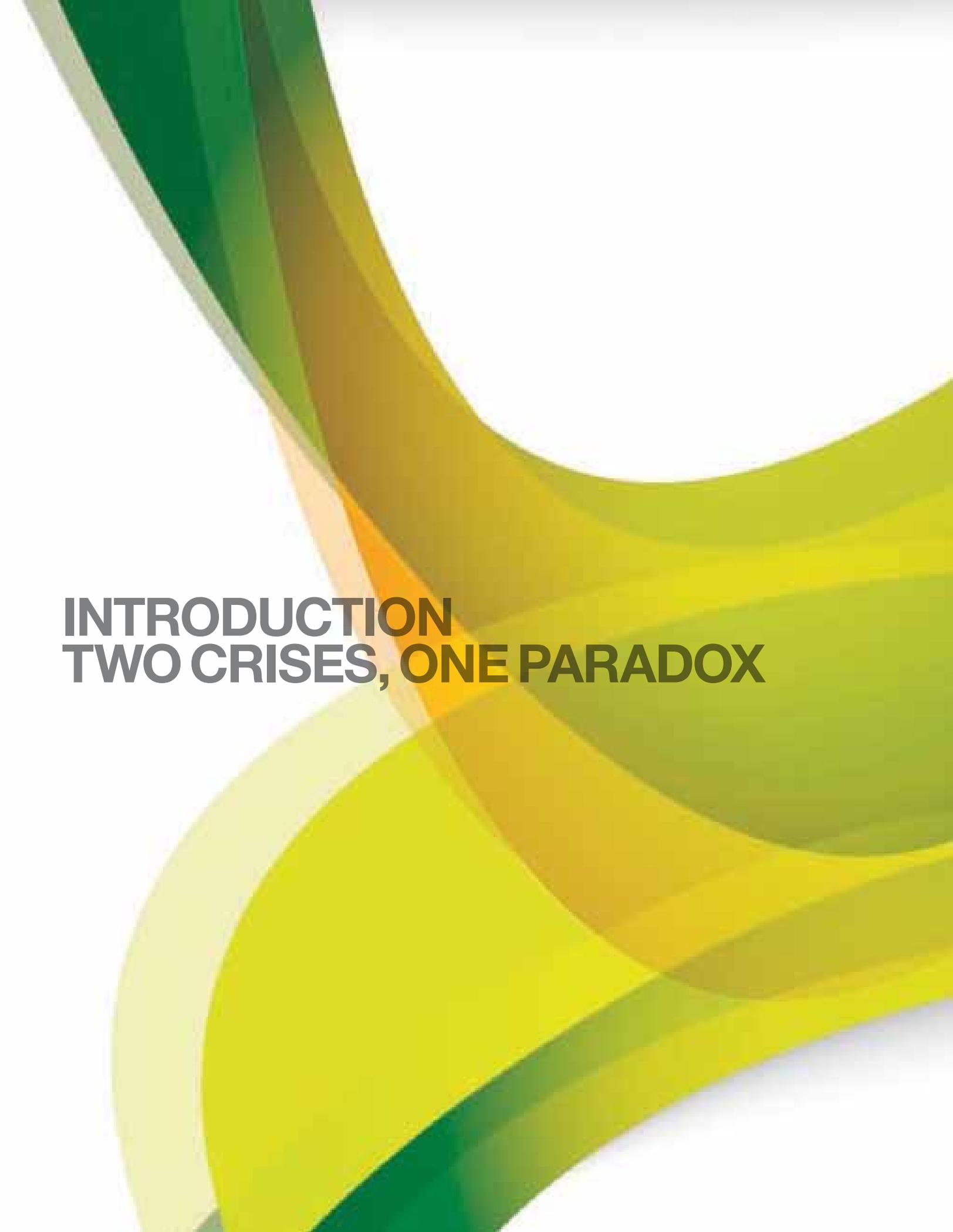
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INTRODUCTION
TWO CRISES, ONE PARADOX

In Japan, an estimated 700,000 young people, known as hikikomori, have withdrawn from society, rarely leaving home. In North Africa, restless youth were at the vanguard of the demonstrations that toppled governments in Egypt and Tunisia. In the United States, the still-faltering economy has been so difficult on Generation Y that there is even a television show, Underemployed, about a group of 20-something college graduates forced into dead-end or unpaid jobs. It is a comedy, but of the laughter-through-tears variety.

*Where should
I go?*

» **These examples hint at two related global crises: high levels of youth unemployment and a shortage of people with critical job skills. Leaders everywhere are aware of the possible consequences, in the form of social and economic distress, when too many young people believe that their future is compromised. Still, governments have struggled to develop effective responses—or even to define what they need to know.**

Worldwide, young people are three times more likely than their parents to be out of work. In Greece, Spain, and South Africa, more than half of young people are unemployed, and jobless levels of 25 percent or more are common in Europe, the Middle East, and Northern Africa. In the Organisation for Economic Co-operation and Development (OECD) countries, more than one in eight of all 15- to 24-year-olds are not in employment, education, or training (NEET).¹ Around the world, the International Labour Organization estimates that 75 million young people are unemployed. Including estimates of underemployed youth would potentially triple this number.² This represents not just a gigantic pool of untapped talent; it is also a source of social unrest and individual despair.

Paradoxically, there is a critical skills shortage at the same time. Across the nine countries that are the focus of this report (Brazil, Germany, India, Mexico, Morocco, Turkey, Saudi Arabia, the United Kingdom, and the United States), only 43 percent of employers surveyed agreed that they could find enough skilled entry-level workers. This problem is not likely to be a temporary blip; in fact, it will probably get much worse. The McKinsey Global Institute estimates that by 2020 there will be a global shortfall of 85 million high- and middle-skilled workers.

If young people who have worked hard to graduate from school and university cannot secure decent jobs and the sense of respect that comes with them, society will have to be prepared for outbreaks of anger or even violence. The evidence is in the protests that have recently occurred in Chile, Egypt, Greece, Italy, South Africa, Spain, and the United States (to name but a few countries). The gap between the haves and the have-nots in the OECD is at a 30-year high, with income among the top 10 percent nine times higher than that of the bottom 10 percent.³

In order to address youth unemployment, two fundamentals need to be in place: skill development and job creation. This report focuses on skill development, with special attention to the mechanisms that connect education to employment.

Clearly, employers need to work with education providers so that students learn the skills they need to succeed at work, and governments also have a crucial role to play. But there is little clarity on which practices and interventions work and which can be scaled up. Most skills initiatives today serve a few hundred or perhaps a few thousand young people; we must be thinking in terms of millions.

Why don't we know what works (and what does not) in moving young people from school to employment? Because there is little hard data on the issue. This information gap makes it difficult to begin to understand what practices are most promising—and what it will take to train young people so that they can take their place as productive participants in the global economy.

One way of looking at this is to think about where school-system reform was a dozen years ago. Before 2000, policy makers, educators, parents, and students had little understanding of how to improve school systems, or how school systems across the world performed in comparison with one another.



in sales

That changed with the creation of the Program for International Student Assessment (PISA). Administered through the OECD, PISA tested the abilities of more than 300,000 15-year-olds across 42 countries.⁴ The results were groundbreaking. Finland and Canada proved to have the best-performing systems in reading in that initial test. Then PISA went a step further, collecting detailed and wide-ranging data on educational practices by country. This allowed nations to assess which interventions were successful across the board and which were dependent on the context of specific systems. School-system reform is still a work in progress, but with good information in hand, countries have a foundation from which to build.

With regard to education to employment, there is nothing comparable to PISA. There is no comprehensive data on the skills required for employment or on the performance of specific education providers in delivering those skills. Existing data is limited and cannot be compared across countries.

This was a major challenge in compiling this report; another was the heterogeneous and fragmented nature of job-training systems. Skills training takes many different forms and is provided by many different stakeholders, including vocational schools, universities, companies, industry associations, and local and national governments. Multiple entities are involved—in government alone, responsibility typically is shared among education, labor, and industry departments. No one has a bird's-eye view of the whole process. Trying to develop an understanding of education to employment, then, is akin to comparing apples to cherries, even within the same country.

To build a knowledge base, we studied more than 100 approaches in 25 countries. As a result, we have developed a truly global perspective on what characterizes successful skills-training systems. To build a strong empirical base, we also surveyed more than 8,000 young people, employers, and education providers in the nine countries that are the focus of this research.

The education, employment, social, and political systems of these nine countries span a wide spectrum. We observed, however, that certain preferences and practices pertain across borders. By studying these commonalities and outcomes, we were able to define global segments of young people and employers in much the same way that consumer-product companies define segments of different kinds of shoppers. We began to see which attitudes and behaviors mattered most. This analysis is central to the way we came to understand the issue, and it represents a new way of thinking about how to address the twin crises of joblessness and the skills shortage.

The journey from education to employment is a complicated one, and it is natural that there will be different routes. But too many young people are getting lost along the way. This report, the first of its kind for McKinsey, is not the last word on the subject. We believe, however, that it is a good start in beginning to fill the knowledge gap and thus provides a useful road map for the future.



EXECUTIVE SUMMARY

- **Seventy-five million youth are unemployed**
- **Half of youth are not sure that their postsecondary education has improved their chances of finding a job***
- **Almost 40 percent of employers say a lack of skills is the main reason for entry-level vacancies****

Around the world, governments and businesses face a conundrum: high levels of youth unemployment and a shortage of job seekers with critical skills. How can a country successfully move its young people from education to employment? What are the problems? Which interventions work? How can these be scaled up? These are the crucial questions.

In this report, we attempt to answer them. To do so, we developed two unique fact bases. The first is an analysis of more than 100 education-to-employment initiatives from 25 countries, selected on the basis of their innovation and effectiveness. The second is a survey of youth, education providers, and employers in nine countries that are diverse in geography and socioeconomic context: Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, the United Kingdom, and the United States.

We started this research recognizing the twin crises of a shortage of jobs and a shortage of skills. In the course of it, though, we realized we needed to take into account another key shortage: the lack of hard data. This deficiency makes it difficult to even begin to understand which skills are required for employment, what practices are the most promising in training youth to become productive citizens and employees, and how to identify the programs that do this best. The state of the world's knowledge about education-to-employment is akin to that regarding school-system reform a dozen years ago, prior to groundbreaking international assessments and related research. We hope this report helps fill this knowledge gap.

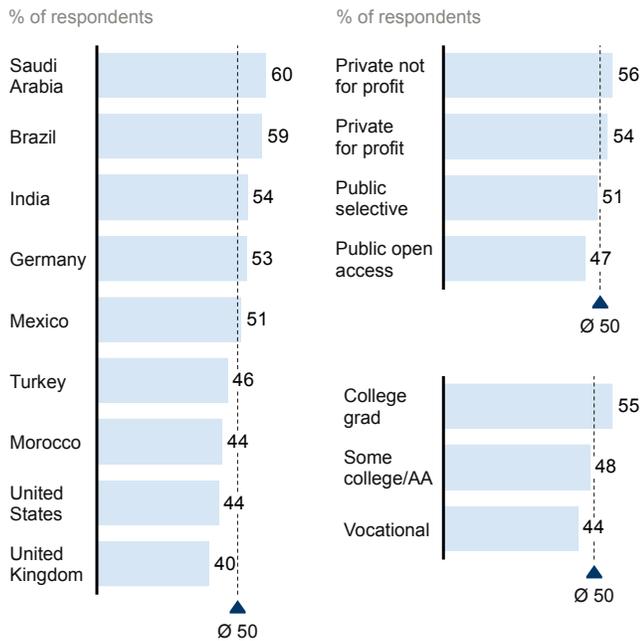
A young man with a red tilak on his forehead is sitting on a stone ledge. He is wearing a grey sweater, a yellow shawl, and white headphones. He is looking off to the side. The background shows a traditional building with a window and a sign with a cross.

Ma Web designer

Exhibit 1

Only half of youth believe that their post-secondary studies improved their employment opportunities

Students who believe their postsecondary studies improved their employment opportunities¹



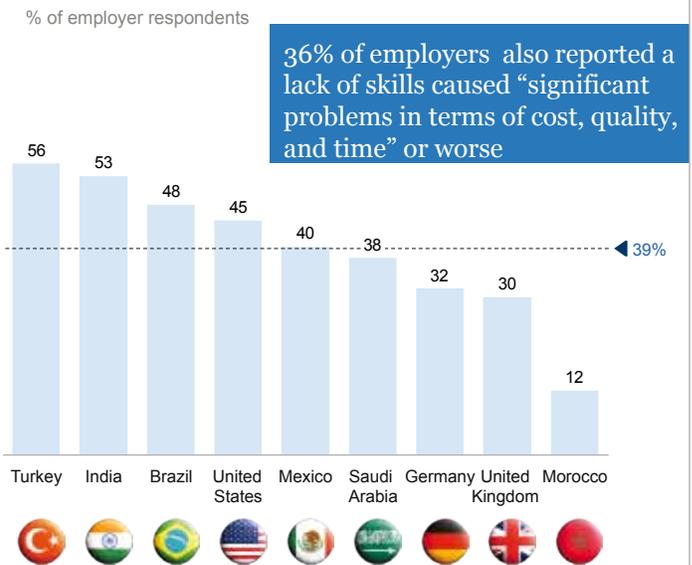
¹ My post-high-school education improved my chances of getting a job.

SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 2

39% of employers say a skills shortage is a leading reason for entry-level vacancies

Lack of skills is a common reason for entry-level vacancies



SOURCE: McKinsey survey, Aug-Sept 2012

The report’s findings include the following six highlights:

1 Employers, education providers, and youth live in parallel universes. To put it another way, they have fundamentally different understandings of the same situation. Fewer than half of youth and employers, for example, believe that new graduates are adequately prepared for entry-level positions. Education providers, however, are much more optimistic: 72 percent of them believe new graduates are ready to work (Exhibit 3). The same disconnect occurs with regard to education; 39 percent of education providers believe the main reason students drop out is that the course of study is too difficult, but only 9 percent of youth say this is the case (they are more apt to blame affordability).

Why are the three major stakeholders not seeing the same thing? In large part, this is because they are not engaged with each other. One-third of employers say they never communicate with education providers; of those that do, fewer than half say it proved effective. Meanwhile, more than a third of education providers report that they are unable to estimate the job-placement rates of their graduates. Of those who say they can, 20 percent overestimated this rate compared with what was reported by youth themselves. Nor are youth any better informed: fewer than half say that when they chose what to study they had a good understanding of which disciplines lead to professions with job openings and good wage levels.

Exhibit 3

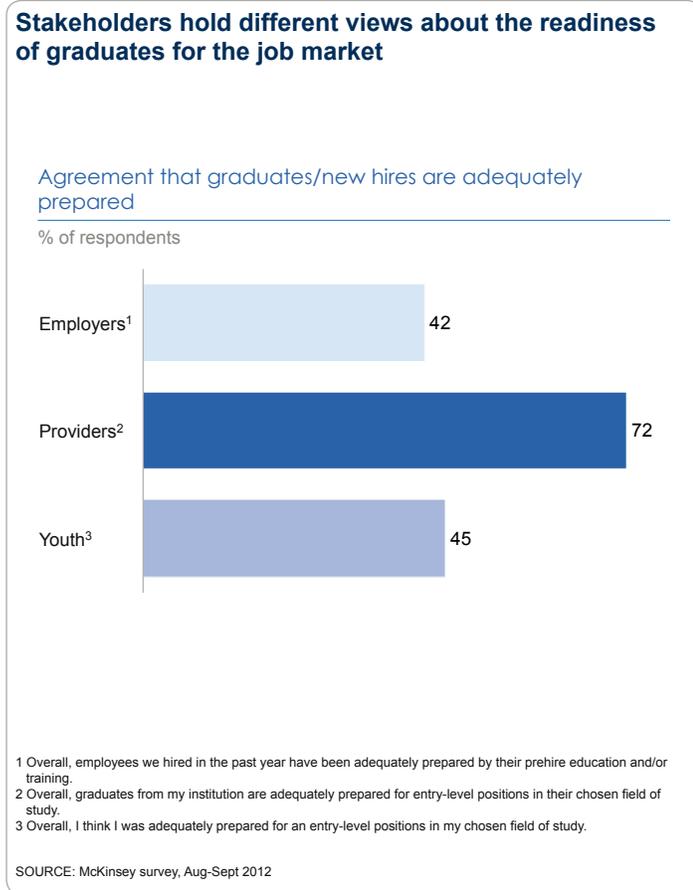
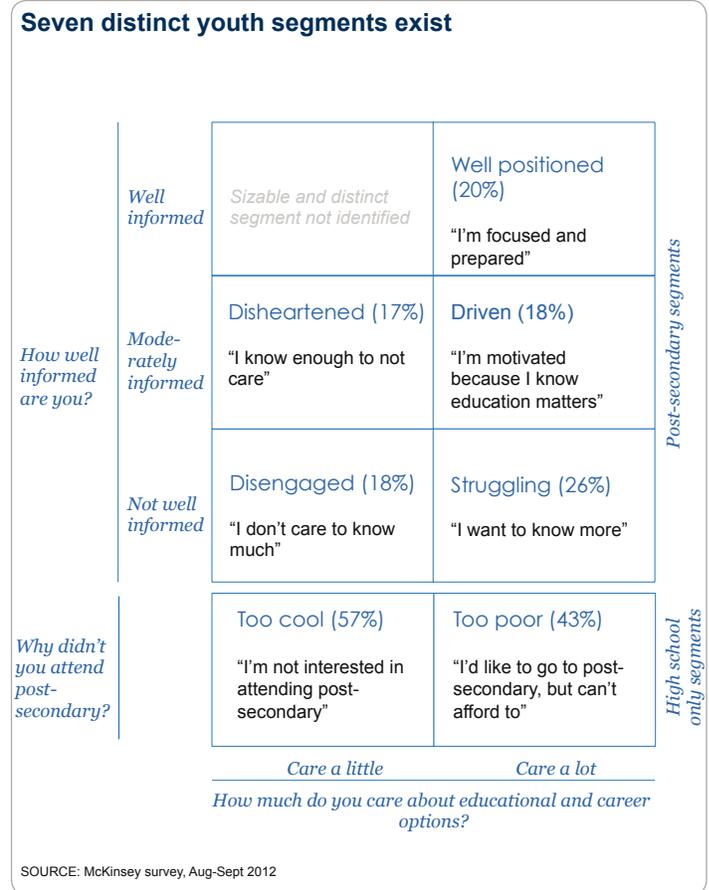


Exhibit 4



2. The education-to-employment journey is fraught with obstacles. In building our fact base, we began to think of the education-to-employment system as a highway with three critical intersections: (1) enrolling in postsecondary education, (2) building skills, and (3) finding a job.

There are significant challenges at each intersection. At the first (enrollment), cost is the top barrier, with 31 percent of high-school graduates indicating they did not continue their education because it was too expensive. Among those who do enroll, 46 percent are convinced they made the right choice in their selection of institution or field of study. At the second intersection (building skills), about 60 percent of youth say that on-the-job training and hands-on learning are the most effective instructional techniques, but fewer than half of that percentage are enrolled in curricula that prioritize those techniques. At the third intersection (finding a job), a quarter of youth do not make a smooth transition to work; their first jobs are unrelated to their field of study and they want to change positions quickly. In emerging markets, this number rose to as much as 40 percent.

3. The education-to-employment system fails for most employers and young people. Examples of positive outcomes in education to employment are the exception rather than the rule.

Based on our survey data, we identified three distinct groups of employers. Only one of them, accounting for less than a third of the cohort (31 percent), is successful in getting the talent it requires. What distinguishes these employers is that they reach out regularly to education providers and youth, offering them time, skills, and money. Of the two other segments, the first is minimally engaged (44 percent) and struggling the most to find the right workers, while the second (25 percent) is somewhat engaged but largely ineffectual.

As for young people, the system is not working for most of them, either. We asked youth a combination of attitudinal and behavioral questions to understand how they thought. On the basis of their answers, as well as their current employment status, we divided them into seven segments—five for those with postsecondary education and two for those without (Exhibit 4). Only two of the seven segments have a positive experience in the job market. They succeed when most do not because they actively manage their decisions about their education and career. The remaining segments range from those who have become disheartened (“I know enough to not care”) to those who are disengaged (“I don’t care to know more”) and those who are struggling (“I want to know more”).

Each of the employer and youth segments we identified has different outcomes and motivations; each requires a different set of interventions. We also found that the concentration and mix of these segments can vary significantly by country.

4 Innovative and effective programs around the world have important elements in common.

Two features stand out among all the successful programs we reviewed. First, education providers and employers actively step into one another’s worlds. Employers might help to design curricula and offer their employees as faculty, for example, while education providers may have students spend half their time on a job site and secure them hiring guarantees.

Second, in the best programs, employers and education providers work with their students early and intensely. Instead of three distinct intersections occurring in a linear sequence (enrollment leads to skills, which lead to a job), the education-to-employment journey is treated as a continuum in which employers commit to hire youth before they are enrolled in a program to build their skills.

The problem, then, is not that success is impossible or unknowable—it is that it is scattered and small scale compared with the need.

5 Creating a successful education-to-employment system requires new incentives and structures. To increase the rate of success, the education-to-employment system needs to operate differently, in three important ways.

First, stakeholders need better data to make informed choices and manage performance. Parents and young people, for example, need data about career options and training pathways. Imagine what would happen if all educational institutions were as motivated to systematically gather and disseminate data regarding students after they graduated—job-placement rates and career trajectory five years out—as they are regarding students’ records before admissions. Young people would have a clear sense of what they could plausibly expect upon leaving a school or taking up a course of study, while education

institutions would think more carefully about what they teach and how they connect their students to the job market.

Second, the most transformative solutions are those that involve multiple providers and employers working within a particular industry or function. These collaborations solve the skill gap at a sector level; by splitting costs among multiple stakeholders (educators, employers, and trainees), investment is reduced for everyone—an incentive for increased participation. Agreements such as nonpoaching deals can also boost employers’ willingness to collaborate, even in a competitive environment.

Finally, countries need system integrators (one or several) responsible for taking a high-level view of the entire heterogeneous and fragmented education-to-employment system. The role of the system integrator is to work with education providers and employers to develop skill solutions, gather data, and identify and disseminate positive examples. Such integrators can be defined by sector, region, or target population.

6 Education-to-employment solutions need to scale up. There are three challenges to achieving scale: first, constraints on the resources of education providers, such as finding qualified faculty and investing in expansion; second, insufficient opportunities to provide youth with hands-on learning; and third, the hesitancy of employers to invest in training unless it involves specialized skills. There are solutions for each.

In the first instance, coupling technology—the Internet and other low-cost outlets—and a highly standardized curriculum can help to supplement faculty and spread consistent instruction at a modest cost.

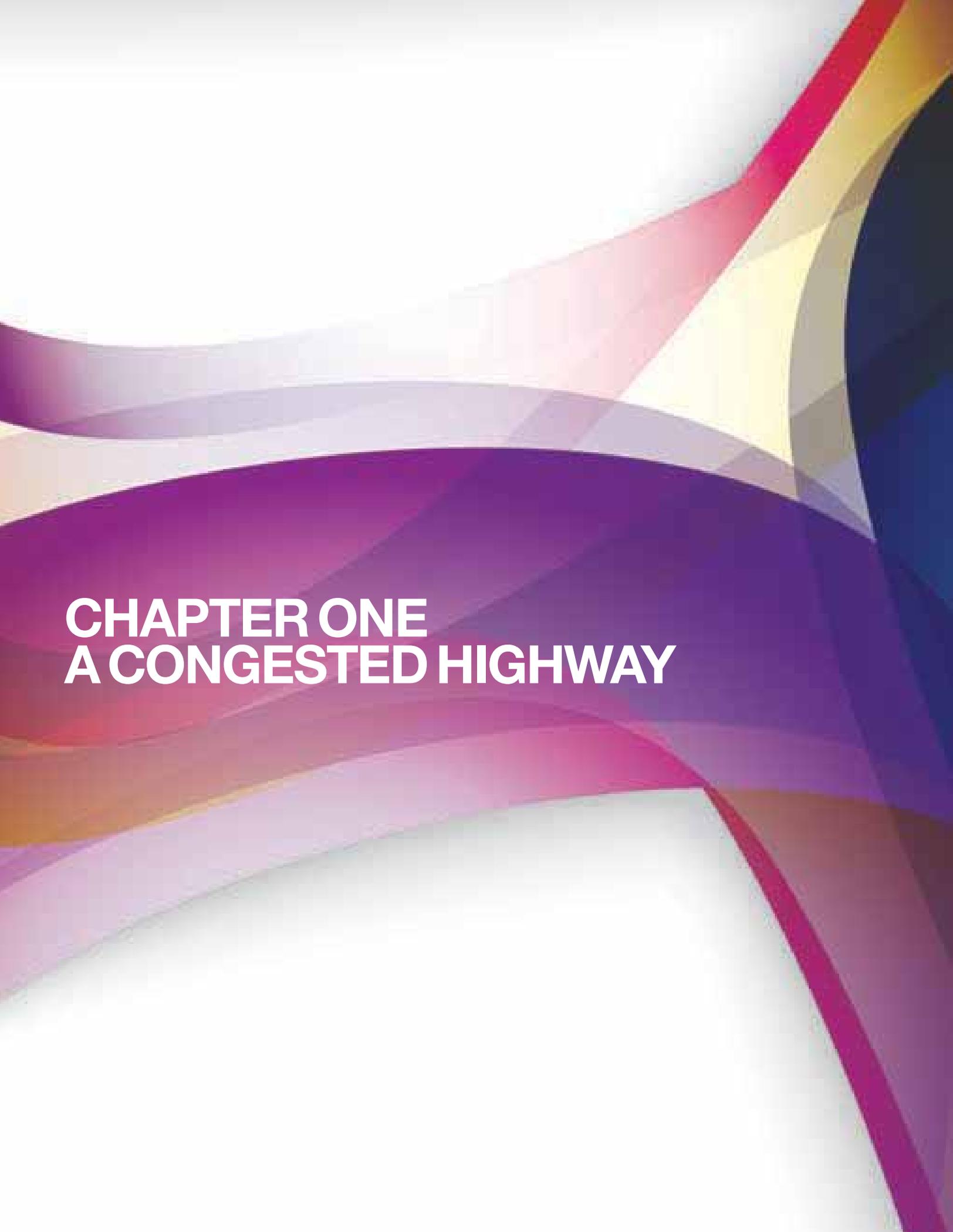
For the second challenge, apprenticeships traditionally have provided hands-on experience, but there are not enough spaces to meet demand. Technology, in the form of “serious games” and other kinds of simulations, can help here, too, by offering tailored, detailed, practical experience to large numbers at a comparatively low cost. Serious-game simulation could become the apprenticeship of the 21st century. In a sense, the future of hands-on learning may well be hands-off.

Third, employers often are willing to invest only in those specialized skills whose value they can fully capture; they do not want to spend money on employees who might take their expertise elsewhere. But for providers, it is expensive to develop solutions for every employer. One proven approach is to combine customization and scale by offering a standard core curriculum complemented by employer-specific top-ups.



The passage from education to employment is a complicated one, with many different needs and requirements demanding negotiation along the way. It is inevitable, then, that there will be a variety of routes. What should concern us all is that far too many young people are getting lost along the way.

Our purpose in this study is to consider the journey from education to employment and to examine what can be done to improve it. By providing new information and analysis, we seek to help employers, education providers, governments, and young people begin to create a different and better system. This report is not a definitive road map, but it is a start and a structured call to action.



CHAPTER ONE A CONGESTED HIGHWAY



Think of the education-to-employment system as a highway, where three drivers—educators, employers, and young people—all want to get to the same destination. There are three critical intersections—when young people enroll in postsecondary education, when they build skills, and when they seek work. At every point, each driver needs to take account of the others to keep moving safely and efficiently. Our research, however, shows that doesn't usually happen. Instead, drivers don't take one another into account, proceeding obliviously in their own lanes, or they collide, leaving everyone worse off than when they started.

What should we learn

▶ **As we look at the transition from education to employment, we see that there are three critical intersections: enrollment, building skills, and finding a job. Exhibit 1 (page 26) shows a way of visualizing these intersections and the relevant practices (inputs) that form the signposts.**

This visualization is useful because it integrates the vantage points of all three drivers and presents education-to-employment as a complex system with lots of different places to enter and exit, not as a straight road. One of our most striking findings is that at each intersection, the points of view of the different drivers are often so different from one another that it's difficult to believe they are on the same highway.

For example, fewer than half of youth and employers believe that new graduates are prepared adequately for entry-level positions. Among providers, though, 72 percent say they are. Similarly, while 39 percent of postsecondary educators believe that students drop out because the course of study is too difficult, only 9 percent of youth agree.¹ Even within groups, there are vast differences in attitudes and behaviors. In short, even if the drivers are on the same road, they don't seem to be looking at the same map. No wonder they are missing one another.

Let's look at each of the three critical intersections.

1.1 Critical intersection 1: Enrolling in postsecondary education

As young people approach this point, they need to make two related decisions. Should I go on? If so, what should I study, and where should I study it?

Choosing whether to continue school

Establishing how many young people go on to postsecondary courses (either academic or vocational), and what happens to them, is not easy. How countries define and measure the entry rates into such programs varies widely. Moreover, national figures often do not include on-the-job apprenticeships or count those who go directly from secondary school into work.

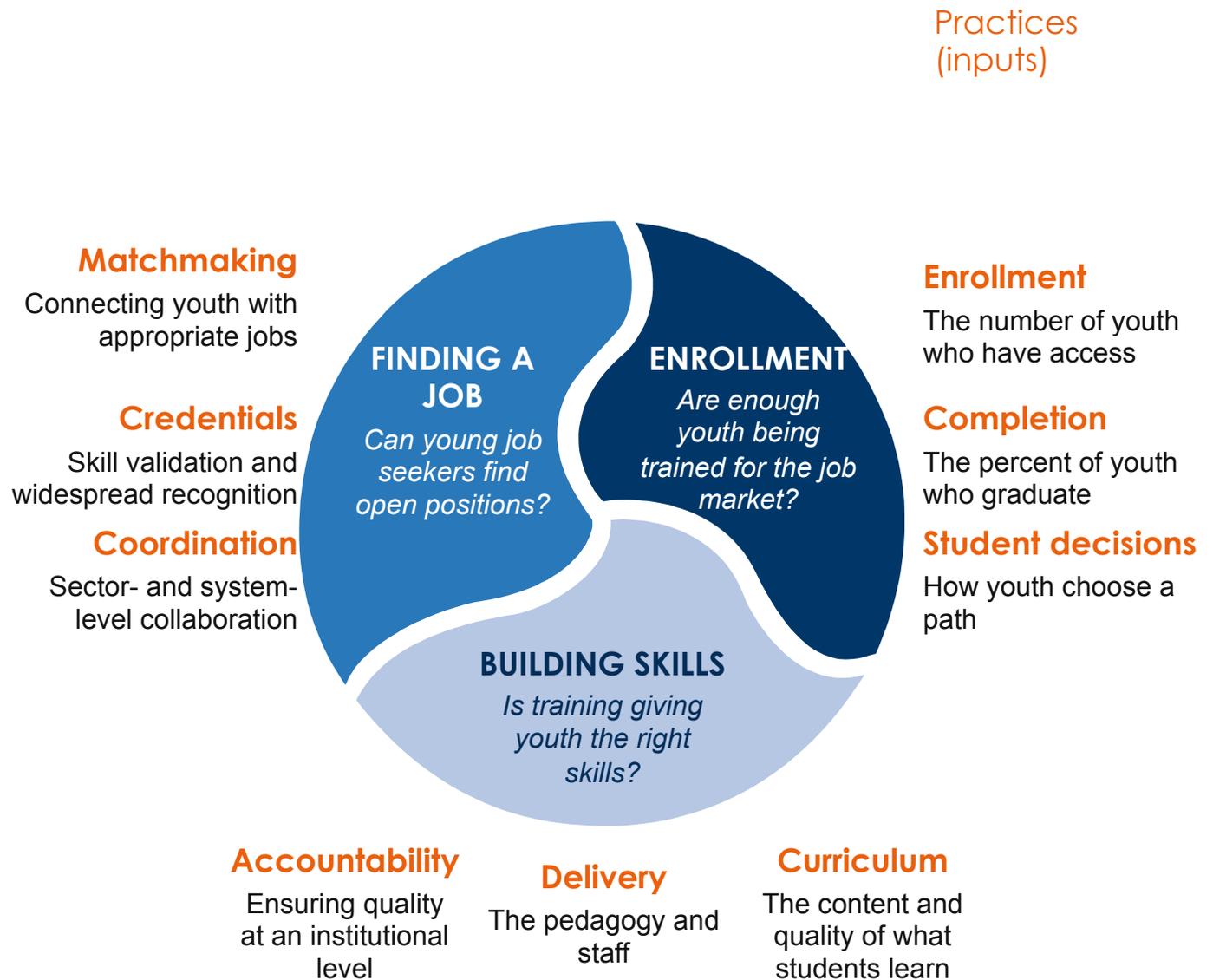
For this reason, it is common to make comparisons using the NEET rate (not in education, employment, or training). The social and personal costs of quashing the energies of youth are tremendous. So are the economic costs. The European Foundation for the Improvement of Living and Working Conditions issued a report in 2012 that estimates the cost of supporting the NEET population in Europe to be €153 billion (approximately \$200 billion), or 1.2 percent of European GDP.² The NEET rates of the countries in our study range from a low of 10 percent in Germany to 30 percent in Turkey³ (Exhibit 2). It's also important to keep in mind that in addition to the NEET rate, another significant percentage is either underemployed or otherwise dissatisfied with available choices.

Our survey indicates that youth who do not pursue postsecondary education see themselves in one of two segments: those who cannot afford to and those who cannot be bothered to (see the box on youth segmentation). Unfortunately, both segments have poor outcomes, including high levels of unemployment.

The reasons for failing to continue one's education vary; for example, our survey shows that in Brazil, Mexico, and the United States, affordability is the most important factor, while in Germany, lack of

Exhibit 1

Our framework for exploring the education-to-employment system



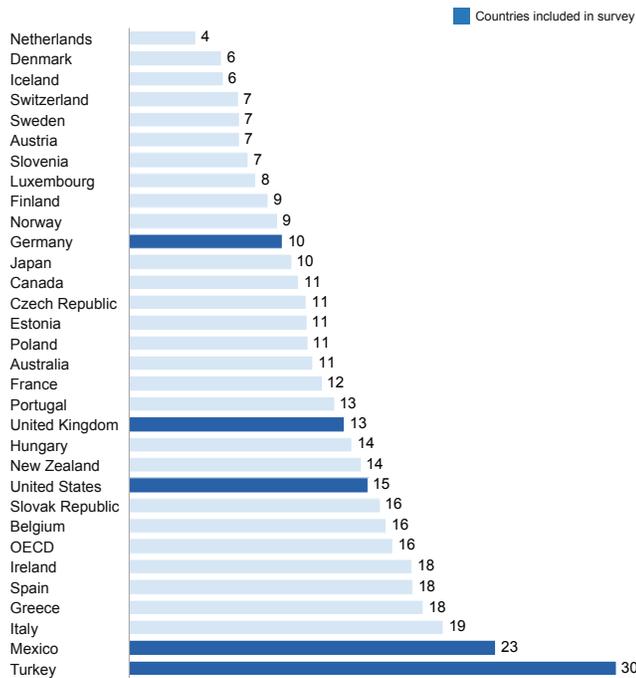


I am
a banker

Exhibit 2

NEET rates among youth in OECD countries, 2011¹

% of population aged 15-24



¹ OECD represents weighted averages. Q2 2011 for Australia; all others represent Q1 2011.

SOURCE: OECD estimates based on national labor-force surveys

capacity is paramount. Turkish youth (and Indian youth, to a lesser extent) question whether further education will provide an economic return (Exhibit 3). We were surprised by this, because most research shows that further education makes economic sense.^{4,5} But if Turkish youth do not see the world this way, it is no wonder that they are more likely to turn off the highway at the first intersection. They are seeing signs that read “No additional value ahead.”

Nor are Turkish youth entirely wrong: while paying for postsecondary education in Turkey does bring net incremental value, the present value of that return is one of the lowest in the OECD (Exhibit 4).

There are also indications that even this low return is decreasing, particularly in the formal private sector.⁶

Exhibit 3

Cost matters everywhere, but value, lack of interest, and capacity also play a role in certain countries

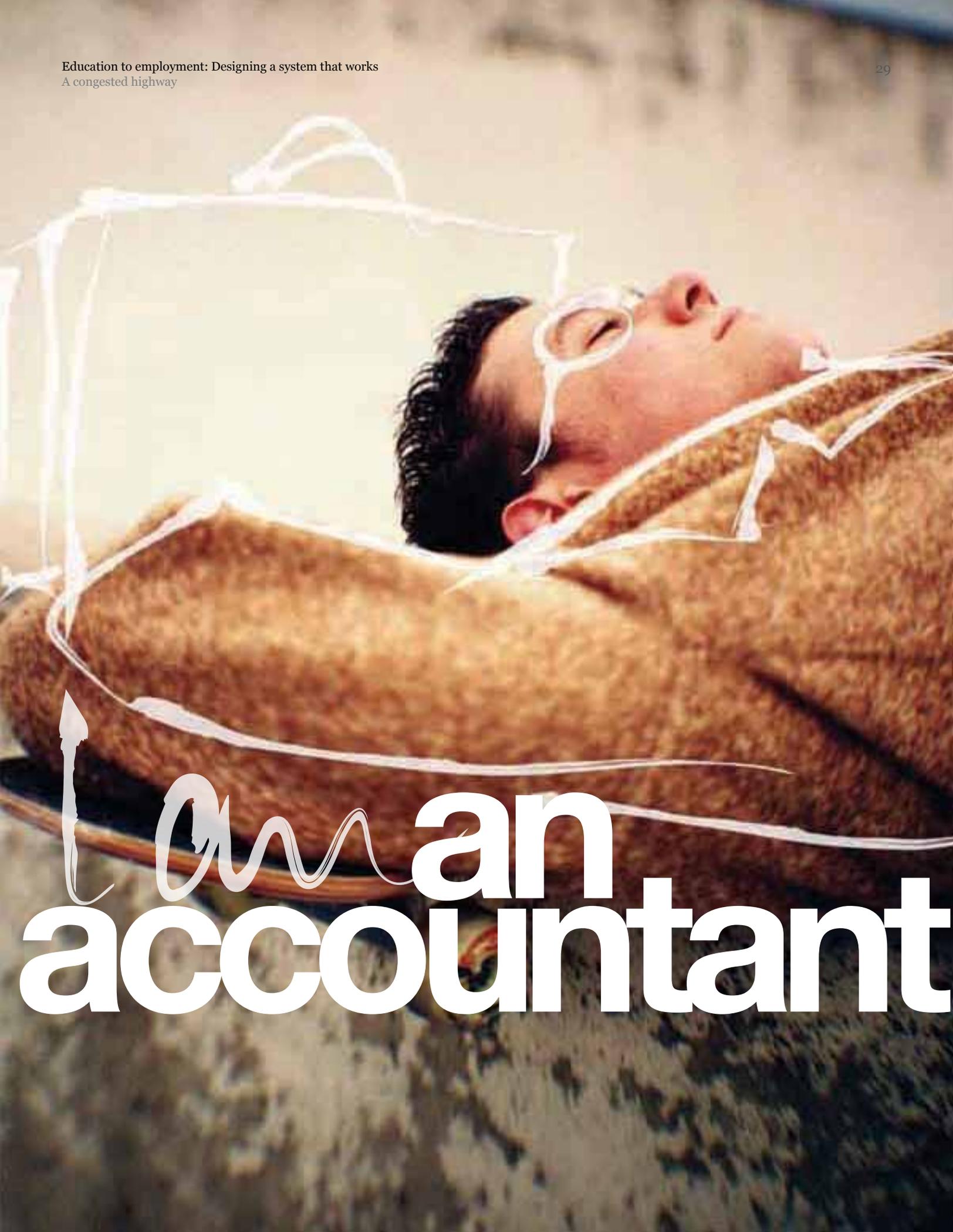
Reasons ¹	Cost/need to work		Cost + value		Cost + lack of interest			Cost + capacity		Overall
	United States	Brazil	Mexico	Turkey	India	Saudi Arabia	United Kingdom	Morocco	Germany	
Could not afford	48%	43%	24%	20%	18%	38%	35%	34%	17%	31%
No time to study due to work	16%	25%	29%	21%	10%	16%	18%	21%	19%	20%
Not interested in more education	11%	4%	5%	15%	16%	41%	24%	27%	7%	15%
Did not think it would add value	13%	10%	8%	21%	21%	22%	13%	11%	7%	13%
No program for interests	11%	16%	10%	13%	7%	15%	12%	8%	12%	12%
Insufficient capacity	5%	12%	8%	11%	14%	8%	9%	6%	25%	11%
No offerings in area	12%	5%	14%	9%	8%	17%	10%	10%	12%	11%
Not accepted to program of choice	6%	3%	10%	11%	14%	26%	10%	5%	10%	10%
Salary won't change	7%	5%	6%	20%	5%	10%	10%	0%	10%	8%
Family did not allow	7%	3%	5%	11%	14%	13%	8%	4%	7%	7%
Can get employment otherwise	6%	2%	6%	8%	5%	10%	9%	2%	7%	6%

¹ Why did you not enroll in post-secondary education or training?

SOURCE: McKinsey survey, Aug-Sept 2012

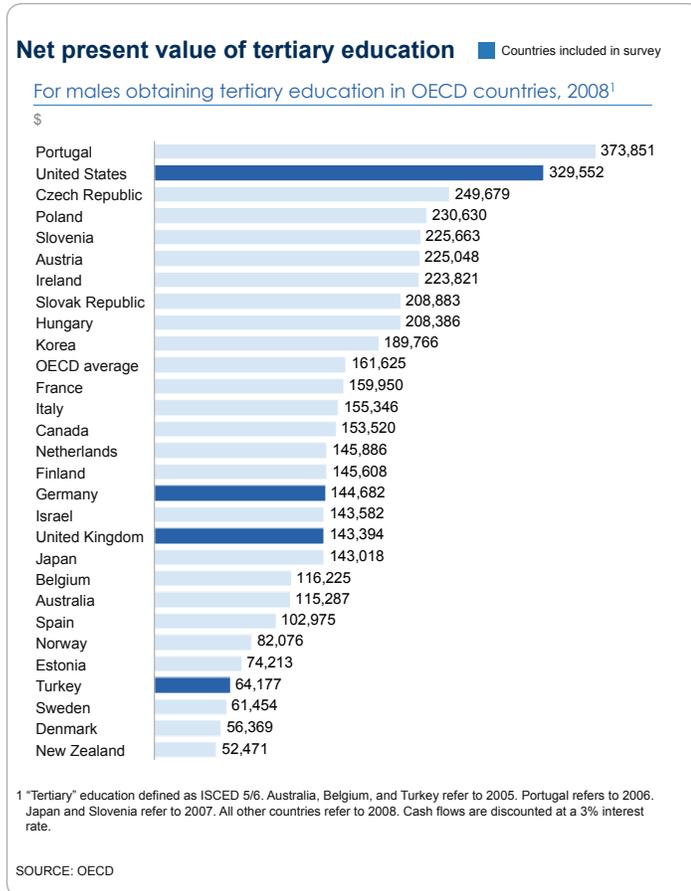
Turning to the findings of our India survey, we were struck by the comparative lack of confidence in the value of further education because the achievements of students from the country’s elite management schools and engineering colleges are so well known. One explanation is that our survey looked at students from a wide variety of backgrounds, and respondents from India are among the most likely to state that their socioeconomic background will largely determine their future occupations and career.

Youth in Saudi Arabia also show a decided lack of interest in continuing their studies. In this case, the response might be related to the fact that many Saudi youth intend to work in the public sector, where postsecondary qualifications are often not a requirement.



How an accountant

Exhibit 4



Respondents in Morocco point to a lack of time for their studies due to their work commitments, as well as to a lack of interest in continuing their education. National conditions might well play a role here, as the country faces a severe lack of jobs for young people.

The chief complaint of German young people, uniquely, is that there are not enough places to study. The numbers appear to back this up. A little more than 20 percent of Germans aged 25 to 34 have a postsecondary degree. Not only is that among the lowest in the OECD, but the figure is also unchanged in comparison with those aged 55 to 64. In most industrialized countries, by contrast, educational attainment has risen over the last 30 years.⁷

Maybe the most puzzling response of all, however, comes from youth in the United Kingdom. The country is home to many of the world's best and most famous universities, and it has increased the number of university places markedly. Even so, British youth give the lowest priority of those in any country in our survey to continuing in postsecondary education; only 40 percent believe that postsecondary education will improve their chances of securing a job. British respondents also were not well informed when making decisions about postsecondary education (Exhibit 5). As a result, youth are quick to detour from the education-to-employment highway.

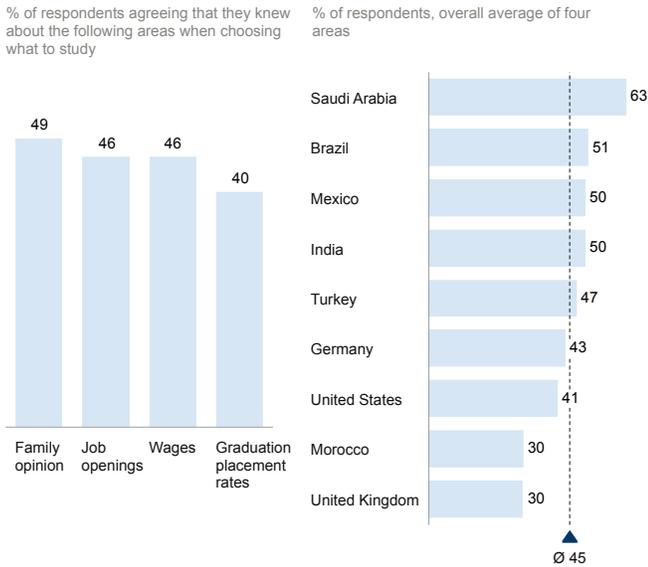
Choosing what to study and where

Enrollment is only the first part of the journey. Once youth decide to continue their schooling, they face the daunting task of choosing what to study and where to study it. The evidence is distressing: way too many young people take a wrong turn here. Fewer than half of those surveyed are confident that if they had to do it again, they would study the same subject. That's a lot of disappointment; it's also a sign that students don't have the information they need to make the right choices. In response to another question, youth across the surveyed countries said they were not well informed

Exhibit 5

Youth are not well informed when making educational choices

Youth knowledge when choosing what to study¹



¹ I knew which careers had many jobs when I was choosing what to study.
 I knew which careers had high wages when I was choosing what to study.
 I knew which education providers had high graduation rates and successful job placement rates when I chose where to study.
 I knew my family's opinions of various disciplines/programs when I chose what to study.

SOURCE: McKinsey survey, Aug-Sept 2012

about the availability of jobs or the level of wages associated with their course of study.

Some 40 percent of youth also report that they were not familiar with the market conditions and requirements even for well-known professions such as teachers or doctors. Without this understanding, many students choose courses half blindly, without a vision of whether there will be a demand for their qualifications upon graduation.

Finally, a large number of students don't know what they don't know. In Brazil and Saudi Arabia, for example, those surveyed believed they had a good grasp of potential careers. When asked about specific occupations, however, they proved not to be particularly well informed: for instance, only 46 percent of youth in Saudi Arabia and 58 percent of youth in Brazil reported understanding the skills required and wage levels for school teachers.

We systematically analyzed the answers young people gave us and broke down what we heard into seven distinct segments. Each segment has different outcomes; each requires a different set of policies to improve the chances of those within them (See youth segmentation analysis on pages 32-35).

Another revealing finding is that in regard to vocational education, the influence of societal perception is alive and well. In almost every society, occupations that require a higher level of studies tend to carry more status. Consider that 70 percent of young people surveyed believe vocational schools are more helpful in getting a job and half said they find it more appealing than an academic track. At the same time, though, nearly two-thirds of youth said that vocational tracks were less valued by society. Of those who said they preferred the idea of vocational training, fewer than 40 percent actually enrolled in such courses (Exhibit 8). In fact, of all nine countries surveyed, Germany is the only place where students believe that the academic and vocational paths are held in equal esteem (Exhibit 9).

YOUTH SEGMENTATION

We asked 4,500 youth a combination of attitudinal and behavioral questions to develop an understanding of how they thought. On the basis of their answers and outcomes, we broke down the population into seven segments—five for those with postsecondary education and two for those without. We then differentiated the five postsecondary segments on two critical axes: the extent to which they were informed about the choices they made and their interest in pursuing their education and career. (Exhibit 6)

POSTSECONDARY SEGMENT 1: STRUGGLING TO GET AHEAD

Youth in this segment (representing 26 percent of the cohort) place a great deal of importance on educational factors but are not well informed about them—a combination that leads to poor outcomes. For example, of the 13 reasons a youth might choose to study at a particular educational institution (ranging from parental advice to job-placement rates), this group places above-average priority on 11 of them, a higher proportion than any other segment.⁸ People in this segment value things like the prestige of the school, which employers themselves rank much lower.

Perhaps as a result, only about 40 percent of this segment say they would make the same educational decision if they could choose again what to study and where, and they rate themselves low on both general and job-specific preparation. Just over a quarter (27 percent) of this segment is unemployed, and 16 percent did not finish postsecondary education, primarily because they found it too demanding.

Given the interest that members of this segment have in education, providing accurate information and improving their skills is critical to helping them succeed. They need guidance on such matters as career paths, postsecondary placement opportunities, and wages.

POSTSECONDARY SEGMENT 2: DRIVEN—EDUCATION IS IMPORTANT TO SUCCESS

Representing 18 percent of postsecondary youth, this segment also places high importance on educational factors, but it differs from Postsecondary Segment 1 in two respects. First, members do not prioritize career factors to the same degree, and second, they are more selective in the educational factors they consider important. Unlike the individuals in Segment 1, for example, they do not consider it important to go to the same institution as their friends. They are most likely to believe that education, as opposed to their socioeconomic background, is the most important factor in determining success. They are driven to succeed.

With an unemployment rate of 16 percent, outcomes for this segment are much stronger than for Segment 1, although almost the same share (15 percent) did not finish their education, primarily because they left to take jobs. This segment is willing to pay for more education if doing so will improve educational and career outcomes. Creating paths for these youth that do not force them to choose between studying and working would allow more of them to fully benefit from their desire for education.

POSTSECONDARY SEGMENT 3: DISENGAGED

This segment (representing 18 percent of postsecondary youth), like Postsecondary Segment 1, is not well informed. Unlike the individuals in that segment, though, they are less motivated to improve their outcomes, and they place less emphasis on education.

It is no surprise, then, that the youth in the disengaged segment have the poorest outcomes: almost 40 percent are unemployed, and 38 percent did not complete their education satisfactorily (15 percent did not finish their education at all and 23 percent failed to graduate on time). They are also least satisfied with their jobs.

The disengaged segment is frustrated: 14 percent of those who sought a job related to their field of study took more than a year to find one, and 37 percent were still looking. It might be for this reason that the segment contains the most individuals who say that if they had another chance they would choose a different field of study. While other segments with poor outcomes are often willing to pay for improved outcomes, disengaged youth are relatively unlikely to do so.

Providing individuals in this segment with better information might help improve their opportunities and outcomes, but things like general career support resources probably will not work because they are less apt to use them. What are required are interventions tailored to individual circumstances, such as one-on-one outreach, assigned mentors and guidance counselors, and customized solutions.

POSTSECONDARY SEGMENT 4: DISHEARTENED

Similar to the disengaged segment, the youth in this segment (representing 17 percent of postsecondary youth) are demotivated and frustrated. Their frustration arises from a strong belief that their background will determine their likely career opportunities: they do not believe that a good education can overcome their economic disadvantage. Perhaps as a result, they place greater priority on listening to the opinions of their family and friends when making education-to-employment choices, and they put less emphasis on factors employers consider important, such as in-person presentation and previous work experience. This segment is least likely to be willing to pay for additional education; more than 70 percent would not make the same decision about their education a second time. Twenty-one percent are unemployed, and twenty percent did not finish their education due to costs, family influence, and concern that their skills were not improving. Only a quarter of those employed say their job is related to their field of study.

People in the disheartened segment are less likely to respond to traditional information approaches because they don't believe in the system. Reaching individuals in this segment means helping them rethink the perception that education is unable to help them overcome socioeconomic disadvantage. They need to see for themselves that people from their own background can succeed.

POSTSECONDARY SEGMENT 5: WELL POSITIONED

This group (20 percent of the total) is in the best shape: 84 percent report above-average incomes, and only 8 percent failed to graduate. They are well informed and care about their educational options and future. While this segment also believes that socioeconomic background plays an important role in future success, they are confident that they can take advantage of the opportunities that emerge, and they are willing to pay for them: 70 percent say they would pay for additional education if it would improve their career outcomes.

SECONDARY SEGMENT 1: TOO COOL TO STUDY

The young people we surveyed who did not take up postsecondary education or training fall into two groups of roughly equal size: those who are uninterested or who do not see the value of further education (“too cool to study”) and those who might be interested but cannot not afford further education (“too poor to study”). Overall, the percentage of youth who don’t enter postsecondary varies significantly by country, but the dynamic is similar across all surveyed countries.⁹

People in the too-cool-to-study group don’t believe that education matters for their future. Only 10 percent believe they lack required job skills; just 5 percent are willing to pay for additional education. But these youth face challenges: more than 40 percent are unemployed, and of those who do have jobs, a third are in interim positions that they plan to leave.

In a sense, this group isn’t even on the highway. Direct, early, and focused intervention will be required to get them started.

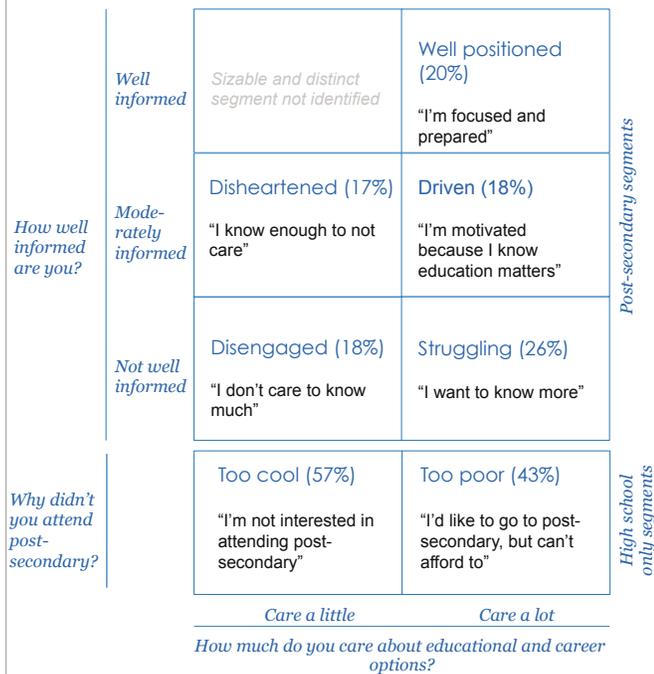
SECONDARY SEGMENT 2: TOO POOR TO STUDY

The two leading reasons this segment offers for not pursuing further education were cost (37 percent) and needing to work (22 percent). Their rates of unemployment (42 percent) and interim employment (40 percent) are high. But at least when it comes to their outlook, they are on the right track. Working with this group is relatively straightforward, albeit difficult: it will be important to introduce lower-cost educational options and offer more effective financing. Seventy-five percent of people in this group state that they would pay for additional education if doing so would improve their career options.

As we look at these segments, there are select differences in gender and age that are important to recognize. From a gender perspective, the driven segment is more likely to include females. Similarly, the well-positioned segment is composed largely of older (26- to 29-year-olds) and wealthier youth. More striking, however, are the country variations. For example, there is a distinctly higher percentage of disengaged youth in Morocco, while Saudi Arabia has the most youth who are in the well-positioned segment (Exhibit 7).

Exhibit 6

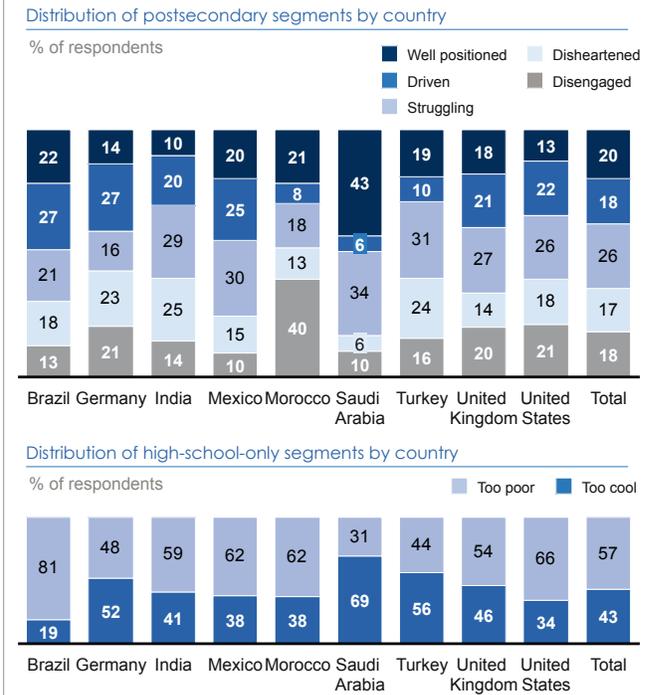
Seven distinct youth segments exist



SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 7

Countries have different mixes of youth segment types



SOURCE: McKinsey survey, Aug-Sept 2012

This variation is influenced by multiple factors, including the country's labor-market situation. For example, in Saudi Arabia, there is often an expectation among youth of public-sector employment upon graduation. Perhaps it is for this reason that only 27 percent of Saudi Arabian youth who enter private-sector employment are in the well-positioned segment, versus 42 percent of those entering state employment (in other countries, there are equal percentages for these two groups).

In Morocco, the high rate of disengaged youth can also be linked to labor-force and education-system factors. First, the high youth unemployment rate in Morocco (about 28 percent), as well as the challenging job growth situation, may induce pessimism. Second, even when youth want to pursue postsecondary education, a relatively low percent believe it helps them gain employment opportunities, and employer, providers, and youth question the preparedness of graduates exiting the system (see sections 1.2 and 1.3). Finally, Moroccan youth are among the least likely to say that they would choose to study at the same institution again. As youth in Morocco see the situation, it is no wonder that many choose to disengage.

This perception of vocational courses translates into social attitudes regarding kinds of work. We asked youth in each surveyed country to rate the attractiveness of certain occupations; there is considerable variation in their responses (Exhibit 10).

The differences are fascinating. In Brazil, for example, young people rank teaching as among the least attractive occupations; in Mexico and the United States, it is one of the most attractive. This raises certain questions: for example, why are health-related occupations such as medical assistants and health care technicians so much more attractive in Mexico and Morocco than in other parts of the world?

These questions are interesting in and of themselves. But raising the reputation of relatively unpopular jobs matters in broader terms. The vast majority of expected job growth in countries such as the United States is in occupations that do not require college degrees. According to the US Bureau of Labor Statistics, of the top 30 occupations with the largest projected growth to 2020, only 4 require bachelor degrees.¹⁰ For sectors and occupations that are struggling to attract enough skilled personnel, such as home health or personal care aides, understanding the drivers of student preferences can be instructive.

1.2 Critical intersection 2: Building skills

Two key questions must be answered at this point. What skills do students need? How should skills training be delivered?

As each stakeholder seeks to negotiate this intersection, the education-to-employment highway becomes particularly chaotic, with everyone pushing ahead with little regard to the others on the route. Consider, for example, the different views on whether graduates are ready to succeed in entry-level positions (Exhibit 11).

These differing perspectives hold across

In our survey, 58 percent of youth said that practical, hands-on learning is an effective approach to training. However, only 24 percent of academic-program graduates and 37 percent of vocational graduates said that they spend most of their time in this manner.

countries, with Germany and the United States demonstrating the widest gaps between the opinions of providers and employers (Exhibit 12).

Opinions on the level of preparedness differ depending not only on who is answering the question, but also on what sector they represent. Just over half of employers in education, finance, and health care—sectors where recruits are often professionals—rate their new employees as adequately prepared. Employers in trades, construction, and manufacturing were less sanguine (Exhibit 13).

To get a better understanding of how employers approach this intersection, we segmented them into three groups, based primarily on their attitudes and behaviors. We found that the employers who report the best outcomes with regard to the preparedness of new workers are those that are most attentive at all three critical intersections.

One important conclusion: the employers who engage the most, and the earliest, have the best outcomes. Just as we segmented the young people in our study, we explored the attitudes and behaviors of the 2,700 employers surveyed, dividing them into three categories (see the box on our employer segmentation).

A closer look at how employers regard the specific skills possessed by graduates is also informative. We asked employers and education providers for their assessments of the importance of 12 individual skills and their evaluation of general competency of the young people they hire in regard to the skills. Their responses highlight three important points (Exhibit 15).

First, compared with education providers, employers are much clearer in their ranking of the relative importance of various skills. Employers cite work ethic and teamwork as the most important skills in almost every country; education providers give similar weights across the board.

Second, employers note a mismatch between what they need and what they are seeing; they rank the competence of new hires in each of the various skills lower than the importance they give it. Third, in some skills, there is a wide gap between the perspectives of employers and education providers on the competence of new hires. The difference is particularly stark in theoretical and hands-on training, problem solving, and computer literacy.

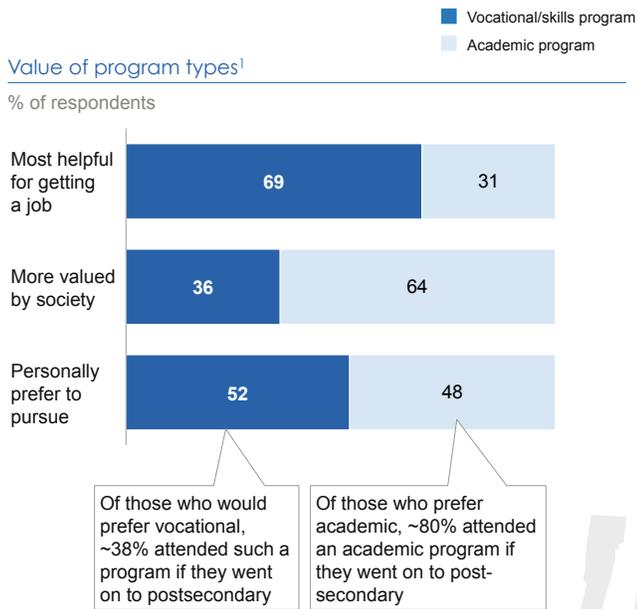
Digging deeper into the data, we can tease out further differences. For example, compared with those in other countries, education providers in Brazil and Mexico are much more likely than employers to rate youth as competent (Exhibit 16). Even in countries where the differences in perception appear narrow, there is a fair amount of misalignment on specific competencies. In Germany, for instance, providers are more likely than employers to rate youth competent in theoretical and hands-on training within a discipline. On the other hand, employers rate youth leadership competencies higher than providers do.

Another gap has to do with how to reach competency; in this case, the difference is between youth and their instructors. In our survey, 58 percent of youth said that practical, hands-on learning is an effective approach to training. However, only 24 percent of academic-program graduates and 37 percent of vocational graduates said that they spend most of their time in this manner (Exhibit 17).

We also found it intriguing that young people consider online or distance learning to be as effective as traditional formats. Given that economics is a major factor in limiting access to postsecondary education, scaling up distance learning could be a cost-effective way to provide more educational opportunities.

Exhibit 8

The perception challenge of vocational education

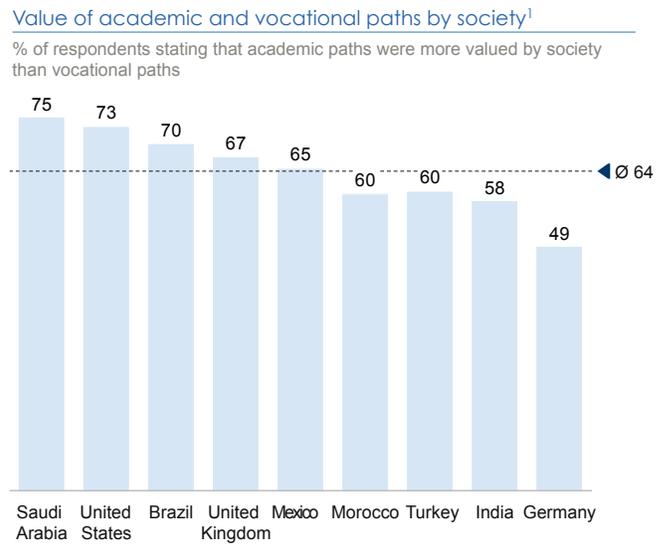


¹ Now I would like to understand how you value different post-secondary education options. For each of the following statements, please tell me your opinion on which type of education—vocational/skills or academic—better applied.

SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 9

In every surveyed country except Germany, youth stated that academic paths were more valued by society than vocational ones



¹ Now I would like to understand how you value different post-secondary education options. For each of the following statements, please tell me your opinion on which type of education—vocational/skills or academic—better applied.

SOURCE: McKinsey survey, Aug-Sept 2012



Exhibit 10

Youth perception of jobs by country¹

Occupation	Brazil	Germany	India	Mexico	Morocco	Saudi Arabia	Turkey	United Kingdom	United States	Total
Professional degree Engineer	71%	51%	65%	41%	54%	29%	57%	34%	37%	49%
Professional degree Doctor/surgeon	60%	47%	60%	49%	46%	30%	55%	37%	37%	47%
Professional degree Lawyer	60%	48%	51%	43%	59%	35%	57%	37%	37%	47%
Bachelor's Financial analyst	57%	46%	53%	40%	50%	29%	47%	36%	29%	42%
Bachelor's School teacher	33%	41%	50%	46%	42%	27%	48%	41%	42%	42%
Bachelor's Accountant	50%	43%	52%	40%	41%	26%	43%	32%	31%	39%
2-3-year college degree Web developer	64%	52%	60%	54%	42%	35%	52%	37%	42%	49%
2-3-year college degree Graphic designer	66%	49%	59%	55%	61%	24%	48%	31%	45%	48%
2-3-year college degree IT technician	59%	51%	58%	50%	39%	37%	51%	38%	39%	47%
2-3-year college degree Social worker	50%	40%	62%	46%	58%	38%	41%	33%	36%	44%
Certificate Police officer	47%	45%	50%	38%	53%	28%	35%	31%	30%	39%
Certificate Medical assistant	45%	43%	48%	45%	52%	22%	41%	32%	32%	39%
Certificate Health care technician	39%	36%	48%	47%	63%	32%	43%	25%	32%	39%
Certificate Teacher assistant	43%	36%	46%	46%	37%	16%	41%	32%	34%	38%
Certificate Secretary	47%	34%	42%	48%	33%	34%	32%	27%	34%	36%
Certificate Electrician	37%	37%	42%	34%	27%	23%	35%	26%	29%	32%
Certificate Mechanic	36%	39%	43%	31%	22%	21%	29%	22%	27%	30%
Certificate Construction worker	38%	31%	42%	31%	14%	12%	26%	19%	22%	27%
Certificate/no ed Sales representative	54%	39%	45%	38%	43%	30%	32%	26%	24%	36%
Certificate/no ed Customer service	36%	35%	46%	45%	44%	26%	38%	30%	28%	36%
Certificate/no ed Food service worker	44%	42%	41%	41%	36%	17%	40%	25%	27%	35%
Certificate/no ed Hotel staff	48%	33%	39%	42%	37%	20%	29%	28%	25%	33%

¹ Calculated as % who find the field attractive/(% who are familiar with it).

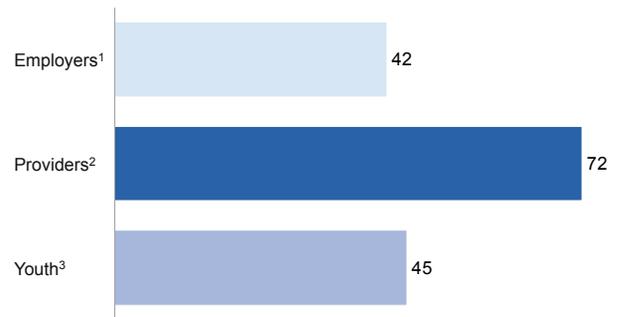
SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 11

Stakeholders hold different views about the readiness of graduates for the job market

Agreement that graduates/new hires are adequately prepared

% of respondents



¹ Overall, employees we hired in the past year have been adequately prepared by their prehire education and/or training.

² Overall, graduates from my institution are adequately prepared for entry-level positions in their chosen field of study.

³ Overall, I think I was adequately prepared for an entry-level positions in my chosen field of study.

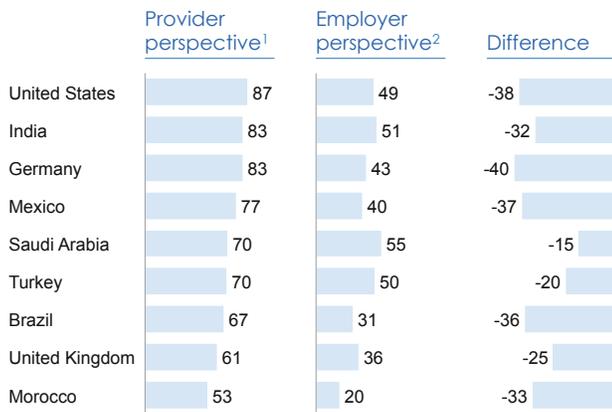
SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 12

Perception of graduate readiness for the job market by country

Agreement that graduates/new hires are adequately prepared

% of respondents



¹ Overall, graduates from my institution are adequately prepared for entry-level positions in their chosen field of study.
² Overall, employees we hired in the past year have been adequately prepared by their pre-hire education and/or training.

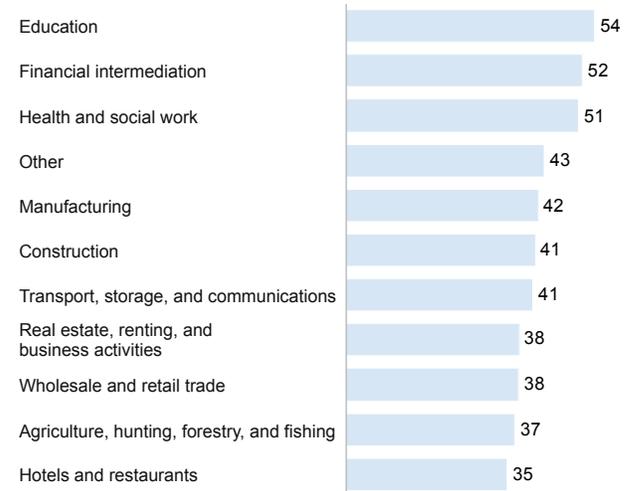
SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 13

A majority of employers in only three sectors state that their new-hire employees were prepared

Employee preparedness by sector¹

% of employer respondents who state that new-hire employees were prepared; minimum 100 respondents per sector



¹ Overall, employees we hired in the past year have been adequately prepared by their pre-hire education and/or training

SOURCE: McKinsey survey, Aug-Sept 2012

1.3 Critical intersection 3: Finding employment

The third critical intersection is when youth prepare to leave education behind and enter the workforce. Ideally, there is a seamless merging of interests at this point. Students want to find a job suited for their skills—and fast. Employers want to find the right talent. Educators value high placement rates as an indication of the relevance and quality of their programs.

So what do we see? Congestion, conflicting signals, and poor signposting are common. Although the factors leading to unemployment are complex, the high levels of youth unemployment indicate the seriousness of the problem. In 2011, the unemployment rate for young people (aged 15 to

29) was 15 percent across more than 100 countries, three times the unemployment rate of those over 30.¹¹ One in five unemployed young people in advanced economies has been seeking work for a year or more. This figure rises to about 30 percent in the euro area.¹²

How do the three stakeholders see the situation? Let's break it down.

The youth perspective

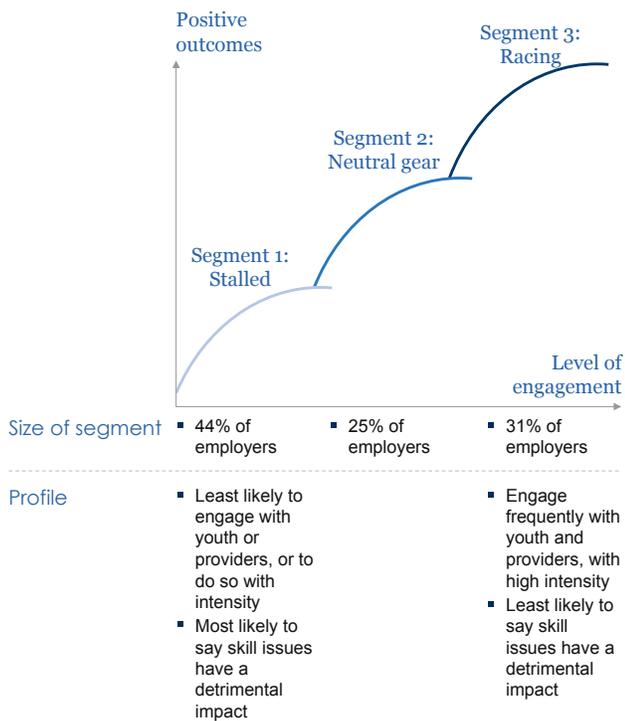
Youth often find themselves on the hard shoulder when it comes to finding a job. Of those in our sample who had a job, approximately one in four (27 percent) young people took more than six months to find their initial employment. Among working youth, only 55 percent landed in a job



Life in music

Exhibit 14

Three distinct segments of employers exist, with more engagement related to better outcomes



SOURCE: McKinsey survey, Aug-Sept 2012

Members of the stalled segment have the most to gain from changing the way they navigate the education-to-employment highway. The problem, though, is that though they are lost, they are unwilling or unable to take action to improve their sense of direction.

EMPLOYER SEGMENTATION

The importance that employers place on recruiting and hiring, as well as how well they work with education providers, in large part determines their success with new hires (Exhibit 14). We identified three types of employers and found that large, medium, and small companies are represented similarly in each of the segments.

SEGMENT 1: STALLED

The stalled segment, which represents nearly 44 percent of employers, has an almost cavalier attitude to hiring—and it shows.

Fewer than half of those in this segment rate hiring factors as important.¹³ They are less likely to train their talent and less willing to pay for it. Forty-two percent have never interacted with education providers. When they have, only 21 percent say it was effective, compared with 40 percent of those in Segment 3.

It comes as no surprise, then, that stalled employers have disappointing outcomes. Only 25 percent say they are finding the right talent; 27 percent say that a lack of skills is hurting their business. Members of the stalled segment have the most to gain from changing the way they navigate the education-to-employment highway. The problem, though, is that though they are lost, they are unwilling or unable to take action to improve their sense of direction.

SEGMENT 2: NEUTRAL GEAR

Approximately 25 percent of employers fall into this segment. Like those in Segment 3, those in neutral gear take connecting, recruiting, and hiring seriously, but they are not seeing great results. They are doing the right things, but without enough intensity and frequency.

For example, 72 percent of those in Segment 3 say they interact with education providers, compared with 60 percent of those in Segment 2. With regard to coordinating within the industry, the figures are 57 percent and 48 percent. As for reaching out to youth, 78 percent of Segment 3 reports doing so versus 69 percent of Segment 2. The differences might not seem significant, but the evidence shows they are.

SEGMENT 3: RACING

Accounting for 31 percent of respondents, these employers cruise the education-to-employment highway with confidence and skill. Employers in this segment considered hiring and working with educational institutions very important and acted on that belief.

Racers are more likely to offer training to their employees—both internally (81 percent) and through external providers (38 percent)—and are more likely to provide this training through a program coordinated within their industry. Almost three-quarters of racers said they worked with educational institutions on areas like curriculum design or on ensuring that instructors have relevant industry experience. They also reached out to youth, doing so by using new media and working with youth-oriented organizations, for example.

And the push seems to be working. Racers are more likely than the other two segments to say that their efforts are effective: 69 percent said they face no challenges in recruiting the talent they require.

Exhibit 15

Employer and education provider perspectives on skill importance and competence

■ Competence
■ Importance

Employer and provider perspectives on youth skills¹

% of respondents responding 8 or higher out of 10



¹ Please rate how competent new hires are on average on a scale of 0 to 10, where 0 means not competent at all on this aspect and 10 means extremely competent on this aspect. Please rate how important these skills are for new hires to have in order to be effective at your company. We will again use a scale of 0 to 10, where 0 means not important at all in order to be effective and 10 means extremely important in order to be effective.
² Local language was only asked outside US and UK, and English proficiency was asked in all countries even when language of business was not English.

SOURCE: McKinsey survey, Aug-Sept 2012

relevant to their field of study (Exhibit 18), with 25 percent finding interim work—jobs that are unrelated to their field of study and that the youth plan to leave quickly. The interim figure is higher in Brazil, India, Mexico, and Turkey than in the developed economies surveyed (Exhibit 19). Although not equivalent, our survey finding on the interim job ratio is similar to that found by other polls seeking to identify underemployment. The Gallup poll, for example, found an underemployment ratio of 26 percent across 143 countries and areas.¹⁴

Examining the findings about interim employment is revealing, because individuals working in such jobs—in addition to those who are unemployed—are the most dissatisfied. They are more likely to be younger men; they tell us that they also have

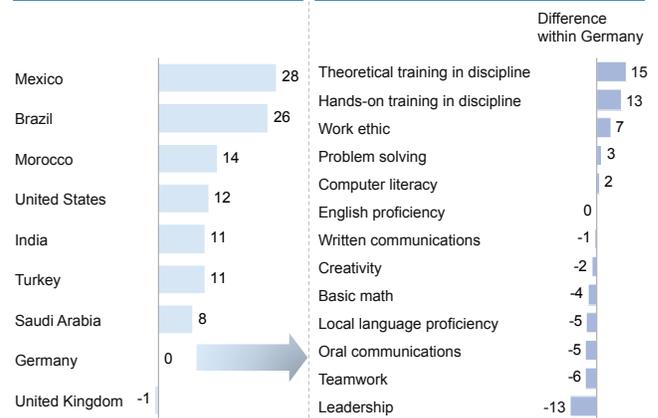
Exhibit 16

Perception gaps of youth skill competence

Employer and provider misalignment on youth competence¹

Difference between employer and provider competence rating; country average

Difference between employer and provider competence rating; Germany country example



¹ Please rate how competent new hires are on average on a scale of 0 to 10, where 0 means not competent at all on this aspect and 10 means extremely competent on this aspect.

SOURCE: McKinsey survey, Aug-Sept 2012

lower incomes. Almost 40 percent of those who do not progress beyond the secondary level find themselves in interim jobs.

The employer perspective

While many youth cannot find a quality job, many employers cannot find the right people to fill the jobs that exist (Exhibit 20). Midsize employers (those with 50 to 500 employees) said that they had 13 entry-level openings on average; large employers had 27.

Across the surveyed countries, nearly four in ten employers who had vacancies reported that a driving reason behind these vacancies remaining unfilled is the lack of the right skills in new graduates (Exhibit 21). This is particularly

Exhibit 17

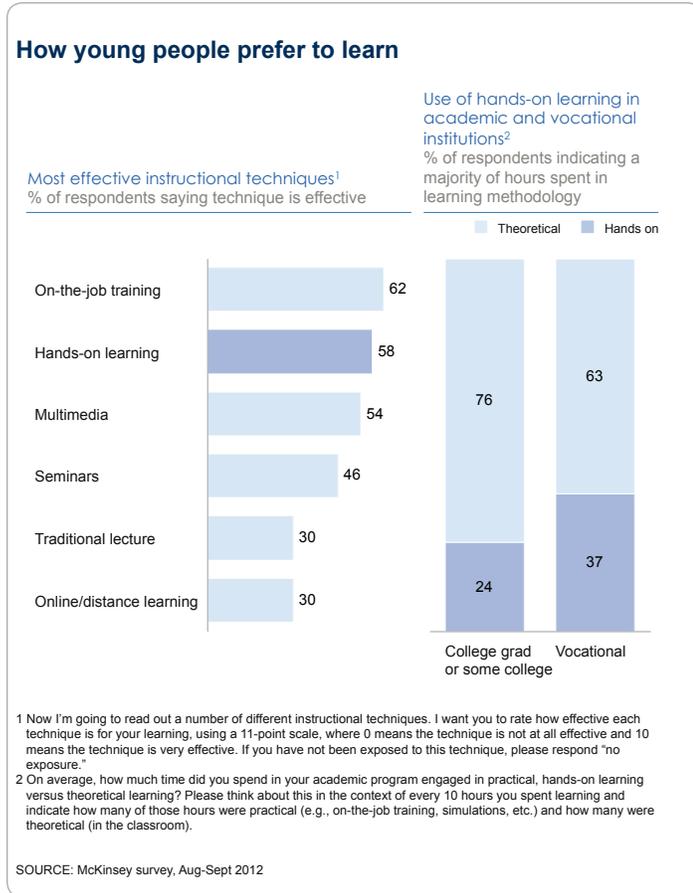
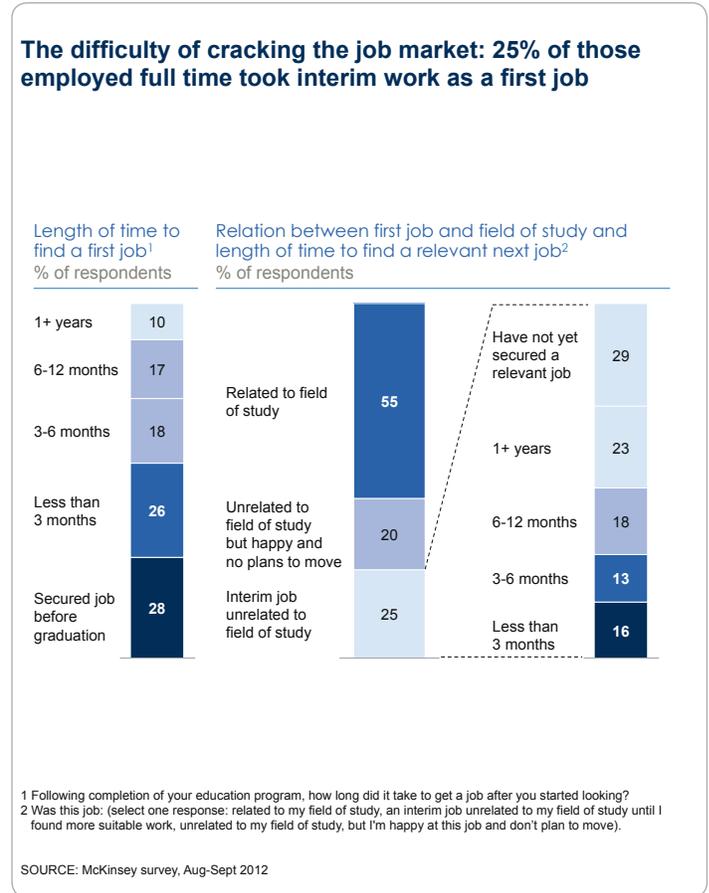


Exhibit 18



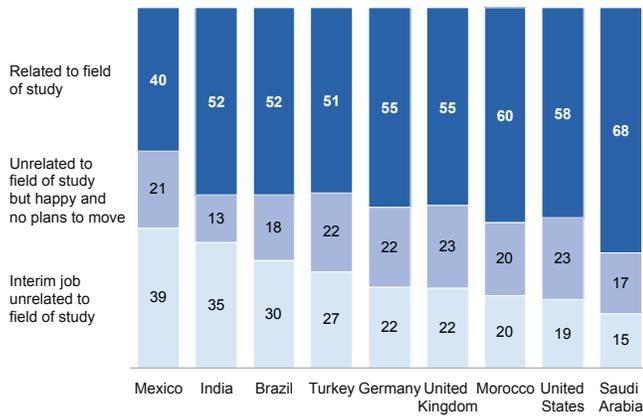
Among working youth, only 55 percent landed in a job relevant to their field of study, with 25 percent finding interim work—jobs that are unrelated to their field of study and that youth plan to leave quickly.

Should I
enroll at
all?

Exhibit 19

Emerging markets tend to have a higher share of youth in interim jobs

Relation between job and field of study¹
% of respondents



¹ Was this job: (select one response: related to my field of study, an interim job unrelated to my field of study until I found more suitable work, unrelated to my field of study but I'm happy at this job and don't plan to move).

SOURCE: McKinsey survey, Aug-Sept 2012

pronounced in Turkey (56 percent), India (53 percent), and Brazil (48 percent), although it remains surprisingly high in all countries apart from Morocco (where vacancies are lowest).

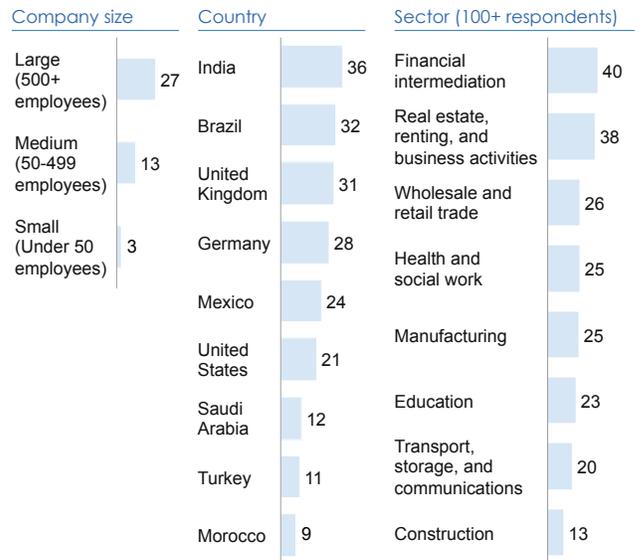
For most employers, not being able to find the right candidates is a significant issue, to the point that 70 percent of employers state they would pay significantly more to get qualified employees (Exhibit 22). The obvious follow-on question, which bears further research, is whether employers follow through on this intention and actually do pay more to attract the talent they seek, and, if not, what gets in the way. The actual likelihood of higher salaries clearly involves a broader range of factors, such as employer ability to pay and the degree of skills scarcity in the industry.

Exhibit 20

A significant number of unfilled entry level jobs exist

Companies of all sizes, sectors, and geographies leave positions unfilled¹

Average number of vacancies by company size Average number of vacancies by country for large employers Average number of vacancies by sector for large employers



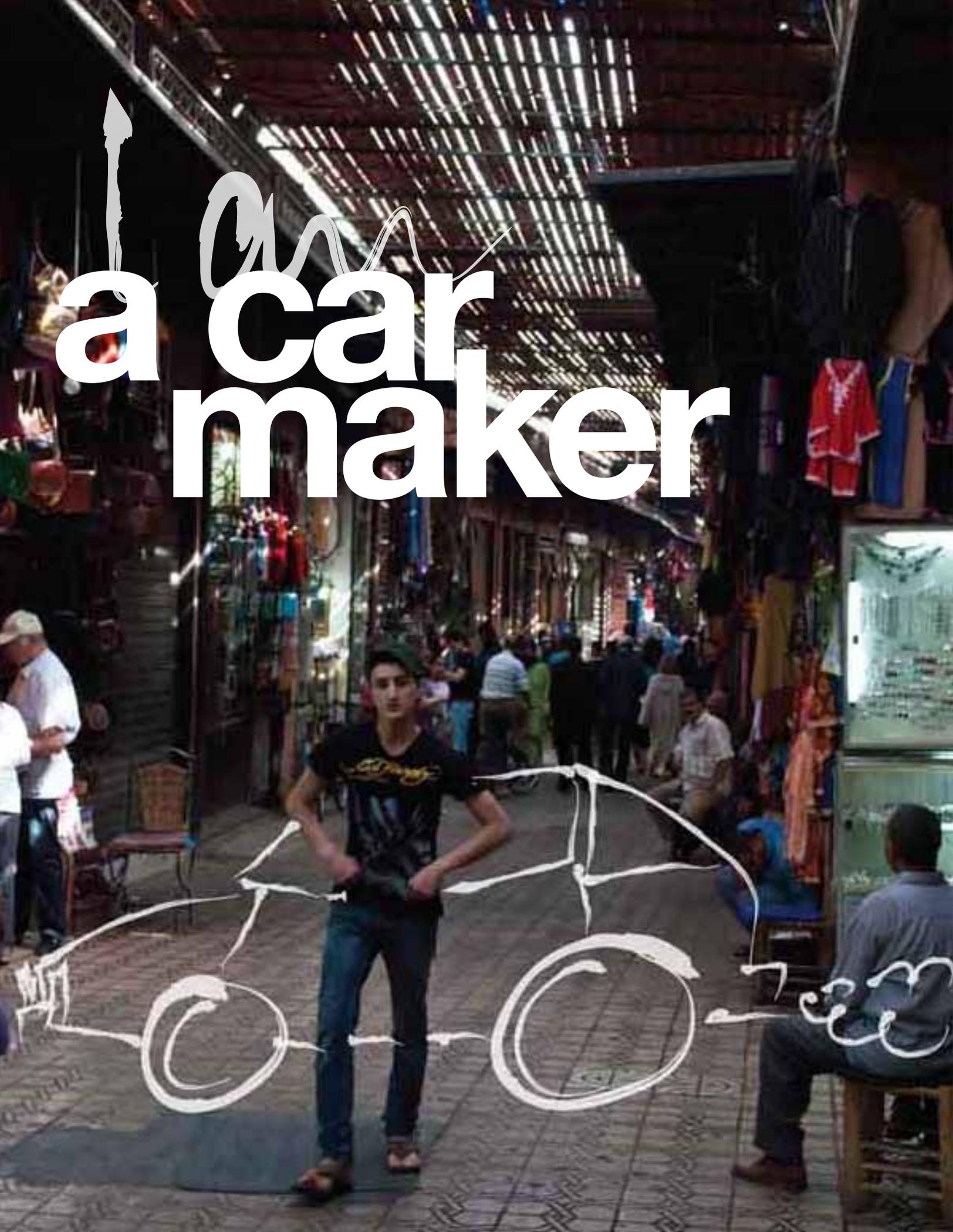
¹ Roughly how many vacant full-time entry-level jobs does your company currently have?

SOURCE: McKinsey survey, Aug-Sept 2012

Employers report that new-hire training is widely provided. More than 90 percent said that they train new workers in job-specific skills, and 84 percent train for general skills that graduates may not have. Training lasts, on average, 20 days. Our interviews, however, indicate that these figures may be inflated, as companies do not always distinguish between days spent in orientation versus skills training. Morocco, Saudi Arabia, and Turkey show significantly lower levels of training (Exhibit 23).

The education-provider perspective

Educators typically are not held accountable for employment outcomes, so it is no wonder that they do not have a clear view of the third intersection (finding a job). But our results should



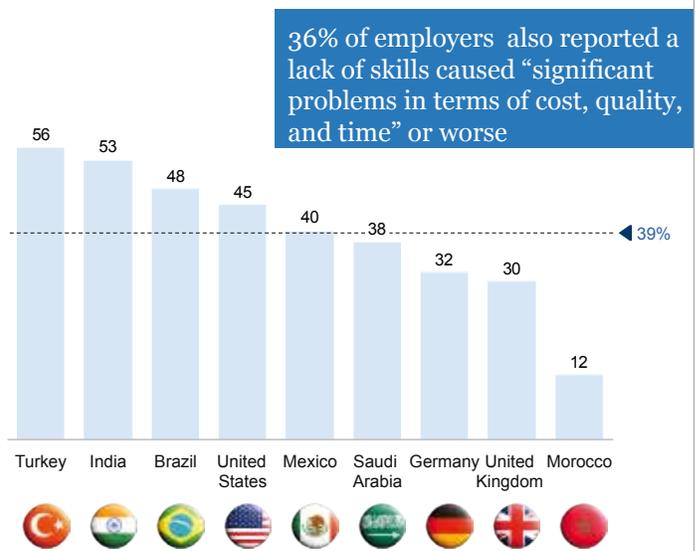
a car maker

Across the surveyed countries, nearly four in ten employers who had vacancies report that one reason for these vacancies is a lack of the right skills in new graduates.

Exhibit 21

39% of employers say a skills shortage is a leading reason for entry-level vacancies

Lack of skills is a common reason for entry-level vacancies
% of employer respondents



give serious pause: a third of educators surveyed could not estimate the percentage of their graduates who found jobs, and many of those who did offer a guess got it wrong. Three-quarters of providers, for instance, believed that most of their graduates found work in three months or less (Exhibit 24), a far more optimistic outcome than that reported by young people.

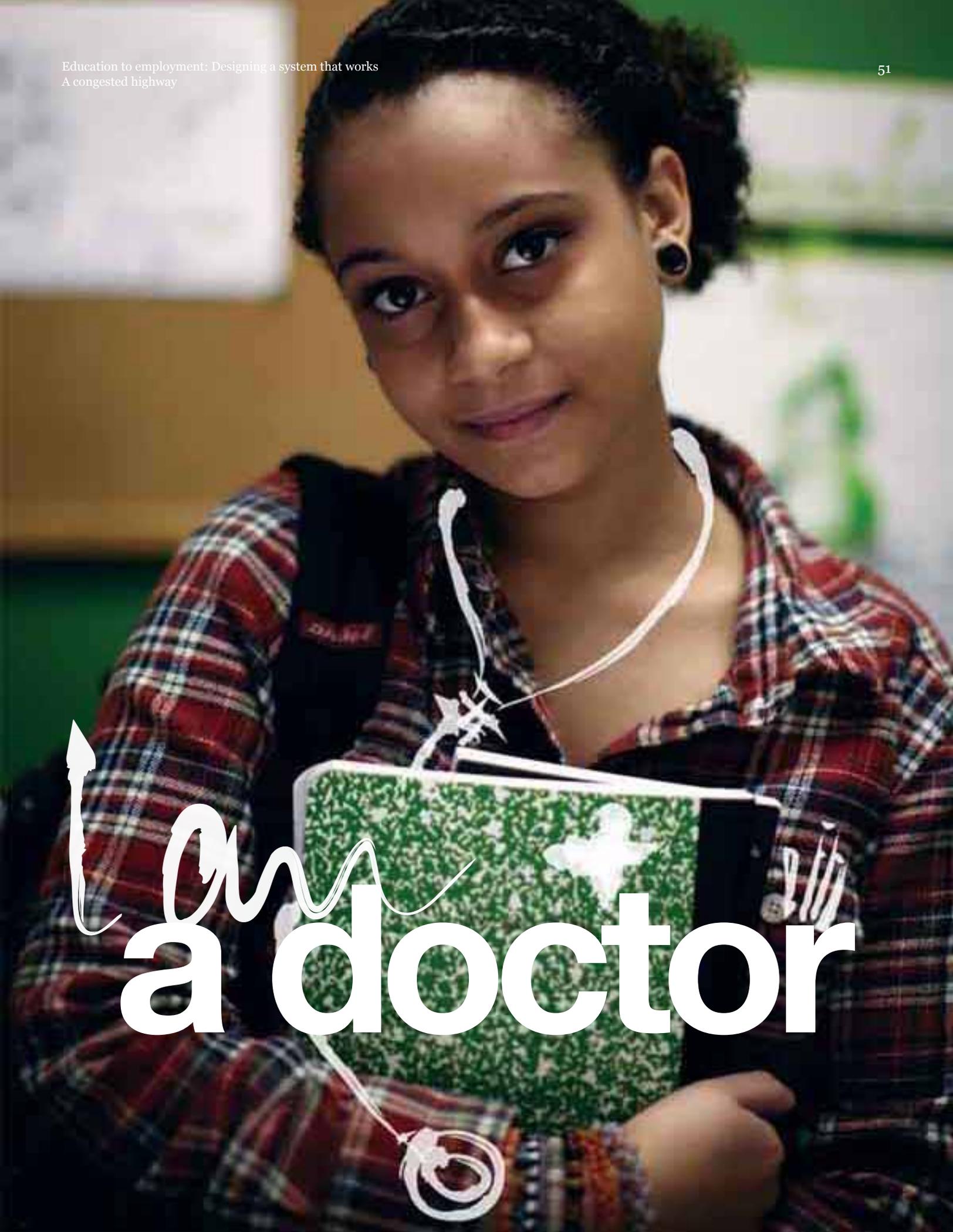
In a sense, it is not surprising that providers know relatively little about what happens to their graduates; they have many other matters to attend to. When we asked educators to identify their priorities, the results were telling: helping students find employment fell to the middle of the list, coming in sixth out of ten issues (Exhibit 25). (The results were similar in this regard for both private and public education providers.)

This does not necessarily mean that their priorities are skewed; maintaining an excellent curriculum and increasing completion rates surely matters. Nor does it mean that providers are not assisting students: the young people we spoke with often sought employment-related support from their school, including information about wages, job prospects, resume preparation, interview guidance, and making connections with companies. Of the education providers surveyed, two-thirds said they offered such services (although only half the youth in our survey were aware of it).

What the results imply is that educators could pay more attention to what is for many students a key priority of pursuing education—getting a good job. Far too many of the providers we spoke with did not understand how they could contribute to improving the current education-to-employment system, or even see it as part of their role. They need to begin to figure this out, or they will lose their most important constituency—the young.

Too many of the young people we spoke to doubted the value of their education. In the short term, that can translate into discouragement and disengagement. In the long term, if young people do not believe that education will deliver returns,

Only half of youth surveyed believe that their postsecondary education had improved their chances of securing employment.



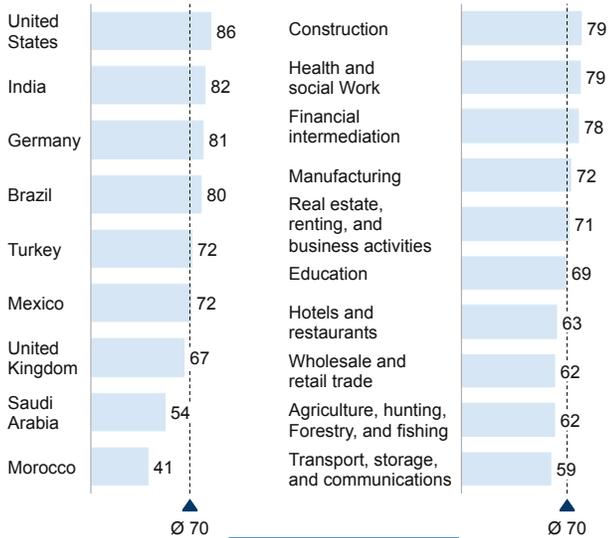
I can a doctor

Exhibit 22

The training premium

Employers who would pay more for the right talent¹

% of respondents



Companies of all sizes state that they would pay an extra 22% on average

¹ If you found a candidate with the right hands-on experience, training, and practical knowledge of the position, would you pay them more than a candidate that has not received relevant training?

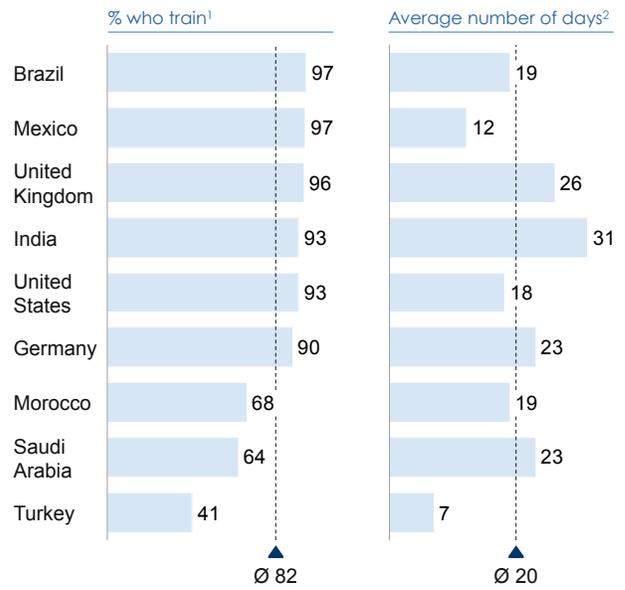
SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 23

Training of entry level workers

Companies with new hire training

% of respondents



¹ Does your company provide training for new hires?

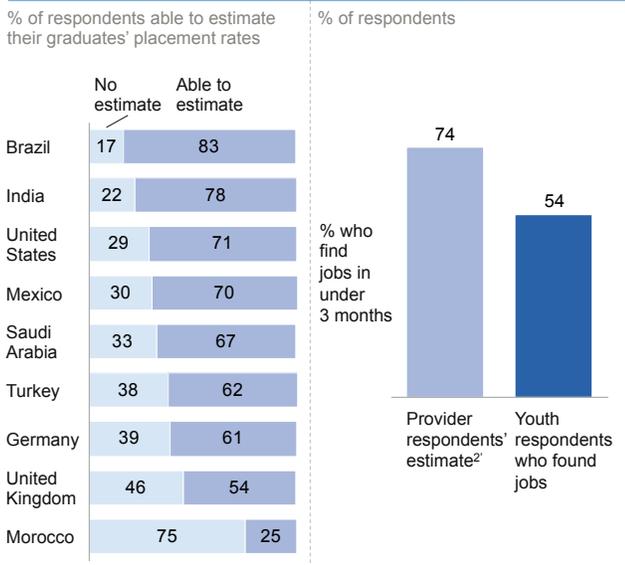
² On average, how many days of training does a new hire receive in the first year?

SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 24

On average, a third of educational providers are unable to estimate job-placement rates; those who did estimated optimistically

Provider perspective on job-placement rates and length of time to find a job¹



¹ On average, what percentage of graduates from your institution find employment within 3 months of program completion?
² 74% of employers said that over half of their graduates found jobs within 3 months, as compared with 54% of youth who did find jobs who said it took them 3 months.

SOURCE: McKinsey survey, Aug-Sept 2012

Exhibit 25

Linking students to employment opportunities is a middle priority for education providers

Educational-provider priorities rank¹

Ranked by % of respondents responding 8 or higher out of 10

	Public open access	Public selective	Private for profit	Private not for profit
Maintaining a relevant, up-to-date curriculum	1	2	3	1
Attracting students	2	3	1	3
Attracting and retaining faculty/instructors	3	1	4	2
Increasing graduation and completion rates	4	5	6	4
Developing partnerships with companies	5	4	8	7
Helping students/graduates find employment	6	7	5	5
Partnering with other education institutions	7	6	7	8
Generating sufficient revenues	8	9	2	6
Reducing costs/increasing cost-effectiveness	9	10	9	9
Supporting research	10	7	10	10

¹ Below is a list of services that some programs provide for students. Please indicate "yes" or "no" as to whether or not your post-high-school institution had this service.

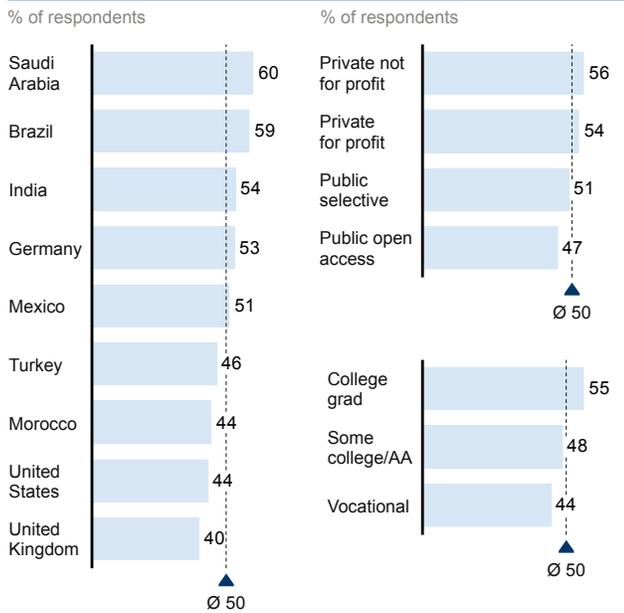
SOURCE: McKinsey survey, Aug-Sept 2012

A third of educators surveyed could not estimate the percentage of their graduates who found jobs, and many of those who did offer a guess got it wrong.

Exhibit 26

Only half of youth believe that their post-secondary studies improved their employment opportunities

Students who believe their postsecondary studies improved their employment opportunities¹



¹ My post-high-school education improved my chances of getting a job.

SOURCE: McKinsey survey, Aug-Sept 2012

economic as well as intellectual, they are not going to pay for it. It is in the interest of providers themselves, then, to do more to help.

For example, only half of the youth surveyed believe that their postsecondary education had improved their chances of securing employment (Exhibit 26). Those who studied at private institutions were only marginally more likely to state that their education improved their employment opportunities, as well as those who studied at higher education levels.

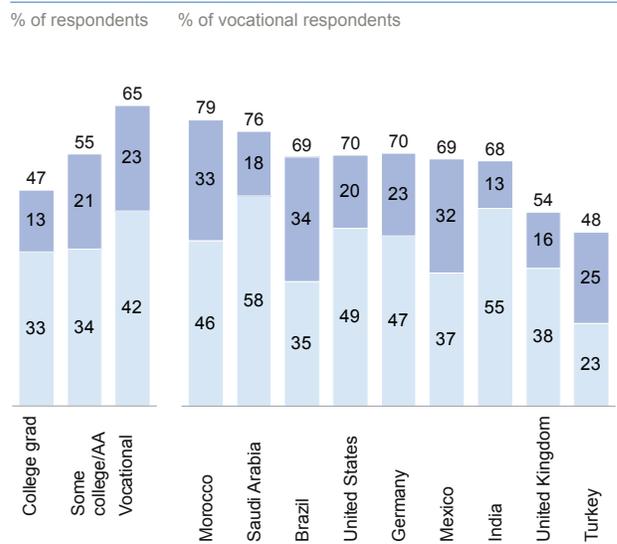
Large percentages of young people in all types of educational institutions question whether they made the right choice. Among those who attended vocational schools, for example, 23 percent said that, in hindsight, they did not choose the right place; an additional 42 percent were unsure (Exhibit 27). This reinforces the finding that those

Exhibit 27

Most who attend vocational programs are unconvinced that they made the right decision to attend their particular institution

Disagree Neutral

Choosing the same institution¹



¹ Knowing what I do now about the job market, I would make the same education choice (institution and field of study) that I had made previously.

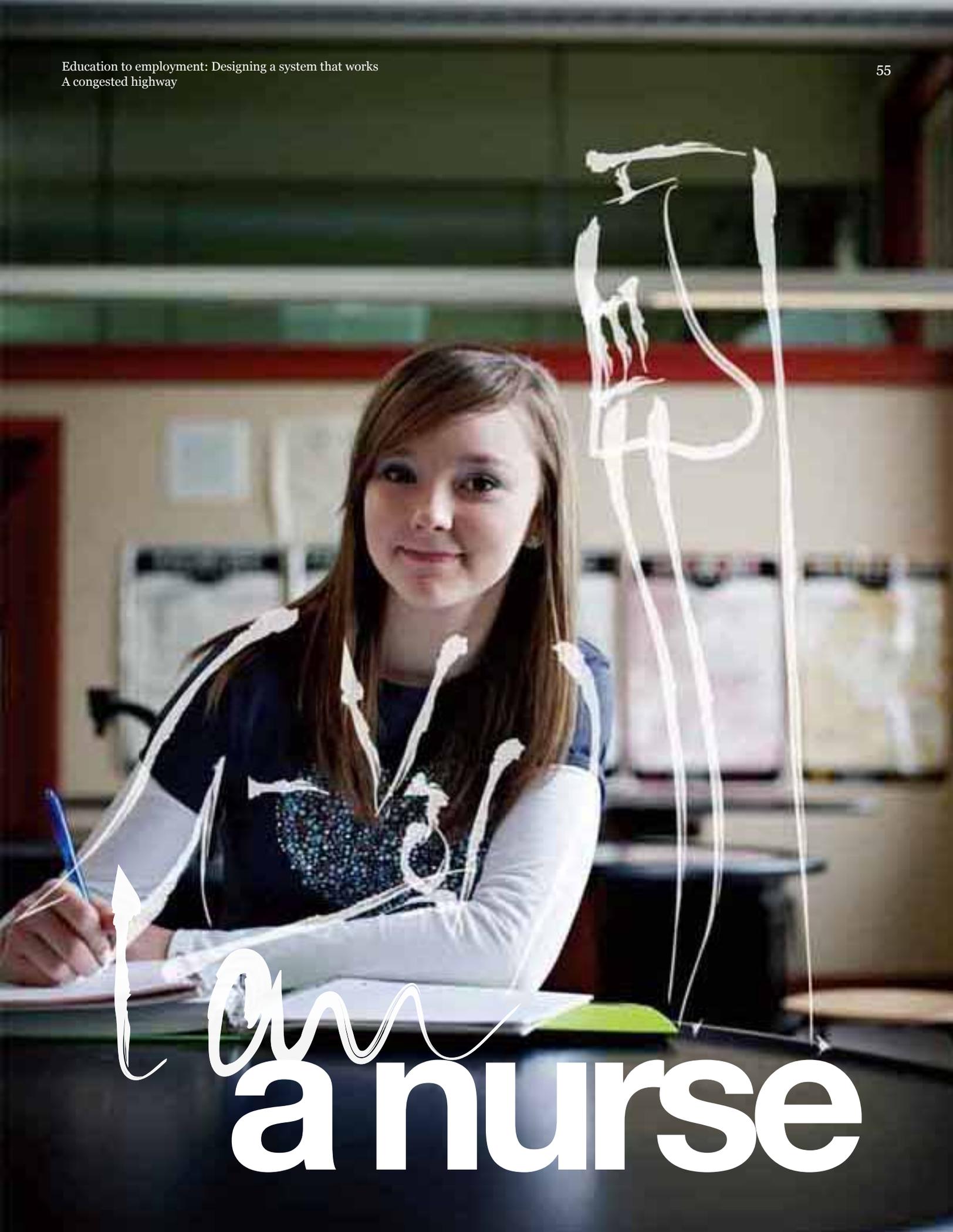
SOURCE: McKinsey survey, Aug-Sept 2012

who studied in vocational paths were less likely to believe that their education improved their job prospects.

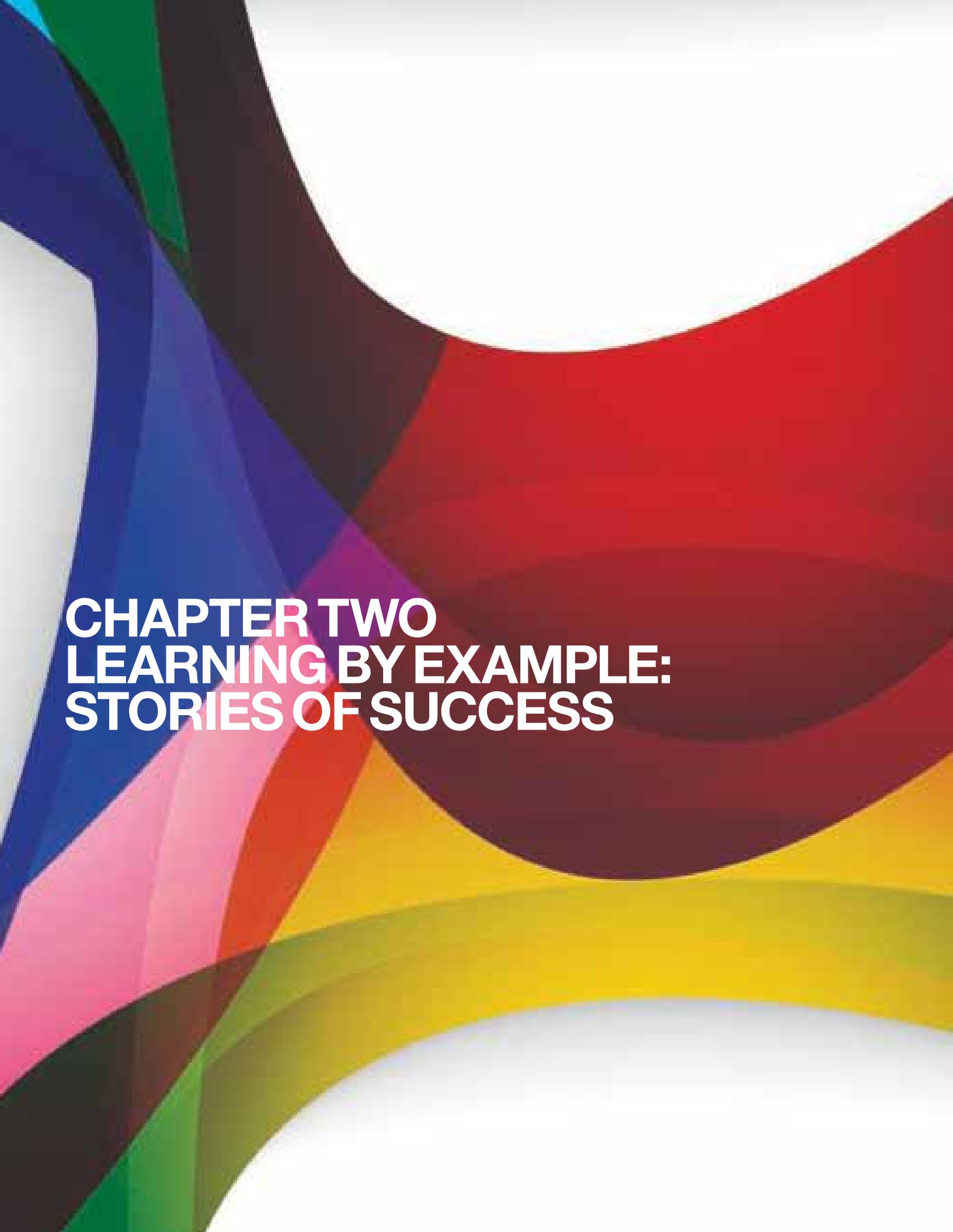
1.4 Trouble ahead: Unclogging the highway

In all nine of the countries we studied, the road from education to employment is under constant repair. Signs are missing and the traffic is heavy. Drivers tend to concentrate on the patch of pavement ahead, not on the long haul. The result, as our segmentation shows, is that only a small fraction of young people and employers reach their destination in a reasonably efficient manner.

The situation is not hopeless. Not only do many educators and employers accept that they need to be part of the solution, but many also have proved distinctly ingenious in filling in some of the potholes. It is to these innovations that we now turn.



Can
a nurse



CHAPTER TWO
LEARNING BY EXAMPLE:
STORIES OF SUCCESS



Although the education-to-employment highway operates in conditions that are far from ideal, ingenious and motivated drivers have devised strategies that make it work. We found 100 of them across 25 countries.¹ Their stories form the basis of this chapter.

Is there a better way?

We have seen inspiring and effective education-to-employment solutions at work around the world, driven by governments, educational institutions, industry associations, individual companies, and nongovernmental organizations (NGOs). Some come from the developed world, others from emerging economies. Some are costly while others deliver results for as little as \$100 a student. Despite this diversity, these initiatives share one key attribute that is crucial to their success at improving outcomes: education providers and employers step actively into each other’s worlds, interacting intensively, often on a near-daily basis. For example, employers may help shape the curriculum and offer their employees as faculty, while providers can provide workplace-simulation environments for learning.

In the most innovative programs that we observed, employers and education providers approach the three critical intersections (enrolling in postsecondary education, building skills, and finding a job) not as a linear sequence of steps but rather as an interdependent continuum where finding a job can precede enrollment. In this chapter, we will discuss how these innovative solutions work at each point.

2.1 Enrollment

There are two key questions that define the front end of the education-to-employment problem: How can education and training be made more appealing and accessible to the young? And how can providers, governments, and employers encourage more students to take and finish the right courses to prepare them for where the jobs are?

The examples below explore real-world approaches that address these questions.

2.1.1 Get the information out

As discussed in Chapter 2, young people don’t start or finish further education for two main reasons—they cannot afford to (“too poor to study”) or they don’t see the point (“too cool to study”). Even among those who do, many are uninformed about their choices and end up regretting them. Their highway to the future is poorly marked, leaving them unaware of the various professional paths open to them, or how their economic standing might be improved by taking them.

To overcome this, the best programs make intensive and continuous efforts to engage young people and to provide them with the facts about what particular careers entail and how programs can help. To the extent that ignorance acts as a stop sign to youthful ambition—and a big one at that—information is the way to blow through it.

There are two steps:

Create a base of information: The first step is to develop detailed and comprehensive information about various occupations. While this information will benefit all youth, (as well as providers and employers), it will be of particular interest to the 26 percent of youth that are “struggling to get ahead” but are not well informed about career or educational choices. The collection of reliable, comprehensive data about job opportunities, wages, and training can help youth who are striving to get ahead to make the right choices.

The United Kingdom's National Career Service is a centralized repository of labor-market information published by the UK Commission on Education and Skills and the Sector Skills Councils. The Web site features comprehensive job profiles with information on salaries, hours required, qualifications, industry trends, and training programs.² The National Careers Service provides career counseling over the phone or in person. Since its launch in April 2012, the Web site has rung up more than a million visits and enabled 270,000 face-to-face sessions and 50,000 phone conversations. Users record an 85 percent satisfaction rate on average.³

The Colombia Labor Observatory, set up in 2005, provides a similar service, but its contents are more detailed, including details on the graduation and employment rates of every education provider in the country. Young people can view this information at the national, regional, state, and city level. There is a longitudinal dimension to this data, meaning that the trajectory of students is tracked over time (whether they went on to further training, which institution they attended, what they studied, when they found employment, what their starting salaries were, and so on.) So a teenager in Medellin could look up, say, the economics course at the local university and get an idea of the fates of those who went before. Usage has more than quadrupled since the launch, with 190,000 unique visits to the Web site in 2012, and the government is working to increase awareness of the site and to improve the Web site interface to increase traffic.⁴

Find your audience: Making these kinds of facts and figures available is only the start; after all, anyone with an Internet connection can find multi-gigabytes of data with a few mouse clicks. Information can help the “struggling” youth segment that cares about educational and career options but is not well informed; but something different is required to engage the “disengaged” youth segment, which is not only uninformed but doesn't care enough to look for information. (See the Youth Segmentation box in Chapter 2.)

The most successful examples of engaging the disengaged were achieved by aggressively pushing information not only to young people but also to their families and friends.

One way to do this is to embed career planning into the school curriculum, thus challenging students to think about their academic, personal, and career goals while still at secondary school. In Norway and Japan, career-guidance courses are formally scheduled into the school day. The Swiss system is especially thorough. In the canton of Bern, for instance, career counseling and lessons are mandatory for all students between the seventh and ninth year (ages 12 to 15). Students learn about various occupations—their typical working hours and wages, as well as academic and vocational training paths. They also visit companies and prepare for interviews, which can lead to internships. Parents are strongly encouraged to take part in the process, including attending a special introductory meeting designed to increase their awareness of various career opportunities. Translators are available so that immigrant parents can participate.⁵

India's Pratham Institute for Literacy Education and Vocational Training, an NGO, is a good example of how to push information in a context where formal structures are lacking. Outreach workers go door-to-door in villages to speak to youth and their parents about the opportunities on offer with blue-chip companies such as the Taj Hotels and Larsen & Toubro, and about the long-term benefits that further training could bring. Pratham also engages community leaders—from village elders to local officials—to secure their support as advocates in order to encourage youth to enter Pratham-run training programs. Begun in 2006, there are now five such programs. They have trained over 10,000 young people so far, most of them disadvantaged and lacking in formal education. The employment rate for its most successful courses, like hospitality and construction, is close to 100 percent.⁶

But how do we change students'—and parents'—views of vocational training? We change them by switching the subject from academic versus vocational to the opportunities of professions as a whole.

2.1.2 Addressing social perceptions

There's no other way to say it: vocational training lacks cachet. We have seen in Chapter 1 that while the majority of youth believe that vocational training is more helpful than an academic track in finding employment, less than half of those who find it more appealing actually enroll in these programs. Reducing the stigma attached to vocational tracks or professions would go far toward matching young people to the right occupations. As things stand, too many succumb to the social pressure to go to college, even when they don't want to attend.

But how do we change students'—and parents'—views of vocational training? We change them by switching the subject from academic versus vocational to the opportunities of professions as a whole. There is a perception among many, for example, that going to college is necessary to get a good job with a good salary, or that skill-oriented jobs lack long-term prospects. That is not so, and this is the story that needs telling.

Siemens testifies to the difference such an approach can make. In 2011, when the German company opened a cutting-edge gas-turbine facility in North Carolina, it realized it needed workers with higher levels of skill and precision. When Siemens began to try to recruit young people, though, it found that the idea of working in a factory—even a world-class one—was not particularly popular, especially with the parents. The company addressed this problem by backtracking to the first intersection. It invited high-school students to tour the plant with their parents to get a firsthand impression. “Parents who used to say ‘absolutely not’ change their minds completely when they see [the facilities],” notes a Siemens manager. “You see robots and lasers and computers and realize it is advanced, modern-day manufacturing, which completely changes perceptions.”⁷

South Korea's Meister Schools provide an example of how the government can work to recast



Want
**to be a
fireman**



vocational tracks as a path worth pursuing, even in a culture that places extraordinarily high value on academic achievements. (South Korea has one of the highest university enrollment rates in the world.)

Due to the strong bias against manual or technical work, employers in Korea are struggling to find talent for skilled trades. To attract more students for these roles, the Korean government started transforming a subset of existing vocational schools into Meister Schools in 2010. (“Meister” is German for “craftsman.”) The government pays the students’ tuition, room, and board; the students are referred to as “young meisters.” The whole idea is to create a sense of status and address the social stigma attached to manual or technical work. While the schools are very new, the effort seems to be beginning to work, with high demand for each seat.

The Korean government was also careful to position the Meister Schools as a first step toward further education if this is what the student wanted and needed, instead of being a one-time credential that carried no further opportunity for advancement. To that end, schools have also been working with universities to ensure that their vocational curriculum allows for a seamless transition to a university academic pathway if so desired.⁸ The Meister Schools are new, but they do seem to be part of a real change taking place. In 2009, 73 percent of vocational-high-school graduates went on to college and only 19 percent into employment; in 2012, 55 percent are pursuing college while 33 percent have found a job.⁹

2.1.3 Making education affordable

While information can pique youth interest in further education, cost still remains the number-one barrier. Among the youth surveyed, 31 percent cite cost and 20 percent cite the need to work as the reasons for not continuing their education.

Traditionally, the solution to this has been simple: more money. Governments and education

providers have devised numerous ways to provide additional funds for economically vulnerable populations through scholarships and subsidies. For example, the United Kingdom has made £3.6 billion available to its newly formed Skills Funding Agency, with priority toward training young adults, the low-skilled, and the unemployed.¹⁰ In Australia, the National Workforce Development Fund has been authorized to allocate \$700 million over the next five years toward training for priority skills, to be co-invested with the private sector and administered through the sector skills councils.¹¹

India’s Pratham is an example of a provider experimenting with ways to increase postsecondary access for the poorest youth. In “Learn now, pay later,” students pay 30 percent of tuition during the duration of their course and the rest in installments after they have secured a job and started earning. Approximately 1,000 students have chosen this option since it was introduced in July 2011, and steady repayment from graduates is in progress. In “Education for education,” Pratham provides skills training to youth who volunteer in its tutoring and mentoring programs for primary-school students. Since April 2011, 60,000 youth across 17 states have been trained in digital-literacy skills. Buoyed by strong positive feedback from the youth, Pratham expanded this training in 2012 to include foundational employment attributes, such as business language, English, and social skills.

Providers have also been experimenting with ways to reduce their cost structure, from leveraging technology to reduce the cost of expansion to hiring less experienced teachers and providing them with top-up training on the job. These measures will be discussed in Chapter 3.

Spread the costs among stakeholders: By involving employers in financing the training and education of youth, we can allow more youth to enroll in otherwise unaffordable programs, as well as encourage employers to be more invested in the subsequent intersections of building skills and finding a job.

Employers are often cautious about investing in training. Among their concerns: it's not our job; it costs too much; we train them and then people leave for the competition. Even so, we found a number of companies that have developed ways to mitigate some of the risks and in the process build a positive case for doing more. These companies typically have a dire need for talent—whether because of the highly specialized needs of the work, the overall lack of talent in the region, and/or the sheer volume of people needed. Moreover, their corporate culture tends to value talent development. “People ask us why we invest so much to develop the skills of our people,” a Siemens executive explained. “I ask them instead, ‘How much is it going to cost you to not have skilled workers?’”¹² That's a good question.

And that is the question that Egypt's Americana Group has been answering. When the restaurant, food-processing, distribution, and retail company recognized that it was not getting the talent it needed, it joined up with the Ministries of Education and Higher Education to train people to work in their restaurants and food businesses. Students spend up to half of their time working (and earning wages) at Americana during the program. Americana also pays for their tuition and guarantees a position to graduates at the end of the program. Given the dearth of skilled labor in the region and the generally high turnover rate in the industry, Americana says the program is “absolutely worth it” because it provides them with a steady pipeline of talent.¹³

Newport News Shipbuilding (NNS), a specialized US shipbuilder, has done something similar with The Apprentice School. Every year, around 250 apprentices are recruited from thousands of applicants with a broad range of backgrounds (high school, college, military, internal applicants) to undergo training in 19 different trade programs (pipe fitter, electrician, machinist, and so on) and 7 advanced programs. The programs are four to five years in length. While they learn, students work at the shipyard in Newport News, VA. Eighty percent of The Apprentice School's graduates are

still employed at NNS ten years after graduation (even though they are not obligated to remain a single day), and most stay for decades. Graduates have also gone on to key leadership positions; they account for 44 percent of the entire production-management team, ranging from foreman to vice president. That makes The Apprentice School a huge cost saver for the company; by investing up front in acquiring talent, it saves down the line on expenses related to retraining and vacancies.¹⁴

Of course, for many employers, the costs may appear greater than the benefits. In these cases, sector-based collaborations and government incentives may be required to lower the entry cost. We discuss this in Chapter 3.

2.1.4 Getting students across the finish line

As we noted in the beginning of this chapter, the issue is not only about getting students enrolled but also about making sure they finish. While better-informed decisions and financial support will certainly help, there is more to do. It is possible to identify youth who are particularly vulnerable to dropping out, whether due to cost, lack of motivation, lack of academic preparation, and so on, and to provide the extra support they may require.

Strong community-based and personalized support: Year Up is a 12-month US program that targets vulnerable low-income young adults. Students spend the first half of the program in hands-on classes to develop both hard and soft skills, and the second half in a corporate internship.

Year Up students are required to sign a “contract” at the beginning of the program that spells out in detail what is required in terms of conduct and the consequences of nonadherence. This is meant to mirror the professional expectations in companies where Year Up students will intern and later work. Adherence to these guidelines is monitored through a system that costs students a certain number of points for certain types of

behaviors, such as tardiness or absence. Students earn a stipend to help support themselves while in the program, and this payment is tied to their performance; a 15-point infraction results in a \$15 dollar deduction from that week's paycheck. If students run out of points, they are said to have "fired themselves" from the program. The transparency and clarity of this system helps hold students accountable for their actions.

The students are not alone on this journey: these high expectations are complemented by a tightly knit social network of support including peers, staff, professional mentors, social-service professionals, and community-based partners. Students are clustered in groups (called "learning communities") of up to 40 to discuss their progress. These gather at least once a week, either to celebrate success or to discuss how issues can be addressed and what support can be offered.¹⁵

Eighty-four percent of Year Up's graduates are employed or attending college full-time within four months of completing the program, and employed graduates earn an average of \$15 an hour, the equivalent to \$30,000 a year.¹⁶ Referring to Year Up, the Economic Mobility Corporation concluded after an independent 2011 study that the program had "the most exciting evaluation results we've seen in youth employment in 20 or 30 years, and the first to show a really substantial earnings gain."¹⁷

Large-scale monitoring and systematic support: Year Up is a promising example of an approach that works successfully with a vulnerable population, but it is relatively small, with a cohort of 1,360 students in 2011. Miami Dade College, the largest campus-based community college in the United States, with almost 175,000 students, offers an example of how effective support may be provided on a much larger scale.

All incoming students are assigned an academic adviser who is responsible for supporting and monitoring their progress. Similar to Year Up's point system, Miami Dade is developing an

automated dashboard that alerts the adviser when any student pulls a risk trigger (for example, missing classes, falling grades); this is designed to help advisers manage their large caseload (each adviser has approximately 300 students) and enable them to intervene early and in a targeted manner. The adviser can then work with the student to deliver a tailored package of support, encompassing a range of interventions from remediation classes to counseling. Due to its philosophy of "intrusive advising," Miami Dade has a graduation rate of 61 percent, which is twice the national average, despite the high rate of disadvantaged youth that make up the Miami Dade student population (87 percent minority, 72 percent deemed "not college ready," and the highest number of Pell grantees, or those who are severely economically disadvantaged, in the nation).^{18,19}

As these examples demonstrate, providers can support youth in getting through programs by providing effective support services. In response, governments should consider providing more incentives to education providers to help their students complete their courses. One place to start is to build up information, for example, by tracking dropout rates by demographic factors. As the management mantra goes, "What gets measured gets managed." Measuring dropout rates can be an incentive to reduce them. Again, these measures will be discussed further in Chapter 3.

2.2 Building Skills

After getting youth enrolled, providers and employers must ensure that students are acquiring the relevant skills. This requires creating and delivering content that employers will value and students can absorb.

2.2.1. Designing an effective curriculum

Intensive collaboration between industry and providers to define required competencies at a detailed level: The best way to define a curriculum that is relevant in both achieving educational outcomes and employer requirements

THE HARD WORK OF SOFT SKILLS

One of the things we learned in our research is how highly employers value “soft skills.” But they are harder to define, distill, or express. As such, we have struggled to find good examples of training programs for soft skills that are as precise or focused as the technical modules found in the Automotive Manufacturing Training and Education Collective in the United States or the ones found in the Technical and Further Education system in Australia.

Part of the reason is that soft skills encompass such a wide range of concepts, from personal characteristics (confidence, temperament, work ethic) to social and cognitive skills (communications, problem solving). As a result, the term means different things to different people. For example, when we spoke with managers from a hospitality company regarding their expectations of teamwork, they told us the focus was on whether their employees possessed tolerant attitudes that are important in interacting with a wide range of guests. Asked the same question, an engineering executive singled out the extent to which the employees were able to work and think in cross-functional teams. Same concept, same words, two very different interpretations.

Providers and employers have improved their capabilities when it comes to describing technical tasks and competencies. It is time they do the same for soft skills.

What
Come
next?

is for employers and providers to work together to figure out exactly what the curriculum should cover. While many providers gather input and feedback from employers, there are two keys to success: First, there needs to be intensive collaboration; second, both sides need to define their requirements at a very nitty-gritty level

The Automotive Manufacturing Training and Education Collective (AMTEC) offers an example of how this can work. To develop the AMTEC curriculum, high-performing technicians (not managers) from several auto companies outlined every task they performed and the competencies required for each. They then ranked these based on importance, developing a list of tasks common to the dozens of companies involved over several rounds of iterations. This was done for each specific activity, leaving no room for confusion.

Here is part of the list for a task titled “troubleshoot, repair/replace, brakes/clutches”:

- Inspect brakes for wear, leaks, damage, excessive wear on pads, using common hand tools.
- Disassemble discs and pads using Vernier calipers.
- Clean rotors using micrometer.

These steps are then supplemented by a set of competencies required, defined across several dimensions, such as calculations, communication, technology, and safety. For example, calculations cover “measure in decimals (thousandths),” “metric-measurement conversion,” and “basic math.”

Employers and providers in AMTEC worked together to distill all this information into a curriculum composed of 60 three-to-eight-week study modules spanning 110 core competencies, with each module focusing on specific skill sets.^{20,21}

Thanks to the strong collaboration between employers and providers and the detailed materials, the AMTEC curriculum provides great clarity. “We now know what to expect when we get a résumé from someone from an AMTEC

curriculum,” notes a manager from Nissan. “It’s a validation.”²²

Modular course design: Another interesting feature of AMTEC’s curriculum is its modular design, which gives students more flexibility in combining, sequencing, or spreading out their learning as required.

In the case of AMTEC, employers are able to run assessments on their current employees to identify exactly where the gaps are in their competencies, and ask that the provider deliver the appropriate modules for their employees. This makes for more efficient and targeted employee training.

Another example is Australia’s vocational education and training (VET) framework. As with AMTEC, the Australian curriculum’s building blocks are units of competency, which are defined based on the expected tasks in a given job role. Each VET qualification (for example, a certificate or an associate’s degree) requires the completion of a certain combination of competencies to ensure that the learner can perform in the chosen occupation. At the same time, training organizations have long combined these units in different ways to better meet the needs of their clients, offering statements of attainment for the completion of these short courses.

In 2009, the government formally made the delivery of such skill sets—units of interrelated competencies for a specific function—part of the national training framework. This move toward shorter modules aimed to increase the flexibility and responsiveness of the training system to reflect changes in industry. However, other benefits have emerged, including providing students with a stepping stone to larger qualifications and providing opportunities for existing employees to get a “skills top-up.” The number of skill sets available has increased rapidly from 178 in September 2009 to 924 in June 2012.²³

SME TRAINING

Many small and medium-size enterprises (SMEs) do not have the resources and capabilities to invest in comprehensive training. At the same time, they may struggle to find the right talent, due to the relative lack of resources in identifying and recruiting skilled people. It therefore makes sense to seek out third parties to help. This approach has succeeded in several countries, notably Korea and Morocco.

In South Korea, SMEs make up 99.9 percent of all enterprises and 86.8 percent of all employees (12 million workers).²⁴ To boost the quality and productivity of this workforce, the government launched a program in 2001 that encourages large companies to provide training to their SME partners, by subsidizing up to 80 percent of their costs.

SK Telecom has taken up this challenge and now provides training to the SMEs in its value chain. This takes the form of sharing its extensive eLearning library as well as more traditional training courses that are designed according to specific requests of the SMEs. The eLearning library includes task-focused training modules as well as leadership, values, and functional training to build work-related skills to a “master-level talent.” SK Telecom has trained almost 210,000 people so far using this approach. The company sees this as a worthwhile investment: its SME partners are more productive, while communication and goodwill have improved.²⁵

In Morocco, SMEs make up 93 percent of all registered businesses, 46 percent of the workforce, and 38 percent of GDP.²⁶ In 2005, the government’s “Emergence Program” named the automotive industry as one of the seven priority sectors designated to boost Morocco’s competitiveness in exports, increase GDP by 50 billion dirhams (\$5.7 billion), and create more than 220,000 jobs. To develop the supplier base for the automotive industry, the government encouraged Renault to set up a plant in Morocco and established the Institute for Training Automotive Professionals in 2011. The government provided the initial capital investment while Renault developed the curriculum and trained the faculty. The Moroccan government will subsidize operating costs until 2014; after that date, the industry will pay. The program will train Renault’s 6,000 employees until 2014, after which point, it plans to expand its target to the 30,000 employees of Renault’s 125 or so SME suppliers.²⁷

2.2.2 Delivering skills the right way

Once the necessary skills and competencies are identified, the next challenge is for students to learn them. Here again, employers and providers must work together to deliver content in a way that ensures that students are learning the right skills.

Providers stepping into the employers' world: “I hear and I forget. I see and I remember. I do and I understand,” goes an old Chinese proverb. There are many studies that conclude that hands-on (or practicum-based) learning is effective. Young people in our survey agreed: a majority said they found hands-on learning the most useful mode of instruction.

There are several ways that providers can create hands-on learning experiences for their students.

Bring the classroom to the workplace: The most common model is to place students in internship or apprenticeship opportunities to acquire hands-on experience on the job. Students spend a portion of their time at the workplace, applying their classroom learning in real-life situations. One of the better-known examples is the German dual system, where apprenticeships and schooling are combined in the curriculum.

While there are varying degrees of how to make use of these apprenticeship-type opportunities—from externships of a few days to full apprenticeships where students split their time between school and the workplace—it is clear that the more time students spend at the workplace, the more hands-on experience they acquire.

It is for this reason that programs like Americana (discussed earlier) or Apprenticeship 2000 (see box at the end of the chapter) make sure that students spend considerable time (up to 50 percent) at the employer site, applying their classroom learning to real-life problems.

This model can, however, be difficult to implement at scale and is largely dependent on how engaged

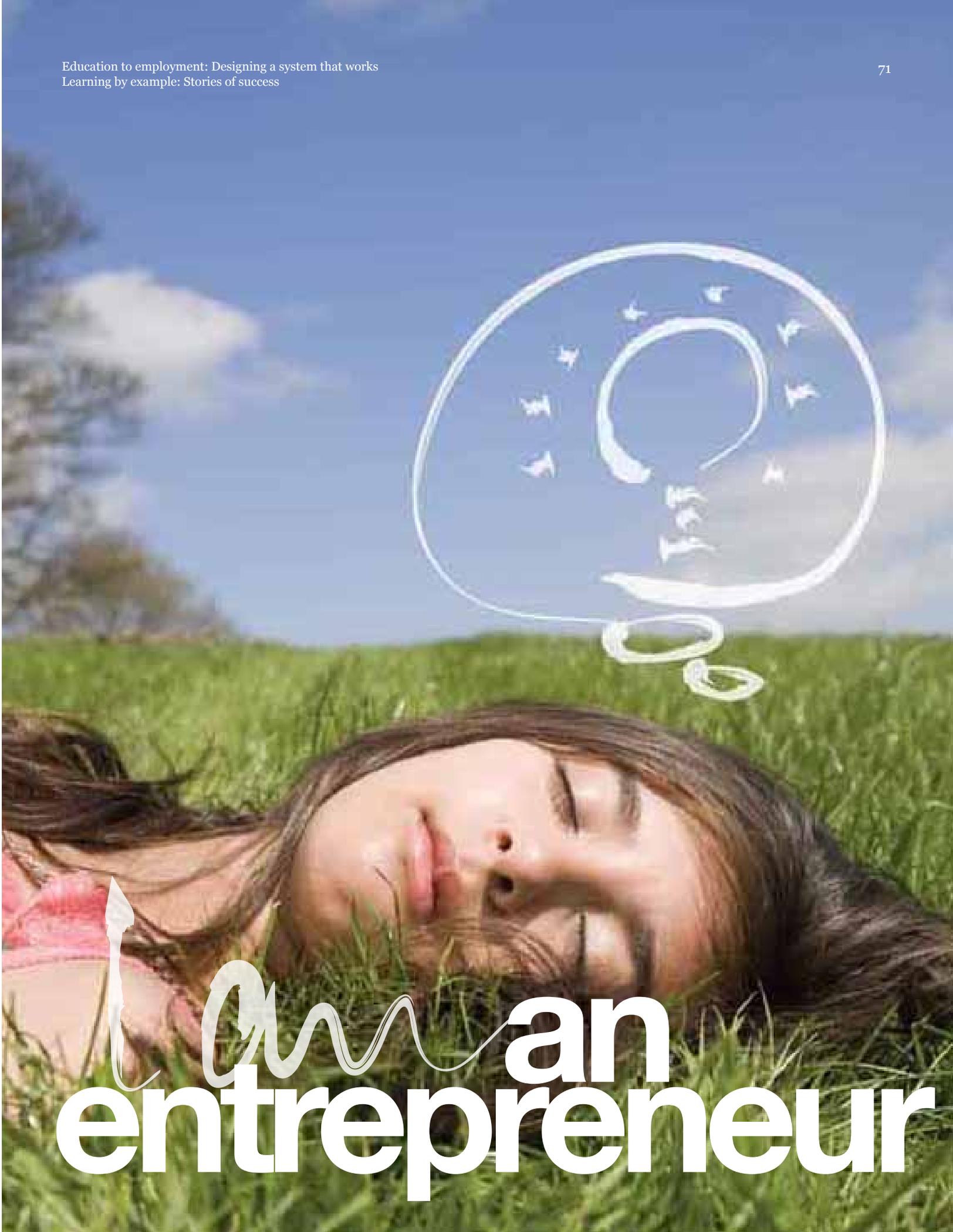
employers are. Providers can address this issue by monitoring students' experience and building long-term relationships with committed employers to ensure that students are exposed to significant learning opportunities during their apprenticeship.

Bring the workplace to the classroom: Given the potential difficulties in setting up large numbers of apprenticeship opportunities, providers are also using physical simulations, such as setting up a faux hotel (India) or creating a startlingly realistic coal mine (Australia). This can also be done through computer/digital simulations, which immerse users in a virtual world to enable the application of knowledge and skills, from marine navigation (Australia) to business-process optimization (United States).

At the TAFE Challenger Institute of Technology in Perth, Australia, for example, there is a fully functioning replica of a gas-processing plant (minus the actual gas) to train students in plant operations, while the TAFE Box Hill Institute features a fully equipped hospital ward, including an intensive-care unit with sophisticated human dummies. At Nettur Technical Training Foundation, a group of elite technical schools in India, students working toward a new certificate in cell-site maintenance get hands-on practice with an actual working telecommunications tower installed on campus.²⁸

The cost of such facilities can be high, depending on the industry and the setting required. The use of computer simulations can thus be a good alternative.

At the TAFE Sydney Institute, students use computer-based marine simulators to learn technical and practical skills for a variety of vessel classes. The training facility can simulate most ports in the world, as well as a wide variety of sea and weather conditions. Students can do the simulations individually or in teams, and their performance is recorded to aid the learning process through debriefing and for further evaluation.²⁹



Can an entrepreneur

Similarly, “serious games” (see Chapter 3 for a further discussion) uses the technology of computer and video games to simulate real-world environments or processes that users would encounter in their job. One such example is IBM’s INNOV8, a serious game created to educate users on business process management (BPM). INNOV8 was originally designed to help college students understand how BPM affects an entire business ecosystem. Within a few months of its release, over 1,000 universities around the world had downloaded the program—students found that the ability to see how their choices unfolded (for better or worse) brought their lessons to life in a way never before possible. Its popularity prompted IBM to release it as a training tool for IT and for other corporations—including IBM’s own employees.³⁰

Employers stepping into the providers’

world: Providers are not the only ones with a responsibility or mandate to deliver skills; employers can also step forward to ensure that youth are learning the required skills.

Some employers, like Americana or the employers in AMTEC, partner with education providers to ensure that the content of the curriculum is aligned with their needs. Others go one step further, taking on the responsibility of providing training and education themselves.

Wipro in India is an example of an employer that has taken its in-house training program to the next level. It hires university graduates (approximately 13,500 in the 2012–13 recruiting year), both with and without engineering degrees, and prepares them to be programmers. The new hires go through a three- to four-month training period where they learn not only soft skills but also general programming skills and specialized skills closely related to about 60 specific technology areas, such as Java for e-commerce. The training program is closely linked with the operations of the company, with the business side actively involved in everything from curriculum development to delivery of training to post-training mentorship and monitoring to ensure that the new hires are acquiring the skills that the business needs.³¹

Newport News Shipbuilding (NNS) is another such example. Due to the difficulty in hiring people with the specialized skills needed to work at the shipyard, NNS decided to start its own school. Operating continuously since 1919, The Apprentice School trains promising apprentices to be leaders throughout the organization. During their studies, apprentices spend time each week in classes studying the designed-for-purpose World Class Shipbuilder Curriculum and the remainder of their time in production in the shipyard, supervised by craft instructors, each of whom is a graduate of The Apprentice School. Apprentices earn a wage for each hour in the classroom and in the shipyard. Each trade in The Apprentice School is directly linked to the relevant department in the shipyard; every two years there is a formal program review of each trade; daily collaboration helps troubleshoot issues and implement changes as required. The strong connections between program and production ensure that NNS is building a fluid pipeline of competent leaders and loyal employees with operationally relevant skills.³²

2.3. Finding a job

Searching for a first job is difficult; so is evaluating the eager young people just setting out. Many of them don’t know how to market themselves in a credible manner. Job postings will often ask for “quantitative skills” or “strong communications,” but a diploma from a university often may not effectively signal one’s analytical skills or writing abilities. On the other hand, employers know that educational history and a few interviews can only tell so much, so they struggle too. At the end of the day, both employers and job-seeking youth risk not finding the right match.

There are ways, however, to improve the process. One of them is more effective signaling, to allow employers and youth to let each other know exactly what each is looking for and what each can offer. A second way is to build strong relationships between employers and education providers so that providers, who understand the strengths and requirements of both parties, are able to

help “match” graduates to employers. The final approach is to have employers be engaged much earlier in the education-to-employment journey by “prehiring” youth and influencing and sponsoring their training, ensuring a much better fit by the time the new hires start work.

2.3.1 Credible assessments and certifications

Historically, the university, community college, or polytechnic diploma has acted as a proxy for qualification; having a degree implied the possession of certain competencies. However, because most diplomas are based on completing a program that comprises many subjects and competencies over a long period of time, it is difficult for employers to identify exactly what skills a graduate possesses. While a diploma or degree still connotes a certain threshold of academic training (as well as personal drive), there is too much uncertainty and variance in outcomes.

Given this lack of clarity, a number of third-party providers are emerging to provide independent assessments. Countries like South Korea and the United Kingdom are going in this direction, but the movement has gone farthest in the United States.

One example is the WorkKeys® Assessment System, founded by ACT, which is best known for its college-admittance exam. WorkKeys is used across the United States to measure the extent to which an individual has the foundational (and advanced) skills required for success in the workplace. The assessments include reading for information, business writing, and applied mathematics, as well as soft skills such as teamwork (“the extent to which individuals choose behaviors that both lead toward the accomplishment of work tasks and support the relationships between team members”), “listening for understanding” (“the ability to follow, understand, and react to work-based processes”) and “fit” (“personal interests and values”). In addition, ACT has matched its assessment to the level of skills needed to be successful in more

than 18,000 different jobs. This helps employers identify how a potential candidate may fit in a particular position. Successful completion of these tests leads to the National Career Readiness Certificate (NCRC), guaranteeing to employers a certain level of readiness and thus improving their odds of hiring someone they will want to keep. As one personnel officer put it, “It gives you the ability to bring in the right people the first time.” To date, 40 states recognize the NCRC and one million people have earned the qualification.³³

The Mozilla Open Badges initiative is a more radical and experimental effort to create an alternative form of credentialing. As the creator of the popular Firefox browser, Mozilla’s approach is Web based. The premise of Open Badges is to enable people to earn recognition for skills and learning that take place online or outside a formal setting, and then to display them on the Web. At the same time, badge issuers (businesses, NGOs, clubs, schools) can create tightly focused courses of instruction and have complete control over standards. Mozilla, for example, has created its own badges for things like mastery of JavaScript. Both issuers and recipients make use of a system platform that is free and open to all. Launched in June 2012, the initiative is attracting a good deal of interest. The US Secretary of Education called it a “game-changing strategy,” and the MacArthur Foundation gave \$2 million toward its development. NASA and Disney have already signed up as issuers.³⁴

The innovations discussed here are not definitive: these examples are still works in progress, with growing yet still irregular rates of acceptance. What makes a credential credible is a near-universal acceptance within the community it serves. As such, a proliferation of third-party credentials without widespread acceptance can create more confusion than clarity. What is required, then, is to focus on one or two credentialing systems, by function or industry, recognized by all (or almost all) relevant stakeholders. One model is the certification process for accountants. To be certified, and

THE IL&FS WAY: LARGE-SCALE INTERVENTION IN INDIA

Over the last two decades, India's economy has grown faster than its pool of skilled workers. Business and government are worried that the gap between the demand for talent and the supply of it will hobble development.

If India is to succeed in even approaching its stated goal of training 500 million skilled workers in the next decade, it needs to identify effective interventions that can be scaled up massively, rapidly, and affordably. Over the last few years, the country has seen a large number of for-profit ventures enter this space—one of the more promising ventures, IL&FS Skills, is profiled here.

IL&FS Skills was founded in 2007 as a for-profit venture in skill development. In 2011, it became one of approximately 50 private partners selected for support by the government-funded National Skill Development Corporation. It operates 18 skills schools (hubs) and 355 skills centers (spokes) in 24 states. These schools and centers offer instruction in 27 trades, including textiles, welding, hospitality, and retail that are generally one to three months long.

IL&FS emphasizes serving youth from poor, rural areas and offers them a compelling value proposition: finish the course and we have a job for you. IL&FS Skills starts by securing commitments from more than 1,000 partner companies to provide job placements for trainees. Then it works with local governments and nongovernmental organizations to enroll young people, holding informational workshops all over the country. The organization goes to rural villages (much like India's Pratham in our previous section), to explain to young people the benefits of IL&FS Skills training and the career prospects they can expect afterward. Given that 21 percent of the Indian youth in our survey cited not seeing the value as the reason for not enrolling in postsecondary training or education, this process helps ensure that youth actually enroll in IL&FS courses and are trained with the skills that companies are demanding.

Because enrollment is tied to the number of job commitments, IL&FS trainees are guaranteed a job after graduation, typically with a starting wage of around 5,000 rupees (\$100) a month.

Once the young people decide to enroll, they undergo a series of selection assessments (for vision, dexterity, mechanical aptitude, and so on). They are then assigned to courses, taught by trainers who have at least four to five years of relevant industry experience. The curriculum is created in cooperation with industry partners. Students live in dorms attached to the schools; their training includes instruction in the life skills they will need if they migrate to cities to take jobs. Each IL&FS trainee also undergoes mandatory training on foundation English and digital



Simulated training:
a welding workshop
(left) and a simulated
hotel (right)

literacy and leaves the IL&FS training center with a personal e-mail ID and the ability to book his or her own train ticket online, for example.

IL&FS Skills courses also emphasize learning by doing. Classes are held in simulated workplaces, such as a sewing factory (complete with shift sirens) or a hotel lobby, to help students familiarize themselves with what might be entirely new environments.

To deliver high-quality, consistent information to large numbers of people across India, IL&FS Skills has created a proprietary technology, K-Yan—a sort of combination projector/computer that uses multimedia forms to deliver training (in English and six regional languages). Anyone watching the content can follow along with minimal human intervention. For example, a module on how to attach a central processing unit (CPU) to a computer motherboard shows two images, one of the entire motherboard and one that zooms into the part of the motherboard where the CPU is to be installed. Then the K-Yan program takes the student through the process in small steps, such as “relax the clip by gently sliding it outward” or “lift the flap on the socket.” The segments are easy to follow, and students can view them repeatedly and learn at their own speed.

With the support of K-Yan, IL&FS faculty—who all have industry experience—are able to teach classes with only minimal training in pedagogical skills. As a result, a month-long course at IL&FS Skills costs about one and a half to two times the expected starting salary per student. (Additional funding support is also sourced by IL&FS, by tapping into corporate-social-responsibility funds, philanthropy funds, and government and employer sponsorships for those who need it.) As a result, IL&FS has gotten very big, very fast: in 2012 alone, it has trained 100,000 young people. (Note, however, that India’s goal is 500 million.)

IL&FS Skills operates along the entire education-to-employment highway—and then beyond. Not only does it start with the engagement of employers, it ends by monitoring graduates. For at least a year after leaving, student performance is watched and measured.³⁵

IL&FS Skills offers an example of a provider that is highly proactive across all three intersections with end-to-end management for its students.

As IL&FS continues to scale up, maintaining its early indicators of quality and impact will be a priority.



Screenshots from a K-Yan computer technician course

APPRENTICESHIP 2000: EUROPE COMES TO NORTH CAROLINA

In the mid-1990s, two German companies, Blum (hardware) and Daetwyler (high-precision machines) wanted to secure a pipeline of employees with the specialized skills their North Carolina factories needed. Specifically, the two companies were looking for people trained in mechatronics, a multidisciplinary field that combines the understanding of mechanical, electronic, computer and systems, and software engineering. Due to the sophisticated nature of their skills requirements, the two companies worked with the Central Piedmont Community College (CPCC) in Charlotte to create a European-style apprenticeship program, but with a distinctly American pitch: “Free college and a paycheck!”

Students who complete the program are trained as skilled machinists, tool-and-die makers, injection-molding specialists, and technicians. They earn both an associate’s degree (in manufacturing technology) as well as a journeymen’s certificate. They get paid \$9 an hour while studying and are guaranteed a job when they finish. Over the years, six more companies that share the need for these skills have joined the consortium. These eight companies, which are not competitors, agree to a common curriculum, recruit as a group, and promise not to poach employees.

The selection process is rigorous. Interested students are first screened for academic aptitude and behavior; those who make it through are invited to an open house (with their parents) where they tour the factory and learn more about the program. Applicants then go through four more days of testing, and those who are admitted are matched to a company. Last year, 68 students started the process, and 12 were selected.

“The most important criterion when selecting candidates is, ‘Are you able to learn?’”

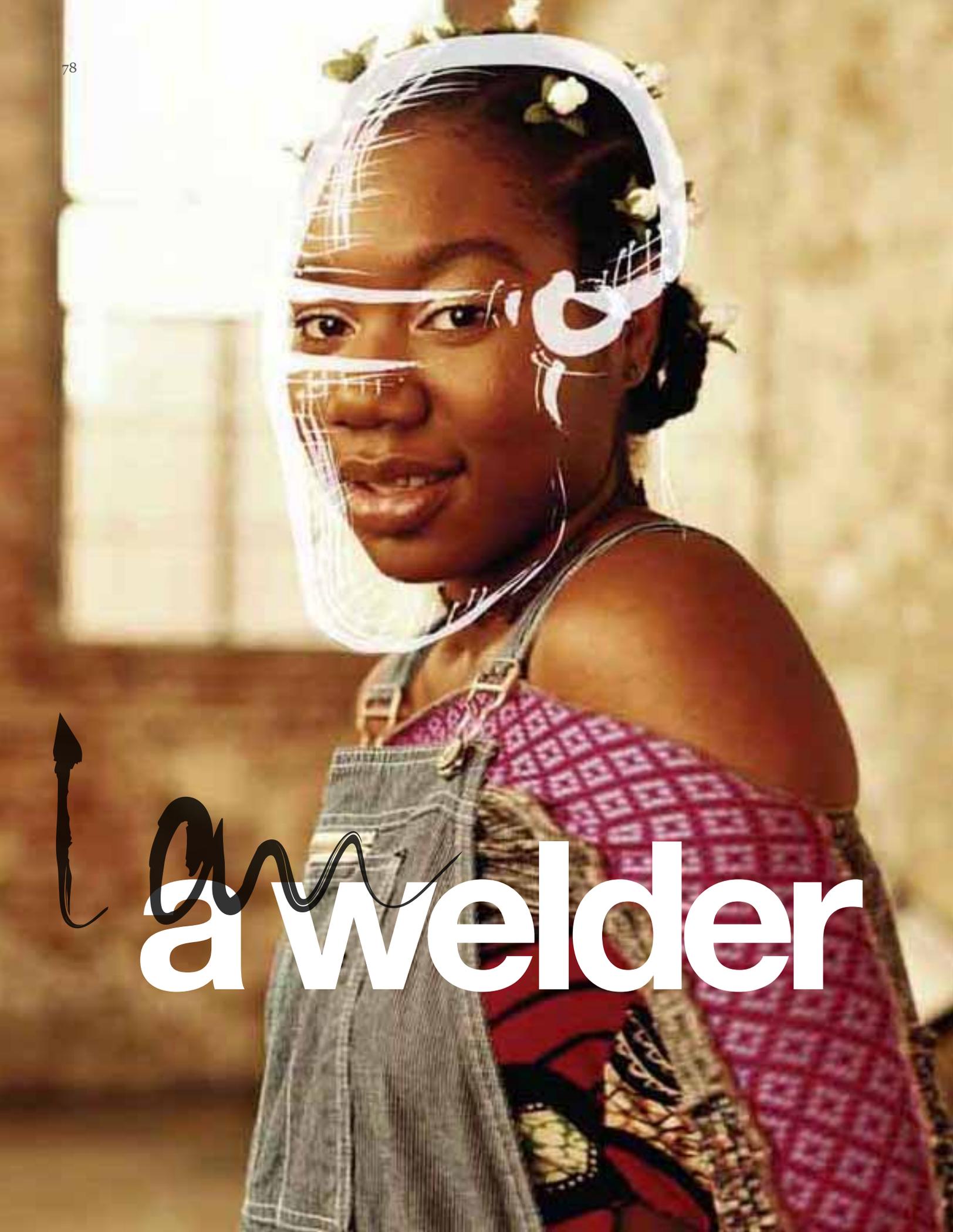
CPCC worked with the eight companies and the North Carolina Department of Labor to create a curriculum that met company needs and state standards. Apprentices spend about half their time in school and half on the plant floor, working with a designated mentor.

The course takes about 8,000 hours to complete and costs employers up to \$175,000 per graduate. That’s comparable to a degree from a private four-year university, but due to the sophistication of the skills required, the companies believe the investment is worth it. Siemens, one of the coalition members, estimates that a wrong cut by a machinist can easily cost \$250,000.³⁶

“We are convinced they [the apprentices] are going to be the smartest employees we are going to have”

Apprenticeship 2000 is a small, specialized program. Nonetheless, it has already attracted interest among other players that want to replicate its model.

Is my
degree
worth it?



Law
awelder

therefore work as a certified public accountant (CPA), individuals must pass the Uniform CPA Exam, which is designed by the American Institute of CPAs. The CPA exam is accepted by practitioners, end users (corporations and government), and regulators as the standard for the whole profession.

2.3.2 Matchmaking

Relationship-based hiring: In a number of cases, education providers can create such strong relationships—and credibility—with employers that they can be practically certain all its graduates will find work.

In Japan, many companies recruit directly from the KOSEN schools. These hybrid high schools/colleges serve about 50,000 math- and science-oriented students who like building gadgets. Students start at KOSEN schools at age 15 and get workplace internships in addition to hands-on and academic training. Due to the excellent reputation KOSEN graduates have earned, employers actively recruit them. KOSEN reports that graduates have 15 to 20 job postings to which they can apply. KOSENs generally have strong and often long-standing relationships with local employers, and faculty members help match students with the right companies. Once a good match is identified, the school writes a letter of recommendation, and after a round of assessments and interviews, the employment is secured.³⁷

Niche skills brokers: There are also discrete populations of job seekers that need additional support in bridging the gap between building skills and finding a job. In these instances, different programs and services have emerged to fill specific niches in the matchmaking process.

Orion, a recruiting firm in the United States, specializes in translating the skills acquired by US military veterans into terms recognized by industry. Working with Siemens, Orion helped to increase the number of veterans hired from 100 to 200 a year to 500 in 2011.³⁸ In Saudi Arabia, Glowork matches talented women with companies

willing to employ them. Glowork found that larger companies were not hiring women because they didn't know how to find them and were worried about incurring additional costs due to segregation laws in the workplace. Glowork bridged both these gaps, first, by offering an online platform for female job seekers to connect with employers, and second, by providing an IT solution that enabled businesses to employ and monitor female employees working from their homes. Glowork has successfully placed about 6,000 women and is working with the Ministry of Labor to provide support to the 1.2 million female unemployment-benefits recipients.³⁹

2.3.3 Treating the intersections as one continuum

Some of the most promising and interesting programs cross the entire education-to-employment highway: rather than treating enrollment, building skills, and finding a job as discrete and sequential, they engage across all three intersections. In these cases, finding a job precedes enrollment: Providers will guarantee their students a job, and employers will “prehire” youth and oversee—and even sponsor—their education, offering a full-time position at the end of it. By treating the three intersections as an interdependent continuum, employers are able to ensure that young people are equipped with the right types of skills and youth have some sort of guarantee that the education they receive will be relevant and valuable at the workplace. In addition, both parties will have the assurance that they are the right fit for each other by the time the young job applicant starts work.

China Vocational Training Holdings (CVTH) is the largest training institute for China's automotive industry; it has a 60 percent market share nationally and up to 80 percent in key provinces. CVTH is an example of a provider that promises job placements and matches graduates to jobs. Its Department for Employment cultivates and maintains relationships with about 1,800 employers, which provide internship placements

as well as “promises to hire.” CVTH maintains a database of employers with details such as the size of the company, demand requirements (how many workers they need, type of worker required), and location and updates these details on a monthly basis. Prior to graduation, CVTH surveys students on their ideal job placement (for example, location, type of work, type of factory) and matches the students’ preference on the basis of this information. CVTH also provides postgraduation support to students for a year in the event that students find they are not happy with their initial placement. Three months after graduation, the employment rate is 80 percent, and CVTH records suggest that those who have yet to secure a job typically go on to pursue further education or have changed industries.⁴⁰

Employers can also take the initiative, pre-hiring youth and not only paying for their training but guaranteeing them a job at the end of it. This approach is typically seen in instances where there is an acute skills shortage, for example, when the required skills are so specialized that the employer needs to lock in talent or when employers need to find a high volume of talent in a short period of time. In the best cases, employers also engage early on with youth to cultivate their interest. Both Newport News Shipbuilding and the Americana Group are examples of such an approach. (See “Apprenticeship 2000” in box at the end of the chapter for another example.)

Another is Go for Gold in South Africa. Formed in 1999 as a public-private partnership between the Western Cape Education Department, Neil Muller Construction (now NMC Construction Group), and the Amy Biehl Foundation, Go for Gold is designed to attract applicants from disadvantaged communities for entry into the construction, building-services, and engineering fields.

The program begins by identifying promising students in grade 11 (the second-to-last year of secondary school). These young people are given tutoring and training during their last two years of secondary school in areas such as math, science,

and general life skills. But before enrolling in university, they are assigned to one of the 20 or so participating companies to gain a year of paid work experience; this is to test their interest and suitability for a career in the industry.

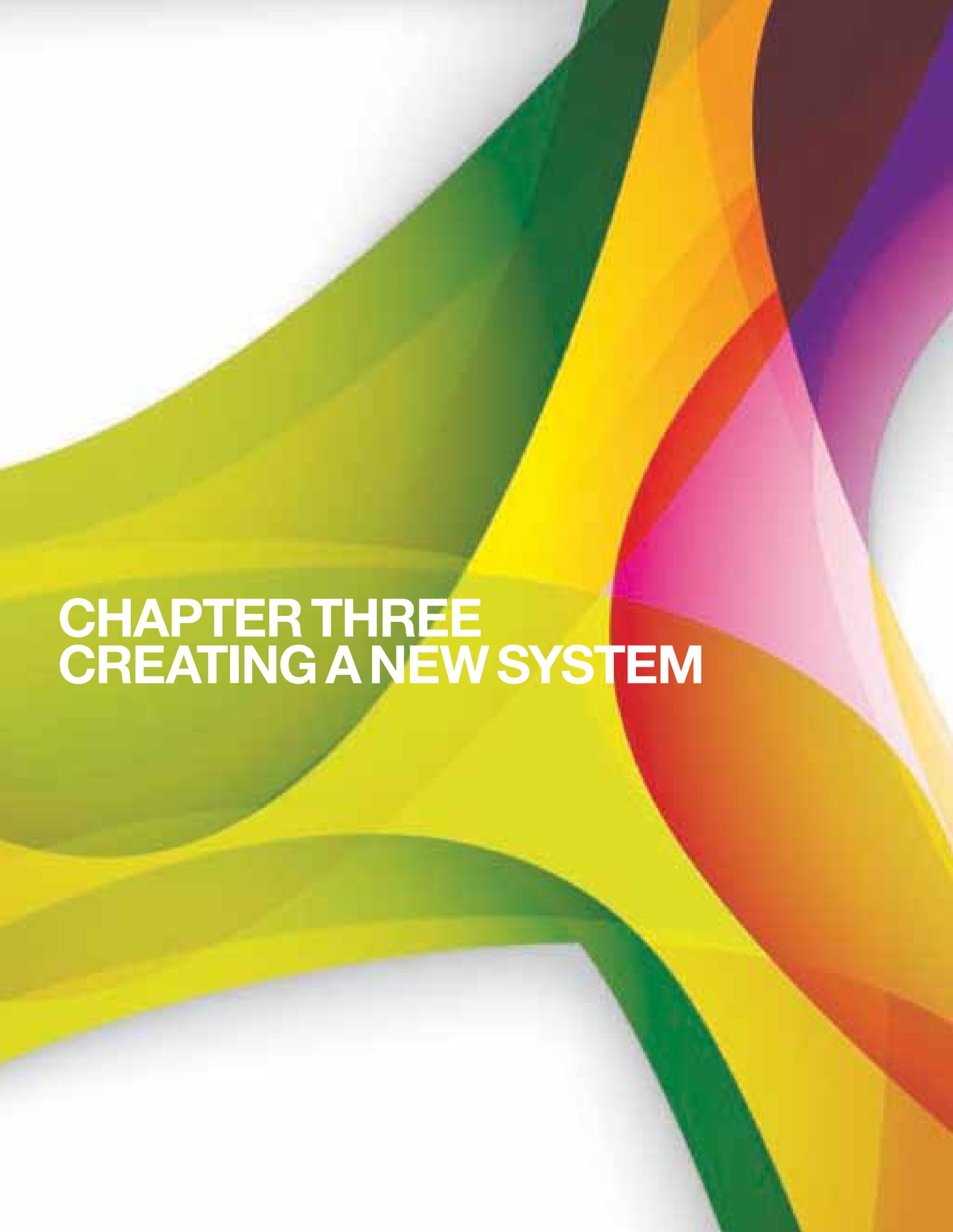
The company can then choose to sponsor them through college and guarantee them employment after graduation. Throughout the entire program, mentoring ensures that participants are guided, monitored, and assisted in making informed decisions about their career and their future. Companies participate not only because it is regarded as a good form of corporate social responsibility but also because it is a great way to recruit. “Because of the way [the] program’s run, and the values that we instill in these young people,” explains the director of the program, companies “know that it is a good investment.” So far, 360 students have gone through the program, and almost two-thirds are still working in the industry.⁴¹

What all these examples show is that it is possible to build a sturdy bridge between secondary school and employment. To do so, however, requires a high degree of trust and cooperation. Education providers need to prove that they can deliver on workers’ business needs. Employers need to work with providers to create the right training. Students need to step up and get the qualifications that the business community wants.

And then they all need to find one another.



I am
a surgeon



CHAPTER THREE CREATING A NEW SYSTEM



As the previous chapter demonstrated, there are pockets of excellence around the world that are changing the way youth, education providers, and employers negotiate the education-to-employment highway. Unfortunately, these success stories are the exceptions, not the norm. To correct this, the current system's underlying structures and incentives need to change. There are two priorities: creating more successes and scaling them up to serve the millions of youth who need them.

*How do I
find a job?*

In every success story discussed in Chapter 2, the different stakeholders interacted intensively and frequently. They also went well beyond their traditional areas of activity: employers got involved in education, and educators played a bigger role in employment. Some also simplified the journey by packaging training with the guarantee of a job upon graduation, or even by prehiring trainees. The problem, though, is that there isn't much incentive for stakeholders to pursue such innovations; as a result, excellence is very much the exception.

Here's another problem: no single stakeholder has an informed perspective on the entire education-to-employment system. While young people have the most to gain, they are poorly informed and not in a position to develop solutions. Providers and employers are better equipped but tend to focus only on their stretch of road. Employers have a simple priority: recruit the best candidates. They naturally focus on the third intersection (finding a job) and engage little on what youth decide to study (the first intersection) or on what skills they acquire (the second). Education providers are mostly concerned with the first two intersections—attracting students to their programs and delivering high-quality instruction. Work placement is a lower priority.

At the moment, it takes extraordinary investment, innovation, and leadership to move the needle. The need is to establish practices and principles that can make success routine. We want every stakeholder to have a stake in the success of the others and for them to meet one another, without colliding, at all three intersections. For this to happen, there needs to be a completely new system of education-to-employment—not an improved version of today's fragmented model.

3.1 Improving the odds of success

The most active and imaginative educators and employers are creating solutions despite systemic weaknesses. We expect them to continue to do so, but that will not be enough. Three interventions are required to get more and better innovation:

- *collect and disseminate data* to educate stakeholders, build transparency, and manage performance
- *initiate more sector-wide collaborations* to build industry consensus and share costs of improving education and training
- *create an education-to-employment “system integrator”* that coordinates, catalyzes, and monitors activity

Let's look at each of these in turn.

3.1.1 Intervention 1: Collect and disseminate data

Transformation requires good information. Consider the revolution in data collection, reporting, and analysis that started with the OECD's Program for International Student Assessment (PISA) in 2000. The breadth and depth of information collected through PISA allowed countries to benchmark their performance against one another and to understand which interventions were successful in raising student outcomes. PISA made it clear which countries were succeeding—and why.

Education-to-employment systems lack PISA-quality data.¹ Fewer than half of youth surveyed said they had the right information to decide whether to pursue further education or understand what programs

offered the best economic returns. What is needed is data that can be used to educate stakeholders, build transparency, and manage performance.

Collect, package, and push good information about career options and training pathways:

Young people need to be able to make informed choices about their career and education. In some cases, this may simply be a matter of aggregating data that already exist but are scattered among different sites. In the United States, Economic Modeling Specialists International has developed a Web-based program, Career Coach, that aggregates data from 90 federal, state, and private data sources, including the Department of Labor, the Census Bureau, and Indeed.com (a job-listings site). This database can provide timely information on local employment (job seekers can set a search radius) such as current and projected job openings, estimated earnings, and specific educational programs that will prepare an individual for a given occupation. Education providers can purchase access for their students to this database on a subscription basis.²

In most cases, the data required must be collected from scratch and built up. This was the case in Colombia when the Ministry of Education established its Labor Observatory for Education in 2005. The ministry started by tracking student movements over time—where they went to pursue their postsecondary education, what qualification they graduated with, where they obtained their first job, and so on.

Seven years on, those bits of data have become important metrics. Users can look up employment rates by qualifications, programs, and cities; they can also compare the performance of different institutions by graduation rates, employment, and salaries.

While these data are creating transparency that students in particular benefit from, more can be done. A ministry official noted, “Right now, the way we assess labor supply and demand is by making inferences. If starting wages for a particular field

Fewer than half of youth surveyed said they had the right information to decide whether to pursue further education or what programs offered the best economic returns. What is needed is data that can be used to educate stakeholders, build transparency, and manage performance.

look unusually low, and we see that there are a lot of recent graduates, then we suspect that we have a problem of oversupply. Ideally, we [will] have a macroeconomic model that can predict labor demand so that we avoid the problem completely. That's the next step for us."³

Define what solutions work: Many providers and employers told us that they struggle to understand what interventions make a difference in improving student learning outcomes.

To combat this, in South Korea, the government established in 1997 the Korean Research Institute for Vocational Education and Training (KRIVET) to conduct research on national human-resource-development policies, labor-market trends, and vocational education and training (VET). KRIVET is also charged with disseminating this information to those who can use it. KRIVET regularly publishes working papers that evaluate the impact of various VET programs and highlight practices developed by education providers around the country.

KRIVET has also been an instrumental player in the rollout of the Meister Schools, a new network of high-quality vocational schools, providing them with detailed guidance. KRIVET published a 265-page instruction manual on how to open a Meister School. This provides step-by-step instructions, case studies, and templates on how to define the skills required, develop textbooks and student assessments, and create extracurricular activities.⁴

Nonprofits and think tanks can also be helpful. In the United States, for example, the Aspen Institute, Lumina Foundation, and the Gates Foundation are investing heavily in the study of interventions to figure out what works (and what doesn't), then spreading awareness through publications and annual "best practice" awards.

Develop metrics that encourage accountability for labor-market outcomes: In Singapore, the Ministry of Education requires education providers to conduct an annual survey of their

graduates about six months after graduation. The Graduate Employment Survey collects information on employment status (unemployed, employed full-time, employed part-time), and salary. This information is published to assist prospective students in making informed decisions about both the institution and course they are interested in. Enterprising providers who perform well on this survey use it as a marketing tool (noting, for example, that "graduates from our school have the highest starting salary of any other comparable institution").⁵

The Australian government also requires all higher-education institutions to collect information on their graduates' employment activities four months after course completion. What is interesting about Australia's experience is that this information has been folded into the country's independent university rating, the Good Universities Guide, which has created a five-star rating system based on three graduate outcome metrics: success in getting a job, graduate starting salary, and "positive graduate outcomes" (based on the proportion of graduates getting a job or enrolling in further study). By making graduate outcomes one of the metrics that youth are encouraged to consider when picking a course or institution, education providers have greater incentive to pay more attention to the third intersection, finding a job.

3.1.2 Intervention 2: Initiate more sector-wide collaborations

Almost half of employers surveyed said they did not work with providers on matters such as curriculum design and teacher training. Even among those who did, partnerships are decidedly limited; only a minority report getting in touch as often as once a month. That is not enough: experience shows that the odds of success greatly improve when such interactions are frequent and intense.

The most transformative partnerships we have seen involve multiple providers and employers at

The most transformative partnerships we have seen involve multiple providers and employers at a sector level. Such sector-based collaborations are critical not only to create widespread industry recognition for the curriculum but also to enable delivery of training in a more cost-effective manner.

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AMTEC, for example, began in 2005 as a loose coalition of providers led by the Kentucky Community and Technical College System and employers (auto-industry companies) that met to discuss common training challenges and solutions. The program also received a grant from the National Science Foundation to fund a central office. AMTEC really gained momentum, however, when Toyota opened its training facility and curriculum to competitors, and then defined and shared the 170 tasks that the Japanese auto company required its line workers to master.

Why would Toyota do this? Because it believed that the talent shortage was dire enough to warrant an

industry-wide solution. Other automotive-related manufacturers agreed and joined the initiative. Together, they narrowed down the 170 tasks in an iterative process designed to build trust and buy-in. The process ended in a curriculum of 110 core competencies. This is about to be rolled out in 2013 as the industry standard.

As AMTEC has grown, it also has formalized expectations of all provider and industry members so that there is no ambiguity about what the partnership entails. For example, industry members are expected to support career-pathway development and outreach activities conducted by their local community-college partner and to prioritize hiring qualified AMTEC participants. For their part, the providers are expected to share information on best practices and performance with one another through participation in annual workshops. AMTEC also requires employers or providers to join as a pair to ensure that the tight

linkage between demand for labor and the capacity to supply it is maintained.⁶

Apprenticeship 2000, another industry-led coalition, has a longer track record. It was founded by two German companies, Blum (hardware) and Daetwyler (high-precision machines), and now has eight members. As in AMTEC, the leadership of the founding companies was critical to getting the coalition off the ground. However, unlike AMTEC, members of Apprenticeship 2000 had to commit to covering the cost of training and wages over the 3.5-year period—to a value of about \$175,000 per apprentice. (AMTEC employers can decide whether to sponsor students through the training program.) Given the significant costs, participants needed to believe there would be a return on their investment. The coalition solved this by having all members sign a no-poaching agreement. It also set up a matching system to allocate trainees to companies; applicants rank companies in order of preference, and the selection committee, made up of representatives from all companies, adheres to these preferences as closely as possible.

3.1.3 Intervention 3: Create an education-to-employment system integrator

It's hard to know where you're going if you can't see the road, and in the case of education-to-employment, no one has a good view of the whole journey. Governments come closest; even there, though, multiple departments (such as labor, industry, and education) often have overlapping responsibilities and visions, making coordination impossible.

In India, for example, 20 different federal ministries and agencies are responsible for skill development. The Ministry of Labor and Employment oversees industrial and vocational training institutes. The Ministry of Micro, Small, and Medium Enterprises oversees entrepreneurship programs. The Ministry of Human Resource Development is leading efforts to integrate conventional and vocational education tracks. The government has also set up

the National Skill Development Corporation to promote private-sector-led skill development and to oversee the Sector Skill Councils in 21 priority sectors. Then there are state governments, which have their own programs.⁷

The more complex the web of stakeholders, the more difficult it is to see how the system is functioning. Getting such a perspective is critical; that is why we believe there should be a system integrator. Responsibilities should include the following:

- coordinating and integrating all activity, from R&D to the implementation of solutions
- catalyzing stakeholder action in priority areas
- monitoring and managing the quality of outcomes

Given the nature of these functions, public entities are best positioned to fill this role. The complexity of the labor and training markets in any given country may necessitate several integrators, one for each minisystem, whether this is defined by sector, region, or target population. Some countries are moving toward the creation of such integrators, although the exact form (and therefore the scope) of the entity varies.

Four examples show how a system integrator can work.

Integrator for the unemployed: Germany's Federal Employment Agency:

The Federal Employment Agency (FEA) is Germany's (and Europe's) largest public entity, with more than 1,000 offices and 115,000 employees. FEA delivers services to the country's 2.9 million unemployed. As a self-governing institution, it acts independently (albeit within a legislative framework).⁸

FEA has two primary responsibilities: to manage the unemployment-benefits program and to provide services, ranging from career counseling and job placements to funding for retraining. All of these services are administered by the FEA's network of branch offices, with the exception of the

benefit program for the long-term unemployed, which is administered in partnership with local municipalities. Under FEA's stewardship, the number of unemployed individuals fell from 4.5 million in 2004 to 2.9 million in 2011, and the average period of unemployment declined from 164 days to 136 days.⁹

FEA's focus is finding solutions to help the unemployed reenter the labor market and monitoring outcomes for the unemployed. Its research institute conducts studies on workforce requirements and development.

Integrator for the private sector: National Skill Development Corporation, India:

Founded in 2009, the mandate of the National Skill Development Corporation (NSDC) is to accelerate private-sector involvement in skill development. NSDC has a unique funding and governance structure. First, it is set up as a nonprofit company and therefore subject to all the professional aspects of governance of a company; second, it is a public-private partnership—49 percent of the equity of this nonprofit company is owned by the central government and 51 percent by industry associations.

The government's goal is to deliver training to 500 million people by 2022; NSDC is supposed to find initiatives that meet 30 percent of that goal. Through the provision of seed funding, it encourages the creation of large, private training programs that both meet the needs of the industry and leverage collaborative partnerships. This seed funding has enabled the emergence of a large number of for-profit skill-development entities. As of March 31, 2012, it had disbursed \$25 million to organizations that have trained more than 181,000 people.¹⁰ At least 50 new for-profit entities with significant aspirations have entered this space, which earlier was largely seen as government or nonprofit territory. NSDC's partner-selection process, while still being tweaked, is also starting to serve as a first filter for other investors.

The NSDC has also been charged with establishing Sector Skill Councils (SSCs) in 21 priority areas in order to develop national occupational standards and accreditation schemes, as well as support services such as faculty training and labor-market intelligence. NSDC provides seed funding for the SSCs, but it also acts as a convener and facilitator to bring key players to the table. To date, NSDC has approved the setup of 16 councils, 5 of which have begun operations.

It is too early to know what effect the NSDC will have. The SSCs are in very early stages, and many of NSDC's partner organizations are grappling with challenges as they get started. What is clear, however, is that the NSDC is generating a level of entrepreneurial activity and industry-provider dialogue that never before existed. As a next step, NSDC is seeking to build links with relevant federal and state agencies. In 2012, for example, NSDC commissioned several state-specific skill-gap studies, and it has been working with the Office of the Adviser to the National Council on Skill Development (the apex body chaired by the prime minister) to create an online monitoring system for the entire vocational and educational training system (public and private).¹¹

Integrator for a single sector: Prominp:

The Brazilian Oil and Gas Industry Mobilization Program (Prominp), created in 2003, is a coalition of government agencies, private companies, industry associations, and unions. The members include the ministers of mining and energy and of development, industry, and international trade; the presidents of Petrobras, the largest oil company in Brazil, and the Brazilian National Development Bank; the Brazilian Institute for Petroleum; and the general director of the National Organization of Industry.

Prominp's objective is to improve the operations of the country's oil and gas industry; to do so, it has identified three main activities:

- **Identifying talent requirements.** Prominp details how many people, with what skills, will be required when and where in the industry across

Brazil. It does this by analyzing the five-year pipeline of projects in the industry, and then breaks down the demand by skill profile, as well as by geography and timeline.

- **Coordinating curriculum development.** Prominp canvasses big companies in each field to identify specific skill requirements down to the level of specific activities. Then it identifies a provider with a strong track record for each field to work with selected companies in developing a curriculum.
- **Overseeing training.** Prominp ensures that providers are offering appropriate programs according to talent demands by region. It also sponsors about 30,000 students a year to go through the programs. As a result, Prominp qualified 90,000 people by the end of 2012, in 185 different professional categories, from the basic level to graduate level, involving around 80 educational institutions.

Prominp has what most systems don't: an overarching, long-term perspective of the industry's labor needs by region and skill. It then coordinates the creation of the right supply to meet this demand.¹²

Integrator for the entire system: Australian Workforce and Productivity Agency:

The Australian Workforce and Productivity Agency (AWPA) was established in July 2012 to drive greater collaboration among industry, providers, and government on all workforce-development issues. While technically the newest system integrator profiled in this section, AWPA replaced and expanded upon Skills Australia, set up in 2008 to provide independent advice to the government on workforce planning and industry skill requirements.

Skills Australia was widely respected and did important research on skills and training. But the government had been hearing from different stakeholders that they needed better collaboration mechanisms and tighter linkages

between skill funding and industry needs. AWPA, then, embraced not only Skills Australia's responsibilities but also took on new roles in funding and coordination. AWPA focuses on several key functions:

- It administers a new National Workforce Development Fund to deliver training for high-priority industries and occupations.
- It develops and monitors workforce-development plans in conjunction with the 11 Industry Skills Councils. There was previously no entity formally responsible for playing this role.
- It conducts research on current and emerging skill requirements across all sectors.
- It provides independent advice to government and other entities—for example, AWPA is in the process of developing a national workforce-development strategy due by the end of 2012.

AWPA's expanded mandate is designed to give it better oversight of the entire education-to-employment system. Because it is so new, however, it is too soon to say how it is doing.¹³

These four examples highlight the different forms that system integrators may take. It may not be necessary to have a single national system integrator; multiple integrators can also work, as long as the entity for the microsystems (Prominp, NSDC, FEA) connects with its counterparts in the broader system.

3.2 Scaling up success

As discussed in Chapter 1, education-to-employment programs must expand from serving hundreds or thousands to hundreds of thousands and millions of youth. Given that affordability is a major barrier to entry for youth, such scaling must also occur in a cost-effective manner. Our conversations with providers and employers suggest that there are three primary barriers to increasing scale and maintaining affordability; a system can face any or all of these:

- constraints on provider resources, such as money or the lack of qualified faculty



I am
**a hotel
manager**

- difficulty in providing sufficient hands-on learning opportunities
- hesitation among employers about investing in training unless it is for specialized skills

3.2.1. Constraints on education-provider resources

Providers sometimes struggle to scale up operations due to internal resource constraints. The availability of teaching talent may be low or variable, for instance, or the cost of physical expansion at existing or new locations may be high. This situation is compounded when the provider operates in an environment where affordability is a major concern for students.

Overcoming these barriers requires a solution that is not only low cost but that also ensures a consistent level of quality. Technology is beginning to provide some answers. Education providers are innovating through the use of a highly standardized curriculum that is disseminated using nontraditional delivery channels, such as the Internet, television, and radio.

India's IL&FS Skills has managed to distribute standardized content at a low cost and in rural areas where broadband connections are not the norm. Videotaped skill-based modules are used extensively in the classroom to provide students with step-by-step instructions on how to complete specific tasks—how to install a CPU in the motherboard of a computer, say, or how to sew a specific stitch. While there is a human trainer present in every classroom to answer questions and monitor practical work, the lesson content is delivered entirely through these video modules. In this manner, IL&FS can make sure that every one of its 100,000 trainees in 2012 at every one of its 350 plus locations spread across India learned the same content, regardless of the aptitude of the trainers and without sophisticated technological infrastructure.¹⁴

The massive open online course (MOOC) movement that is sweeping the higher-education

landscape is a more radical example of how content can be disseminated widely. Udacity is a private, for-profit US startup that offers free, online computer-science courses taught by leading faculty (typically from top tier institutions). Lectures are delivered via short videos (each lasting about five minutes), with quizzes following each video to test absorption of content. Within a few weeks of opening its first class, “Introduction to Artificial Intelligence,” 160,000 students from 190 countries had signed up. Disseminating these classes online allows Udacity and other MOOCs such as Coursera and EdX to deliver the same content to hundreds of thousands of students from almost every country in the world at a minimal cost.

IL&FS Skills and Udacity offer two ways of getting around a shortage of teaching talent. In the case of IL&FS Skills, the use of prerecorded content ensures consistent quality. For Udacity, the need for only one lecturer means that the provider can afford to hire the best. In both cases, the marginal cost per additional user is relatively low since the primary cost lies in the up-front development of the content and technological platform. (The up-front cost can, however, be quite steep.)

This model offers another advantage: speed. Due to the standardized content and relatively low cost, expansion is relatively quick and easy, and in some cases it transcends geographical boundaries. It only took a few weeks for Udacity to get 160,000 students enrolled in 190 countries—a reach unimaginable in most operating models. It is important to note that such solutions are most useful in contexts where employers require a predominantly standard set of skills.¹⁵

3.2.2 Difficulty in securing sufficient hands-on learning opportunities

Successful programs that provide intensive practical or workplace-based training, such as high-quality apprenticeships, have found that this particular dimension can be difficult to scale up. This is due to the cost of building multiple physical

simulation sites or the difficulty in securing sufficient placements from local employers.

One way forward could be through greater use of “serious games,” also known as immersive learning simulations, game-based learning, or gaming simulations. As mentioned in Chapter 2, serious games enable users to apply their knowledge and skills in complex, real-world scenarios. Depending on the design of the game, they create opportunities for interactivity, for example, through multi-user gameplay, and for personalization, as the game responds to actions by the user and even learns from them, making subsequent rounds tougher. Advancements in technology also mean that today’s games can integrate real-time data, creating the potential to use such games not just as a training tool but also as a means to solve real-world problems or even to optimize costly processes. Examples include Fold-It, a Defense Advanced Research Projects Agency-funded project out of the University of Washington.

The serious-games industry is still nascent, although it has been growing rapidly worldwide; sales reached €1.5 billion in 2010 and are projected to increase by almost seven times by 2015.¹⁶ Market intelligence from Apply Group suggests that up to 135 of global Fortune 500 companies will have adopted games for learning purposes by the end of 2012.¹⁷

As with the industry itself, research on serious games is relatively new. One of the more recent meta studies (from the University of Colorado Denver Business School in 2010) found that, on average, workers trained using serious games (as opposed to formal classroom or Web-based tutorials) retained 9 percent more information, had 11 percent higher factual-knowledge levels, and 14 percent higher skill-based-knowledge levels. The study also found a fair amount of variance in impact depending on the design of the game and how it was used. Games that enable trainees to access the games as many times as they desire and that actively teach content (versus just

testing for content learned elsewhere) tend to yield better results. A study of a game on electrostatics (Supercharged!), for example, found that students who were taught primarily using the game showed an understanding of the concepts that was two to five times better after the lesson than for students who were taught primarily via interactive lectures and classroom demonstrations.¹⁸

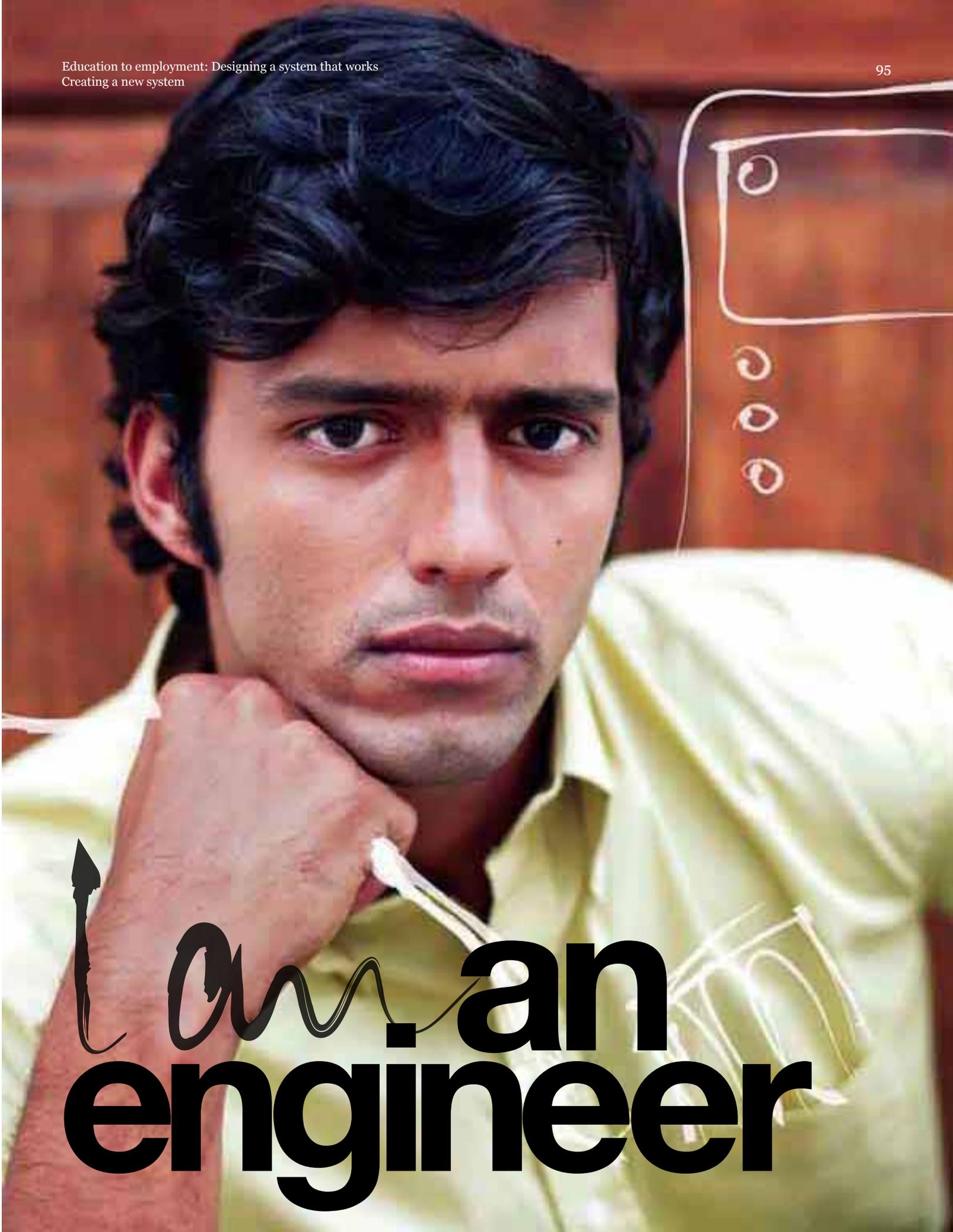
Critically, development costs, once a major barrier, are coming down. Many examples of sophisticated serious games for military use had development costs in the millions. However, costs have been falling, due to the availability of new tools such as authoring platforms, templates, and graphics libraries. Industry players suggest that good skills training games can be developed at a cost of \$50,000 to \$500,000, depending on the complexity of the design and the extent of customization.^{19,20}

Virtual simulations could scale up relatively quickly and inexpensively, as long as the need for scale, such as a platform to support hundreds, if not thousands of users simultaneously, is built into the design from the start. (Any changes to the design parameters, for example, changing game genre from First Person Shooter to Real-time Strategy after the framework has been built would also drive up costs). If these conditions are met, however, then the return on investment could be significant. “There is an up-front investment to develop and launch the game,” an IBM senior manager notes, “but once we have that in place, we can train thousands of people to a consistent quality level and with a speed that we never could before.”²¹

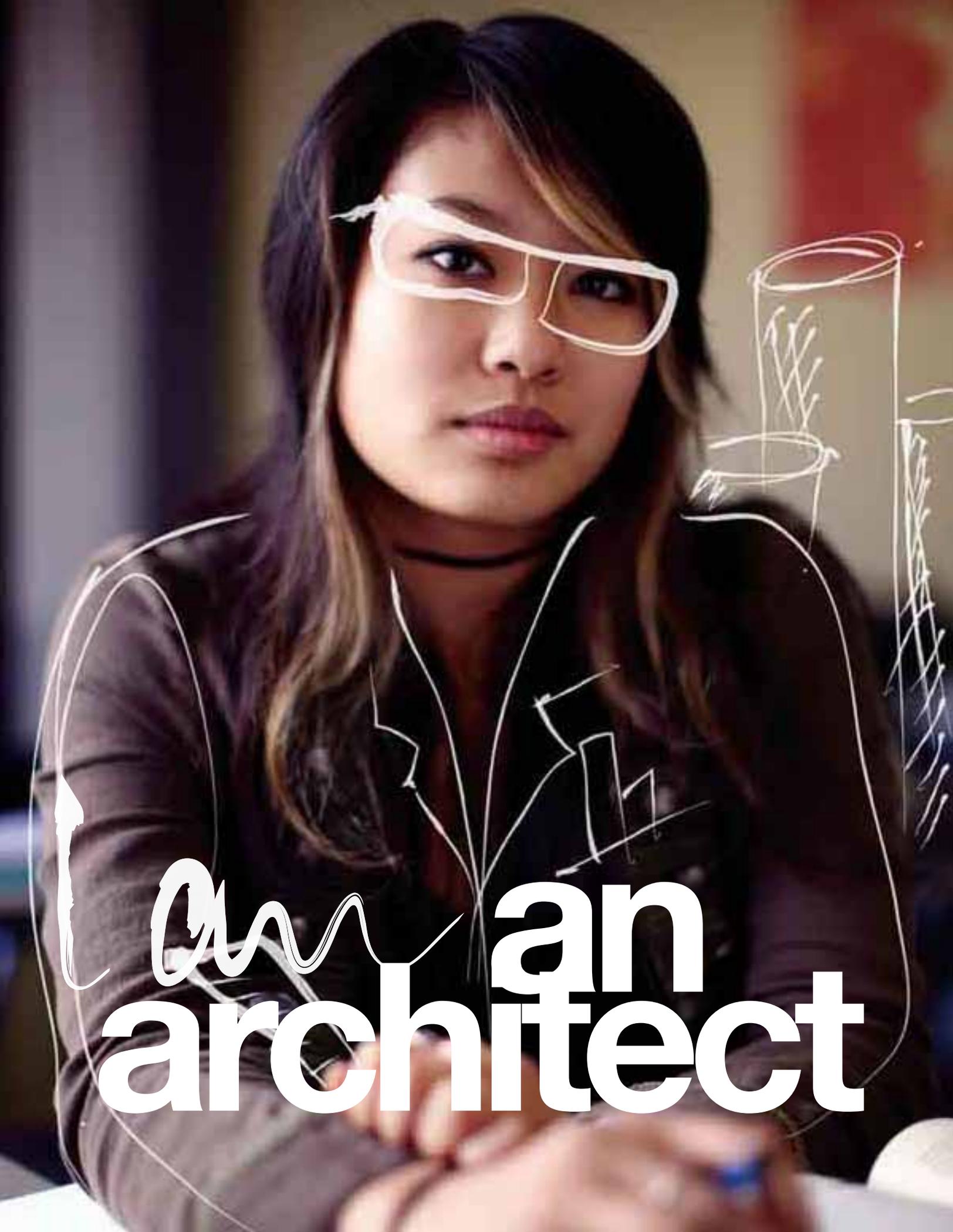
As prices drop, serious games could offer providers a way to scale up the tough-to-provide, down-to-earth training that students want. The future of hands-on learning may be hands-off.

3.2.3 Hesitation among employers about investing in training

The third major barrier is that employers tend to be willing to invest only in those specialized skills



I am an engineer



Can an
architect

whose value they can fully capture. They worry, understandably, about investing in training only to see their improved employee take his or her skills elsewhere. Employers therefore prefer the idea of training youth on specific equipment in their own facilities. For providers, the obvious reciprocal concern revolves around cost: it is expensive with regard to time, faculty resources, and funds to develop customized solutions that meet the needs of every employer.

One solution we have seen is for education providers to deliver a core curriculum that is standardized across all employers in a given industry; then, an elective or “top up” curriculum is tailored to the needs of the specific employer or local labor market.

TAFE, the government vocational education provider in Australia, is one such example. All TAFE institutions use a national curriculum known as a “training package” that is developed collaboratively with industry. In recognition of the breadth of skills and competencies that are required in any single industry, each curriculum is divided into core and elective modules. While every TAFE program must cover the core modules set out in the training package, each institute has flexibility over which electives to offer. At TAFE Sydney Institute, for example, the faculty of the hospitality division worked with the largest five-star hoteliers in the city to map the competencies that were part of the core curriculum against the needs of the hotels. The faculty then selected its set of elective modules based on where there were outstanding gaps in training requirements. This ensured that the institute was training local students in the skills deemed most important by area hotels. As a result, TAFE Sydney Institute increased the employment rate of its students at these top hotels, while enabling the hotels to reduce the amount of time spent on training.²²

Similarly, AMTEC allows providers to customize content to meet the needs of local auto manufacturers. AMTEC has created a curriculum composed of about 60 modules covering 110

common competencies required across the different employers. Employers can choose to have their employees undertake training from providers in all 110 competencies or focus on a specific set of modules. Some employers also deliver top-up training themselves for additional competencies they feel are unique to their circumstances.²³

This use of a common core, combined with tailored electives, enables providers to offer customized solutions that do not break the bank. This approach does, however, depend on having a set of common skills to teach.

As a whole, today’s education-to-employment systems lack the frequency and scale required to support youth effectively. We cannot afford tomorrow’s approach to be more of the same. Einstein reportedly defined insanity as “doing the same thing over and over again and expecting different results.” It would be crazy to keep doing what we do, knowing what we know about costs, failures, and limitations. We need a new system, not patches on the current one.

This report has sought to improve the quality of knowledge on moving young people from education to employment and to examine why high levels of youth unemployment coexist with significant skill shortages. We know we have left many questions unanswered, but we hope our work will stimulate others to continue the investigation of this crucial topic.

We also hope that this report will help to rouse stakeholders to take collective action to address the challenges we have identified. Today’s youth—and tomorrow’s—deserve better.

Endnotes

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Chapter 1

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Chapter 2

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Appendices

A. Country youth unemployment rates

Five of the countries in our survey are part of the OECD, which regularly reports on youth unemployment (Exhibit 1). Additional youth-unemployment data for non-OECD countries were gathered through a broader search. The data indicate that due to the financial crisis and the related economic slowdown, youth unemployment rose in 2009 in most countries. The rate has generally stayed higher than pre-2009 figures in all countries except Germany.

B. Survey methodology

The survey consisted of three parallel questionnaires to youth, education providers, and employers, administered from August to September 2012 in nine countries: Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, the United Kingdom, and the United States. The survey was conducted to build an empirical fact base across stakeholders in the education-to-employment space. The nine countries were chosen to provide a diverse set of geographies, labor markets, and educational contexts. They represent nearly 40 percent of global GDP (IMF 2011) and 30 percent of the world's population.

The target sample size for each country was 500 youth, 300 employers, and 100 providers (totaling 4,500 youth, 2,700 employers, and 900 providers across the nine countries). While McKinsey designed the three questionnaires, we commissioned Lieberman Research Worldwide to recruit participants and administer the survey in all nine countries.

In questions regarding agreement with a given statement, participants were asked to choose one of six options, which were classified for the report as follows: agree (“strongly agree” or “agree”); neutral (“somewhat agree” or “somewhat disagree”); and disagree (“disagree” or “strongly disagree”). In questions where respondents were asked to rate an ability or characteristics, such as competence or importance, 11-point scales were given to participants, where 0 indicated “not at all” and 10 represented “extremely”; scores of 8 or higher were interpreted as belief or agreement.

Youth survey

At least 500 youth were surveyed in each country, resulting in 4,656 youth in total, including oversampling (Exhibit 2). Eligible youth participants for the survey were defined as young people aged 15 to 29 who were either (a) in the labor force or (b) currently studying and would be looking for work in six months. Youth were recruited both in public settings and online.

Youth were distributed across five education levels in relatively equal proportions: less than high school, high school, vocational, some college or associates degrees, and college/university degrees. Self-reported income was also assessed, with the majority of youth (62 percent) assessing themselves at “about the national average” and only 12 percent indicating they were above it.

The sample was then weighted for each country toward the gender and age distribution for the economically active population of 15-to-29-year-olds in each country, according to the latest statistics from the International Labour Organization (Exhibit 3). The weight of any one response was capped at a minimum of 0.3 and maximum of 3.0.

Exhibit 1

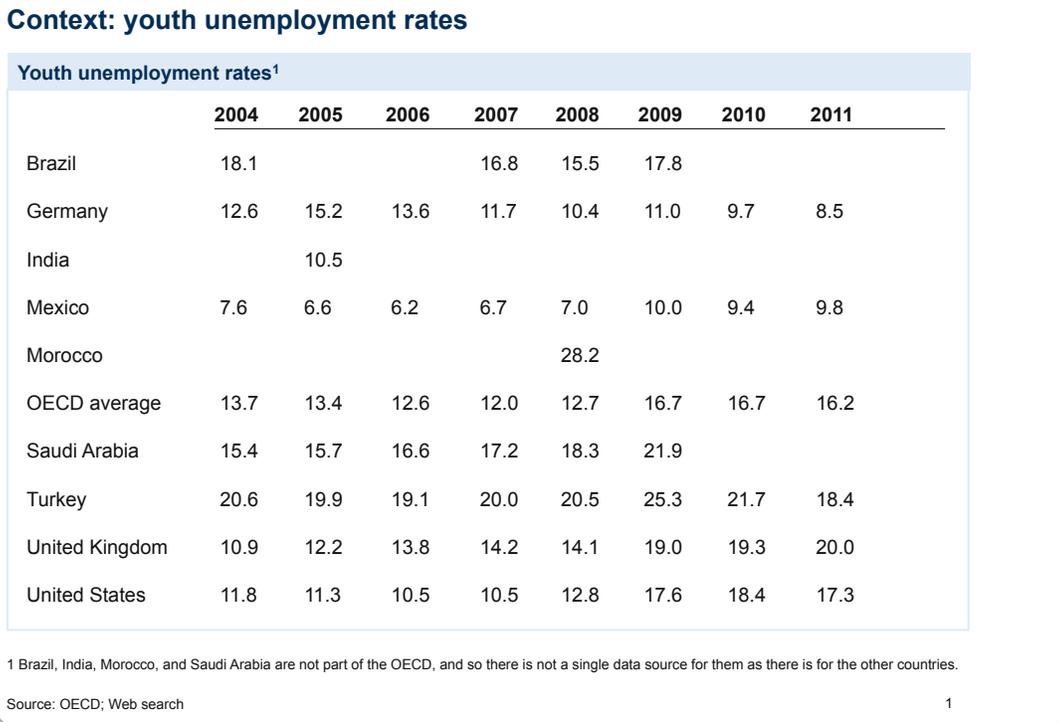


Exhibit 2

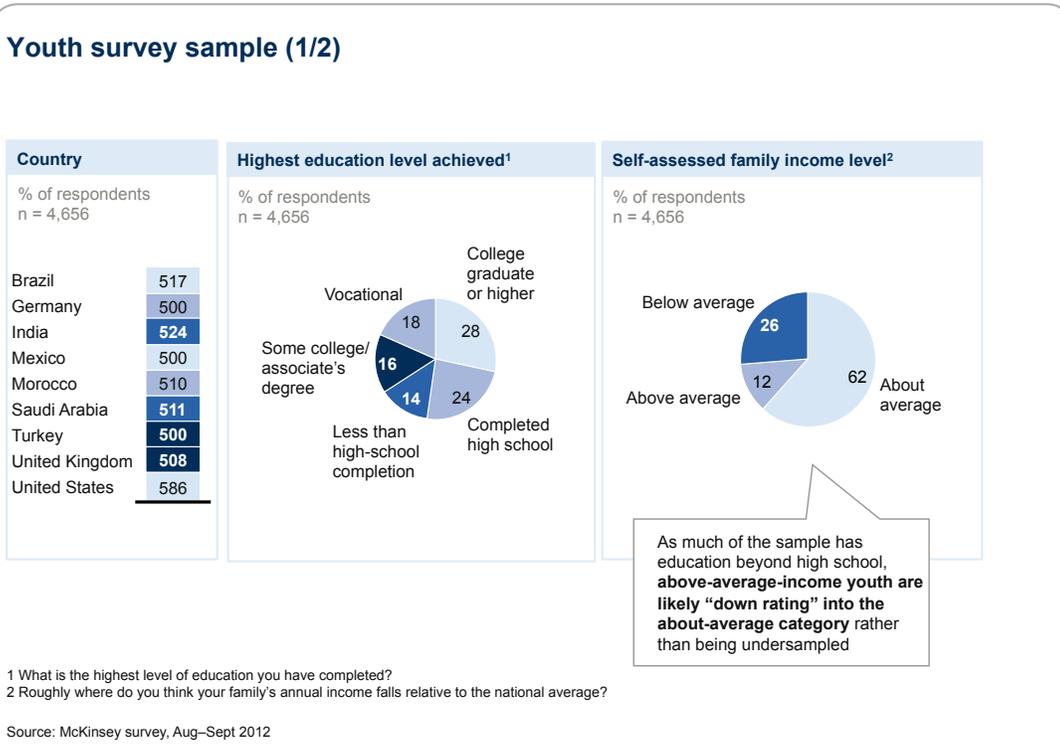
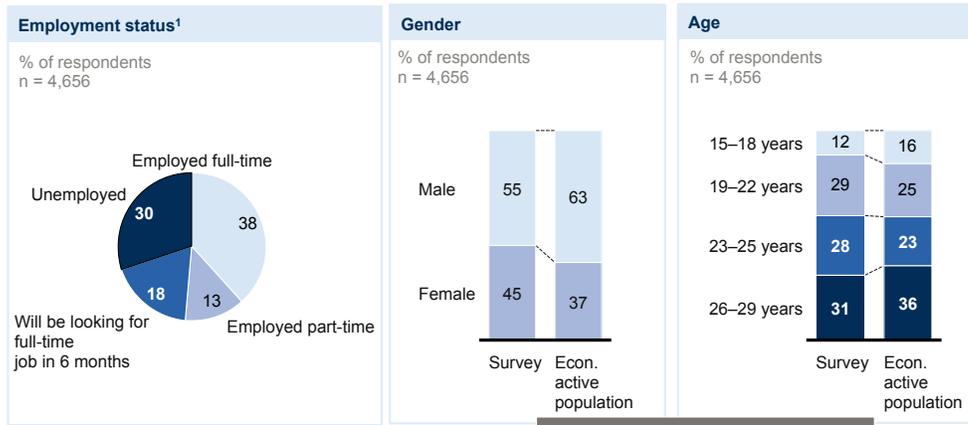


Exhibit 3

Youth survey sample (2/2)



Demographic factors such as gender and age are weighted to be more representative of the economically active population

1 Which of the following best describes your employment status? (Figures may not sum, because of rounding).

Source: International Labour Organization; McKinsey survey, Aug–Sept 2012

Exhibit 4

Employer survey sample



1 Includes mining/quarrying, electricity/gas/water, private households, and public administration.

2 How many employees are currently working in the company? Small defined as (<50 employees), medium (50–499), and large (≥500).

Source: McKinsey survey, Aug–Sept 2012

Employer survey

At least 300 employers were surveyed in each country, resulting in 2,832 employers in total, including oversampling (Exhibit 4). These employers were relatively evenly distributed across sectors, with the largest concentrations occurring in manufacturing (19 percent) and wholesale and retail trade (17 percent). Company size was grouped according to number of employees as small (fewer than 50), medium (50 to 499), and large (500 or more). According to this classification, three out of four employer respondents were small or medium enterprises.

Employers interviewed for the survey were required to be responsible for at least one of three areas within the following: (1) defining hiring criteria, including necessary skills and qualifications, (2) implementing an employee-training agenda and process, or (3) analyzing skills gaps within the company or business.

Provider survey

At least 100 providers of postsecondary education were surveyed in each country, resulting in 908 providers in total, including oversampling (Exhibit 5). Three types of providers—open-access public institutions, selective public institutions, and for-profit private institutions—each accounted for slightly less than a third of the providers sample, with the balance (11 percent) composed of not-for-profit private institutions. Nearly half of the providers sampled had fewer than 1,000 students and a quarter had more than 5,000 students. Furthermore, providers that focused on academic tracks made up just over half of the sample; the rest were providers focused on vocational tracks.

Eligible provider respondents were defined as employees of post-high-school educational institutions whose current role was related to admissions, career and academic counseling, or academics (for instance, curriculum development or accreditation). More specifically, respondents had to have primary responsibility or significant influence or input in one of the following three areas: (1) admissions and enrollment criteria, (2) quality-assurance and institutional-governance processes (that is, accreditation, certification, and/or adherence to government standards), or (3) employer and recruiter relations (that is, communications related to the development/adjustment of curriculum and career paths to meet in-country employer/recruiter needs).

C. Segmentation

Segmentation is the practice of breaking down a population into meaningful groups, often to profile heterogeneous customer bases. With regard to our survey, we thought it would be meaningful to apply segmentation to the stakeholders, given that the sample consisted of participants from diverse countries and backgrounds. For this reason, we conducted a segmentation analysis on the employer and youth samples (the number of provider responses was too small to reliably allow for a comprehensive segmentation).

For the purposes of this survey, we opted to segment employers and youth by attitudes and outcomes. The objective was to determine whether we would detect patterns in attitudes and beliefs beyond demographics that cut across nationality, age, and gender. Additional details of the employer segmentation can be found on Exhibits 6 through 8. For the youth segmentation, two segmentations were performed: one for postsecondary youth, and the other for secondary-only youth. Additional details on the youth segmentation can be found on Exhibits 9 and 10.

Exhibit 5

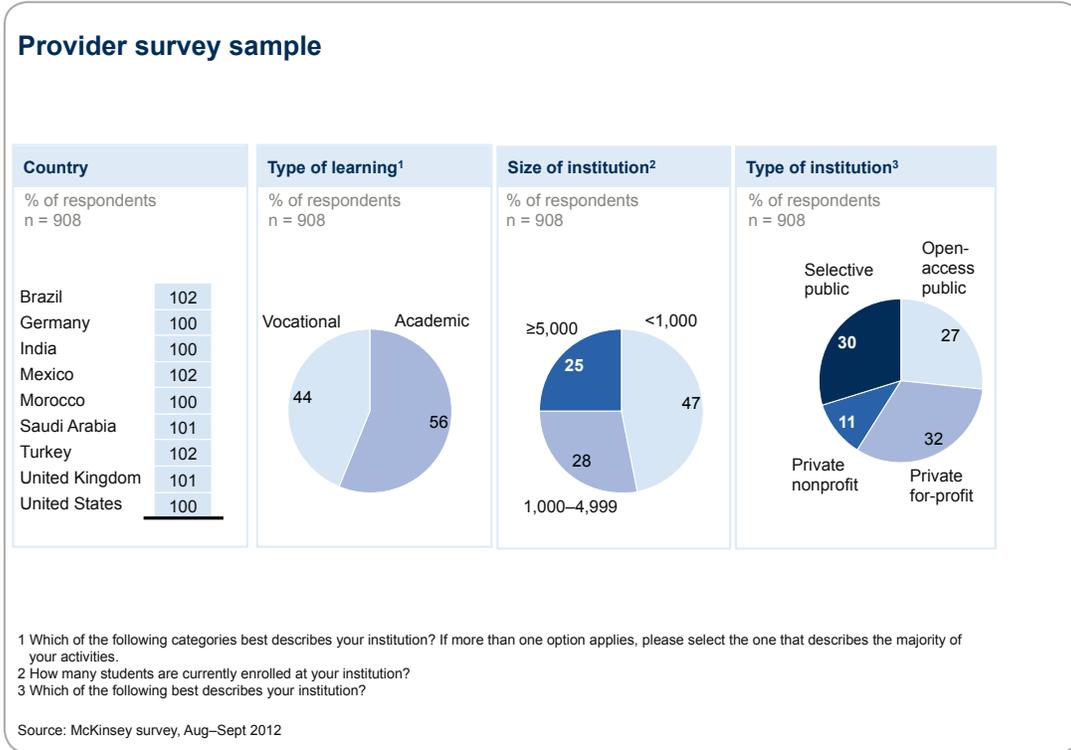


Exhibit 6

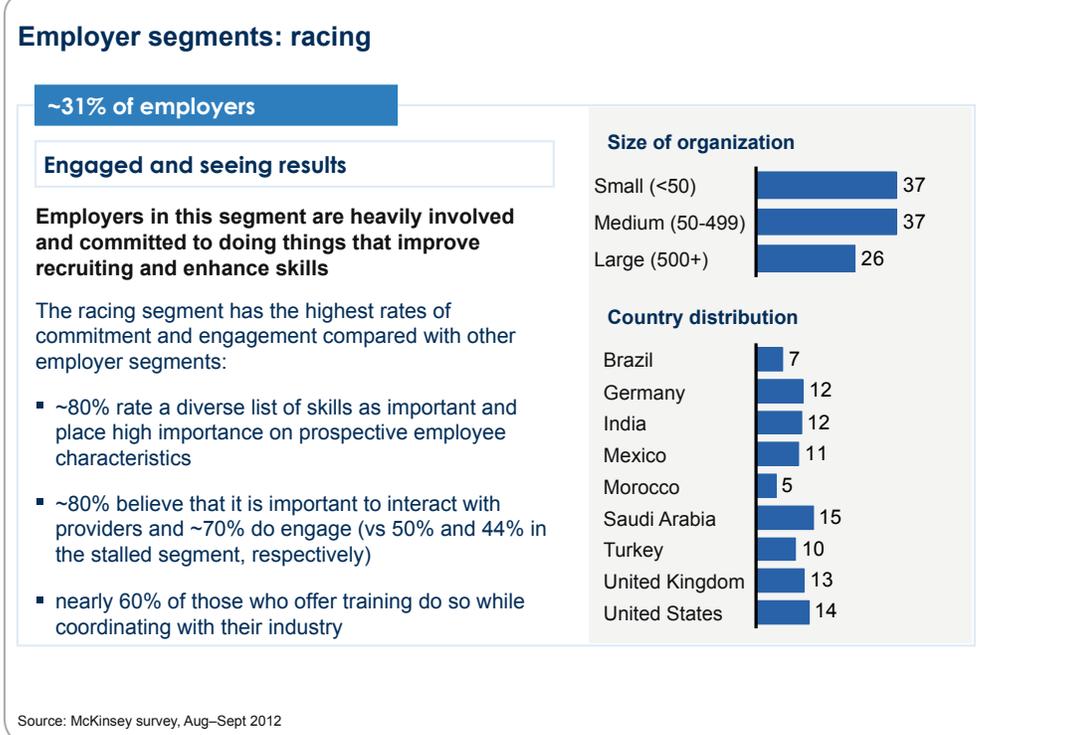


Exhibit 7

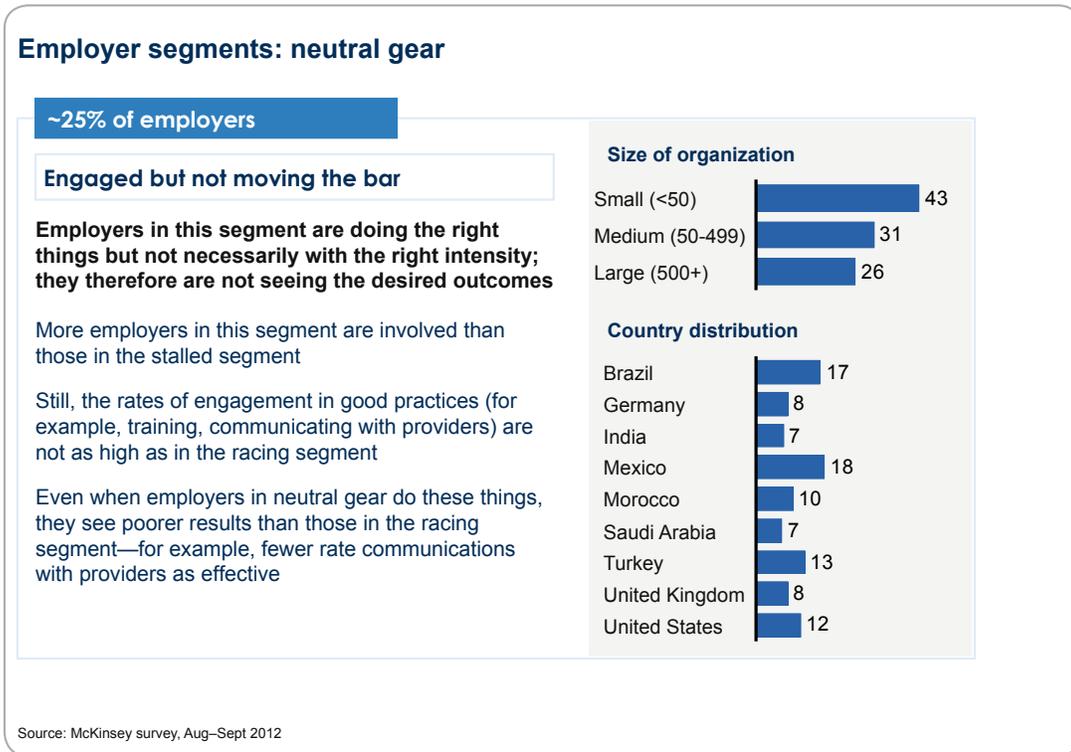


Exhibit 8

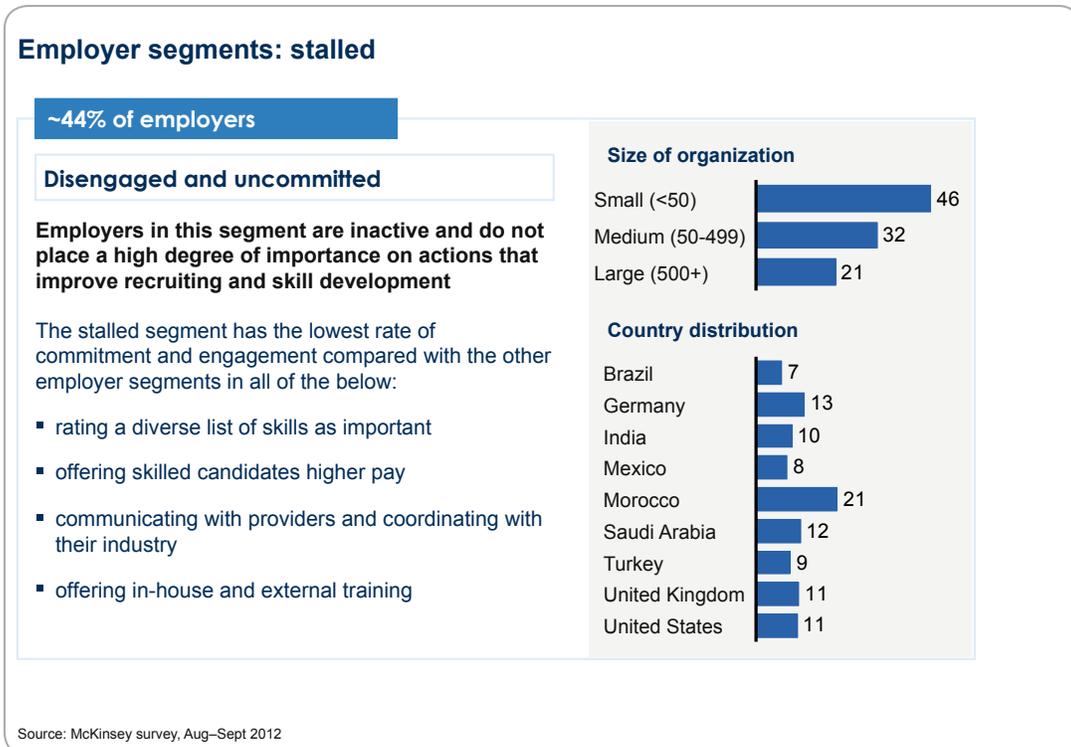


Exhibit 9

Overview of youth segments (1/2)

Segment	Who are they?	What matters to them?	How to engage them further
Well positioned 	<ul style="list-style-type: none"> Wealthiest and oldest group Most likely to be in private for-profit institutions and in academic streams Overrepresented in Saudi Arabia; underrepresented in India and the United States 	<ul style="list-style-type: none"> <i>Where to study:</i> prestige of institution, program type, and ability to study chosen field <i>How to get hired:</i> gaining work experience and credentials <i>Other:</i> belief that socioeconomic background influences options 	<ul style="list-style-type: none"> Link education to employability and offer them more (they are willing to pay even more for even better outcomes) Let them show others the path
Driven 	<ul style="list-style-type: none"> More likely to be female and current students Overrepresented in Brazil and Mexico; underrepresented in Morocco, Saudi Arabia, and Turkey 	<ul style="list-style-type: none"> <i>Where to study:</i> ability to work while studying, career paths, and future wages <i>How to get hired:</i> be the best student and get the right degree <i>Other:</i> least belief in socioeconomic determination; education will enable success 	<ul style="list-style-type: none"> Don't make them choose between studying and working Show them employability outcomes to justify value (they are willing to pay)
Struggling 	<ul style="list-style-type: none"> Average distribution on age, gender, and country distribution Least likely to be at higher income levels 	<ul style="list-style-type: none"> <i>Where to study:</i> family, friends, and teacher advice; length of program; prestige of institution (among several others) <i>How to get hired:</i> rate nearly all factors high; highest on references <i>Other:</i> would make different educational-institution and field-of-study decisions if they could 	<ul style="list-style-type: none"> More guidance and information on career paths, postsecondary-placement opportunities, and wages Segment is low skill but high will

Source: McKinsey survey, Aug–Sept 2012

Exhibit 10

Overview of youth segments (2/2)

Segment	Who are they?	What matters to them?	How to engage them further
Disheartened 	<ul style="list-style-type: none"> More likely to be younger Overrepresented in India and Turkey; underrepresented in Saudi Arabia Less likely to be employed in the education sector Drop out of postsecondary because of cost, lack of skill gain, and family preferences 	<ul style="list-style-type: none"> <i>Where to study:</i> prioritize being close to friends; low preference for program-specific factors <i>How to get hired:</i> deprioritize every career factor <i>Other:</i> believe economic situation affects outcomes; don't believe education prepared them and wouldn't pay for more 	<ul style="list-style-type: none"> Energize them about their future; help them see that focusing on education and career is not in vain Show them that people like them can succeed
Disengaged 	<ul style="list-style-type: none"> More likely to be in vocational fields or receive associate's degrees and to not graduate on time Overrepresented in Morocco; underrepresented in Mexico and Saudi Arabia 	<ul style="list-style-type: none"> <i>Where to study:</i> deprioritize every education factor <i>How to get hired:</i> no clear priorities for career factors <i>Other:</i> low satisfaction with job; wish they could make a different education choice 	<ul style="list-style-type: none"> Informing these youth is important, but not enough Direct supervision and proactive guidance (such as 1-on-1 outreach, as well as assigned mentors and counselors)
Too cool 	<ul style="list-style-type: none"> Drop out due to lack of interest Overrepresented in Mexico More likely to be younger than postsecondary groups More likely to be employed in the public sector 	<ul style="list-style-type: none"> <i>How to get hired:</i> work experience, references, and prestige of academic institution <i>Other:</i> do not want to pay for more education; think they are prepared for employment 	<ul style="list-style-type: none"> Offer them options: over a third of those employed are in interim positions where they didn't plan to stay
Too poor 	<ul style="list-style-type: none"> Drop out due to lack of affordability (though self-reported income is equal to "too cool") Overrepresented in Brazil More likely to be younger than postsecondary groups 	<ul style="list-style-type: none"> <i>How to get hired:</i> low on every hiring factor <i>Other:</i> would like to pay for more education; unsure of preparedness for employment 	<ul style="list-style-type: none"> Don't make them choose between education and work: cost-reduction and financing options are needed

Source: McKinsey survey, Aug–Sept 2012

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CURRENT CHALLENGES FOR
YOUNG PEOPLE



Research report
April 2013

in association with



EMPLOYERS ARE FROM MARS, YOUNG PEOPLE ARE FROM VENUS: ADDRESSING THE YOUNG PEOPLE/ JOBS MISMATCH

Today's young people, tomorrow's workforce



Today's young people, tomorrow's workforce

This report is part of the CIPD's Learning to Work initiative, which is an action-focused programme led by the CIPD to tackle the problem of youth unemployment. The overall aim is to achieve a shift in employer engagement with young people, so that they are encouraged both to help young people prepare for the workplace and to make the labour market itself more youth-friendly, by offering a wider range of access routes into organisations and adapting recruitment methods.

[cipd.co.uk/learningtowork](https://www.cipd.co.uk/learningtowork)

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This report is based on evidence collected through:

- around 30 employer case studies across all sectors and sizes in England and Scotland, carried out in February and March 2013
- two focus groups with Steps Ahead mentors (HR professionals) and mentees (young jobseekers) in Leicester and Northampton carried out in February 2013
- one focus group with the Prince's Trust Young Ambassadors, carried out in March 2013
- one focus group with students at the Regent's University, London, carried out in March 2013
- an employer focus group organised by the British Chambers of Commerce in Birmingham in February 2013
- a mini-survey with Jobcentre Plus advisers carried out in March 2013
- preliminary findings of the CIPD *Resourcing and Talent Planning* survey 2013 (forthcoming) to be published in partnership with Hays.

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This publication is part of the CIPD's Learning to Work programme and was written by Katerina Rüdiger, Skills Policy Adviser, CIPD.

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FOREWORD

We live in extraordinary times. Youth unemployment is still at a record high, with too many young people struggling to find their first job. At the same time, employers often find it difficult to get the skills they need. This mismatch needs to be addressed. Our research highlights ways in which we can bridge the divide between young people and employers. On the one hand employers need to adapt their recruitment practices to more successfully engage with young people, while on the other, young people need to increase their employability skills and understanding about what is expected from them during the recruitment process.

As the professional body for those at the forefront of decision-making around workforce investment, talent development and recruitment, I feel the CIPD has a substantial contribution to make in developing best practice in this area.

We have made the business case for employer investment in young people in previous outputs of our CIPD Learning to Work programme, which aims to get employers involved in tackling youth unemployment. This piece of research builds on this work, by producing advice on how businesses can translate their intentions into actions and bring more young people into their organisations. Many of the organisations we feature in this report do so already. They do so because it is the right thing to do but also because it makes business sense. If we want to be ready for the future, we need to re-examine our approach to workforce investment and start building our talent pipelines now.

Peter Cheese

Chief Executive

Chartered Institute of Personnel and Development (CIPD)

EXECUTIVE SUMMARY

Employers are from Mars, Young People are from Venus: Addressing the young people/jobs mismatch draws on a range of sources, including employer case studies, focus groups with young jobseekers, a mini-survey of Jobcentre Plus advisers and interviews with career advisers and training providers. The aim of the research was to explore the mismatch between employers and young people at the recruitment stage and make recommendations for how to overcome any divides.

The research has found that:

- There is a real mismatch between employers' expectations of young people during the recruitment process and young people's understanding of what is expected of them, particularly when it comes to presentation and preparation.
- Employers find it difficult to assess young people with limited work experience and young people find it difficult to 'market' themselves to employers.
- Young people value more open recruitment channels, such as social media, above more traditional means of recruitment such as corporate websites and online job boards.
- The limited number of access routes into work available for young people is still a concern. This is particularly the case in highly skilled sectors, such as professional services. However, evidence from our case studies indicates that more employers are developing, or planning to develop, more diverse access routes such as school-leavers' programmes and apprenticeships.
- Most employers don't specifically target young people with their recruitment practices, although some have started to change the ways in which they recruit young people to get the best out of young candidates.
- Job search and the recruitment process are a frustrating and demotivating experience for most young people. Many young people lack the knowledge about job opportunities, how to apply for jobs, how to write a good CV and a good application.
- Too many young people have a scattergun approach to applying for jobs rather than researching where they want to work. This results in a high volume of applications that need to be processed by the employer and can be demotivating for young people when they are unsuccessful.
- Confidence is an issue for many young people and many find interview situations particularly stressful as they have no prior experience of the workplace and they often don't know how to talk about their skills or how to 'market' themselves to a potential employer.
- Recruitment processes are lengthy and not very transparent, often involving up to five stages; young people lack an insight of the process and what is expected from them during the different stages.
- There is a lack of support for young people during the transition from education to work, which is preceded by poor advice and guidance at school.

- Employer feedback is crucial for young people, yet this is something employers struggle to provide, especially during the first stage of the process due to the volume of applications.

To address the mismatches outlined above, the report makes a number of recommendations for employers and policy-makers. The CIPD has also committed to further action on this issue, explained in more detail below.

EMPLOYERS

Drawing on the experience of other employers and young people, the report makes eight key recommendations specifically aimed at employers:

- Make the business case for recruiting young people to line managers and colleagues. Highlight the benefits, such as the need to build talent pipelines, the skills and motivation of young people, the importance of workplace diversity, the enhancement of the employer brand and the cost-effectiveness of developing your own staff.
- Adapt your expectations of young people so that you are realistic about how work-ready they will be when they first arrive. Young people don't always know how to behave in the recruitment process but managers should be encouraged to look beyond first impressions, such as the way people are dressed, and give young people a chance.
- Think about the roles and access routes for young people into your organisation. As well as obvious options such as graduate schemes, think about whether other routes such as apprenticeship schemes or school-leaver programmes could work for your business.
- Take action to attract from a wider pool of young people. Where and how you advertise opportunities is important. Young people can be sceptical of 'corporate' communications and are more likely to respond to humorous and innovative content. You can also broaden your outreach by promoting opportunities via a range of methods, such as social media, attending recruitment fairs, engaging with schools and advertising via Jobcentre Plus, as well as traditional methods such as local newspapers and websites.
- Ensure your selection processes are youth-friendly and transparent. There are a number of basic things you can do to ensure you get the best calibre of young people applying for opportunities:
 - Provide the closing date and contact details for the advertised position.
 - Be open about the recruitment process, what the stages are and the expectations during those stages.
 - Develop simple, easy-to-use application forms.
 - Be clear about the selection criteria and review it for each new job – is experience or a degree really essential?

- Conduct interviews that get the best out of young candidates. It can be a very intimidating process for young people and the more information they are provided with in advance, such as how to dress and who they will be meeting, the better. You can also put them at ease by beginning with an informal chat and giving them a tour of the office. The type of interview is also important; competency-based interviews are generally not suitable for young people as they don't have the previous work experience to draw on, whereas strength-based exercises allow you to see their potential to learn.
- Provide feedback where possible. By giving open, honest and constructive feedback you can directly influence young people's behaviour in the recruitment process and help ensure their success in the future. It might not be possible to provide individualised feedback at every stage, but simple things such as an automated email to acknowledge an application and a list of 'common reasons' why an application might not have been shortlisted can be really useful. We recommend that you do take the time to provide one-to-one feedback for candidates that made it to interview or assessment centre stage, but keep this positive by not focusing on where they went wrong but explaining why the role might not be right for them. Also consider whether you might be able to refer the young person on to other opportunities via your supply chain.

POLICY-MAKERS

As well as employers, policy-makers also have a role to play in improving the prospects of young people:

- There is a need for greater support for young people during the transition phase between education and employment. Most young people do not know where to turn when they try to enter the labour market, and we recommend that the Government commits to provide a dedicated support service for young jobseekers.
- Careers advice and guidance and work preparation should be a part of the national curriculum and schools need to be assessed in how well they are doing in this area to incentivise them to put more efforts into this. We asked young people what they would do if they were Education Minister, to make improvements in this area, and this is what they said:

- Don't rely on teachers but get external experts, including employers, into schools to talk about these issues.
- Pay attention to those areas where greater advice is needed; address the patchiness of the current advice.
- Career advice and guidance needs to be embedded into the education system as part of the curriculum.
- There needs to be more information on what choices are available for those leaving school, in particular apprenticeships and other alternatives to university.
- More support should be given to encourage employer contact and work experience opportunities.

THE CIPD

In order to help reduce the gap between employers and young people, the CIPD is committed to:

- Produce guidance on recruitment aimed at young people.
- Work with employer bodies to develop an established set of recommendations for those involved in recruitment.
- Develop guidance for employers on youth employment and how to manage young people effectively.
- Launch a project with the Education and Employers Taskforce (EET) to bring CIPD members into schools to provide pupils with advice on CV writing, interview techniques and job search.
- Expand our volunteer initiative 'Steps Ahead mentoring' which matches young jobseekers with CIPD members.
- Work with the National Apprenticeship Service (NAS) to help increase the matching of young people and apprenticeship opportunities.

INTRODUCTION

DO EMPLOYERS NEED TO ADAPT THEIR RECRUITMENT PRACTICES?

'Our young employees are extremely important to us. What I'd say to other employers is that if you have a problem with your recruitment of young people, you need to find out what this is and remove the obstacles' (Jennifer Lee, HR Director, Jurys Inn).

Good recruitment practices should be fit for purpose for all candidates. So we could question why employers would need to adapt their recruitment practices to make them more 'youth-friendly'. After all, positive age discrimination is against the law. Furthermore, if recruitment practices haven't been targeting young people in the past, why should this change now?

Indeed, some organisations are uncomfortable with targeting specific groups via their recruitment processes, and perhaps rightly so. The supermarket chain Asda, for example, say they haven't adapted their recruitment processes to suit young people's needs and are not considering this: *'We believe in fair, consistent and inclusive processes for all, which addresses young people within this,'* argues Claire Fuller, Resourcing Manager at Asda. This is a very valid point, in particular as some of the issues we've encountered in our research are purely to do with good recruitment practices (or the lack thereof) more generally. Similarly, another organisation told us they don't believe employers should change their recruitment practices to suit young people, stating that recruitment should be equitable and all candidates should be treated the same: *'We should be able to expect the same from all candidates who interview. There shouldn't be any exceptions for young people'* says their HR Manager

In an ideal world we'd like organisations to practise inclusive, good recruitment that considers the different needs of candidates, which would include young people, older workers, BME and other minorities. However, while this is a longer-term goal and beyond the parameters of this specific research project, we think that in the short term, young people are a specific segment of the market that needs looking at, for the following reasons:

- Youth unemployment is still disproportionately high, with a young person being 3.5 times more likely to be unemployed than an adult, with negative consequences for the individuals, society and organisations that risk not being able to access the skills in the future. Nearly half of the employers we surveyed in the CIPD's *Learning to Work* survey (CIPD 2012b) agreed that young people are disadvantaged in today's labour market.
- In the past employers used to be more pragmatic about issues around 'work-readiness' and be more used to bringing in young people, so that unconscious bias didn't exist. Furthermore, the labour market offered more entry-level positions for young people that were used as access

routes into organisations. So both employer behaviour and the labour market structure have changed to negatively impact on youth employment.

- The labour market is getting much, much more complex, so if employers don't actively go out and promote their sectors and industries and the occupations within them, they risk not being able to get the skills they need for the future. Some employers already report difficulties in filling their vacancies, and if we don't improve the matching of labour market demand and supply, this risk is set to increase.
- Rapid changes in technology mean that the current generation of young people is actually different from the previous. This offers many opportunities to employers to capitalise on the digital skills young people possess. However, it also means that young people see and perceive information very differently and that employers need to review their communication with young people. Social media in particular offers a largely untapped tool with which to increase employer engagement with young people.

Interestingly, when we asked Jobcentre Plus advisers whether employers should adapt their recruitment processes to engage with young people, an overwhelming majority said yes (75%).¹

IS RECRUITMENT 'YOUTH-FRIENDLY'?

'We are not thinking about young people when we are recruiting. Smaller companies are just not targeting their recruitment strategies. We advertise on our website but how many young people would actually know about this and go to our website?' (Employer focus group, BCC, Birmingham)

There are a number of reasons why young people struggle with labour market entry:

- a general employer bias against young people (in particular amongst those employers who don't recruit young people)
- preference to recruit workers who are more experienced, and immediately productive, favouring a 'finished product' rather than a workforce investment, 'growing your own' approach
- a structural shift towards more high-skilled jobs and fewer entry-level positions, especially in industries which employ a high number of young people
- a lack of knowledge among young people about occupations, career pathways and the breadth of opportunities available
- a decrease in work experience leading to a perception of reduced 'work-readiness' amongst young people (see CIPD 2012a, 2012b for more details).

We have already explored many of these issues in earlier publications of our CIPD Learning to Work programme (see for example *the Business Case for Employer Investment in*

¹ CIPD mini-survey carried out with JCP advisers, 91 responses, March 2013

Young People (CIPD 2012)); and they have also been well documented and researched by organisations such as the UK Commission for Employment and Skills (UKCES) and the Education and Employers Taskforce (EET).

Despite the research available looking at young people and labour market difficulties, we actually know very little about existing recruitment practices and processes in connection to young people. We don't know how recruitment practices impact on young people and we don't know whether employers are adapting, or are considering adapting, their recruitment practices to help them attract a greater and more diverse number of young people. Research carried out 15 years ago found that *'many employers, even those who ultimately recruit young people, make no special effort to recruit young people,'* suggesting that when they do hire young people this is merely an incidental outcome of their recruitment activity (Hasluck 1998). We wanted to know whether this is still the case and, if so, what impact this is having on youth employment. We also wanted to know if there are employers that have adapted or are adapting their recruitment practices, how and why they're doing so, and with what level of success.

A review of the literature found that there is a limited amount of information which specifically addresses the recruitment and selection of young people. However, the information available suggests that the majority of employers are not adapting existing or are not pursuing new practices specifically designed to make their recruitment more 'youth-friendly'. In our forthcoming CIPD *Resourcing and Talent Planning* survey 2013, to be published in partnership with Hays, we asked employers whether they had adapted their recruitment processes to make them more accessible to young people. A majority (64%) said they did not, with only just under a quarter saying they did adapt their recruitment processes.

BRIDGING THE EMPLOYER–YOUNG PEOPLE GAP

'Young people require an interviewer who "gets them" and is able to draw out their skills. Line managers need guidance on how to do that. It's a challenge to remember that young people have little or no first-hand experience of a workplace. We need to allow for this.' (Alan MacKinnon, Director, Talent Acquisition EMEA, IHS Consulting)

More specifically in the context of youth unemployment, there are three reasons why we think it is important to have a closer look at recruitment practices and explore the role they play in inhibiting or encouraging youth labour market entry:

- First, we know that many employers genuinely want to employ more young people, but that something occurs during the recruitment process that means that this intention does not translate into actual hiring outcomes. We wanted to unpack this issue and find out exactly what is going on.
- Second, through our work with young jobseekers who take part in our CIPD mentoring initiative (Steps Ahead Mentoring), we've received personal accounts of how it feels being locked out of the labour market. We wanted to highlight some of the underlying issues and how we can help young people to overcome these.
- Third, employer expectations are something young people struggle with, so we wanted to examine these expectations more closely to establish whether both young people and employers can make some changes in their behaviour to help address the existing mismatch.

FROM CHALLENGES TO SOLUTIONS

This report aims to present a full picture of current recruitment practices and young people, through the eyes of both employers and young people. The intention is to explore the extent of the mismatch between job opportunities and young people and how this can be addressed. To do so we will:

- briefly revisit young people's situation in the labour market, including employer expectations of young people and young people's expectations of work (section 1)
- look at how employers go about recruiting young people and at employers' views on young people during the recruitment process (section 2)
- illustrate young people's experiences of looking for work, their views on current recruitment methods and what disadvantages them in the labour market (section 3)
- look at the role social media can play in the recruitment of young people (section 4)
- draw out some recommendations on how we can better match young people and jobs through the evidence collected and share best practice (section 5).

1 YOUNG PEOPLE AND THE LABOUR MARKET

SUMMARY

- Young people are disadvantaged in today's labour market, with employers preferring to recruit more experienced workers. Line managers have been identified as a particular barrier in taking on young people.
- Many employers don't recruit young people because they worry about the level of investment they need to provide.
- There are substantial differences across sectors and sizes when it comes to how many young people organisations recruit and what roles they offer.
- There is an untapped potential for job opportunities for young people, especially in the high-growth, high-skilled occupations.
- Both employers and young people have unrealistic expectations about what they can offer each other.

Young people are amongst the most disadvantaged groups in the labour market. As a result many young people struggle with the transition from education to work and find it difficult to gain a foothold in the labour market: our research shows that one in four employers did not recruit a single young person aged 16–24 in the last year (CIPD 2012c). Furthermore, around one in ten organisations even noted a decline in the number of young people they took on in 2012 (CIPD 2012a).

YOUNG PEOPLE: AN INVESTMENT 'RISK' FOR EMPLOYERS

Generally, employers prefer to recruit more experienced candidates over young people, as they are looking for someone who can 'hit the ground running', that is, is immediately operational and productive. Young people lack the experience of the workplace and the job-specific skills that employers ask for and as such constitute a 'risk', as employers worry about the level of training and support they need to provide (see CIPD 2012c).

Overall, employers' recruitment and selection processes reflect an aversion to 'risk', and this can result in an 'unconscious bias' which disadvantages young people. This is particularly the case in times of recession, but this behaviour is also symptomatic of a lack of a strategic and long-term approach to skills needs and workforce investment (CIPD 2012c). Often this behaviour can also be linked to an inability to assess the skills, talent and commitment of a candidate who has no previous experience and therefore struggles to demonstrate their 'employability', something we will look at in more detail later in this report.

Karina Rook is the HR director at Canterbury College and in her experience employers don't recruit young people for two reasons: first, because they perceive young people as difficult, and second, because managers don't know how to engage with young people, even if they do want to recruit them. Canterbury College both trains and employs apprentices, and so Karina has experienced the recruitment process from both a provider as well as an employer's view.

EMPLOYER EXPECTATIONS

Another issue is employer expectations. A majority of employers in our *Learning to Work* survey (CIPD 2012b) have told us that young people lack an insight into the working world. This is definitely the case, as we will see a bit later in this report; however, there is also some indication that employer expectations are often unrealistic when it comes to young people.

Eloise Grant from the Pertemps People Development Group (PPDG), which works with Jobcentre Plus to get young people into employment, confirms that employers often have unrealistic expectations when it comes to young people: *'Employers often don't have any patience; they want to have the final product, ready to work.'* Dominic Gill, Apprenticeships Manager at Microsoft, which works with four training providers to deliver large-scale apprenticeships programmes to 32,000 Microsoft partners across the UK, also explains that some employers are sometimes too picky, waiting for the perfect candidate rather than recruiting someone who has the required skills and attitude and who they can train up to do the job.

As we will see later in this report, employers are often disappointed with young people during the recruitment process, in particular when it comes to preparation and presentation in the application and interview stage.

LINE MANAGERS AS A BARRIER TO YOUTH EMPLOYMENT

Line managers often play a central role in the recruitment process. Indeed over half (56%) of the respondents to a recent survey of recruitment trends by XpertHR reported that responsibility for recruiting new staff in their organisation lies principally with line managers (Suff 2012a). But while line managers are key decision-makers when it comes to hiring young people, they often need the most convincing in terms of choosing to take on a young person instead of a more experienced worker.

Our review of the literature in this area has found a significant gap in the evidence around the quality of advice given to line managers involved in the recruitment and selection process; for example, what they need to consider when interviewing a young person, examples of best practices and other ways to tailor recruitment processes. Looking at current training trends for line managers in recruitment and selection, the statistics show that a lot more needs to be done in this area: at the moment fewer than one in ten (5%) organisations provide training or development for those involved in recruiting (Suff 2012a). This also came out very strongly in our employer case studies, as we will see in more detail in this report later on; those employers that successfully engaged with young people provided substantial support and guidance to their line managers.

WHERE DO AND DON'T YOUNG PEOPLE WORK?

Although employers can rightly be described as 'gate-keepers' controlling access to jobs, deciding who gains employment and who doesn't as a result of their selection criteria (Hasluck 1998), this does not accurately reflect the full picture. There is also a macroeconomic, structural reason why young people find labour market entry more difficult. Increased globalisation and technological change mean that many of the entry-level positions – including office assistants, administrative or sales assistants and customer service executives – have now disappeared (see CIPD April 2012d). The structure of the economy is changing, with fewer sales and elementary roles as well as mid-skill occupations, and a greater number of positions in high-skill, managerial and professional occupations (UKCES 2013). Post-recession we have also seen an increase in part-time, temporary and self-employed work (CIPD 2012).

There are therefore significant differences across sectors in terms of the opportunities for young people. Professional services businesses, particularly in the banking sector, have now moved many of their entry-level jobs abroad and are choosing to focus their UK operations on the more high-skilled, professional, high value-added occupations. Standard Chartered, for example, a global business operating in 71 countries, does not recruit many young people in the UK. Instead their CEO is passionate about encouraging volunteering with young people as an important part of the organisation's CSR strategy and under their 'Here for Good' banner. But Standard Chartered have actually only 10–12 graduates in the UK, compared with 600 globally. *'The small number of entry-level positions in the UK is due to the way in which our business is structured,'* explains Vanessa Paul, Talent and Acquisition Specialist at Standard Chartered. Vanessa looks after the organisation's graduate programmes for the UK, US and Brazil but also leads Standard Chartered involvement with a number of youth charities in the UK and their work experience and internship programmes.

This is something that has come out strongly in our employer interviews: companies operating in the professional services and financial space often don't actually recruit vast numbers of young people, but are committed to helping young people through their CSR activity. This often takes the form of offering work experience placements and working with schools and local youth charities, as well as running skills academies and other employability initiatives. This seems to imply an understanding about the important role employers play in school-to-work transition, but at the same time the business case for a shift in recruitment activity towards workers without extensive experience has yet to be fully integrated into internal hiring processes. Or if the business case is understood, perhaps organisations are still struggling to see *how* they could restructure their job opportunities to offer more access routes to young people. Indeed, this is confirmed by survey data collected by the UKCES: financial services and the health sector stand out as being two of the most likely to recruit 19–24-year-olds, but the least likely to recruit 16–18-year-olds. High-skilled sectors, such as professional services, are least likely to recruit young people and if they do so there is a strong bias towards graduates (UKCES 2013). However, there are some exceptions, such as RBS's Early Careers Programme, which the bank has developed to achieve a strategic approach towards recruiting young people, or Barclays' new apprenticeships and school-leavers' schemes.

TOO YOUNG TO WORK HERE?

'At the moment we only recruit a small number of young people – all of them university graduates – into business analyst positions. This is because our business is highly specialised and needs experienced professionals.' **Alan MacKinnon, IHS Consulting**

'Our industry rarely employs very young people; we think they are not professional enough, but that's not true.' **Marc Anderson-Boyd, Managing Director, Taylor Nash-Recruitment**

'In the health sector we have a particular issue with perceptions of where young people can and can't work. It's a myth that 16–18-year-olds can't work in patient care and something we are actively trying to challenge.' **Liz Eddy, Head of Skills, NHS Employers**

RECRUITMENT AGENCIES AND YOUNG PEOPLE

Employers are not the only 'gate-keepers' controlling access to jobs; recruitment agencies also have a key role to play. Most employers see recruitment agencies as a very effective recruitment channel, especially when filling vacancies at short notice. By the very nature of the service they provide, recruitment agencies are promoting candidates that 'can do the job' - rather than prioritising young jobseekers over all others. However, the recruitment industry has obviously recognised youth employment as an important issue, even if some may not yet be aware of the significant role they can play in tackling this in their conversations with clients. *'Recruitment agencies are at the front line of the labour market and thus have in-depth knowledge about job vacancies and skills shortages issues. We are working with our members to highlight the role they can play in driving good recruitment and tackling youth unemployment.'* **Kate Shoemith, Head of Policy and Public Affairs at the Recruitment and Employment Confederation (REC)**

To do this, the confederation has for example developed a Youth Employment Charter:
www.rec.uk.com/about-recruitment/externalrelations/youthemploymentcharter

The sectors that are more likely to take on a young person are the hospitality and retail sectors: *'Young people are an essential part of the hospitality sector; they are our "lifeline". Hospitality offers young people good progression opportunities and a clear, structured career path,'* says Liz McGivern, VP of HR, Red Carnation Hotels, explaining that this is helped by the fact that many of their senior managers started out in entry-level roles and worked their way up, which she argues helps them *'understand the challenges young people face'*. This is confirmed by Jennifer Lee, HR director at Jurys Inn, who describes the various activities Jurys Inn carries out to engage with young people, saying: *'our young employees are important to us.'*

But it is not just the sector that matters when it comes to youth employment; there is also an issue around the size of the organisation, with larger companies being more likely to recruit young people than smaller (UKCES 2013).

WHICH ROLES DO THEY WORK IN?

In a recent poll of CIPD members, over 50% of HR professionals reported that they thought they did not have enough routes for young people into their organisation (such as apprenticeship schemes, graduate schemes, school-leavers programmes, work experience schemes).² This belief is confirmed by our *Learning to Work* survey (CIPD 2012b), where employers stated they needed to offer more routes into work for non-graduates. Overall, the most prevalent way to bring young people into organisations is graduate schemes, although many employers are now either thinking of offering, or starting to offer, apprenticeships and places on school-leaver programmes.

Again, there are differences across sectors and size in terms of which organisations are offering what type of access route. According to data collected by the UKCES, about half of all large employers are offering apprenticeships compared with only 5% or 4% for the smaller employers (UKCES 2013). Similarly, the same differences across sectors are noted again: education, health and social work, and construction are the most likely to offer apprenticeships, with financial services the least likely (only 4%). Some organisations, such as the National Grid, have been offering apprenticeships for a long time (in the

case of the National Grid, 19 years) and those organisations that usually recruit a large number of young people, such as Whitbread, tend to offer a large number of apprenticeships too (Whitbread have a target of 500 apprenticeships this year).

WHAT ARE YOUNG PEOPLE'S EXPECTATIONS OF WORK?

Young people have different expectations of work, which may contribute to the perceived disconnect between young people and employers: young people are mobile and more likely to want a job that offers them some sort of meaning and a better work-life balance. Because of the pressure young jobseekers are under to find a job, this is sometimes an issue:

'With the young jobseeker I've mentored I found that his parents were nagging him a lot about finding a job so he can start earning money, but he doesn't want to just have a job, he wants to start a career in an area that is relevant to his skills and interests,' explains Sandra, CIPD member and Steps Ahead mentor, Northampton.

However, sometimes the opposite is true too, with young people taking a rather short-sighted approach to the career opportunities available. For example, some young people don't take up apprenticeship opportunities even if those are with big employers and could potentially lead to a promising career in that organisation, just because they don't want to make that short-term investment of lower wages and prefer to take a job that pays them more money immediately. *'It's frustrating,'* explains one official working on the National Apprenticeships online vacancy matching system, which offers hundreds of opportunities to young people but yet has up to 800 unmatched vacancies per week; *'we can see the great career opportunities an apprenticeship with, for example, Coca-Cola can offer, but some young people would turn this down because they are fixated on the low pay to start with. Instead they'd rather get a job without any progression that pays better.'*

There is also an issue with unrealistic expectations when it comes to job prospects. Although we found no evidence of the common perception that 'all young people these days want to be

² A response rate of 70 CIPD members, CIPD survey March 2013.

on the X Factor', the charity Education and Employers Taskforce recently carried out an important study that shows that there is a misalignment between career aspirations of young people and labour market demand. The research, with young people between the ages of 13 and 18, found that their ambitions relating to where they want to work were extremely limited and did not match current job opportunities and areas of future jobs growth. Furthermore, their ambitions were very narrow, with a majority of young people saying they wanted to work in just three of the twenty-five occupational categories. This, the study states, has serious implications for school-to-work transitions:

'If young people are pursuing unrealistic ambitions as teenagers (and only one in ten of those young people interested in careers in culture, media and sports are likely ultimately to be successful), risks are high that they will pursue educational journeys which may ultimately lead them to struggle to find relevant work after leaving school, college or university' (Mann et al 2013, p9).

As a result some employers struggle to attract young people, while others are overwhelmed with applications and need to manage expectations: *'Our challenge is to show that the industry isn't so glamorous. We need to manage expectations of our applicants,'* says Catherine Schleiben, Head of Recruitment, ITV.

HR professionals taking part in our Steps Ahead mentoring programme also reported that young people sometimes expect that if they have a degree they will find a job easily: *'With some of the people I mentor I found that their expectations didn't match the reality. They thought, I've got a degree, I'm going to get a job easily. But this is not how it works anymore in the real world, is it?'* (Lisa, CIPD member and Steps Ahead mentor, Leicester).

Furthermore, young people also tend to move from job to job more frequently than their older counterparts and so are more flexible and more easily persuaded to move between organisations. Given that young people are, by definition, starting out on their careers, they are keen to access advice and gain experience. That is why employers who use social media to offer advice and guidance to young people and as a way of attracting them to the organisation in general are more successful in recruiting younger applicants than others.

REFLECTION POINTS

- How can we support employers and line managers in particular to look beyond a candidate's experience at their ability, skills and motivation?
- How can we support employers to design and run more access routes for young people, such as apprenticeships, in high-skill, high-growth sectors?
- How can we help young people to have an informed, realistic understanding about where career opportunities are?

2 HOW EMPLOYERS RECRUIT YOUNG PEOPLE

SUMMARY

- Most employers use a mixture of channels to advertise their opportunities, but informal methods are very popular.
- Employers de-select young people according to their qualifications and grades but emphasise the value of soft skills, motivation, attitude and behaviour in their selection criteria.
- Interviews are a popular selection method, yet they are problematic for assessing young people with no previous experience.
- Assessment centres that assess a candidate's ability are potentially more 'youth-friendly' but they require more employer investment.
- Employers' views on young people going through the recruitment process are fairly negative, with preparation, presentation, confidence and the ability to 'sell' themselves being an issue.

WHERE AND HOW EMPLOYERS ADVERTISE VACANCIES

Most employers generally use a number of formal and informal channels to advertise their job opportunities.

Formal mechanisms include: the organisation's website, Jobcentre Plus, recruitment agencies, adverts in the local and national press, social media and online job boards.

Informal recruitment methods include: recommendations from existing employees (referral schemes), word of mouth, vacancy boards, intranet and internal newsletter and using databases of former employees.

The CIPD *Resourcing and Talent Planning* annual survey report 2012, published in partnership with Hays, found that the most effective methods to attract applicants were reported to be the organisation's own corporate website and recruitment agencies (CIPD 2012a). However, the most relied-upon methods of recruiting were found by the UKCES to be word of mouth and referrals (UKCES 2013).

Unsurprisingly, there are also important differences when it comes to organisations' size as to where they advertise. Small businesses tend to favour recruiting via word of mouth as it offers an effective cost-saving strategy. In addition, organisations employing ten or fewer people are more likely to use an informal and unstructured approach to recruitment, due to their lack of a designated individual or specific HR function to oversee the recruitment and selection process (Bartram et al 1995).

We have asked employers in our interviews how they advertise their opportunities to young people. Most reported to use at least one, or a combination, of the following:

- corporate website
- online job boards
- local paper
- radio adverts

- the National Apprenticeship Service (NAS)
- school visits and university career fairs
- suppliers
- intranet
- Jobcentre Plus
- youth charities (the Prince's Trust, Springboard, and so on)
- trade publications
- graduate websites
- non-graduate websites (notgoingtouniversity.com)
- recruitment agencies
- referrals
- social media (Facebook, Twitter, LinkedIn, and so on).

Again, the most popular way of advertising job and other opportunities was by far the organisation's own website, followed by online job boards, the National Apprenticeship Service (NAS), Jobcentre Plus, graduate websites as well as social media. The online matching service of the National Apprenticeship Service (NAS) is particularly popular amongst employers that offer apprenticeships. Indeed, in particular, big brand employers such as Boots and Siemens said the matching service worked very well for them: *'We have only once used other external routes; we don't need to, as we have a strong brand name; this is why the NAS website works well,'* says Martin Hottass, Manager, Skills and Learning Governance at Siemens. But also smaller companies such as WR Refrigeration used the NAS website to access young people in their local labour market.

More traditional means, such as local press and the evening paper, is something some employers said they use more to recruit young people onto their schemes as they found that parents would find adverts in the local paper and pass them on to their children. Capgemini says this has helped them to access a more diverse pool of talent. Boots explained they run features in the local paper during specific times of the year, for example when exam results come out.

When it comes to advertising job opportunities with Jobcentre Plus (JCP), the employers we talked to had mixed views: some had a very good relationship – this is, for example, the case of Jurys Inn – others do not use the Jobcentre other than for very specific programmes; and then there are those that are not happy with the relationship. We asked Jobcentre Plus advisers in our mini-survey how they would describe their relationship with employers and they were relatively positive, with 56% of respondents saying either good or very good and only one out of ten describing their relationship as poor or very poor.³ But clearly there is room for improvement, when we asked JCP advisers how they thought their relationship with employers could be improved, they said they would like to see greater employer interest and commitment to working with JCP and more time to engage with employers.

In terms of how employers advertise to young people, many recognised that this is still an issue: *'a lot of employers don't write their job adverts in a way that is appealing to young people'* (for example the wording they use and the colours) as someone said in our employer focus group in Birmingham. This is also something that officials working on the National Apprenticeship Service online vacancy service have reported as a bit of an issue, especially when it comes to targeting very young candidates, that is, 16–18, employers seem to struggle with the 'youth appeal' of their adverts.

HOW EMPLOYERS SELECT CANDIDATES

'I've worked with a big supermarket chain, doing mock interviews. But you know, they claim they want to attract young people but they have a five-stage vetting process just for a store assistant. After that there is an eight-week pre-employment training. They put so many hurdles in place' (Eloise Grant, PPDG, Birmingham).

Most organisations we've talked to have a selection procedure with up to five stages to recruit young people. The first stage is usually either a CV with a cover letter or some sort of an online questionnaire or form, followed by a test or a phone interview and then assessment centres and/or one-to-one interviews.

APPLICATIONS AND SELECTION CRITERIA

Our literature review also showed that the most common method of application requested by employers is an electronic application form, offered by three out of four employers (Suff 2012a). Sending a CV or letter of application are two further application methods favoured by employers (Suff 2012a). Once employers have received an application, the first screening is based on a number of judgements. Immediate rejection can be a result of: missing information, failure to meet essential criteria, lack of experience or poor presentation. In our interviews we found the most important selection criteria for the majority of employers to be young people's grades. Most linked their first screening criteria to a minimum standard in qualifications, so UCAS points, GCSE in Maths and English (above C), A-levels (above C).

Crucially, when we asked employers what they are looking for in particular, they talked about recruiting for attitude and values and looking for the 'right fit'. As Marcus Lee at Santander emphasised, recruiting according to their values is very important now: *'we need people committed to a high level of integrity'*, saying they look for candidates with great service skills, and an inquisitive nature and the right values. Both M&S and Jurys Inn run a 'behaviour-based' recruitment process with the aim to identify motivation, commitment and passion, rather than technical skill and educational attainment and previous work experience. Developing the recruitment in line with their values has also helped Jurys Inn to better engage with their younger candidates, as Jennifer Lee explains: *'It makes it easier for young people, if we use a different language. We now have a conversation about our values rather than their qualifications.'*

This is a contradiction that we have also encountered in our review of the literature: employers asking for 'soft skills' but de-selecting young people on their hard skills. What is apparent then is that employers value personality, attitude or personal experience more highly than vocational or academic qualifications, which rarely lead to de-selection, but only once an individual finds themselves at the interview stage.

There is also a difference between the skills and attributes sought by employers depending on the size of the organisation, with SMEs placing greater emphasis on previous work experience than larger employers and larger employers placing more emphasis on qualifications (UKCES 2010). Above all, the literature suggests that achieving the 'right fit' when hiring a new employee is the central concern for employers large and small, and in the majority of sectors (Tunstall et al 2012).

We can question whether these early selection procedures based on grades are always the best way to select candidates; however, most employers report that due to the volume of applications they receive, they need to use some sort of selection criteria and using grades and qualifications seems fairer than other mechanisms: *'We do sift by academic grades because this is the only way we can deal fairly with the volume of applications. We get 3,000 applications for 250 jobs, so we need to de-select somehow and we are very clear about what our criteria are,'* explains Martin Hottass, Manager, Skills and Learning Governance at Siemens.

Some employers also ask candidates to complete an online test before they can submit an application; this is for instance the case at M&S, where potential applicants sit an interactive 'job preview' test, intended to give them a frank and realistic look at what a job at M&S (particularly in-store) is really like. The test is multiple-choice and online. Once the test is completed, the individual is presented with their result – either 'yes – please go on and apply' or a 'perhaps you should consider reapplying sometime in the future' message. The idea is that candidates who are unlikely to pass through the process successfully are filtered out, which prevents time-wastage on both the employer and the candidate's parts. Those who complete this stage are asked to complete an application form and upload a CV.

³ Five questions about recruitment and young people with 91 responses.

INTERVIEWING YOUNG PEOPLE

'The biggest challenge is what questions do you ask young people? I think we all need educating on that. I have worked in recruitment for 20 years but I still struggle.' **Phillipa Hart, Hart Recruitment**

'Interviewing young people with virtually the same educational background and little life experience is difficult. This is why we make our interviewing interactive and more practical.' **Martin Hottass, Manager, Skills and Learning Governance at Siemens**

'It's difficult with young people; often they don't have the confidence so they don't come across that well in an interview setting.' **Marcus Lee, HR Director, Santander**

INTERVIEWS

Interviews are the most widely used of all selection methods (Suff 2010b), although as we will see below, assessment centres are becoming very popular, especially when it comes to recruiting very young people. Interviews are probably the one stage in the recruitment process that is most likely to disadvantage young people, although this depends very much on how the interview is conducted. Traditionally, many employers favoured a competency-based approach where the candidate is asked to demonstrate their ability to carry out the task required by the job based on previous experience. Previous work experience is something which most young people don't have and also find difficult to gain, as we will see further below in this report. A survey carried out by the Federation of Small Businesses (FSB) found that only 7% of participants were 'quite confident' that school-leavers were prepared for the world of work; while 48% were said to be 'not at all confident' (Federation of Small Businesses 2012).

Most employers have told us that the interview stage is where young candidates often fall down. A number one complaint is that they haven't researched the company, that they don't show enough interest – for example, say that they are not sure they want a career in IT when interviewing for an IT company or that they can't explain why they want the job and how their skills and experiences relate to the job profile.

Some of the employers we spoke to have therefore changed their interview techniques from a competency-based approach to an approach based on ability or strength. Matt Stripe, Group HR Director at Nestlé UK and Ireland, believes this method offers a 'much fairer way' to test candidates '*who have great potential and talent but no experience to lean on in traditional interview scenarios*' (Stripe 2013). We will see below how Nestlé has changed its approach to recruiting young people and how this has helped the organisation to get the right people and fill their vacancies.

ASSESSMENT CENTRES

Contrary to the traditional interview setting, assessment centres tend to select candidates according to their ability, including the ability to interact with others. Assessment centres are an increasingly popular way to select young candidates; according to a graduate recruitment and selection survey, over half of the employers reported using assessment centres (Suff 2010b). This is confirmed by our research with employers, where a majority

of the people we spoke to use this method. Generally speaking, the larger the company, the more likely it is that they will use assessment centres (see Leeds Metropolitan University Student Hub, online workbook 2013). Typically, between 6 and 20 candidates are invited to each session, with approximately 12 in each selection group, and the assessment is usually carried out over the course of a day. Assessment centres usually take place after the first round of interviews but before final selection – however, they can also be used as an initial selection process (see the Prospects website, Prospects.ac.uk 2013).

A report by the Department for Work and Pensions (DWP) recently suggested that assessment centres provide a particularly good way of assessing soft skills as they are intended to effectively replicate the tasks and demands of the job for which the candidate is applying (Newton et al 2005). Assessment centres aim to measure a number of different dimensions of a candidate's ability (Leeds Metropolitan University Student Hub online workbook 2013), including intelligence and problem-solving, social skills, management skills and personal characteristics.

Assessment centres require a lot of employer investment, but the employers we spoke to confirm the DWP's research, saying that assessment centres help them to select the right candidate and – particularly when it comes to young people – they allow them to judge abilities instead of experience. This is for instance the case for Veolia, who recruit all their apprentices through assessment centres and find this a very successful way of bringing in young people. Candidates participate in group work and their behaviours and capabilities are observed. Boots, who also run assessment centres to recruit apprentices, ask them to do three different exercises; their centre is very interactive and includes stall visits and group interviews. '*Our assessors come from different areas around the business, including HR, commercial and supply chain,*' explains Donna Browne. '*We prepare briefings for the assessors as to how to get the most out of your young candidates.*' Similarly, Siemens run assessment centres that include role-play and other group activities.

FEEDBACK

Providing unsuccessful candidates with constructive, or in some cases any, feedback is something all employers struggle with – and not just with regards to employing young people. An experiment conducted by the Joseph Rowntree Foundation (JRF) which addressed the issue of candidate feedback concluded that

EMPLOYER FEEDBACK TO APPLICATIONS AND VOLUME

Asda receive over 1 million applications per year for around 28,000 jobs. Candidates received regular updates on the status of their application and those who go through to the assessment centre and interview stage can ask for specific feedback on their strengths and weaknesses.

ITV also has a very high volume of applicants, which means they find it difficult to provide meaningful, tailored feedback. Candidates who are interviewed over the phone receive follow-up feedback. Those who attend assessment centres are invited to speak to a person about how they did.

Nestlé provides feedback to all candidates via an automated response saying an application has not been successful. If candidates took part in the assessment centre they will receive personal feedback around why they were unsuccessful.

National Grid received 10,000 applications for 70 apprenticeship places last year. The organisation thus struggles with feedback but does provide in-depth feedback to those who have been unsuccessful at assessment centre – they are offered 30–40 minutes with their assessor.

'no feedback is the norm'. The study found that the majority (seven out of ten) of the strong fictitious applications they sent to employers received no response of any kind. In those instances where employers did provide feedback, it was mainly delivered by email rather than phone (Tunstall et al 2012). Aside from this study by the JRF, there is very little information available about the amount, format and content of feedback supplied to candidates in the recruitment and selection process.

Almost all of the employers we spoke to recognise this as an issue. The main problem with providing feedback is the volume (and sometimes often also the quality and relevance) of applications most employers receive, especially in the first stage of the selection process. *'We cannot respond to every candidate who applies, but we provide feedback later in the process when we have smaller numbers,'* says Anouska Ramsay at Capgemini. *'We are keenly aware of the importance of feedback, not only in the application process but beyond. This is why we are holding a session with our apprentices to see how well they have been communicated and engaged with.'*

EMPLOYERS' VIEWS OF YOUNG PEOPLE DURING THE RECRUITMENT PROCESS

We asked employers what they see, in their recruitment activity, as the main challenges young people face. This included things they thought young people could improve on to enhance their employability, but also what, from their point of view, disadvantages young people in the labour market.

The key issues emerging are a lack of understanding amongst young people about employer expectations and how to market themselves, but also more specific issues around poor preparation, communication and presentation and a lack of knowledge as to why they want to work there and a lack of confidence.

More specifically, employers mentioned to us the following issues:

- young people unable to 'sell themselves' positively and in an employer-appropriate way
- often not reading or understanding eligibility criteria for the job
- difficulties in scheduling phone interviews with candidates – not turning up, or unable to speak during the day

- lack of confidence
- general understanding of expectations – punctuality, what to wear, how to present themselves, interaction
- disappointed about difficulties young people encounter in offering real-life examples of their skills to show suitability for role
- young people's expectations: some expect to 'just walk into their dream job'
- poor written communication, for example emails written in text-speak, not enough time spent on application forms
- young people seeming 'blasé' or not interested/motivated in an interview
- young people find it difficult to translate educational/ personal experience into workplace scenarios without assistance/encouragement
- young people struggle with the recruitment process in general; what's expected of them – for example presentations, describing why you want the job, talking through CV
- often unable to 'see the next step' – they seem to take things at face value and aren't able to see the bigger picture
- answers on application form are formulaic; they don't show any originality
- candidates don't know how to make themselves stand out
- lack of clarity around what they're applying for
- little knowledge of basic work behaviour and etiquette
- they can be intimidated by a corporate environment
- poor knowledge of organisations they apply for; they don't research the company
- young people find it difficult to demonstrate their skills and experience when asked in an interview situation
- young people unable to 'sell' themselves on their CV – very descriptive; not necessarily best demonstration of what was gained from each experience
- unable to answer why they want the job and what they want to do
- not able to think beyond the immediate opportunity to their career pathways and futures.

REFLECTION POINTS

- How can employers better promote their opportunities to young people?
- How can recruitment processes and selection criteria be adapted to be more youth-friendly?
- How can we get the most out of young candidates at the interview stage?
- How can we up-skill young people with regards to employer expectations during the recruitment process?

3 YOUNG PEOPLE'S EXPERIENCES OF LOOKING FOR WORK AND RECRUITMENT PRACTICES

SUMMARY

- Young people's experience of the jobs search process is often a frustrating and demotivating experience, with perceived lack of support.
- Young people struggle with where to look for jobs, how to apply and how to 'market' themselves to potential employers.
- Lack of constructive employer feedback is a key issue, affecting young people's confidence and chances to improve.
- Young people struggle with accessing work experience and lack of networks and contacts that would allow them to find out about opportunities.
- Careers advice and guidance at schools is not sufficiently informing young people about career pathways and job opportunities, with negative consequences for the education-to-work transition, especially for those from more disadvantaged backgrounds.
- There is an issue of young people not accessing guidance when they can as they don't seem as important before they enter the labour market.
- Recruitment processes are unclear to young people and so are employer expectations during selection stages.

YOUNG PEOPLE'S OVERALL EXPERIENCE OF LOOKING FOR WORK

Overall, looking for work is, unsurprisingly, for most young people a fairly frustrating and sometimes demotivating experience. The young jobseekers we asked in our focus groups about their experience of job search said that it made them 'feel down' and 'not very confident'. Job search from their experience is characterised by:

- endless forms to complete
- no response to applications they had made
- no feedback from employers
- no support from anyone
- employers constantly asking for 'experience'
- boredom
- low morale
- competition from more experienced workers.

Many also felt 'let down' and 'short-changed' by the education system. This was for instance the case for one of the young Young Ambassadors from the Prince's Trust, who had a degree in international politics: *'I went to university and got a degree, I'm 27k in debt now, but I don't have a job. To be honest, I feel let down by the lack of support.'*

Others also explained to us how they lost confidence and how this has affected their career:

'I've got a degree in design and technology. I want to work in web design and graphic design. But after graduating I just couldn't find a job in the sector, so I lost my confidence and

I eventually gave up. For the past three years I worked in a warehouse, the manual labour was tough but at least I had a job' (Vijay, Steps Ahead mentee, Northampton).

Looking for work seems like a full-time job in itself for many young people:

'I spend all my time looking for work. I get up in the morning and start my job search. There are so many repetitive forms to fill in, they take a long time' (Matt, Steps Ahead mentee, Leicester).

Above all, though, young people have told us about the lack of support available for them. They often feel that once they have left the education system, there is nowhere they feel they can turn to for advice and guidance. In one case, one of the young jobseekers – who was not eligible for Jobseekers Allowance as he had personal savings from working abroad – only went to JCP to get some career advice. He felt that this was the only place he could turn to for help:

'JCP advisers were surprised to see me as I'm not eligible for Jobseekers Allowance. I told them that I had come to get advice for my job search; there is nowhere else where I can go' (Matt, young jobseeker and Steps Ahead mentee, Leicester).

To get a more rounded picture, we also asked our mentors from the CIPD Steps Ahead programme – which matches HR professionals with young jobseekers – what they thought about their mentees' experience of accessing the labour market. They told us the key challenges young people face in their transition from education into work are about the basics:

Table 1: The mentors' view: issues that young people struggle with

Job search	Applications	Employer expectations	Confidence and motivation
pressure from parents to find a job	no knowledge about how to read adverts, interpret job descriptions and people specifications	no knowledge about what to expect during an interview and how to excel	lack in confidence
lack of knowledge about what it is they want to do for a career	lack of knowledge of writing a good CV and application form	no understanding about how to sell themselves through their CV and at interview stage	pressure of debt and worries about the future
a tunnel vision/closed view about jobs and careers, for example not knowing about the variety of occupations available	no understanding of their strengths and weaknesses, and how to apply those to the job search	lack of awareness about the importance of presentation and dressing the part at the interview stage	self-esteem and morale issues, for example they don't feel worthy of employment
no advice and guidance about career pathways and job opportunities	no understanding of how to 'market' their skills and experiences	lack of awareness about how important it is to research your prospective employer	frustrated with the gap between the jobs available and their qualifications to achieve their desired job
lack of potential employer contacts and networks	a scatter-gun approach instead of tailored application	not knowing what is expected of them during the different recruitment stages	a vicious circle of being pressured to apply for any jobs via JCP, but even lower confidence if they don't get them
not knowing about support services available or not using them, such as career advisers and careers fairs at university	no understanding of how they can make their application stand out	no understanding about how competitive the process is	lack of support

- how to look for a job
- how to apply for a vacancy
- how to perform during the interview stage.

Furthermore, our mentors told us that young people don't understand what employers expect from them during the different stages, especially when it comes to issues such as presentation and attitude. More specifically, they also told us that they saw young people struggling with some of the issues in Table 1.

Finally, we also asked Jobcentre Plus advisers about the three main challenges they saw young people facing in the recruitment process. They identified these as:

- presenting themselves to potential employers
- interviewing skills
- searching for jobs effectively.

They also told us that only 5% of young people they saw reported their experience of the recruitment process as good, with a majority reporting that young people's experience was either poor or very poor.⁴

YOUNG PEOPLE'S UNDERSTANDING OF JOB OPPORTUNITIES

Part of the reason why young people struggle so much in their job search has also to do with their lack of knowledge about

the opportunities that are available. We have already mentioned at the beginning of this report the research findings around young people's limited ambitions when it comes to where they want to work. How the lack of understanding about career pathways, job opportunities available and different sectors and occupations can negatively affect young people's education-to-work transition came out very strongly in our focus groups:

'The biggest problem I've seen is that they don't have the faintest idea about what they want to do. They haven't got a clue about the different opportunities out there, and even if they did, nobody has told them what they need to do to get there; there isn't an understanding about career pathways' (CIPD member and Steps Ahead volunteer mentor, Leicester).

This then often leads to young people not thinking strategically about their education choices or even exploring their options:

'My mentee had studied philosophy at university. I asked him why and he said because he thought he could pass it. But he had no idea what he wanted to do. His parents just wanted him to get a job; there was no understanding about the skills he had gained independently of the subject matter. I had to drag this out of him' (Lisa, CIPD member and volunteer Steps Ahead mentor, Northampton).

We've asked young people about the careers advice and guidance they received at school (see box opposite). The advice they received was often non-existent and at best patchy. We also asked mentors

⁴ Mini-survey of JCP advisers, 91 responses, carried out March 2013.

about what they thought about what their mentees knew about the options available and got similar feedback:

'With all of my mentees I found that when they had received advice it was very limited and unsupportive of the young person's ambitions; they seemed unwilling to explore what young people wished to do' (Chris, CIPD member and volunteer mentor for Steps Ahead, Leicester).

With career advice and guidance in schools being limited, most young people get their career insights from their family and/or friends:

'I don't remember getting any advice from anyone. The only advice I got was from my father' (Gulcin, Steps Ahead mentee, Leicester).

This is a problem because it limits young people in terms of understanding about their options. This is particularly an issue for children from a lower income background, as Neil Morrison, HR director at Random House, with a particular passion for this agenda, explains: *'We need a better understanding about the opportunities that are available – middle-class children are better off when it comes to information, advice and guidance through their parents, but what about the rest? What about those whose relatives aren't engineers, publishers or doctors?'*

Though sometimes, young people are not accessing the support available to them when they can; perhaps this is because they don't know how important this is until they find themselves in the labour market. One of our mentors from Steps Ahead explained that her mentee, a young jobseeker in Northampton, had never heard of recruitment fairs that were held by his university. She said she found it 'alarming' that young people aren't aware of help and support that is available during and after graduating:

'I've asked my mentee about the career guidance at his university. He said he'd never heard of any. The first thing I did at the beginning of our mentoring relationship was send him

off to a careers fair in Northampton. I think it's also alarming that they don't know about careers websites during their time at university' (Sandra, CIPD member and volunteer mentor for Steps Ahead, Northampton).

There is definitely more support at universities, but it comes back to the question of who is accessing the support. For example, at Regent's University, the Careers and Business Relations Department sees making students aware of employers' expectations as a crucial part of their work – as well as providing students with access to careers advisers and coaches. The university regularly hosts workshops where businesses are invited to speak to students about what skills, experience and attitudes they're looking for in young applicants. The university also provides tutorials aimed specifically at improving students' overall employability, as well as sessions designed to boost young people's ability to secure employment upon leaving the university – for example, LinkedIn and job search workshops.

'It's an important part of our job to prepare students for what business expects from young recruits entering the workforce. Which is why we try to foster early engagement between employers and students from the very start of their educational journey,' explains Matthias Feist, Head of Department, Careers and Business Relations, Regent's University.

What young people have told us though is that often they are not aware of how much this matters until it is too late. For example, one of our young jobseekers comments, *'When I was studying I spent all my time thinking about my degree and my dissertation. I wish I had known then how important it is to prepare myself for the labour market and get clued up about job search; if I'd known what I know now I would have spent more time on that.'*

Another issue that was raised is that in some cases the young person knows what it is they want to do but doesn't know what they need to do to get there – again highlighting the absence

YOUNG PEOPLE'S EXPERIENCE OF CAREERS ADVICE AND GUIDANCE

'We did have a careers adviser at school but only for the naughty kids. If you had done something wrong then you had to see the careers adviser.' **Rose, Young Ambassador, Prince's Trust**

'Yes, I remember we got some advice at school. They showed us a video about the workplace, about working in an office.' **Vijay, Steps Ahead mentee, Northampton**

'I don't remember getting any advice in school. Nor do I remember any employers coming in to talk to us about jobs.' **Bennett, Young Ambassador, the Prince's Trust**

'No, I didn't get any advice on what to do, but I always loved gadgets, so I knew I wanted to do something with technology, which is why I studied IT. I'm still looking for work though.' **Keith, Young Ambassador, Prince's Trust**

'Careers advice in my school was shocking. They decided I should do hair dressing. I was told there wasn't much else I could do. I eventually went to university though and there was some support there.' **Abby, Steps Ahead mentee and media graduate**

'A Connexions career adviser came into school in year 10 – found advice helpful.' **Steps Ahead mentee**

of solid information about career pathways at school. Nick, one of the Young Ambassadors we spoke to in our focus group with the Prince's Trust, said he always knew that he preferred manual labour and that he wanted to become a trades person, but it's just upon entering the labour market that he discovered that he needed a specific card to be a certified construction worker.

What we also found is that most young people had received no information on alternatives to university education and that the choice on leaving school was university or work. This has been confirmed by our recent research amongst employees in their role and also as parents, that only 15% said they had received information about apprenticeships.

The work of the Education and Employers Taskforce has well documented and illustrated the benefits of employer contact at school (see their research on NEETs and employer contact demonstrating that those with more employer contact at school are less likely to become NEET later on). Yet, most of the young people we spoke to had not experienced any employer contact at school. This is also confirmed by the research that shows that only 15% of young adults recalled three or more employer contacts through their schools or colleges (Mann 2012).

This further contributes to their lack of awareness around the opportunities available, especially as the labour market becomes more complex. This is something that Phillipa Hart, who runs her own recruitment agency (Hart Recruitment), has seen as negatively impacting on youth employment:

'We have unfilled vacancies and opportunities for young people, like apprenticeships. This should be in the news! Instead all we ever hear about is how there are not opportunities for young people. It's depressing.'

Phillipa says she also often redirects young people looking for jobs to training providers, an avenue most young people, according to her, don't know about.

YOUNG PEOPLE'S ACCESS TO JOBS

Most of the young people we talked to told us that they think their lack of previous experience is their biggest barrier to accessing employment. They feel that they are locked into a vicious circle where employers are asking for experience but wouldn't help them to get this. This is not only the case with

our young jobseekers, but also other groups of young people more generally. The group of students studying business studies at Regent's University, who we ran a focus group with, also worried that they would not be employable without experience relating to what they want to do. While most young people understand the value of relevant work experience, they often don't know how to get it.

How important work experience is to labour market access is confirmed by research carried out by the UKCES, which found that a lack of work experience is the number one reason for employers to turn down a young person (UKCES 2013). This is a particular problem today as there is a decline in young people having part-time jobs while in education (UKCES 2013). This means that while more employers are asking for work experience, fewer young people are actually acquiring this, leading to a mismatch in the labour market.

As a result, young people find it even harder to compete with older and more experienced workers: our literature review also found that previous work experience can play an important role in getting shortlisted for interviews (Newton et al 2005). As seen above, in terms of the selection procedure, a young person's application is often subject to a first-stage formal screening process, consisting of scoring against 'set criteria', including work history (Tunstall et al 2012, p20). Many young applicants might find themselves filtered out due to a lack of previous experience. The victims of this 'experience trap' face the additional problem that their lack of work experience also means a lack of references to support their applications and act as 'an illustration of their employability' (Atkinson and Williamson 2003, quoted in Newton et al 2005).

Another issue that young people and mentors have raised with us is their lack of networks and connections and how this makes it often seem impossible to access the labour market. When we talked to business students at Regent's University, the majority there also believed that it's still 'who you know' which determines your overall success at finding a job. As one participant said, *'you will always have an advantage if you have the right connections.'* Young people from lower socio-economic backgrounds are obviously more disadvantaged by the importance of connections.

Limited and unequal access to jobs is particularly the problem in some industries, such as media or publishing:

CATCH 22: THE NO EXPERIENCE, NO JOB CYCLE

'Most of the jobs that are advertised require some previous experience; there don't seem to be any jobs for people like us, without any work experience.' **Vijay, CIPD Steps Ahead mentee, Northampton**

'I'm now trying to get some work experience, as all the job descriptions I see want you to have experience. I'm not picky as to where and what – I just want to put something on my CV.' **Gulcin, CIPD Steps Ahead mentee, Leicester**

'I think degrees need a more practical element to them, something that gives you work experience. I can see that my friends who did sandwich studies did better at getting a job.' **Rose, Prince's Trust Young Ambassador**

'I'm looking for jobs in the media sector, but it is really difficult, even with having done work experience in this area. Only about 20% of the jobs are advertised, the jobs that you see are only the tip of the iceberg; it's all about contacts and inside knowledge, which I don't have yet' (Abi, Steps Ahead mentee, Leicester).

Word-of-mouth recruitment is an issue connected to that, as young people often don't tend to have the necessary work contacts to be included in this. And yet this route is a recruitment practice that is used by more and more employers. Capgemini, for example, say that their most popular route for apprenticeship recruitment has been through the Employee Referral Scheme, with 80% of all apprenticeships being sourced that way. However, the company is aware of the potential shortcomings of this way of recruiting young people: *'Opportunities can miss certain audiences and the diversity of applicants is not so wide,'* explains Anouska Ramsay, Head of Talent, Capgemini.

This is confirmed by research carried out by the UKCES that shows that word-of-mouth recruitment is now the number one way to recruit:

'Young non-graduates are particularly dependent on informal connections with employers, through friends or family, to secure employment. Most young people haven't had time to build these social networks or don't have the right contacts to start off with, which puts them at a disadvantage in today's labour market' (UKCES 2013).

In smaller organisations, recruitment is often done via networks and family:

'When I joined the organisation there was no HR function. Recruitment was largely done via networks and family. It's been a bit of a struggle to convince managers not to recruit via this method, which seemed to be the easiest option for them,' says Sam Newman, Head of HR, WR Refrigeration.

Studies show that when vacancies are communicated by informal mechanisms there is a tendency for that vacancy to only reach similar people to those already in employment (Canny 2004, quoted in Newton et al 2005, p48) thus acting as a barrier to diversity and cutting off entire pools of talent. For young people, therefore, employers' reliance on these networks to recruit means they are often not exposed to opportunities if and when they arise. Although statistics show that for some young people, informal recruitment works, a study by the JRF shows that for 'weaker' candidates who do not have access to these particular networks, the Internet is the most successful method of finding work, not word of mouth (Tunstall et al 2012).

YOUNG PEOPLE'S APPROACH TO JOB SEARCH AND APPLYING FOR JOBS

As our mentors explained, many young people find themselves under huge pressure to find a job, which does not help their approach to job search, as one Steps Ahead mentor explains: *'This impacts on their mental attitude; they panic and tell themselves that they can't find a job. They spend so much time*

applying for jobs that there isn't really enough time to gather information about careers.'

Parents, Jobcentre Plus advisers and young people often push themselves to apply for as many jobs as possible (they need to apply for at least six jobs a week to qualify for Jobseekers Allowance). As a result, young people often have a scatter-gun approach to applying for jobs, which results in many applications that aren't tailored to the specific job advertised. As we've seen above, this leads to employers receiving hundreds if not thousands of applications that may not be relevant to their vacancies, but this is also a problem for the young person, as it further contributes to denting their confidence:

'As a result of this not very effective approach to applying for jobs, the young person lives in a world of constant knock-backs, with devastating effects for their confidence and morale,' explains Ian, CIPD member and volunteer Steps Ahead mentor, Leicester.

Our mentors have worked with young jobseekers to explain to them the benefits of a more tailored approach:

'What I've explained to my mentee is that there is no point in applying for "any old job", even if that is what his parents or the Jobcentre want. I know that as an employer you can't afford to waste the time to recruit someone who doesn't want to do the job. So you don't' (Sandra, CIPD member and volunteer Steps Ahead mentor, Leicester).

Another issue related to this is that young people are often not systematic in their approach. So while most young people feel like they spend all their time looking for work, they often don't use their time very effectively, explains Ian, a Steps Ahead mentor: *'I've noticed with my mentees that they spend a lot of time thinking about their job search, but they don't have a structure; everything is done quite randomly and without a process, which means that the job search seems very overwhelming.'*

In terms of where to look for jobs, this is also something young people are struggling with – because they generally tend not to know where they want to work and they don't usually look directly at an organisation's website, although this is where most employers advertise their opportunities, as seen above.

Most young people use online job boards and websites such as Monster and Reed, as well as graduate job websites such as Milkround. Some said they use industry-specific/specialist job sites and all said they have used the newly launched government website 'Universal Job Match' as this is where the Jobcentre Plus told them to look for jobs. All young people have expressed very strong views on the new Universal Job Match, although none of them were positive views, for example: *'it's not user-friendly and is unhelpful'* and *'it's the same jobs advertised for months'*. They also included more specific comments, such as: the jobs that are advertised on the website don't have employer contact details, so a candidate can only send a 'generic' request via the online system. The system also doesn't allow you to amend or tailor your CV/covering letter when applying, which contradicts the advice jobseekers are given.

A number of young people also tried to approach their job search by registering with recruitment agencies, but generally didn't have good experiences. They commented that the agencies would offer them jobs that had nothing to do with what they wanted to do (mainly call centre jobs) or arranged meetings with them just to fulfil a certain quota.

When it comes to applying for jobs, the application forms are mostly a mystery to young people. Young people don't really know what to include in the form and how to use examples of school and university experience to demonstrate their skills to employers. This is similar when it comes to writing their CV, which has come up as one of the top issues. Most mentors said they were shocked at how 'confused' the young person's CV was and how it didn't make the most of their qualifications, experiences and skills.

YOUNG PEOPLE'S EXPERIENCES AND UNDERSTANDING OF SELECTION PROCESSES

Recruitment processes are not clear for many young people. This often starts with who to contact:

'Everything is the same: there are no names on the advert, nobody I can write to. If there was a name that would give more meaning to my application letter. Now I don't even know if somebody will read my letter, it's all so anonymous' (Preeti, young jobseeker and Steps Ahead mentee, Leicester).

In general, they say they have very limited information about the processes and different expectations at the different selection stages. Many don't understand how competitive the process is and what employers' expectations are (no background research, and so on). Most young people don't even know that there are different stages:

'It would be good to have more information about the process – if somebody would tell me about the different stages and how it works, what they are looking for in each stage. Now it's just like throwing something into a black hole; you don't know what happens afterwards and you don't know where you went wrong' (Rose, Young Ambassador, the Prince's Trust).

They also say that for them it is important to have a closing date, but that many of the jobs they apply to don't have that. This is

also an issue, as research by the Joseph Rowntree Foundation shows that many young people are unaware of the competitive nature of the jobs market and underestimate the importance of applying for vacancies quickly (Tunstall et al 2012).

Face-to-face interviews are something which is also particularly challenging, even for those young people who thought they knew how to write a CV and a covering letter, which was the case of the students at Regent's University we spoke to: the majority didn't know what would be expected of them at an interview, how to prepare for it, what format it would take.

Most young people find it very difficult to 'sell' themselves in an interview situation; they struggle with confidence issues and the formality of the interview situation, especially if they haven't been in an office before, as is the case with many young people.

'I don't feel fully myself if I am in a suit and a tie. It does not help my confidence' (Keith, Young Ambassador, the Prince's Trust).

They told us that it intimidates them to sit across from someone at a desk or a table and that they would prefer a more active, informal setting.

A key issue that both the young jobseekers and their mentors raised is the lack of constructive feedback provided by employers. For young people this is the number one issue they mentioned when we asked about their experience of the job search. They told us how getting feedback would help them with their morale but also to understand where they are going wrong. They overwhelmingly told us that 'employers aren't giving any helpful tips or personal advice on applications'. Our mentors concluded that this not only means that employers aren't helping young people to improve, but it could also be harmful to the employer brand: *'if an employer doesn't reply to applications, nobody wants to work there.'*

THE IMPACT OF (NO) EMPLOYER FEEDBACK

'I haven't had any feedback from my applications at all. Sometimes I've received an automated reply saying "your application has been received", that's all.' **Steps Ahead mentee, Leicester**

'Employers don't give feedback, so everyone becomes despondent. Most young people get a message saying you didn't get to the next stage with no explanation, no feedback, so they wonder "what did I do wrong?" It is very disheartening.'

Eloise Grant, PPDG

'When I did get replies back they said that other candidates had more experience or better profiles, I found that very depressing, because how was I going to get that experience?' **Gulcin, Steps Ahead mentee, Leicester**

'My current mentee had been applying for different jobs but kept getting rejected. No feedback was provided and most of the systems used were automated and very complicated. I tried to find a contact to help him but couldn't.' **Sandra, CIPD member and volunteer Steps Ahead mentor, Northampton**

'I applied for a vacancy with a big public sector employer a few months ago, and I am still waiting to hear back. I really think if there was one thing that employers could do to change their recruitment practices it is to provide feedback. I've spent time applying for a job; it's a question of respect.' **Vijay, Steps Ahead mentee, Northampton**

REFLECTION POINTS

- How can we provide more support to young people in the transition phase from education to work?
- How can we help young people to better understand employer expectations?
- How can we increase young people's understanding about job opportunities and career pathways?
- How can we get more young people to access work experience?
- How can employers make their recruitment processes more transparent and youth-friendly?
- How can we build young people's confidence, in particular in the interview stage?
- How can employers provide more, and more constructive, feedback?

4 SOCIAL MEDIA AND THE RECRUITMENT OF YOUNG PEOPLE

SUMMARY

- Young people are very comfortable with using all types of social media, both for leisure and work purposes. Employers should therefore try to use social media in their recruitment strategy, as this will be a good way of reaching young people. However, organisations need to be mindful not to disadvantage other groups.
- Young people are also very aware of online presence, which includes the online presence of a company or a brand. It is therefore worth thinking about how to present overall brand image and organisational culture to young people, via social media. This will increase the chances of attracting young people to the organisation and subsequently applying for jobs.
- Although LinkedIn is the leading professional social media site, young people prefer to communicate on Facebook, including for work purposes, and many have not got a LinkedIn profile. Employers should therefore think about including Facebook in their recruitment strategy – for example, creating Facebook fan pages that then link to a company careers site.
- Social media has many advantages, including developing brand awareness, saving money on recruitment and allowing the employer to target recruitment efforts. However, there are also some issues and potential problems, notably around screening and treating all candidates fairly.

RECRUITMENT OF YOUNG PEOPLE AND SOCIAL MEDIA

There can be substantial advantages to using social media for recruitment purposes, particularly when recruiting young people, who are on the whole very comfortable with these websites and tools and use them as part of their daily life. But organisations need to be mindful that it can disadvantage other groups, such as older workers.

As Jennifer Lee, HR director at Jurys Inn, says: *'We have started to use Twitter, Facebook and LinkedIn a lot for our recruitment. It is new to us as a business but it's inevitable, the technology evolves and we as a business need to evolve with it.'* She explains that Jurys Inn already have a substantial online programme they use for e-learning which is hugely popular with their employees, but that *'recruitment and selection have been a bit slow to catch up, but clearly it's the future.'*

This is the case for many organisations who've started to realise the potential opportunities an increased social media presence, especially with regards to attracting and recruiting young people, can bring. Out of the around 30 organisational case studies we carried out as part of the research more than half used at least one form of social media to attract young people, and many are planning to develop more. Santander, for example, are hoping to develop a recruitment 'app' that will allow them to specifically target young people.

The overall use of social media sites for recruitment is becoming increasingly widespread. A 2008 survey for the US Society of Human Resource Management (SHRM) found that 34% of organisations used social networking sites to recruit or contact potential applicants, and 19% said that they planned to do so in the future.

Within this context of increasing use of social media for recruitment and high engagement levels of young people with technology and social media in particular, it makes sense for employers to include it when recruiting young people.

Joos (2008) found that using social media as part of an organisation's recruitment strategy is reported to be particularly effective for recruiting certain categories of individuals, such as graduates, skilled workers, managers and executives. He confirms that these groups tend to be comparatively computer-literate and use technology routinely in their daily lives, both for work and personal purposes. He found that the use of social media to recruit so-called 'millennials'⁶ is extremely effective. Furthermore, Davison et al (2011) note that young individuals appear to be less concerned about privacy than previous generations and so will be more accepting of the use of these types of sites for recruitment purposes. Yeaton (2008) warns: *'The characteristics of Gen Y require an adjustment in focus and perspective...innovative recruiting techniques are needed to engage this latest cultural shift.'*

Searle (2006) notes that social media is now beginning to replace more traditional recruitment methods for attracting young people, such as the graduate website Milkround.com and recruitment fairs and talks. Wright (Nigel Wright Recruitment 2011) also notes that hiring managers and recruiters are finding that they need to be more proactive in their approach to recruitment, by engaging with potential candidates across a wide range of social networking platforms. *'Essentially, companies and recruiters need to be where their candidates are in order to engage them in the recruitment process.'*

Young people are reported to be increasingly using social media websites in order to build an online career presence

⁶ Broadly taken to include those with birth dates from the late 1970s/early 1980s to the late 1990s.

and search for jobs. A survey carried out by Potentialpark in 2011 of over 31,000 graduates, students and early career professionals worldwide found that almost 100% of survey participants in Europe would like to interact with employers online. The preference was for LinkedIn (48%), with Facebook scoring 25%.

However, the survey found some reservations among young people about using Facebook for job applications, with 56% of participants stating that Facebook was not the right place to interact with employers, and 48% saying that they were uncomfortable with sharing private information. Nevertheless, it also found that relatively few young people had a LinkedIn profile. This is reinforced by a study carried out by Florenthal and Dykhouse (2012), who note that two-thirds of students currently engaged in study had not initiated building their professional profile on LinkedIn, or do not fully utilise their LinkedIn account.

'Most professionals use virtual networks such as LinkedIn to find jobs, but young people don't know about it' (Vanessa Paul, Talent and Acquisition Specialist, Standard Chartered).

Employers are realising that Facebook is where young people tend to spend their online time, rather than more professional sites such as LinkedIn. Organisations are therefore creating Facebook fan pages that aim to attract young people with their content, as a way of reaching 'passive' jobseekers or students who are not yet actively searching the jobs market.

THE ADVANTAGES OF USING SOCIAL MEDIA AS A RECRUITMENT TOOL

There are real advantages to using social media as part of an organisational recruitment strategy. These centre mainly on reducing costs, reaching a wider pool of potential applicants, and also on being able to target recruitment more effectively.

Probably the most prominent advantage to using social media as a component of recruitment strategy is cost reduction. Organisations that use websites such as LinkedIn to search for specialist functions can save a lot of money on recruitment

agency fees. Further, using Facebook is a relatively quick and easy way of attracting large numbers of potential applicants, particularly among young people, where the informal nature of the communication lends itself well to this function.

Social media tools allow employers to target their recruitment drive at specific groups of potential candidates. In the case of young people, postings on Facebook are particularly effective, as Facebook is probably the most widely used social media tool amongst young people. Use of hashtags on Twitter can also help to direct notices to specific online communities.

Young people are also extremely familiar with the video-sharing website YouTube and some employers are using this to good effect in order to give potential applicants a real idea of the culture of a workplace using videos of workers and managers. In the case of young people, this type of approach is likely to be particularly effective, as young people are more likely to be influenced by factors such as organisational culture and finding an organisation that allows them to combine work and their overall lifestyle in the way that they want.

In addition, social media allows employers to target a passive audience – those who are not actively seeking a new job, but may become interested once they know more about the organisation, or who may know someone who is looking for a job. The ability to forward links and to 'retweet' messages means that information has a significant reach via social media.

Reverse targeting can also be a benefit of social media. If organisations can give a clear picture of their organisation and of specific jobs through social media tools such as Facebook, Twitter and YouTube, this may deter those individuals from applying who realise that this is not the right organisation or job for them.

RISKS AND COSTS OF USING SOCIAL MEDIA FOR RECRUITMENT

Alongside the advantages of using social media, as set out above, organisations need to think about some of the potential issues that could arise from its use. These are set out below.

RANDOM HOUSE GROUP: AN ONLINE COMMUNITY OF YOUNG PEOPLE INTERESTED IN PUBLISHING

Random House Group advertises all its work experience placements on a Facebook page:

www.facebook.com/randomhouseworkexperience This is to ensure a fair and open access to the placements, as the company receives a very high number of applications. Through this interactive Facebook page Random House have also created an online community of young people interested in entering the publishing industry, who exchange advice and feedback about their placement with prospective candidates: *'Young people tend to give feedback about their placement as well as our recruitment process on the Facebook page, it is all very open,'* explains Neil Morrison, HR director at Random House, although he admits that their approach is probably different from other companies because of the culture of their industry: *'it is very informal and creative.'* Random House then choose a random number of applications. They strongly encourage young applicants to persevere and try again if they haven't been selected the first time round: *'Some people apply three or four times or even more and then they will get a placement. I always tell them, if you don't succeed at the first try, apply again but make sure that every application is as polished as the first,'* says Neil. Their open and interactive approach could potentially lead to problems, but so far, he says they haven't had any issues with inappropriate posts, although this may also be the case because they attract a specific socio-economic group.

ACCURACY OF INFORMATION

Young people tend to be very knowledgeable about social media sites and weave their use seamlessly into their lives, as seen above. Although there is an overall lack of research on the accuracy of the information provided on social networking sites such as Facebook, it is possible that individuals could devise a separate site for 'professional' purposes, meaning that an employer accessing this site has no means of checking the accuracy of this information. Davison et al (2011) note that 'an individual who creates a webpage may be trying to impress friends, family, potential mates, and/or employers, and the type of distortion or "faking" may differ depending on the intended viewer. For example, individuals may "fake good" if they think their parents or employers will see the webpage.'

TIME RESOURCES

Although using social media tools can offer a wide range of advantages, there are costs, mainly linked to the upkeep of websites and Twitter feeds. This will particularly be the case if applicants are encouraged to post queries through these sites. Organisations need to ensure that queries are answered relatively promptly and that site content is updated on a regular basis, otherwise potential applicants will lose interest in the site and be put off applying for a job in the organisation altogether. This is especially pertinent for young people, who expect fast responses and ever-changing content that is up to date and interesting. For employers, therefore, a dedicated resource needs to be allocated to the upkeep of social media sites and to monitor the traffic on the site in order to find out what is effective. Many employers either have a digital strategy manager, whose job it is to keep these sites up to date, or share out the responsibility among staff.

Employers should bear in mind, however, that traffic on these sites can be unpredictable in terms of volumes, and so some kind of strategy on placing a limit on the time devoted to these sites is advisable. For example, organisations could make it clear that queries will be answered within a certain timeframe, but not immediately.

SCREENING APPLICANTS – IS IT ETHICAL?

In addition to attracting applicants, social networking tools can be used in the screening process, as they offer the possibility for employers to gain extra knowledge about candidates. In the case of young people in particular, Facebook pages contain a great deal of information about individuals' private lives and lifestyles in general. This potential blurring of work and private lives can potentially cause problems.

Some employers acknowledge that they do access extra information about employees by looking at their online profiles. Broughton et al (2010) cite a US survey which found that the most common reasons for rejecting candidates were based on lifestyle

rather than employment: 53% of HR managers responding to the survey cited online postings that included 'provocative or inappropriate' photographs as a reason to turn down a candidate.

More recently, in 2012, the US website CareerBuilder.com (Grasz 2012) explored the issue of screening in more detail by conducting a survey of 2,300 recruiting managers. It found that 37% of respondents had looked at candidates' online profiles. Of those who did not do this, 15% said that their organisation did not allow it, but 11% said that although they were not currently doing this, they planned to begin doing so. Of those employers who access online profiles, around a third said that they had found material that had made them decide not to recruit that individual. This includes inappropriate photos or information, or information that showed that qualifications had been falsified. Nevertheless, one-third of these managers also reported that the information that they had accessed had made them more likely to hire an individual.

There is at present no legislation or specific legal guidance on this issue. While some employers admit to checking out candidates online, it is rare for an organisation to do this in a systematic way. Some organisations state that they do not do this on a matter of principle, for reasons to do with fair treatment of all applicants (applicants cannot be considered equally if the employer knows more about some than others). Further, although as yet untested in the courts, there may be difficulties associated with knowing too much about an individual. For example, a situation could arise in which an employer knows the political or religious beliefs of an individual after having accessed their online profile during selection. If the individual is recruited, and a situation subsequently arises in which the employer wishes to dismiss the employee on competency grounds, the employee could then argue that the employer is discriminating against them on the basis of their religious or political beliefs. It is very difficult to 'unknow' something once it is known and therefore the easiest way is for the employer not to access this information at all. At the least, if an employer is going to access the online profiles of candidates, it is good practice to let the candidates know beforehand and to do this for all candidates.

LIMITING THE APPLICANT POOL

Although social media can extend the reach of recruitment, employers relying heavily on social media tools for recruitment should bear in mind that these tools, used on their own, are most likely to attract certain types of individuals such as people under 40 and those who are comfortable with this technology. There is therefore a risk that the recruitment process becomes unfair by excluding too many applicants who do not fit into these categories. Accordingly, none of the case study organisations in research carried out recently for Acas (Broughton et al 2013, forthcoming) used social media tools in isolation for recruitment purposes, for fear of not casting the net wide enough when making recruitment decisions.

REFLECTION POINTS

- How can employers better integrate social media in their recruitment strategy?
- How can employers use popular social media sites such as Facebook to attract young people?
- How can we help more young people to develop a professional profile, for example via LinkedIn?
- How ethical is it to screen potential candidates?

5 ADDRESSING THE YOUNG PEOPLE AND JOBS MISMATCH

TABLE 2: Employers and young people mismatches

Employers	Young people
Struggle to engage with young people, perceive them as difficult and a 'risk'	Don't know about job opportunities available and what it is they want to do
Are unsure how they can bring a young person into their organisation	Don't know how to apply for jobs and how to 'market' themselves to employers
Have high expectations and are regularly disappointed by young people during the recruitment process	Don't know how to talk about their skills, how important preparation and presentation is and are intimidated by interview situations
Don't know how to assess someone with no work experience	Struggle with accessing work experience and hence lack insight into the working world

TO WHAT EXTENT ARE YOUNG PEOPLE AND EMPLOYERS FROM 'DIFFERENT PLANETS'?

With the title of the report we have tried to attract attention to the gulf that exists between young people and employers. In our research we have found clear evidence for this, with a considerable number of issues (some of them similar) on both sides (Table 2).

But what we have also seen in our best practice examples is that it often does not take a lot to bring employers and young people together, and once some of the obstacles are removed, this relationship works very well. Through the work of HR professionals who act as our volunteer mentors, we also know that quite often it's the small things that make a big difference: for example, teaching a young person to research the company they want to work for or by having an appropriately presented and well-structured CV. We've seen first-hand how a little advice can go a long way and help bridge that seemingly huge gap between what employers expect and what young people know. There is also a lot employers can do that can significantly contribute to the success of young people going through their recruitment process: for example, looking beyond the seemingly 'inappropriate' outfit to identify an enthusiasm and willingness to learn, reaching out to young people to talk about the opportunities available at their organisations and not ask probing questions about past experience. Further below we will share some examples of what employers have done to make their recruitment practices 'youth friendly' and how successful this has been.

That employers are generally satisfied with young people, once they have given them a chance, is also confirmed by our research with employers that have recruited young people: an overwhelming majority (91%) is very or fairly satisfied with their young recruits (CIPD 2012b).

This has also come out of our employer interviews: Microsoft, for example, work with 32,000 partners and four training providers across the UK to deliver apprenticeships in the IT sector and the majority of their apprentices are very young, 16–18-year-olds. Their experiences prove the concern about what young people can deliver in the workplace wrong: *'We have lots of case studies of our 16–18-year-olds that show the contrary, returns to our investment are very quick, after six months our apprentices are a valued member of the team that help increase productivity and performance.'*

This is also an experience Anouska Ramsay, Head of Talent at Capgemini, has had: *'I'd tell other employers to be prepared to be surprised at the level of energy and interest young people bring to your business. It's significantly higher than you might expect.'*

Similarly, Thames Water, which has started to offer apprenticeships in electrical engineering, were so impressed with the high quality of applicants that they offered more places than originally planned: *'We took a higher intake than planned because of the high quality of applicants, so what we did is create more roles,'* she explains.

GETTING YOUNG PEOPLE MORE INFORMED ABOUT OPPORTUNITIES AND HOW TO ACCESS THEM

As we have seen above, there are a number of issues young people struggle with. As part of the follow-up to this research we will produce some guidance for young people, giving them practical tips and advice about recruitment and job search and how they can ensure that they position themselves in the best possible way to access jobs. In this section we will – rather than looking at what young people need to do – look at what can be done to help young people to improve their

employability skills, work experience and knowledge about the opportunities that are available.

Clearly, better advice and guidance while in education is a crucial part of the solution. Further below we look at what policy-makers need to do to support this. However, many employers have told us they are keen to get more involved with schools and this is also confirmed by our quantitative research in this area: seven out of ten employers believe they should be more engaged with the education system (CIPD 2012b).

We've seen above how crucial employer involvement in schools is in terms of fostering an understanding amongst young people about job opportunities available and how this leads to reducing the risk of young people becoming NEET. However, in addition to that, a ground-breaking new study by Anthony Mann and Christian Percy shows there is also a wage premium associated with young people having employer contact at school: the study shows that each employer contact on a scale of 0 to 4+ relates on average to a wage premium of 4.5%, or £900, so that a young adult recalling four or more contacts could be expected to earn £3,600 more than a peer who remembered no such activities (Mann and Percy 2013). The authors of the study explain that these benefits of employer contact are due to teenagers having access to reliable, usable information about the jobs market and where they might best fit into it:

'As well as potentially developing skills and networks of relevance to later employment, young people are gaining access to hugely useful insights into the breadth of the labour

market and entry routes into different professions. And employer contacts are of such great impact because teenage understanding of the labour market is generally very poor. By gaining better access to information about the labour market, young people are better placed to understand the opportunities which best match their interests, enthusiasms and abilities,' explains Anthony Mann, Research Director at the Education and Employers Taskforce and one of the authors of the study.

The CIPD therefore strongly supports initiatives such as the Inspiring the Future initiative www.inspiringthefuture.org, a simple, straightforward system that matches employers from all sectors and levels with local state schools.

However, this research also shows that more needs to be done to not just inform young people about the opportunities that are out there but also to prepare them to apply for those: young people need to know more about recruitment processes, how to write good CVs and applications and how to market themselves to potential employers in order to be able to compete in the labour market and make a successful transition from education to employment.

Jo Ward, Head of Resourcing and Talent, Nestlé, also thinks employers have to take some responsibility and get involved when it comes to young people not knowing much about the recruitment process and how competitive it is: *'Young people don't know how competitive the recruitment process is. They don't know that they need to stand out from the crowd in order to get the job. We need to go into schools and tell them*

OUTREACH TO ENGAGE WITH YOUNG PEOPLE AT SCHOOL: APEX HOTELS

Apex Hotels uses a range of approaches to engage with young people while they are at school and college in order to highlight the career opportunities within the business and encourage applications.

The Edinburgh-based hotel chain takes part in regular initiatives to promote a more positive image of the catering and hospitality industry and connect with local young people in the community. For example, it works closely with Springboard Scotland, a non-profit organisation which develops and supports school pupils, job-seekers and those wishing to advance their careers in hospitality, leisure and tourism.

Apex, which has hotels in Edinburgh, Dundee and London, recently partnered with Springboard to hold a jobs' fair for third, fourth and fifth year students and their parents to highlight the wide range of different jobs and career paths within the business. Robert Allan, Apex's HR director, says:

'We wanted to get across that, yes, the hotel industry does involve making beds and serving food but potential careers in the hotel industry are actually very diverse, for example sales, marketing, finance, HR and revenue. About 80–90 of our 730 staff work in these support functions.

'We want to paint a picture of what developing a career at Apex looks like. This means making sure young people understand that they if they are prepared to invest their time in an entry-level role, there are progression opportunities. For example, you might start out as a banqueting waiter but there is a clear progression route to becoming a banqueting manager or general manager if you develop the right skills and have the right attitude.'

At another outreach event, Apex Hotels partnered with Gleneagles Hotel to create a pop-up hotel at Gleneagles in a day-long career taster event to give young people insights into the reality of hotel work. Pupils could see chefs in action making omelettes, or watch hotel spa staff giving treatments. The HR team also held HR workshops during the day talking about what employers expect, how to improve CVs and the importance of doing some research on prospective employers when making applications or preparing for interview.

Allan said that the hotel had also held workshops where a member of the HR team talked to young people about recruitment and selection to help them understand the process and ensure they are better prepared for an interview

how it works, we need to explain to them that if we get 500 applications, the application form with the coffee stain or the doodling in the margin gets immediately filtered out.'

As we've seen above, many young people don't think about the skills they have in a way their potential employer would, which can further disadvantage them. This is something which many employers have also mentioned to us. Marcus Lee gives the example of someone who has participated in Race for Life and been involved in associated fundraising activities: *'This requires lots of organisational skills and commitment. But they would not think about talking about this in their interview,'* he explains. He believes that young people are not being told to think about this in that way: *'We need to get them to think smarter and wider about their skills and experiences. Again, to use the Race for Life example, they shouldn't think about the event in itself, but about the skills they've used for this. This is what young people need help with; they should be told that in schools.'*

This is why the CIPD will be working with the Education and Employers Taskforce to develop an initiative that gets our members, HR professionals, into schools to do exactly that – run CV workshops and other advice sessions on job search and employer expectations during the recruitment process. We hope this will make a real difference in addressing the young people-jobs mismatch, not just by providing work preparation to young people but also by changing perceptions amongst HR professionals, thus addressing some of the issues around employer expectations and engagement with young people.

This is building on the CIPD's successful mentoring programme for young jobseekers (Steps Ahead mentoring, see box), where HR professionals are matched with young jobseekers to give face-to-face advice and guidance about CV-writing, job

search and interview techniques. The young jobseekers on our programme have told us how their mentors have supported them in their job search activities, built their confidence and helped them be more targeted in their approach:

'My mentor helped me to shift my focus. Instead of applying for any job that I could find, he asked me to research potential companies I'd like to work for. He broke the process down for me and slowed down my applications. It's less daunting now and I am more targeted in my approach,' says Matt, Steps Ahead mentee, Leicester.

Mentoring, through our work but also more generally, is something that we have seen as a very successful tool to address the gap between young people and the labour market:

'You need somebody who listens but is at the same time hard on you and pushes you forward,' says Rose, a Prince's Trust Young Ambassador.

This can also take the form of peer-to-peer mentoring. Indeed, many employers have realised that there are substantial benefits of getting their young employees involved in their recruitment of young candidates. At Siemens, young candidates are welcomed and accompanied to the interview by young apprentices and Jurys Inn does peer and group interviews with young candidates. Microsoft runs a peer mentoring scheme with their interns, who talk to other young people about the sector and the workplace more generally (see box).

As we have seen above, a lack of work experience has been identified as one of the key barriers to youth employment. We therefore need to get more employers to offer work experience to young people. A majority of employers that offer work

THE CIPD'S STEPS AHEAD MENTORING PROGRAMME

Steps Ahead Mentoring is a mentoring project that matches HR professionals with young jobseekers aged 18 to 24. The project offers young people, most of whom have never worked before, up to six one-to-one mentoring sessions to help them improve their employability, boost their confidence and find work.

The project is entirely not-for-profit, in line with the CIPD's charitable purpose, and it is delivered exclusively by volunteers (most of whom are CIPD members, as well as some non-members upon recommendation). The CIPD works in collaboration with local Jobcentre Plus offices, which refer the young jobseekers to the scheme. Attendance is not mandatory and young jobseekers register themselves with the programme if they think it can help them in their job search.

The objective is to bring these young jobseekers closer to the labour market and improve their employability skills through individual face-to-face mentoring. Over the course of the project, mentees receive advice and guidance on job search, CV-writing and interview techniques. Mentors also help young people to identify their career prospects and build confidence. Steps Ahead mentors come from a variety of backgrounds, but most of them have been on the front line of recruitment and are well placed to help young jobseekers to increase their chances to access the labour market.

Since Steps Ahead Mentoring was launched in August 2011, it has helped 300 young people into employment and now has over 1,000 volunteer mentors. The project is currently operating in partnership with more than 300 Jobcentre Plus offices across central England, the north-east of England and the north-west of England. It aims to be operating throughout the UK by 2014.

'Our mentoring programme provides an individual with one-to-one support on CV-writing and interview skills. Our mentors are all working in recruitment or related positions so they are ideally placed to give a young person a real insight into what they need to do to get a job,' explains Kelly Duncan, Volunteering Manager at the CIPD, who runs the initiative. *'But often, it's also just about listening to someone and building their confidence. Our mentors help the young person to find out what their strengths and weaknesses are and what they'd like to do in their working life.'*

MICROSOFT'S 'PEER-TO-PEER' MENTORING SCHEME

Microsoft believes that peer-to-peer mentoring is the best way to get messages across while at the same time building the skills and the confidence of those involved in the mentoring. Microsoft recruits around 100 interns per year, via Milkround as part of their degree. They take on various projects and one of these is Microsoft's 'Get on' programme, which helps young people into employment. This involves interns giving presentations to other young people at community centres, schools and Jobcentre Plus. Interns also run half-day events, where they bring in young people to show them what it is like to work in an office and give them some insights into the industry.

Harsha Ghadavi, who is leading this initiative at Microsoft, explains: *'I used to do this myself but it works much better when young people talk to young people. It is so much more powerful. Young people can help to inspire other young people.'*

THE PRINCE'S TRUST TEAM PROGRAMME

The Prince's Trust runs many schemes to help young people access the labour market and one of these is their 'Team' programme: a 12-week personal development course for 16–25-year-olds, offering work experience, qualifications, practical skills, community projects and a residential week.

Through building their confidence and motivation, Team members are encouraged to think about their futures; this includes preparing a post-programme development plan.

Young people join a team of up to 15 participants. A team typically comprises around 12 unemployed people and one or two employed people sponsored by their employers.

During the 12-week programme, Team members:

- spend a week away at a residential activity centre
- undertake a project based in their local community
- complete a work placement
- participate in a team challenge, involving caring for others
- stage a team presentation, during which they recount their experiences.

experience to young people use this as an extended interview and offer the young person paid employment afterwards (52%, CIPD 2012b). This is why work experience is so useful; it allows young people to demonstrate their abilities to future employers:

'You need to allow young people to experience a situation where they can display their skills. We have a work placement programme called "Inspire". But it is really important to have a good placement; we have a "Placement Charter" which sets out what we commit to and what they need to achieve and highlights the two-way nature of the placement. You need to put some time and effort into these schemes as many young people will come back to work for you once they've graduated if you do this well,' says Jennifer Lee, HR director at the hotel chain Jurys Inn.

That work experience placements are of high quality is important, which is why the CIPD has produced a guide for employers on how to run and set up high-quality work experience placements (CIPD 2012f).

We strongly recommend employers to participate in programmes such as the Business in the Community's Work Inspiration programme (see box), which gets employers to offer work experience placements to 14–19-year-olds. Many of the employers we spoke to already participate in the scheme, but we need more employers to follow suit.

THE BUSINESS IN THE COMMUNITY'S (BITC) WORK INSPIRATION PROGRAMME

www.workinspiration.com

Work Inspiration is a national employer-led campaign that targets 14–19-year-olds in full-time education to make their first experience of the world of work more meaningful and inspiring. It delivers the tools to support businesses to build their talent pipeline through work experience – making the world of work more accessible to young people and improving social mobility by promoting quality work placements.

ADAPTING RECRUITMENT PRACTICES: THE EMPLOYERS' VIEW

According to the preliminary data from the CIPD's *Resourcing and Talent Planning* survey 2013, 24% of the respondents have adapted their recruitment practices to make them more youth-friendly. We also asked them how they have adapted their practices and here two main routes emerge: some organisations have invested in an outreach strategy by participating in career fairs, and making themselves more visible to potential candidates via online and social media channels. The other way to boost the volume of young recruits is through introducing routes for on-the-job training, including in-house training opportunities, and more formal apprenticeship schemes. Some companies have gone as far as ring-fencing apprenticeship positions and securing permanent jobs for young people at the end of their apprenticeship, suggesting that this is a way for the industry to capture talent and invest in its development. One respondent said:

'We are introducing a situational judgement test instead of having a minimum qualification framework. We are also reviewing our competencies to make them more accessible as younger applicants tend to struggle with competency-based applications.'

One of the best examples of why it makes sense to adapt your recruitment practices when recruiting young people and how this can be done successfully is Nestlé. Nestlé, as Jo Ward, Head of Talent and Resourcing at Nestlé, explains, were experiencing difficulties with filling their graduate vacancies. Instead of just complaining about the quality of applicants, the company decided to look at their own practices and what they could do better to get the most out of candidates during the application stage. It turned out that their competency-based interview techniques didn't help to get the best out of their young candidates, who had little or no previous work experience. So they decided to change this:

'We realised that our competency-based interviews were not producing the results we were hoping for. Young candidates were unable to demonstrate their confidence and answer the questions

without referring back to stock answers. So we switched to a strength-based interview technique, which we developed and tested with our current graduates. Instead of a previous experience, candidates are asked a quick succession of about 18 questions about what they would do in a work-based situation. The results have been impressive and we have considerably improved our conversion rates. We now typically offer five out of six young candidates a job,' says Jo Ward, explaining that this process benefits both the employer and the young people, who have reported a better understanding about their strengths and weaknesses as a result. *'It is in the best interest of organisations to help young people to be the best they can,'* says Jo Ward, and clearly, their newly improved conversion rates and high-calibre young employees prove Jo right.

But Nestlé is not the only company that has taken innovative steps to address some of these issues. Below we will share some examples of employers who have adapted one or more stages of their recruitment process to better engage with young people and remove some of the obstacles to labour market entry. As Karina Rook, HR Director at Canterbury College, puts it: *'Employers can't complain about young people if they aren't willing to take a role in their improvement and development.'*

HOW CAN EMPLOYERS ADAPT THEIR RECRUITMENT PRACTICES?

CONVINCE LINE MANAGERS AND COLLEAGUES OF THE BENEFITS AND MAKE THE BUSINESS CASE

'Employers should give young people a chance to demonstrate their skills and their positive attitude, even if they don't have the required work experience. You can mould them in the way you want, they are not polluted from their previous workplace,' says Bennet, a Prince's Trust Young Ambassador.

A number of organisations have now actively committed to a strategy aimed at increasing their intake of young people, aware of the need to build their future talent pipeline. Ageing

ADAPTING RECRUITMENT METHODS TO INCREASE ENGAGEMENT WITH YOUNG PEOPLE: THE EMPLOYERS' VIEW

'We most definitely need to adapt our recruitment practices to better engage with young people. You shouldn't use a one-size-fits all model for both younger and more experienced workers,' says Dominic Gill, Apprenticeships Manager at Microsoft. He also thinks that employers need to be more realistic in their expectations: *'Some employers look for the perfect end product, which does not exist. They will see lots and lots of young people to find the exact right person. But what they should do instead, if the young person has the required skills and attitude, they should work with that, invest in and develop the young person, instead of waiting for the finished article.'* This may also include some reviewing of the requirements needed for the job, he explains: *'We need to be more sure about what the actual attributes are that we are looking for in a young person and change the way we recruit accordingly.'* He advises employers to not see young people as *'just another hire'* and instead of waiting for the perfect end product – which, according to him, *'doesn't exist'* – try to be a bit inventive, something that, in his experience, definitely pays off.

'Very young people have nothing to say, they all have the same CV, so you need to have a recruitment strategy that is different from your normal approach to recruitment,' explains Marc-Anderson Boyd, Managing Director at Taylor-Nash. *'To get the best out of a young candidate you need to build their confidence first, especially as the whole recruitment process can be very intimidating for a young person.'*

workforces and the need for new, often digital skills have been driving these developments. For example, the energy company National Grid recently prioritised young people following a large-scale workforce planning exercise and concerns around their ageing workforce.

This experience is also shared by Samantha Newman, Head of HR at WR Refrigeration, who says their CEO is absolutely committed for the organisation to increase their engagement with young people: *'We used to be an old company, with very little "new blood"; we had very few young people joining the business and an ageing workforce as a result. This is why we've now launched our apprenticeships programme with the aim to make sure that 5% of the workforce is made up of apprentices.'*

But even those organisations that traditionally have always had a closer connection with the youth labour market, such as the hospitality sector, say they could do more to support young people's transition from education to work. For Whitbread, for example, the desire to bring young people into the business has always constituted an important and substantial aspect of their recruitment activity; however, as Liz White, WISE Programme Projects Manager at Whitbread, explains, the business sees their work with young people as a 'bit of a journey': *'We see our engagement with young people as evolutionary; yes, we are doing a lot already, but we can also do a lot better. We are a big organisation and we want to make a real difference to young people's employment outcomes while also getting the talent we need for our business to grow.'* Whitbread has therefore pledged to offer 50% of their new openings to young people not in employment, education and training (NEETs).

Despite the challenges and issues outlined above, more and more employers realise that they need to step up their engagement with young people, and while this is not (yet) reflected in recruitment, there is definitely a latent demand and untapped potential: a majority (74%) of employers think there is a business case for employing young people, citing the need to build their talent pipeline, young people's skills and motivation, workforce diversity, employer brand and cost-effectiveness as their key reasons. Furthermore, almost three-quarters of employers believe they have a role to play in tackling youth unemployment (CIPD 2012c).

A majority of employers questioned in a recent CIPD poll said that they would appreciate more advice on how to bring young people into their organisation and more support on how to

engage with schools and colleges.⁷ So there is definitely employer appetite to engage more with young people, which must be harnessed and supported. Some of this support needs to be directed at line managers, which have often been identified as a barrier to youth employment.

The majority of the employers we spoke to said that the crucial first step was to convince line managers and colleagues of the benefits of bringing in young people as well as making the business case for this to senior staff. This also included producing some advice and guidance for line managers on how to engage with young people.

'When recruiting, it is difficult not to look at those people who have more experience and instead make the case for taking someone younger who needs more upfront investment,' says Laura Taylor, Resourcing Manager at Thames Water. Laura goes on to explain that with their graduate programme and newly launched apprenticeships programme in particular, the organisation has made a conscious commitment to take on this 'risk' and fully commit to the investment. But she also explains that it takes substantial work behind the scenes to make this happen; for example, their resourcing specialists regularly talk to line managers across the business, asking them what support they may need and explaining to them the benefits of taking on a 'fresh pair of eyes', compared with recruiting a more experienced worker.

This is confirmed by Neil Morrison, HR Director at Random House: *'You need to have a conversation with the line manager, explaining to them that we need to access a wider talent pool and how this is going to help them in achieving their business objectives.'*

As we have seen above, another issue is where opportunities are offered across sectors and organisations and highlighting the benefits to recruiting young people to those who don't. The CIPD has previously produced some work on the business case for employer investment in young people, which puts forward the key business benefits as well as shares best practices as to how to get buy-in (see CIPD 2012c) so we won't look at this in much detail in this report, but we recommend employers revisit the business case for employing young people, particularly in high-skilled sectors, where we have seen that employers are still reluctant to bring in young people; yet, as discussed earlier, according to forecasts by the UKCES the UK's future jobs are precisely in those sectors and occupations that don't recruit young people (UKCES 2013). There is therefore a strong

LINE MANAGERS: KEY DECISION-MAKERS IN THE RECRUITMENT OF YOUNG PEOPLE

'We need to change the mindset of the manager population so they understand why they need to invest in young people and get them to look beyond the first impression.' **Laura Taylor, Resourcing Manager, Thames Water.**

'If you want to bring more young people into your organisation, you need to ensure that there is buy-in from the line manager from the outset. They need to know why the organisation needs young people, what to expect, how to handle them and how to identify talent,' argues **Catherine Schleiben, Head of Recruitment, ITV.**

'Line managers sometimes allow their expectation of young people to inform the way in which they interview them. This is why it is important to provide some advice and guidance on how they can get the best out of a young candidate,' explains **Samantha Follington, HR Business Partner from Veolia.**

⁷ CIPD 2012b, 57% and 61% respectively.

business case to be made in these sectors on the basis of preventing future skills shortages.

ADAPTING EXPECTATIONS

We looked earlier at employers' expectations of young people, but it is important to note that many of the employers we spoke to also recognised that some of the expectations they have for young people might be unrealistic and unfair. Helen Alkin, Graduate Recruitment Manager from M&S, for instance, said that many employers are still looking for the young people who have 'the whole package' – so those who are missing certain elements are viewed less favourably and this, she argues, 'is as much a challenge for the employer as it is for the young person. We need to review our selection criteria.'

Other employers said that they recognised that transitions into work are taking longer than they used to and involve more stages than they used to (for example internships) and that young people need to have more employer support during these stages: 'Somebody needs to give advice to young people, talk to them about how important first impressions are and how competitive the process is' (Laura Taylor, Resourcing Manager, Thames Water). 'Young people don't know how to behave in the recruitment process, for example they would turn up in jeans, when they need to come in a suit even if the job is informal. So you often don't get to see their best side. We need to also give advice to managers, ask them to look beyond the jeans or whatever it may be that is holding the young person back.'

Alan MacKinnon, Director of Talent Acquisition EMEA at IHS Consulting, thinks more could be done to give young people a welcoming and positive first experience of the workplace, something which IHS is very keen to do in their recruitment process: 'Young people should be welcomed into organisations to experience first-hand what they're really like. It's so important to make young people's interview experience as positive as possible,' explaining that this is why they organise open days. He also acknowledges that 'it's a challenge to remember that young people have little or no first-hand experience of a workplace.' But he says that employers need to take this into account

when recruiting a young person: 'We need to allow for this. It's important to make young people's interview experiences positive. It's very important not to knock their confidence.'

ROLES AND ACCESS ROUTES FOR YOUNG PEOPLE

'Avoid the temptation to pick the easiest option in regards to recruitment. Try new ideas and approaches' (Sam Newman, Head of HR, WR Refrigeration).

Our *Learning to Work* survey (CIPD 2012b) shows that two-thirds of employers think that they need to offer more access routes into organisations for non-graduates. Many of the employers we spoke to during our research were starting to develop more routes, such as apprenticeship schemes and school-leaver programmes. Even if the number of schemes is still quite low, there is definitely a significant change in organisations' approach to bringing in young people, aside from simply offering graduate routes.

Capgemini, for instance, historically a graduate recruiter, has started to roll out apprenticeships and higher apprenticeships, projecting 120 places for higher apprenticeships this year. They have also started to offer sponsored degree routes. Similarly, Boots – again an organisation traditionally only offering graduate schemes – is now beginning to offer apprenticeship schemes across the business, with a total of 28 places in disciplines as diverse as IT, finance, HR and marketing. Likewise, Santander has run a successful apprenticeships pilot with 275 apprentices across its business over the last year. School-leavers' programmes and sponsored degree routes have also grown in popularity, with organisations such as Experian and Nestlé beginning to offer these routes to young people for the first time (see box on school-leavers' programmes).

Then there is also the issue of organisations that offer apprenticeships but only in certain occupations branching out to include more jobs across their business. For example, Michael Brewis, at Aberdeenshire Council, said that the council had a history of recruiting apprenticeships in traditional areas such as joinery, plumbing and ground maintenance but not in other

HOW CAN YOU DESIGN AND OFFER MORE ROLES INTO YOUR ORGANISATION FOR YOUNG PEOPLE?

'Our industry rarely employs very young people; we think they are not professional enough, but that's not true. There are now apprenticeships frameworks for so many occupations, we work with four local colleges and employ apprentices in our business from payroll to consultancy'. **Marc Anderson-Boyd, Managing Director, Taylor Nash.**

'You need to think carefully about the kind of roles you have to offer. Make sure they are real roles, not roles created for the sake of it. Otherwise you are not giving a realistic experience of work to young people. It's also important to ensure that each role has scope for development and that you give lots of support to the young person,' says **Marsha Witter, Talent Scheme Manager, ITV.**

'We have realised that we need to do things differently, in terms of growing our own and bringing in more young people. We've reviewed the roles we offer and whether we can redesign some of those to bring in more young people. As a result we are now hiring 18-year-olds for our commercial functions. We train them for two years across the supply chain in various positions from marketing to HR and we also do sponsored degree routes, where we support 12 people over three years. It's been the easiest business case I've ever made as everyone understood that if the traditional routes are not delivering we need to think about what the business needs,' explains **Jo Ward, Head of Talent and Resourcing, Nestlé.**

SCHOOL-LEAVERS' PROGRAMMES AND SPONSORED DEGREE COURSES IN PROFESSIONAL AND BUSINESS SERVICES: THE FUTURE NORMAL?

Creating more non-graduate roles into professional and managerial jobs would offer ladders of opportunity to young people and feed the talent pipeline for employers.

Overall, labour market data shows that professional business services organisations are the least likely to bring in young people, in particular non-graduates. However, some organisations have started to realise that this needs to change and that they need to do things differently. Some have therefore stated to offer school-leaver programmes, where young non-graduates are trained in the business, and programmes that combine on-the-job training with sponsored degrees.

For example, **Barclays** is now taking around 75 candidates per year onto their school-leaver programme and planning to increase this to 150 per year, with twice-yearly intakes. Successful candidates join a three-year programme where they begin in customer service roles and can move upwards to leadership positions within branches. At the same time they study for a BA degree (paid for by Barclays), which they receive at the end of year three. Barclays sees their engagement with young people as their contribution to the wider community and this agenda is very much driven by their CEO. But what has started as a CSR initiative is now increasingly making business sense, explains Shaun Meekins, Employability Resourcing Manager at Barclays: *'There is significant young talent out there. We need to have structures and frameworks in place that allow us to mobilise and support that talent.'*

This is echoed by **Experian**. The company found that young people on their school-leavers' programme were actually, on average, better than those on the graduate programme. Two years ago, Experian started a programme aimed at school-leavers where participants work in the business in a full-time role, but also work towards a BA degree in business management and leadership. Their year one cohort is due to graduate this summer. Rob Seacombe, Head of Talent and Resourcing, is leading the company's more proactive and strategic approach to bringing in young people, saying: *'You need to look at your organisation and identify skills gaps and then think about how young people can help you fill those,'* but this requires commitment and investment: *'once you've identified the business challenge young people can help you to address, you need to ensure to invest in any activities. Try to foster connectivity between young people and your brand. De-jargon and help them to see what your organisation can offer them in the future.'*

Santander has also developed a school-leavers' programme, called 'Flying Start', which trains A-level students for about four to five years and turns them into qualified bankers with chartered status. Candidates join Business Banking, a significant part of the Santander Corporate, Commercial and Business Banking Division. As well as a mix of face-to-face training and e-learning, they'll have the chance to shadow more experienced colleagues and then put everything they've learned into practice under the supervision of their line manager or mentor.

areas such as IT, payroll or HR. The decision to start recruiting apprentices more widely across the organisation has been filtered down from senior managers to line managers, with the HR team also playing a key role in encouraging line managers to consider using apprenticeships to fill vacancies.

This also requires employers to think more about succession planning and progression routes. Robert Allan, HR Director at Apex Hotels, said the HR team is currently working on succession planning within the business, creating a skills matrix showing what each role looks like and the skills required for progression to the next level. This will help highlight to staff at all levels what they need to do and the skills they need to acquire in order to support their career progression in the business.

ATTRACT A WIDER POOL OF YOUNG PEOPLE

'Think carefully about how you communicate with young people. It's not the same as communicating with older workers. You need to be more experimental and innovative' (Anouska Ramsay, Head of Talent, Capgemini).

As we have seen, it's important where and how employers advertise

their opportunities. Young people are more sceptical about stereotypical 'corporate' communication and more likely to respond to humour or innovative content. Martin Hottass, Manager, Skills and Learning Governance at Siemens, explains how Siemens first fell into the trap of wanting to protect their image as a 'serious' brand and thus did not want to adapt their recruitment material for young people. However, the company then ran some focus groups with young people on their material to test their 'youth appeal' and subsequently changed their language, using colours to attract young people. *'Young people are our customers, so we need to adapt our literature to their needs,'* says Martin Hottass.

Quite a few of the employers we interviewed highlighted the need to do more 'outreach' to promote their opportunities to young people. National Grid, Capgemini, Boots, Asda, M&S and Siemens all said they attended careers fairs, school events, open evenings and parent/teacher events in schools. As Donna Browne, Talent Manager at Boots, explains: *'many young people don't know about the opportunities we offer and they don't look at our website, so we need to do as much as we can to go to them.'* She explains that Boots go to career fairs and into schools to interact with young people directly in order to *'highlight the different options, raise awareness and interact with them'*. Asda

BITC'S GENERATION TALENT INITIATIVE

Generation Talent <http://www.bitc.org.uk/issues/workplace-and-employees/talent-and-skills/generation-talent-initiative>

Generation Talent is a joint initiative between BITC and the Department for Work and Pensions which has been developed to help jobseekers by providing practical help for companies as they promote their vacancies to the unemployed.

Beginning with a pilot, this initiative ensures that all BITC members receive an enhanced level of service from Jobcentre Plus (JCP) through a dedicated account manager who works with them at national or local level depending on their needs. So far it has supported over 100 employers to evaluate their current levels of recruitment from unemployed and assess their recruitment processes to see if they unwittingly disadvantage unemployed people.

started to engage with local schools around three years ago, providing talks, presentations, CV workshops and store visits to increase young people's knowledge of the business and the various opportunities available. They also plan to engage more with parents, who they identify as key influencers.

'Open days are really important as young people need to be brought into the workplace to see the environment they'll be working in. They need to experience the workplace and meet people. We need to help them foster a familiarity and to understand the very basics' (Alan MacKinnon, Director for Talent Acquisition EMEA, IHS Consulting).

As seen earlier in this report, there are substantial benefits of employers using more social media in their recruitment strategy as it helps to engage with a wider group of young people.

Finally, employers need to advertise more jobs with Jobcentre Plus and invest more in that relationship. This is why initiatives such as the BITC's 'Generation Talent', which aims to get more employers working with JCP, are important (see box).

YOUTH-FRIENDLY SELECTION METHODS

National Grid has been very conscious to choose motivational questions instead of competency-based questions so as not to exclude young people with no work experience. They are asked about qualifications, hobbies, projects and voluntary experience and then have to do a situational judgement test which is scenario-based and developed with key internal stakeholders and young people working in the business. This is intended to give applicants an insight into what it's like to work for National Grid. This is followed by a motivational telephone discussion (where the word 'interview' is not used) with candidates.

Boots runs a presentation day where 60 to 70 candidates are invited into a conference hall. Here apprentices get a quick presentation of each area, what kinds of jobs are involved and current apprentices talk about their experience. This is as much about the young people choosing the organisation as the organisation selecting them, explains Donna Browne: *'they need to have a good feeling about this and choose the right area. Some come in and think they want to do one area but they change their mind when they find out more about it. We give them one week to make up their minds afterwards.'*

Siemens runs aptitude tests and situational judgement tests online. These have been designed with young people, current graduates and their managers to make them more 'youth-friendly'. Candidates' maths are tested but in an applied way (for example ingredients you need to bake a cake). The assessment centre includes role-play, presentations and discussion and at the interview stage an emphasis is put on practical skills and enthusiasm. *'We often ask young people to bring something with them that they have made themselves or get them to talk about a little project,'* says Martin Hottass. *'The person who gets the job might be the one who disassembled their mum's washing machine because they want to know about how it works.'*

Royal Bank of Scotland's Early Careers initiative is aimed at 16–24-year-olds, offering a wide range of programmes across different disciplines within the organisation. Michael Maddick, Group Head of Early Careers, notes that the bank developed its Early Years programme to ensure there was a strategic approach to recruiting, developing and retaining young talent. As well as internship programmes, including 'Spring Week' (a week-long programme allowing participants to explore a range of career options within RBS and experience the business first-hand) and summer internships, RBS also run graduate programmes and school initiatives such as careers insights events and employability bootcamps. The bank already recruits 3–3,000 young people a year and ensures its application process is designed to be user-friendly for 16–24-year-olds. The entire process is web-based and includes an application form and psychometric testing. Candidates are then invited to attend an assessment centre and, if successful, an interview, which is based on questions designed to be engaging and motivational rather than competency-based. In addition, RBS have two very successful Facebook sites (RBS Early Careers and CareerKickstart) which support the work of Early Careers, offering tips and hints about how to write a CV and information about careers in the industry, and providing updates on current participants undertaking various programmes and news of forthcoming opportunities to get involved in. While the aim of Early Careers is to help spot and develop young talented individuals, it is not the sole aim, says Michael Maddick: *'It's not all about talent. It's about helping all young people improve their employability and develop their career. We want to support all. Not just the best.'*

YOUTH-FRIENDLY SELECTION PROCESSES

'Employers need to be clearer on their selection criteria at advert stage to avoid the wrong calibre of candidates applying' (Lisa, Steps Ahead mentor, Northampton).

'Having a closing date is really important, then at least you know if you didn't get the job and you don't wait forever. Everyone needs "closure"' (Rose, Young Ambassador, Prince's Trust).

Our research has shown what employers can do to improve their selection processes. These suggestions have been put forward:

- having a closing date and contact details for the advertised position
- more transparency: information about the overall process, the different stages and the expectations during those stages
- simpler, youth-friendlier application forms
- clarity about selection criteria
- review selection criteria (is experience or a degree really needed?)

But employers also need to think about how they can broaden their talent pool. This is particularly important in relatively closed sectors such as media, journalism, publishing or law:

'There can be a lot of nepotism in our industry,' says Neil Morrison, HR Director at Random House. *'But at Random House we've tried to do things differently; we have a completely open work experience scheme where hundreds of young people apply.'* He explains that they can only take a few each time, but make sure that they have a fair selection process: *'we select a sample of*

random applications.' But even despite this, he says they are still struggling to attract applicants from a broader socio-economic background. He suspects this is coming back to young people from more diverse backgrounds not knowing about the opportunities that are available and that they are open to everyone, so Random House is working proactively on their outreach to more disadvantaged groups.

Similarly, ITV recently conducted a review of their work experience placements and established that they weren't reaching the right audience. They now offer their work experience placements on a volunteering basis; candidates apply online and they form a talent pool that is offered work experience at any time of the year, when opportunities are available. The intention is to try to create an 'exclusive but inclusive' community, removing the issue of 'it's who you know', which ITV also acknowledges as a big barrier in the industry.

Aberdeenshire Council is also working with organisations such as Working with Families and Opportunities for All to allow it to reach young people from more disadvantaged backgrounds. Brewis said the council is considering extending its Two Ticks job guarantee for disabled people – which guarantees disabled people an interview if they meet the minimum criteria for the job vacancy – to young people from disadvantaged backgrounds.

INTERVIEWS THAT GET THE BEST OUT OF A YOUNG CANDIDATE

'Give someone a chance – don't judge them by their interview skills but on their ability' (Keith, Young Ambassador, Prince's Trust).

HOW TO GET THE MOST OUT OF YOUNG CANDIDATES: CONFIDENCE-BUILDING INTERVIEW PROCESSES, THE TAYLOR-NASH WAY

Taylor-Nash is part of a group of niche recruitment companies. Their managing director, Marc Anderson-Boyd, is passionate about giving young people a chance, saying *'they are just as good as more experienced workers, we just need to give them a chance.'* The company is now offering apprenticeships across the organisations, from recruitment consultants to payroll. But Marc realised quickly that they needed to adapt their interview process to get the best out of potential candidates, so he devised his own three-stage process that aims to build a young person's confidence before the actual interview takes place:

'First stage: This isn't really an interview. We invite the young person to come in to talk to us – me and another member of staff. I tell them about the recruitment industry and ask them to have a think about whether they would like to work for us and call me the next day if that's the case. All those who call me back the next day get called back and told: "congratulations, you have passed the first stage of the recruitment process." This makes them feel more confident and they now pass to the second stage.

'Second stage: This is with the same person as they had in their first interview, to ensure some continuity. Now we get them to talk about themselves, about their hobbies, their personal life, what they do at school to see what information they volunteer. Then we take them to the recruitment floor and have a walk around, introducing them to some of the consultants.

'Third stage: This is really the main interview. Now they have enough confidence to answer some questions they would not have been able to answer in the first stage of the process.

'This approach works really well; we have been very successful with our method. For example, one of our apprentices, Hannah, was very shy initially but during our three-stage process she really came out of her shell, she was the captain of the hockey team but would have never told us that when we first met. She wouldn't have done well in the first interview but was great by stage three of the process. Our patience has been rewarded many times, for example we have two apprentices working in payroll now; they are dealing with large sums of money but have both started out very young and shy, like Hannah. It's a real success story that I would recommend other employers to replicate.'

A classic example of the divide between employers and young people is the interview situation. An employer traditionally would ask a young person what they know about the company and why they want to work there. For the employer this is the most basic question there is; they think this is a good introduction to the interview. This is why employers are hugely disappointed if a young person can't answer these seemingly straightforward questions. And yet, from the young person's point of view, this is the worst possible scenario; it puts them immediately in a stress situation and on the defensive. Especially if they haven't worked anywhere else before they would find it hard to say why they want to work for this specific organisation – they just want a job. The combination of a lack of knowledge about how important researching the organisation is, how competitive the recruitment process is and how to 'sell' themselves to potential employers means that a young person sets themselves up to fail the expectations of the prospective employer.

However, as we will see below, many employers have started to realise that they can't interview a young person the same way as any other, more experienced worker and that it is in their interests to rethink this. *'Employers need to look for behaviours and a capacity to learn and develop, when recruiting young people. We shouldn't focus on their immediate ability to deliver, as is the case when we recruit more experienced workers,'* argues Samantha Follington, HR Business Partner at Veolia. She believes that traditional one-to-one interviews might not be the best environment for young people to showcase their skills, recommending more interactive group sessions and assessment centres, which have worked well for Veolia's apprentices.

Michael Brewis from Aberdeenshire Council also highlights the importance of helping young people prepare for the interview process if they have had no previous experience. Wherever possible he or someone else from HR will sit down with the candidate beforehand to tell them what to expect from the interview to try to put them at ease and provide some informal coaching if they are receptive.

Robert Allen, HR Director at Apex Hotels, says it is important to get managers on board at the interview stage in order to ensure they understand the benefits of recruiting young people. *'We talk a lot to our managers about this. Experience is nice to have but it's not the only important factor. For us attitude is the key. We recruit for attitude and we train for skills. When we interview we are looking for how people react, their body language and soft skills.'*

Our Steps Ahead mentors told us that this was also about good recruitment more generally; they found it frustrating that they tried to teach their young jobseekers about good practice and how to do a good interview and they are then interviewed by someone who doesn't know how to do good interviews, who hasn't got the right skills to recruit people. *'One way to make a young person feel more comfortable is to tell them in advance about the interview and talk them through the process, what questions you will ask,'* says Jo, a Steps Ahead mentor from Leicester.

The young people themselves described their ideal interview situation as more informal; they want it to be less like an interview and more like a chat. Instead of sitting at a desk, they suggest a walk around the building, with the employer showing the workplace, which would make it less intense for the young person.

PROVIDE FEEDBACK

'If we don't give feedback to young people they won't apply again. I always say to them: try again, just because you didn't get the job this time it doesn't mean that you won't the next time round. Go and work on your application' (Neil Morrisson, HR Director, Random House).

As we've seen, not providing feedback is a huge issue, not just for young people, but it is something all applicants struggle with. Most of the employers we spoke to have recognised this and try to do as much as possible, but it is clear that more needs to be done.

'We need to give negative feedback to young people so they can improve,' argues Marc Anderson-Boyd. *'This is so important; I always try and take the time to talk to our providers about this. Most of my feedback tends to be around basic manners, for example that young people need to shake hands when they introduce themselves. I once had a young man who continued to talk on the phone to someone when he introduced himself to me, I fed back that this wasn't appropriate and how important the first impression is.'*

Our mentors said this is very important for the young person so they can improve and increase their chances of getting a job the next time round. But they also made an interesting point about the employer brand: if an organisation does not provide feedback, young people won't want to work there and won't apply again. Another example of good practice we've come across is employers referring unsuccessful candidates to organisations in their supply chain to make the best use of their pool of candidates.

When we asked JCP advisers in our poll about what employers can do to engage with young people, providing feedback was the top answer given (67%), well above making recruitment more transparent and advertising more with JCP.

We know it is difficult for employers to provide feedback due to the large volumes of applications they receive, but we recommend employers do as much as they can, and at least:

- acknowledge each application with an automated email
- list 'common reasons' applications have not been shortlisted in an email/letter to candidates; provide links to support – this could be either to our mentoring initiative, the WORKing FOR YOUth initiative, the Prince's Trust or links to other charities
- provide candidates that made it through to the interview/assessment centre stage with personal, tailored feedback – this needs to be honest but positive and constructive.

As a follow-up, we will also work with other employer bodies to develop common recommendations in this area.

WHAT IS THE ROLE OF GOVERNMENT AND POLICY-MAKERS IN THIS?

'What young people need isn't just a mock interview when they're about to enter the labour market. What they need are 30 minutes per week lessons of interview technique, advice on where to look for work and how to go about applying for a job' (Neil Morrison, HR Director, Random House).

This research has been very much about what employers can and should do to improve labour market access for young people. However, the Government and policy-makers of course also have a role to play. We'd like to highlight two key issues that have come out of this work: first, the need for more support for young people during the transitions phase. As we've seen, most young people don't know where to turn when they try to enter the labour market – JCP is clearly not the right government delivery agency to give extensive career advice and guidance to young people. This is why our mentoring initiative, Steps Ahead, is working so well as it fills a gap in the market. However, there is only so much that individual volunteers can do to fill that gap, so a more prominent, dedicated support in this area for young jobseekers is desirable.

Second, and further to the point Neil Morrison makes in the quote above, careers advice and guidance and work preparation need to be a part of the National Curriculum and schools need to

be assessed in how well they are doing in this area to incentivise them to put more effort into this. We've asked our young people what they would do if they were Education Minister to make improvements in this area and here is what they've come up with:

- don't rely on teachers but get external expertise
- pay attention to those areas where it is needed; address the patchiness of the current advice
- get more involved – career advice and guidance needs to be part of the curriculum
- a support agency such as 'Connexions'
- more information on choices, in particular apprenticeships and other alternatives to university
- support employer contact and work experience
- better advice and information on career pathways.

At the CIPD we have highlighted in previous publications the need for high-quality advice, information and guidance in schools that promotes all possible career options. Currently this does not exist. This research shows, again, how vitally important it is that policy-makers take this issue seriously and review their policies in this area with great urgency.

CONCLUSION

This research shows that there is a clear divide between young people and employers at the recruitment stage. It also shows that while there is a lot of good practice out there already, a lot more needs to be done to address this mismatch and to improve the matching of young people and job opportunities. We've also found a clear business case for employers to make their practices more youth-friendly, as those that have done so have improved their ability to attract talent and get the right skills. Finally, our research demonstrates that young people need more support and guidance, at the point of entry into the labour market and before, around opportunities and how to access them.

We will take this agenda forward in the context of the CIPD's Learning to Work programme, which gets employers involved in tackling youth unemployment. The aim is to drive an increase in employer engagement with young people, so that businesses help prepare young people for work as well as make their organisations more youth-friendly by adapting their recruitment practices.

Over the coming months we will build on this research and aim to tackle some of the issues by:

- producing tailored guidance for both, employers and young people in collaboration with key stakeholders, including the Prince's Trust, other employer bodies such as the BITC and the BCC, the Recruitment and Employment Confederation (REC) as well as Unionlearn and Acas
- getting even more CIPD members involved in up-skilling young people about job search and applications, both at school and when looking for work through the expansion of our mentoring initiative, Steps Ahead, and a new project with the Education and Employers Taskforce (EET) that aims to increase the number of high-quality apprenticeships applications by young people
- aiming to work with the National Apprenticeships Service (NAS) to help achieve improvements in the match between the apprenticeships opportunities offered by employers and young people's applications.

To achieve this, we will work with an advisory group of employers, CIPD members and employer bodies, as well as policy-makers and relevant charities.

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LEARNING TO WORK ADVISORY GROUP

The CIPD’s Learning to Work programme is supported by an advisory group. The members of this group are listed below:

Adam Swash, **Experian**
 Ann Pickering, **O2-Telefonica UK**
 Alan MacKinnon, **IHS Consulting**
 Anthony Mann, **Education and Employers Taskforce (EET)**
 Claire Warren, **People Management Magazine**
 David Hodges, **London Chamber of Commerce and Industry**
 David Massey, **UK Commission for Employment and Skills (UKCES)**
 David Pollard, **Federation of Small Businesses (FSB)**
 David Taylor, **Acas**
 Derek Kozel, **Young Chamber**
 Dean Shoesmith, **London Boroughs of Sutton and Merton**
 Elizabeth Eddy, **NHS Employers**
 Fran Parry, **Centre for Economic and Social Inclusion (CESI)**
 Fred Grindrod, **Unionlearn**
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Jo Ward, **Nestlé**
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 Kate Bellew, **O2-Telefonica UK**
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 Nicola Moore, **London Youth**
 Nikki Wade, **The Prince’s Trust**
 Patrick Newton, **Confederation of British Industry**
 Rowena James, **BSkyB**
 Samantha Follington, **Veolia**
 Richard Marsh, **National Apprenticeship Service (NAS)**
 Tess Lanning, **Office of Ed Miliband**
 Verity O’Keeffe, **EEF**

Please note that the membership of the group is evolving and that this list reflects the composition of the group at the time of publication. For more information about the advisory group and to get involved in the CIPD’s Learning to Work programme, please contact Annie Peate on a.peate@cipd.co.uk



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CAREER AND EMPLOYMENT GUIDANCE IN SCHOOLS, VOCATIONAL EDUCATION AND TRAINING

A BEST PRACTICE GUIDE IO4

ANNEXE

I. A STABLE CAREERS PROGRAMME

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- http://www.mysteps.eu/docs/Progression_Workshop_Quiz_entryL1L2.docx
- http://www.mysteps.eu/docs/Progression_Workshop_L3.pptx
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- http://www.mysteps.eu/docs/TCCG_Work_Experience_bus_card.pdf
- http://www.mysteps.eu/docs/PPD_1ST_YEAR_GROUP.doc
- http://www.mysteps.eu/docs/USPACE_Parents_Flyer.pdf
- http://www.mysteps.eu/docs/World_at_Work_PowerPoint.pptx

LESSON PLAN

Teacher / Team		Course		Year / level	
				Entry/L1/L2/L3	CORNWALL COLLEGE
Module/Unit Progression Workshop				Group	
Week	Date	Location		Start time	End time

Topic
Progression Options From Current Course

Session Aims
The workshop aims to help learners know their next learning options and understand the advantages and disadvantages of each, to help them make an informed choice.

Subject Learning Outcomes or Expectations
By the end of the workshop the learners will be able to:-

- * List their next options
- * Have considered the advantages and disadvantages of each option
- * Will understand how to progress onto the option they choose
- * Will know who can help them to make that choice

<p>Embedded Learning Outcomes to include English, maths, ICT and employability skills cross referenced to the learning activity LL19 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message LL12 Listen Effectively</p>	<p>ECM and ED cross referenced to the learning activity ECM 4 Make a positive contribution ECM 3 Enjoy and Achieve ED-differentiation noted so suitable for all learners</p>
---	---

ECM Descriptors: 1. Be Healthy, 2. Stay Safe, 3. Enjoy and Achieve 4. Make a Positive Contribution 5. Achieve Economic Wellbeing

Brilliant Learning is... Shared, Ambitious, Lively and True

Timing	Plan	Engage and Personalise		Practise and Explore	Review
	Content and objectives	Differentiation <i>To include specific role of support staff</i>	Resources	Learning Activity <i>Cross reference embedded English, maths, ICT, employability, ECM and ED</i>	Reflection, assessment and target setting
5 mins	Introduction and Register		Registers Power-point Progression Workshop presentation	ECM 4	Checking Attendance

10 mins	<u>Level 2/3</u> Split into small groups (approx. 4 in group) and give flipchart paper and pens (write their options on top of flipchart first)- ask them to consider the advantages and disadvantages of their options		Flipchart paper & pens	ECM 4 ECM 3 Greater understanding of apprenticeships so employability skills enhanced	Feedback Informal observation Peer discussion
10 mins	Ask member of each group to feedback	If no one wants to feedback then can hold up flipchart and read through yourself			
15 mins	<u>Entry/Level 1</u> Write a plus and a minus sign on Flipchart paper and put at opposite ends of room. Give out the relevant picture cards to decide upon the advantages and disadvantages of each option.	Depending on the group each individual student can be given the card pack or in pairs.	Flipchart paper Packs of Picture Cards grouped correctly for each option Sellotape or Blu-tack	ECM 4 ECM 3 Greater understanding of apprenticeships so employability skills enhanced	Feedback Informal observation Peer discussion

10 mins	Go through power-point slides		Power-point presentation	As above	Feedback
5 mins	Progression Quiz given to students to test learning	If the group will find this difficult to complete then read out questions to get answers	Progression Quiz	As above	Targeted Q&A Informal observation
5 mins	Read out answers to Quiz and see who got full 10 marks		Progression Quiz	As above	Targeted Q&A Feedback
5 mins	Last power-point slide on Careers help they can receive.		Power-point presentation	As above	Feedback

Evaluation of session.

Review answers given for Quiz to check learning

Notes

On separate sheet

Future targets

Progression Workshop

What Are Your Next Options?

Entry Programme  Level 1 or
possibly an Apprenticeship

Level 1  Level 2 or Apprenticeship

Level 2  Level 3 or Advanced
Apprenticeship

Progression Workshop

Progression Group Exercise

Consider the Advantages and Disadvantages (+ and - points) of each option you can take next

Progression Workshop

Option 1-

A Full Time College Course (Level 1,2 or 3)

Advantages (+points)

- Developing Your Skills For A Particular Career
- Gaining A Higher Nationally Recognised Qualification
- Increasing Your Confidence
- Improving Your Employability
- Gaining Higher Grades In Maths And English
- Giving You Time To Decide On A Definite Career Aim

Progression Workshop

Option 1-

A Full Time College Course (Level 1,2 or 3)

Disadvantages (-points)

- Studying In College For Longer
- Not Gaining Any Full Time Work Experience Or Money

Progression Workshop

Option 2-

An Intermediate or Advanced Apprenticeship (NVQ Level 2 or 3)

Advantages (+points)

- Training Both In The Workplace And At A College Or Training Centre
- Developing Your Skills For A Particular Career
- Gaining A National Vocational Qualification (NVQ) and Functional Skills If You Haven't Got C Grades In Maths/English
- Increasing Your Confidence
- Improving Your Employability
- Being Paid

Progression Workshop

Option 2-

An Intermediate or Advanced Apprenticeship (NVQ Level 2 or 3)

Disadvantages (-points)

- Will Be Working Full-Time Hours As In A Normal Job
- Difficult To Go Onto University In The Future With An NVQ Qualification
- When The Apprenticeship Ends The Employer May Not Offer You A Job

Progression Workshop

Considering The College Option?

- * **All Courses Ask That You Have Achieved At Least An 85% Attendance Rate**
- * **Before You Move Higher Most Courses Want You To Have Passed Functional Skills Or GCSE Maths/English**
- * **To Move From Level 2 To Level 3 You Need To Gain At Least A Merit Grade**

Progression Workshop

Considering The Apprenticeship Option?

You Can Try To Find An Apprenticeship In 4 Ways:-

- *Register On The GOV.UK Site
- *Register With The Cornwall College Apprenticeship Team
- *Check Company Websites For Vacancies
- *Produce A C.V (Curriculum Vitae) And Send With A Letter To Anywhere You Would Like To Work

Progression Workshop

Considering The Apprenticeship Option?

If You Can't Find An Apprenticeship Straightaway You Could Consider A Traineeship

- *A Traineeship Is A Short Training Programme That Includes Employability Skills, Support With Maths/English/IT And A Work Placement Giving You Work Experience And A Job Reference.

Progression Workshop

The Progression Workshop Quiz

Progression Workshop

If You Need Help To:-

- Choose Your Next Option
- To Produce A C.V
- To Try To Find An Apprenticeship
- Apply To Go Onto Higher Education At University

Then Book A Careers Appointment With The
Cornwall College Careers Adviser-Helen Norman

Helen.norman@cornwall.ac.uk/ 07464 493772 or
speak to your Tutor/PLA/SLA/Student Services To
Book An Appointment

Progression Workshop

Progression Workshop Quiz (Entry/L1/L2)

What are your next two options? 1)

2)

What does NVQ stand for?

Can you do Functional Skills with an Apprenticeship?

What NVQ Level is an Intermediate Apprenticeship?

What NVQ Level is an Advanced Apprenticeship?

What does C.V stand for?

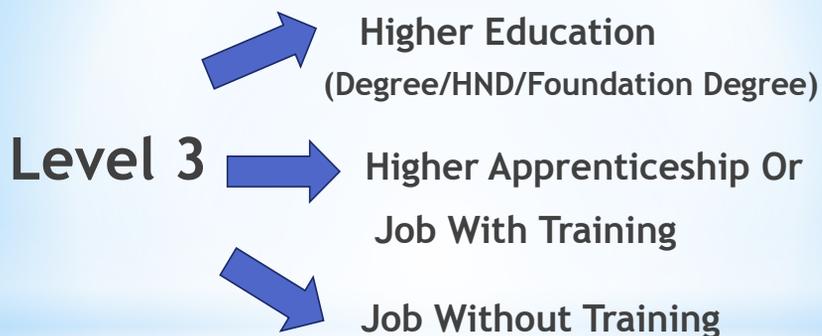
Name one website where you can find Apprenticeship vacancies

To move up a level at college what percentage does your attendance need to be?

What is the programme called that you can do while waiting to find an apprenticeship?

Progression Workshop

What Are Your Next Options?



Progression Workshop

Progression Group Exercise

Consider the Advantages and Disadvantages (+ and - points) of each option you can take next

Progression Workshop

Option 1-

Higher Education At University/College
(Degree, HND or Foundation Degree)

Advantages (+points)

- Developing Your Skills For A Particular Career
- Gaining A Higher Internationally Recognised Qualification
- Gaining Work Experience From Placements (poss Abroad)
- Improving Your Employability
- To Have The 'Uni Experience' e.g Socialising and Becoming Independent

Progression Workshop

Option 1-

Higher Education At University/College (Degree, HND or Foundation Degree)

Disadvantages (-points)

- Studying For Longer
- Not Gaining Any Full Time Work Experience Or Money
- Having Student Loan Debt
- May Have To Move Away From Cornwall

Progression Workshop

Option 2-

A Higher Apprenticeship (NVQ Level 4/5) Or A Job With Training

Advantages (+points)

- Continuing Your Training Both In The Workplace And At A College Or Training Centre
- Developing Your Skills For A Particular Career
- Gaining A Higher National Vocational Qualification (NVQ)
- Improving Your Employability
- Being Paid

Progression Workshop

Option 2-

A Higher Apprenticeship (NVQ Level 4/5) Or A Job With Training

Disadvantages (-points)

- Will Be Working Full-Time Hours As In A Normal Job
- Hardly Any Higher Apprenticeship Vacancies In Cornwall
Although There Are Jobs With Training

Progression Workshop

Option 3-

A Job Without Training

Advantages (+points)

- Usually Paid A Higher Salary Than An Apprenticeship
- Lots Of Job Vacancies Available
- No Specific Qualifications Required

Progression Workshop

Option 3- A Job Without Training

Disadvantages (- points)

- Not Developing Skills For A Particular Career
- Not Gaining Any Further Qualifications
- Can Be Made Redundant At Any Time
- No Promotion Prospects Or Salary Increase

Progression Workshop

Considering The University/College Option?

- * **Gain As High Grades As You Can To Give You Greater Choice Of Courses and Universities**
- * **Apply through UCAS (University and College Admissions System) In Your Second Year**
- * **Research Courses/Universities Thoroughly And Attend Open Days Before You Apply**

Progression Workshop

Considering The Higher Apprenticeship/Job With Training Option?

You Can Try To Find A Higher Apprenticeship/Job With Training By:-

- * Registering On The GOV.UK Site
- * Register With The Cornwall College Apprenticeship Team
- * Check Company Websites For Vacancies
- * Produce A C.V (Curriculum Vitae) And Send With A Letter To Anywhere You Would Like To Work
- * Check Job Sites e.g Monster, Indeed etc
- * Register With Recruitment Agencies

Progression Workshop

Considering The Job Without Training Option?

You Can Find A Job Without Training By:-

- * Check Company Websites For Vacancies
- * Produce A C.V (Curriculum Vitae) And Send With A Letter To Anywhere You Would Like To Work
- * Check Job Sites e.g Monster, Indeed etc
- * Register With Recruitment Agencies
- * Register With JobCentrePlus

Progression Workshop

The Progression Workshop Quiz

Progression Workshop

If You Need Help To:-

- Choose Your Next Option
- To Produce A C.V
- To Try To Find An Apprenticeship
- Apply To Go Onto Higher Education At University

Then Book A Careers Appointment With The
Cornwall College Careers Adviser-Helen Norman

Helen.norman@cornwall.ac.uk/ 07464 493772 or
speak to your Tutor/PLA/SLA/Student Services To
Book An Appointment

Progression Workshop

Progression Workshop Quiz (Level 3)

What are your next three options? 1)

2)

3)

What does NVQ stand for?

What are the courses you can do at University?

What NVQ Level is a Higher Apprenticeship?

What does UCAS stand for?

What does C.V stand for?

**Name one website where you can find Higher
Apprenticeship vacancies**

Name one job site where you could find job vacancies

Progression Workshop-Entry/L1 Cards



Learn New Skills



Study For longer



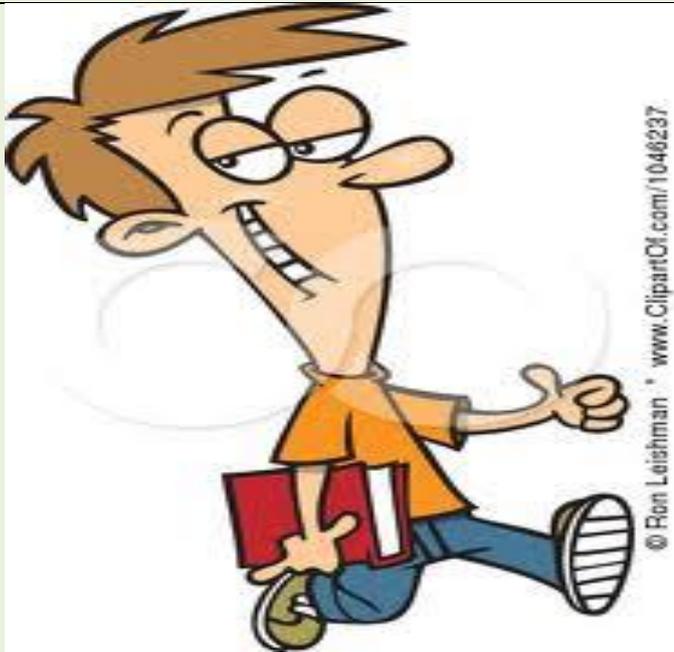
Get Paid



© Mary Anne Lloyd/Laughing Stock

Help with Maths & English

Progression Workshop-Entry/L1 Cards



More Confident



May Not Get A Job



Gaining A Qualification



Makes You More Employable

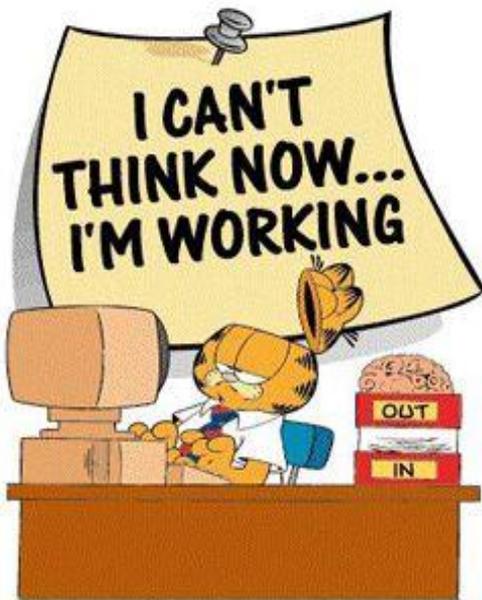
Progression Workshop-Entry/L1 Cards



Training In Work And College



Time To Decide Which Job You Want



Working Full-Time



Difficult To Go To University With An NVQ

Progression Workshop-Entry/L1 Cards



No Full-time Work Experience



Not Getting Paid

Employer Engagement with The Cornwall College Group



'Making Learning Work'

- As the Career College we invest in a world class future workforce for Cornwall, the South West and beyond; developing aspirations and creating a culture which has enterprise and employability at its heart. We offer personalised learner journeys and provide learning that is relevant, applied and real, ensuring our curriculum is delivered through closer partnerships with employers, communities and organisations.
- Our specialist career pathways help learners to develop their USP, giving them the very best opportunity to fulfil their potential. During their time at College, our learners develop work related competencies

Punctuality, Reliability,
Quality of Work, Meeting
Deadlines, Personal
Presentation
Working with Peers,
Working with Supervisors

Work Ready

Work Ethic,
Problem Solving,
Quality Focus
Resilience, Communication,
Adaptability,
Professional Mindset

Operational and Supervisory

Planning & Priorities,
Financial Acumen,
Managing Environments,
Reflectiveness & Review,
Innovation,
Professional Development,
Sector Ambition

Management and Strategic
(including self-employment)

The Cornwall College Group values consist of the 7C's – Can Do, Creative, Courageous, Consistent, Connected, Caring and Celebrating

Could you offer valuable opportunities such as work experience?

- To engage our learners in relevant activity (Can Do),
- For our learners to see a wide range of real life, inspirational opportunities (Creative),
- To stretch & challenge our learners so they can develop their innovative and risk taking competencies (Courageous),
- For our learners to come away with an authentic experience which will enhance their autonomy (Consistent),
- For our learners to have the opportunity to engage and collaborate with employers and other organisations (Connected),
- For our learners to have a meaningful and purposeful experience (Caring).
- Helping our Learners to stand out from the crowd (Celebrating)

Further Options

- Offer Visits, Tasters, Mentorship, Guest Speaking
- Volunteering Opportunities
- Employer Led Projects
- Management Internships
- Apprenticeships

What's in it for you?

- An opportunity to shape your future workforce
- An opportunity to identify future apprentices/employees
 - Business to Business Networking (B2B)
- Marketing Opportunities & Corporate Social Responsibility Recognition

We look forward to working alongside you



HELP SHAPE THE WORKFORCE OF TOMORROW

Join our work experience and volunteering employer hub today

The Cornwall College Group supports over 5,000 young people every year to kick start their careers with a wide range of education and training from A-levels to apprenticeships, practical skills training and professional qualifications. As a careers college for the south west, we have gone beyond qualifications, we want our learners to enter the workplace career ready and we need your help to get them there.

Our study programme for full-time learners provides a wide range of opportunities for young people to develop themselves as well as their knowledge base. We instil key competencies in them and ensure they are aware of an employer's expectations around punctuality, reliability and quality of work. With your help we can show them real workplaces and business environments to better understand a future in the world of work. By offering a work experience placement or volunteering experience you can help young people today and shape the workforce of tomorrow.

T: 0800 731 7594
E: enquiries@ccb.cornwall.ac.uk
W: www.ccbtraining.co.uk

STEPS TO SUCCESS



Every learner will follow these steps to success:

The Cornwall College Group Competency Development Framework

Work Ready

- Punctuality
- Reliability
- Quality of Work
- Meeting Deadlines
- Personal Presentation
- Working with Peers
- Working with Supervisors

Operational and Supervisory

- Work Ethic
- Problem Solving
- Quality Focus
- Resilience
- Communication
- Adaptability
- Professional Mindset

Management and Strategic (including self-employment)

- Planning & Priorities
- Financial Acumen
- Managing Environments
- Reflectiveness & Review
- Innovation
- Professional Development
- Sector Ambition



HELP SHAPE THE WORKFORCE OF TOMORROW

**Join our work experience
and volunteering employer
hub today**

SIGN THE PLEDGE TODAY...

"I'm committed to helping
young people get ready
for careers of the future."

Signed:
.....

Business:
.....

Contact:
.....

SCHEME OF WORK

Teacher / Team: Personal Learner Adviser	Course: Level 1, 2, 3	1st Year L3
Subject / module: Personal & Professional Development		Academic year: 2015/16



Purpose of the scheme (inc. Language, Literacy & Numeracy and ICT)

To provide opportunities for pastoral support of students and the development of employability competencies, study skills, health awareness, personal safety, economic well-being and progression opportunities.

Each learner will be entitled to an individual study programme, one to one support and a range of group tutorials to enhance/support their personal and academic progression All personal data, progress and achievements are recorded on STARS/ Case Conferencing and can be viewed by students through their Student Portal.

Approach to learning and teaching (inc. differentiation, learning preferences and the role of Learning Support Practitioners)

Tutorials to consist of group tutorial activities (PPD) and one to one tutorials, as specified in the scheme. This scheme of work adheres to the values incorporated within the Every Citizen Matters agenda and is consistent with CC 's Values Policy

- It provides a Personal Learning Adviser who understands their programme requirements and who is available to help them;
- Where appropriate, the support of a Senior Learning Adviser who will work with tutees and their Personal Learning Adviser to ensure that they derive maximum benefit from their College experience;
- A comprehensive induction programme which will help tutees settle quickly into the College and understand their entitlements and responsibilities
- A range of information covering areas linked to personal development;
- On-going information during the year on College opportunities and facilities
- Personal support and access to counselling;
- Access to a Careers and Progression programme, embracing advice and guidance, which encourages and supports tutees in researching and planning appropriate onward progression;
- Opportunities to discuss any aspects of their learning programme on a regular and individual basis;
- Formal and documented opportunities to review their progress and plan for the future through an Individual Learning Plan;
- The opportunity to make their views known about their course or any aspect of College provision, either formally or informally, through the tutorial review process, the student review system or the Cornwall College Student Union.

Key/Core Skills Tutorial activities provide opportunities for the embedding and development of key skills in Literacy, Numeracy and Employability

Values (inc. Equality & Diversity and Every Citizen Matters)

Personal learning Advisers must ensure that all tutorials are tailored to meet the individual needs of the all learners in the group.

Additional support material/extension activities/resources to support different learning styles can be accessed from Tutorial Resources on the intranet.

All tutors must adhere to the College policy on Equality and Diversity and Every Citizen Matters when delivering tutorials.

1:1 Tutorials are very individual based around the student's individual issues, variety may occur in the time set for a tutorial. There is a range of questions to select from during tutorials.

* **ALL 'SUGGESTED RESOURCES' CAN BE FOUND ON THE INTRANET UNDER TUTORIAL RESOURCES > 10 CORE THEMES LESSON RESOURCES – YEAR2 ALONG WITH A WIDE SELECTION OF ADDITIONAL MATERIALS THAT YOU MAY WISH TO USE WITH YOUR GROUP.**

** **FOR FURTHER GUIDANCE ON SUBJECT REVIEWS AND 1:1 TUTORIAL REVIEWS, PLEASE SEE TUTORIAL RESOURCES > REVIEWS ON THE INTRANET.**

W/C	Topic	Subject learning aims	Embedded learning aims	Indicative content	
				Key assessment opportunities	Possible activities, resources, notes
07.09.15 (9)	INDUCTION				
14.09.15 (10)	INDUCTION				
21.09.15 (11)	ICEBREAKING	Learners have the opportunity to get to know each other and for the PLA to get to know them. Have a greater understanding for the college rules. All support is correct enabling the learners to progress through their course successfully.	Every Citizen Matters – 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution E & D - diversity within the college and with individuals PDBW – guidelines for behaviour and conduct how to be a successful learner	<ul style="list-style-type: none"> Learners join in with activities Through explanation show an understanding for college policies Discussions regarding support 	<ul style="list-style-type: none"> Learners take it in turns going spending ten mins talking to the person next to them to find out 3 things about them then relaying it back to the group. Using the code of conduct learners take it in turns going through all aspects explaining to each other what they mean. Go through study guide and PLA booklets, emphasise drugs and alcohol conduct. PLA to check with individuals if support has been given and is in place individually. PLA to check all learners are on the right course. RESOURCES <ul style="list-style-type: none"> CCSU student bulletin Study Guide Code of Conduct Notebook and pens

* ALL 'SUGGESTED RESOURCES' CAN BE FOUND ON THE INTRANET UNDER *TUTORIAL RESOURCES > 10 CORE THEMES LESSON RESOURCES – YEAR2* ALONG WITH A WIDE SELECTION OF ADDITIONAL MATERIALS THAT YOU MAY WISH TO USE WITH YOUR GROUP.

** FOR FURTHER GUIDANCE ON SUBJECT REVIEWS AND 1:1 TUTORIAL REVIEWS, PLEASE SEE *TUTORIAL RESOURCES > REVIEWS* ON THE INTRANET.

W/C	Topic	Subject learning aims	Embedded learning aims	Indicative content	
				Key assessment opportunities	Possible activities, resources, notes
28.09.15 (12)	PUNCTUALITY & ATTENDANCE (EMPLOYABILITY) Work Ready Employability Competencies – to be completed	Learners have a better understanding of why attendance and punctuality are so important. Learners understand the disciplinary process.	Every Citizen Matters – 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution 5. Achieving an Economic Well-Being E & D – recognise why all are treated fairly and equally within the college. PDBW – guidelines for behaviour and conduct how to be a successful learner	<ul style="list-style-type: none"> Through explanation show an understanding for college policies Question & answer 	<ul style="list-style-type: none"> Divide into small groups, using flip chart paper learners to create mind maps in small groups regarding the importance of attendance and punctuality, then feedback results to group. Learners to take it in turns reading through the policies, PLA stopping them to gain clarification from group at each stage. PLA to explain absent line to group and give out their number and absent line number. RESOURCES <ul style="list-style-type: none"> Copies of both policies Absent line business cards Flip chart paper Marker pens/felt tips CCSU student bulletin

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05.10.15 (13)	INDUCTION CHECKLIST ASSESSMENT CLARITY EMPLOYABILITY SELF ASSESSMENT (EMPLOYABILITY)	<p>Learners have a clearer understanding of what is expected of them for assignments and how it is structured. Hence giving them a greater opportunity to push their grades.</p> <p>Learners have a better understanding of the college and its procedures.</p> <p>Learners understand what is expected during their employability lessons.</p>	<p>3. Enjoying and Achieving</p> <p>4. Make a positive Contribution</p> <p>E & D – Gaining a greater sense of achievement</p> <p>PDBW – guidelines for behaviour and conduct</p> <p>how to be a successful learner</p>	<ul style="list-style-type: none"> All learners take part in discussions making notes and feeding findings back to the group 	<p>Learners divided up into groups each group with a separate topic that they need to discuss then feedback to the group. Topics are:</p> <p>Deadlines</p> <p>Structure</p> <p>Marking Criteria</p> <p>How to understand criteria</p> <p>Targets</p> <p>TMGs</p> <p>PLA to ensure all learners have signed off induction checklist to make sure all have had the college wide induction</p> <p>Learners to complete the self-assessment for employability,</p> <p>Create checklist for front of file (task sheet) based on induction survey & checklist</p> <p>RESOURCES</p> <ul style="list-style-type: none"> Flip chart paper Notebooks and pens Marker pens CCSU student bulletin

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12.10.15 (14)	<p>FINDING YOUR VOICE (20 mins) (ACHIEVE AN ECONOMICAL WELL-BEING)</p> <p>VOLUNTEER KENYA</p> <p>COMPETENCIES FROM PART-TIME WORK</p> <p>FINAL CHECK THAT ALL STUDENTS ARE HAPPY ON THEIR COURSE.</p>	<ul style="list-style-type: none"> - To understand/re-cap - CCSU - To work through the video and handouts - Discussion with group based on nominations for class rep. - Closure of session - <p>VK - To gain learners interest in travelling, seeing and being part of the wider world community.</p> <p>P/T WORK - Learners understand how part-time work can help to develop their employability skills as well as support them financially.</p>	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution <p>E & D - diversity within the college, careers, university and the working place.</p> <p>VK & P/T WORK</p> <ul style="list-style-type: none"> - 4. Make a positive Contribution 5. Achieving an Economic Well-Being <p>E & D – To gain further knowledge of the world around us including the issues others face.</p>	<ul style="list-style-type: none"> • Q & A about the student union • Students participation and discussion based on nominations for class rep • Students participation and discussion • Q & A about the trip <p>P/T WORK</p> <ul style="list-style-type: none"> • Group discussions • Q & A 	<p>Suggested Resources*</p> <p>CCSU Learner Voice - Lesson Plan</p> <p>CCSU Learner Voice - PowerPoint</p> <p>CCSU Learner Voice - Tutors Guide</p> <p>Alternative lessons plans and additional resources can be found here</p> <p>Also required: Paper & pens, Whiteboard & pen</p> <p>RESOURCES case conferencing, Computers, student resources Internet, UCAS website, pens & paper.</p> <p>VK - To work through the presentation provided, motivating discussion and interaction regarding worldly topics.</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Power Point • pens and paper • signup sheet • CCSU student bulletin <p>P/T WORK – Through group discussions learners identify the competencies they could develop from a part-time job. Learners to take it in turns writing it on the whiteboard then copy it onto the task sheet.</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Whiteboard • Task sheet

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19.10.15 (15)	EXTREMISM, PREVENT, BRITISH VALUES & FREEDOM OF SPEECH (ACHIEVE AN ECONOMICAL WELL-BEING)	<ul style="list-style-type: none"> To have a better understanding of what radicalisation and extremism, Prevent, British Values and Freedom of Speech. 	Every Citizen Matters – 3. Enjoying and Achieving 4. Make a positive Contribution E & D - diversity within the environment/world around us.	Group discussions. Divide into small groups with an article each, then join back together to relay findings to the whole group. ELM – promote British values Prevent Duty	<ul style="list-style-type: none"> Group discussion based around radicalisation extremism, Prevent, British Values and Freedom of Speech to check learners prior knowledge Lesson to be provided by Rob Cooper. <ul style="list-style-type: none"> RESOURCES Newspaper articles White Board White board markers CCSU bulletin
26.10.15 (16)	HALF TERM				
02.11.15 (17)	KERNOW KING – SEX TAPE (Additional tutorials provided in CCSU) (STAYING SAFE)	A safe-sex video, hoping to help keep Cornwall's teenage pregnancy rates falling and raise awareness.	Every Citizen Matters – 2. Staying Safe 4. Make a positive Contribution 5. Achieving an Economic Well-Being E & D – To raise awareness of issues relating to pregnancies etc. PDBW – how to keep themselves healthy, emotionally and physically	<ul style="list-style-type: none"> All learners participate in group discussions. 	Using the film starring comedian Kernow King, created to teach young people in Cornwall about relationships and sex issues. Group discussion to take place afterwards. RESOURCES <ul style="list-style-type: none"> CCSU bulletin DVD of the Kernow King

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09.11.15 (18)	EQUALITY & DIVERSITY HATE CRIME Equality Act 2010, including Discrimination (ACHIEVE AN ECONOMICAL WELL-BEING)	<ul style="list-style-type: none"> Raise learners awareness regarding the Equality Act Give a better understanding what is classed as discrimination 	Every Citizen Matters – 2. Staying Safe 4. Make a positive Contribution 5. Achieving an Economic Well-Being E & D – To raise awareness of discrimination. ELM – actively promote equality and diversity	<ul style="list-style-type: none"> All learners participate in the activity All learners participate in group discussions 	PLA to go through each of the discrimination categories. Learners are divided up into groups of 2 – 3 to discuss how many categories apply to them. Group then come back to discuss with whole group. Using the power point provided discussions to take place regarding Hate Crime. RESOURCES <ul style="list-style-type: none"> Equality Act 2010 Pens and Paper Whiteboard Student bulletin Power Point
16.11.15 (19)	TEAM BUILDING & GROUP DYNAMICS (STAYING SAFE)	Learners to understand the effects on others when not included. The benefits of working together.	Every Citizen Matters 3. Enjoying and Achieving 4. Make a positive Contribution E & D – To reflect on the wider context of the group ELM – tackle bullying	<ul style="list-style-type: none"> Learners take part in the group activities and relay back to the others. Question and answer. 	Show the students the geese formation. Group discussion why learners think it demonstrates group dynamics and team building. Discussions based around people’s feelings when not included in group activities. Learners to create mind maps in small groups then feed back to the rest of the group. RESOURCES <ul style="list-style-type: none"> Projector Pens and paper CCSU bulletin

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23.11.15 (20)	<p>STUDENT REVIEW MEETINGS (MAKING A POSITIVE CONTRIBUTION)</p> <p>Work Ready Employability Competencies – to be completed</p>	<ul style="list-style-type: none"> Learners have the opportunity to reflect on the experience of all students, to discuss and have their voice taken into consideration for any changes required within the college wide experience and report anything that is not working well. 	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> Being Healthy Staying Safe Enjoying and Achieving Make a positive Contribution Achieving an Economic Well-Being <p>E & D - diversity within the college</p>	<ul style="list-style-type: none"> All learners take part in the group discussion giving feedback for each area noted on the student review agenda. <p>ELM – evaluate quality of provision taking account of users’ views</p>	<p>Group discussion takes place between the whole class with everyone inputting for each of the agenda items. PLA or admin staff to take minutes, then report back to SLAs, directors, CLs and TLs</p> <p>RESOURCES</p> <ul style="list-style-type: none"> Student Review Agenda Student Review Minute Procedure Pens CCSU bulletin
30.11.15 (21)	<p>DRUGS & ALCOHOL (Guest Speaker – contact Addaction & Wise Up) (STAYING SAFE) BOOK</p>	<ul style="list-style-type: none"> To raise awareness of issues relating to drugs & alcohol issues and the effects it can have on themselves and their families. 	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> Being Healthy Staying Safe Achieving an Economic Well-Being <p>E & D – deeper understanding of issues relating to drugs & alcohol</p>	<ul style="list-style-type: none"> Question & answer PDBW – how to keep themselves healthy, emotionally and physically 	<p>Guest speaker to provide resources and lesson.</p>

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07.12.15 (22)	SAFEGUARDING ONLINE & GETTING TO KNOW YOU (STAYING SAFE)	<p>To understand the safety procedures when using:</p> <ul style="list-style-type: none"> • Social Networking • Email • Chat Rooms • Cyber Bullying • Mobile Phones • Grooming <p>Learners to gain knowledge in how to protect themselves when online and to be aware of the safety factors of what may happen in precautions aren't taken.</p>	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution 5. Achieving an Economic Well-Being <p>E & D – considerations relating to the world around us. Safeguarding themselves against others.</p>	<ul style="list-style-type: none"> • Learners take part in discussions and raise points of what they need to change on their own Facebook pages. Learners either work on their own Facebook page or support others who need to lock them down. • PDBW – understand how to keep themselves safe 	<p>Using the 'poke' video to demonstrate how Facebook works. PLA to set up a fake Facebook page to demonstrate how to lock the pages so that only friends can view it. A discussion on Facebook safety to take place. Learners then work on their own Facebook pages independently.</p> <p>Suggested Resources*</p> <p>E-Safety - Lesson Plan</p> <p>E-Safety - PowerPoint</p> <p>Alternative lessons plans and additional resources can be found here</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> • Poke video • Projector • Computer • Handout/s • CCSU bulletin
14.12.15 (23)	CHRISTMAS PARTY	To be arranged by PLA			
21.12.15 (24)	CHRISTMAS HOLIDAYS				
28.12.15 (25)	CHRISTMAS HOLIDAYS				

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04.01.16 (26)	FE Term Starts HE Term Starts HAPPINESS (STAYING SAFE)	<ul style="list-style-type: none"> To gain a deeper understanding for depression Helpful hints and tips how to avoid stress and give a better well-being to individuals. 	Every Citizen Matters – 1. Being Healthy 2. Staying Safe E & D – diversity within all learners	<ul style="list-style-type: none"> Group discussions Question & Answer PDBW – how to keep themselves healthy, emotionally and physically 	<ul style="list-style-type: none"> Discussing what makes you happy and what can be done to elevate depression. Learners to write down what they feel makes them happy. RESOURCES <ul style="list-style-type: none"> Power point Pens & paper Worksheets CCSU bulletin
11.01.16 (27)	TIME MANAGEMENT - TIMETABLE YOUR COURSE (EMPLOYABILITY)	<ul style="list-style-type: none"> Learners to improve organisational skills Learners to understand the importance of planning Learners to gain a deeper understanding how to improve grades Learners to gain motivation for their work 	Every Citizen Matters 3. Enjoying and Achieving 4. Make a positive Contribution E & D – To have a greater understanding of work ethic.	<ul style="list-style-type: none"> Learners to complete a timetable Question and Answer 	<ul style="list-style-type: none"> Group discussions with learners to see how they think a timetable should be planned for evening and weekends to include study programme. PLA to give examples of what is required in a timetable. Learners to work on individual timetables RESOURCES <ul style="list-style-type: none"> CCSU bulletin Blank timetables Pens
18.01.16 (28)	COPPAFEEL – Cancer Awareness (BE HEALTHY)	<ul style="list-style-type: none"> Raise awareness for breast cancer and testicular cancer. 	1. Being Healthy 2. Staying Safe	All take part in all of the activities provided on the power point Group discussion Question and answer PDBW – how to keep themselves healthy, emotionally and physically	<ul style="list-style-type: none"> Why its important to check yourself What to look for What effects it can have on your life and others around you Who to speak to RESOURCES <ul style="list-style-type: none"> Computers Power point Hand outs CCSU bulletin

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25.01.16 (29)	<p>ANALYSING RESEARCH & STUDY SKILLS (EMPLOYABILITY) BOOK JOHN CLEMO</p> <p>Work Ready Employability Competencies – to be completed</p>	<ul style="list-style-type: none"> Learners increase knowledge and skills required to support their written work. 	<p>Every Citizen Matters –</p> <p>3. Enjoying and Achieving</p> <p>4. Make a positive Contribution</p> <p>E & D – wider knowledge of literacy skills</p>	<p>Group discussion</p> <p>Questions and answer</p> <p>PDBW – how to be a successful learner</p>	<ul style="list-style-type: none"> John Clemo to record a study skills lesson or to come into as many groups as possible to deliver a session on study skills and analysing research.
01.02.16 (30)	<p>PROGRESSION (EMPLOYABILITY)</p>	<p>To enable learners to think about progression on the study programme. Giving them the tools to be able to carry out these tasks independently.</p>	<p>Every Citizen Matters –</p> <p>3. Enjoying and Achieving</p> <p>4. Make a positive Contribution</p> <p>5. Achieving an Economic Well-Being</p> <p>E & D – promoting worldly experiences and improving quality of life</p>	<ul style="list-style-type: none"> Completing of task sheets Group discussions Question & Answer PDBW – impartial careers advice and guidance ELM – monitor progression and destinations 	<ul style="list-style-type: none"> Learners to discuss where they're having issues and how these can be addressed. <p>RESOURCES</p> <ul style="list-style-type: none"> Computers Power point Task Sheet CCSU bulletin

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08.02.16 (31)	<p>POLITICS – Referendum & EU Memberships</p> <p>VOTE REGISTRATION – CCSU</p> <p>(ACHIEVE AN ECONOMICAL WELL-BEING)</p>	<p>Raising political awareness</p> <p>Deeper understanding for democracy</p>	<p>Every Citizen Matters –</p> <p>3. Enjoying and Achieving</p> <p>4. Make a positive Contribution</p> <p>5. Achieving an Economic Well-Being</p> <p>E & D – different views across Europe & peoples point of view</p>	<ul style="list-style-type: none"> • Group discussions • Question and answer • ELM – promote British values including democracy etc 	<ul style="list-style-type: none"> • Group discussions based around parliament, democracy and the referendum • Use online facilities <ul style="list-style-type: none"> • RESOURCES • Computers • Power point • Hand outs • CCSU bulletin
15.02.16 (32)	HALF TERM				
22.02.16 (33)	<p>PERSONAL CARE (BE HEALTHY)</p> <p>CCSU ELECTIONS (Book Nat to drop in for a 10 min update)</p> <p>(ACHIEVE AN ECONOMICAL WELL-BEING)</p>	<ul style="list-style-type: none"> • To raise the issue how to improve personal hygiene and how discomfoting it can be for others. • CCSU - Learners are aware that the elections are taking place, the importance of voting and how to vote. 	<p>Every Citizen Matters –</p> <p>1. Being Healthy</p> <p>2. Staying Safe</p> <p>3. Enjoying and Achieving</p> <p>4. Make a positive Contribution</p> <p>5. Achieving an Economic Well-Being</p> <p>E & D – Raising awareness</p> <p>ELM – evaluate quality of provision taking account of users' views</p>	<p>Learners take part in small and large group work, discussions taking place.</p>	<p>Session starts with a You Tube video https://www.youtube.com/watch?v=RXvzogNckW0</p> <p>Small group discussions how offensive it is to others having poor hygiene –relay to group.</p> <p>Small group work on how to improve hygiene – relay to group.</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Projector • Flip chart paper • Pens • CCSU bulletin

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29.02.16 (34)	CELEBRATING DIVERSITY (ACHIEVE AN ECONOMICAL WELL-BEING)	<p>Play Your Cultural Cards Right To engages students with issues of:</p> <ul style="list-style-type: none"> • Nationality • Ethnicity • Language • Custom • Dress, etc. 	<p>Every Citizen Matters – 3. Enjoying and Achieving 4. Make a positive Contribution E & D - diversity within the environment/world around us. ELM – actively promote equality and diversity</p>	<ul style="list-style-type: none"> • Students' participation in the game • Q & A based round the cultural questions on the cards 	<p>Suggested Resources* Equality and Diversity - Play your cultural cards right - lesson plan Equality and Diversity - Play your cultural cards right - teaching information with explanation for students</p> <p>Alternative lessons plans and additional resources can be found here</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Pack of Play Your Cultural Cards Right • Teaching Information • Scoring system • Prize (optional) • Flipchart & pens for evaluation activity (optional) • CCSU bulletin

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07.03.16 (35)	ENERGY DRINKS (BE HEALTHY)	<ul style="list-style-type: none"> Learners gaining knowledge of the effects of energy drinks, how they are harmful to themselves and their career progression. 	Every Citizen Matters – 1. Being Healthy 2. Staying Safe 3. Enjoying and Achieving E & D – alternative solutions to products PDBW – how to keep themselves health, emotionally and physically ELM – promote British values Prevent Duty	<ul style="list-style-type: none"> Group discussions Question & Answer Solutions agreed within groups 	<ul style="list-style-type: none"> Using the power point create group discussions relating to energy drinks including the side effects. RESOURCES <ul style="list-style-type: none"> Energy drink power point CCSU student bulletin
OR	BRITISH VALUES	•		•	•
14.03.16 (36)	STUDENT REVIEW MEETINGS (MAKING A POSITIVE CONTRIBUTION) Work Ready Employability Competencies – to be completed	<ul style="list-style-type: none"> Learners have the opportunity to reflect on the experience of all students, to discuss and have their voice taken into consideration for any changes required within the college wide experience and report anything that is not working well. 	Every Citizen Matters – 1. Being Healthy 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution 5. Achieving an Economic Well-Being E & D - diversity within the college ELM – democracy PDBW – personal development	<ul style="list-style-type: none"> All learners take part in the group discussion giving feedback for each area noted on the student review agenda. 	<ul style="list-style-type: none"> Group discussion takes place between the whole class with everyone inputting for each of the agenda items. PLA or admin staff to take minutes, then report back to SLAs, directors, CLs and TLs RESOURCES <ul style="list-style-type: none"> Student Review Agenda Student Review Minute Procedure Pens CCSU bulletin

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18.04.16 (41)	EMPLOYABILITY (STAYING SAFE)	Learners to gain knowledge in how to gain employment and a guide to learners rights in employment.	Every Citizen Matters – 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution E & D – Safeguarding themselves against pitfalls in employment. OfL – learners progress to relevant employment	<ul style="list-style-type: none"> • Q & A • Take part in discussions 	<ul style="list-style-type: none"> • Learners take part in discussions and raise points based around employability and their rights within the workplace RESOURCES <ul style="list-style-type: none"> • CCSU student bulletin • Computers • Projector • Poke video
25.04.16 (42)	ENVIRONMENT & SUSTAINABILITY (MAKING A POSTIVE CONTRIBUTION)	To be discussed in departments	PDBW – personal development		
02.05.16 (43)	(Bank Hol Mon) SMOKING (BE HEALTHY)	Informing learners of the dangers of smoking, vaping and the law.	Every Citizen Matters – 1. Being Healthy 4. Make a positive Contribution E & D – How it effects class & race PDBW – how to keep themselves healthy, emotionally and physically	<ul style="list-style-type: none"> • All learners take part in group discussions 	<ul style="list-style-type: none"> • Using the power point create group discussions relating to smoking and vaping, including how the law has changed in this country. RESOURCES <ul style="list-style-type: none"> • Smoking power point • CCSU student bulletin

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W/C	Topic	Subject learning aims	Embedded learning aims	Indicative content	
				Key assessment opportunities	Possible activities, resources, notes
09.05.16 (44)	<p>STUDENT REVIEW MEETINGS (MAKING A POSITIVE CONTRIBUTION)</p> <p>Work Ready Employability Competencies – to be completed</p>	<ul style="list-style-type: none"> Learners have the opportunity to reflect on the experience of all students, to discuss and have their voice taken into consideration for any changes required within the college wide experience and report anything that is not working well. 	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> Being Healthy Staying Safe Enjoying and Achieving Make a positive Contribution Achieving an Economic Well-Being <p>E & D - diversity within the college</p> <p>ELM – evaluate quality of provision taking account of users' views</p>	<ul style="list-style-type: none"> All learners take part in the group discussion giving feedback for each area noted on the student review agenda. 	<p>Group discussion takes place between the whole class with everyone inputting for each of the agenda items. PLA or admin staff to take minutes, then report back to SLAs, directors, CLs and TLs</p> <p>RESOURCES</p> <ul style="list-style-type: none"> Student Review Agenda Student Review Minute Procedure Pens CCSU bulletin

* ALL 'SUGGESTED RESOURCES' CAN BE FOUND ON THE INTRANET UNDER *TUTORIAL RESOURCES > 10 CORE THEMES LESSON RESOURCES – YEAR2* ALONG WITH A WIDE SELECTION OF ADDITIONAL MATERIALS THAT YOU MAY WISH TO USE WITH YOUR GROUP.

** FOR FURTHER GUIDANCE ON SUBJECT REVIEWS AND 1:1 TUTORIAL REVIEWS, PLEASE SEE *TUTORIAL RESOURCES > REVIEWS* ON THE INTRANET.

W/C	Topic	Subject learning aims	Embedded learning aims	Indicative content	
				Key assessment opportunities	Possible activities, resources, notes
16.05.16 (45)	HIV/AIDS (STAYING SAFE)	To increase knowledge and awareness of the issues relating to HIV & AIDs both locally and on a worldwide scale.	Every Citizen Matters – 1. Being Healthy 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution 5. Achieving an Economic Well-Being E & D – Raising knowledge and awareness with issues that arise. PDBW – how to keep themselves healthy, emotionally and physically	<ul style="list-style-type: none"> Learners take part in all activities and group discussions recording notes where appropriate. 	<ul style="list-style-type: none"> Delivery of session through power point, videos and group discussions. Using cards provided, a true and false exercise with group based around local HIV/AIDS information. RESOURCES <ul style="list-style-type: none"> Power point Cards Work bank sheets Videos CCSU student bulletin Notebooks and pens
23.05.16 (46)	SKIN CANCER AWARENESS (STAYING SAFE)	Learners have a greater understanding of the beach, rip currents, flags and the safety issues involved. This includes images to the skin by the sun.	Every Citizen Matters – 1. Being Healthy 2. Staying Safe 4. Make a positive Contribution E & D – Raising knowledge and awareness. PDBW – how to keep themselves healthy, emotionally and physically	Learners take part in all of the activities provided and the group discussions to show awareness and understanding.	Using a power point as a guide, work through activities on the power point encouraging group discussions and activities. Learners are encouraged to use the skin scanners provided by the CCSU. RESOURCES <ul style="list-style-type: none"> Power point Videos CCSU student bulletin Skin Scanners in CCSU (Ask Ben Roswell) Nat to get leaflets from Health Promotions.
30.05.16 (47)	HALF TERM				

* ALL 'SUGGESTED RESOURCES' CAN BE FOUND ON THE INTRANET UNDER *TUTORIAL RESOURCES > 10 CORE THEMES LESSON RESOURCES – YEAR2* ALONG WITH A WIDE SELECTION OF ADDITIONAL MATERIALS THAT YOU MAY WISH TO USE WITH YOUR GROUP.

** FOR FURTHER GUIDANCE ON SUBJECT REVIEWS AND 1:1 TUTORIAL REVIEWS, PLEASE SEE *TUTORIAL RESOURCES > REVIEWS* ON THE INTRANET.

W/C	Topic	Subject learning aims	Embedded learning aims	Indicative content	
				Key assessment opportunities	Possible activities, resources, notes
06.06.16 (48)	HE Term Ends ADDICTION (STAYING SAFE)	Raising awareness on how easy it is to become addicted to something.	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> 1. Being Healthy 2. Staying Safe 4. Make a positive Contribution <p>E & D – Raising knowledge and awareness with issues that arise.</p> <p>PDBW – how to keep themselves healthy, emotionally and physically</p>	<ul style="list-style-type: none"> • Learners take part in all activities and group discussions recording notes where appropriate. 	<p>Discussion based around all the different things that are addictive and the pitfalls. Using a power point as a guide to promote discussion.</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Power point • Handouts • CCSU student bulletin • Notebooks and pens
13.06.16 (49)	<p>FOOD FOR THOUGHT (BE HEALTHY)</p> <p>Work Ready Employability Competencies – to be completed</p>	Learners understand the food groups, what they require to be healthy and the effects of not having a healthy diet.	<p>Every Citizen Matters –</p> <ol style="list-style-type: none"> 1. Being Healthy 2. Staying Safe 3. Enjoying and Achieving 4. Make a positive Contribution 5. Achieving an Economic Well-Being <p>E & D - diversity within the college</p> <p>PDBW – how to keep themselves healthy, emotionally and physically</p>	All take part in the groups discussions and make notes where required.	<p>Discussions around requirements of a healthy diet. What did you eat today for lunch etc. highlighting the 'bad' foods. Fact or fiction about foods using the power point, discussions taking place, learners writing down their findings. Discussed the growing obesity issues and the effect on the government funding, followed by a video and questions.</p> <p>RESOURCES</p> <ul style="list-style-type: none"> • Power point • Handouts • CCSU student bulletin • Notebooks and pens
20.06.16 (50)					

* ALL 'SUGGESTED RESOURCES' CAN BE FOUND ON THE INTRANET UNDER *TUTORIAL RESOURCES > 10 CORE THEMES LESSON RESOURCES – YEAR2* ALONG WITH A WIDE SELECTION OF ADDITIONAL MATERIALS THAT YOU MAY WISH TO USE WITH YOUR GROUP.

** FOR FURTHER GUIDANCE ON SUBJECT REVIEWS AND 1:1 TUTORIAL REVIEWS, PLEASE SEE *TUTORIAL RESOURCES > REVIEWS* ON THE INTRANET.

W/C	Topic	Subject learning aims	Embedded learning aims	Indicative content	
				Key assessment opportunities	Possible activities, resources, notes
27.06.16 (51)	FE Term Ends				

* ALL 'SUGGESTED RESOURCES' CAN BE FOUND ON THE INTRANET UNDER *TUTORIAL RESOURCES > 10 CORE THEMES LESSON RESOURCES – YEAR2* ALONG WITH A WIDE SELECTION OF ADDITIONAL MATERIALS THAT YOU MAY WISH TO USE WITH YOUR GROUP.

** FOR FURTHER GUIDANCE ON SUBJECT REVIEWS AND 1:1 TUTORIAL REVIEWS, PLEASE SEE *TUTORIAL RESOURCES > REVIEWS* ON THE INTRANET.

SUPPORTING THEIR FUTURE

The Cornwall College Group is dedicated to providing learners with essential opportunities to enable them to be successful.

We are developing a **uspace** on each of our sites so that learners are able to access a wide range of support. **uspace** is where they can drop in to make an appointment or speak to staff about:

- Finding work experience
- Getting work ready
- Careers advice
- Volunteering opportunities
- National Citizenship Scheme
- Job/apprenticeship search
- Completing application forms
- Interview techniques
- UCAS and student finance applications
- Personal/supporting statements
- Maths & English extra support sessions
- CV writing

- Study skills
- IT support
- Using ebooks and ejournals
- Creating mind maps
- Apps for studying
- Effective presentations
- Assignment writing (including avoiding plagiarism and creating references)

The **uspace** will also include a range of workshops and events that learners will be able to book onto. These will include guest speaker slots from local and national businesses as well as Universities.

A range of staff will be in uspace and will signpost learners to the relevant experts, locations or events.

The Cornwall College Group knows that these opportunities provide that extra something that opens doors for a successful life and career, and hope your son/daughter will benefit from this new initiative.

World at Work

Week 5 - beginning 2 February 2015

Register
[Student bulletin](#)

Session aims

To increase understanding of work conditions around the world.

Learning Outcomes

Learners will:

- be aware of the differences in working conditions around the world.
- understand the nature of health and safety and how it can be abused by employers.
- have the opportunity to discuss issues arising from the video presentations.
- have a better understanding of Employment rights in this country

Do you own products from these companies?

Nike

Apple

Adidas

Gap

Microsoft

Primark

- ▶ What do they have in common?
- ▶ They all use child labour to produce their goods.

Child labour/slavery

What do you think about
buying from these firms now?

World of work

‘Apple’s broken promises’

How much did Apple earn
in the last three months of
2014? Have a guess.....

\$17,000,000,000

In words

17 billion dollars!!

At the start of the film the CEO of Apple states that 'Protecting people who work for them is very important to them as an organisation'

Having seen this film do you think that this is true?

Are things different in the UK?

Do you work?

If so, you have certain legal rights. These are based on laws passed by Parliament.

As an employee you are entitled to:

- ▶ written statement of terms of employment
- ▶ an itemised pay slip
- ▶ be paid at least the national minimum wage
- ▶ not have illegal deductions made from pay
- ▶ to paid holiday (at least 28 days paid holiday per year)
- ▶ paid time off to look for work if being made redundant
- ▶ time off for study or training for 16-17 year olds

As an employee you are entitled to:

- paid time off for ante-natal care
- paid maternity/paternity/adoption leave
- unpaid parental leave for both men and women
- ask for flexible working
- work a maximum 48-hour working week
- weekly and daily rest breaks
- not to be discriminated against
- carry on working until you are at least 65

As an employee you are entitled to:

- ▶ notice of dismissal
 - ▶ written reasons for dismissal
 - ▶ claim compensation if unfairly dismissed
 - ▶ claim redundancy pay
 - ▶ not to suffer for 'blowing the whistle'
 - ▶ part-time worker to the same contractual rights
 - ▶ fixed-term employee to the same contractual rights
- ▶ You may also have additional rights which may be set out in your contract of employment. In particular, a part-time worker's contract should be checked.

Next week's theme

Voting in the UK



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A BEST PRACTICE GUIDE IO4

ANNEXE

2. LEARNING FROM CAREER & LABOUR MARKET INFORMATION

Page 12

- http://www.mysteps.eu/docs/Cornwall_College_Hospitality_Careers_Fair.docx

Page 13

- http://www.mysteps.eu/docs/Schedule_January_Industry_Week_2016.docx
- http://www.mysteps.eu/docs/sticker_stamp_chart_industry_week.pub
- http://www.mysteps.eu/docs/Online_support_careers_guidance_and_information.docx

Cornwall College Hospitality Careers Fair

25th February 2016 – 9.30am – 1.30pm

Cornwall College Camborne, Trevenson Road, Pool, Redruth, TR15 3RD

At Cornwall College we are keen to raise the aspirations of our students by connecting with local employers. We would like to invite you to our Careers Fair, a celebration of careers and skills in the hospitality industry in Cornwall. The event is designed to give our students and your future workforce, the chance to explore opportunities that await them in the next stage of their career path and for you to network with other local organisations.

We would like to give you the opportunity to have a stand to promote your current and future vacancies and offer the students the chance to meet you, talk to you and ask questions about working in the hospitality industry and your expectations of employees. We would also like to invite you to hold a 'have a go' activity on your stand to make the day more interactive and encourage our learners to approach you and learn from your expertise.

Below is our itinerary for the day:

9.30am – Networking Breakfast in Trevenson Restaurant

10am – Employers set up for Careers Fair

10.30am - 12pm – Careers Fair

12pm – Employer tour of facilities

12.30pm – Fine Dining lunch in Trevenson Restaurant

Please respond to this email at your earliest convenience to book your space!

Jenna Gazzard

Employment Advisor & Work Experience Co-ordinator

Cornwall College

Trevenson Road, Pool, Redruth, TR15 3RD

☎ 01209 617633 ext. 3633

jenna.gazzard@cornwall.ac.uk



The Cornwall College Group

Brilliant Learning
Making Learning Work



Making Learning Work

Helping to shape the Workforce of tomorrow

Schedule for Hospitality Industry Week January 2016 – Cornwall College, Camborne

Tuesday 5th

Internal competitions with employer judges to begin at 10.30am at Cornwall College Camborne (between Camborne, St Austell and Saltash sites).

Wednesday 6th

10 & 11 – Butchery Dem with Emma Pate (Danish Crown) & Interactive CV Workshop
Level 1s and Level 2s separate groups, to rotate

12 – Employers Lunch in Trevenson

1 & 2 – Indian Spice & Cuisine/Springboard
Level 1s and Level 2s separate groups, to rotate

Thursday 7th

10 & 11 – Shell fish with Gavan Cooke (Lecturer in Aquaculture) & Matt Slater (Cornwall Good Seafood Guide)
Level 1s and Level 2s separate groups, to rotate

12 – Employers Lunch in Trevenson

1 & 2 – Cocktails with Kris (Tregenna Castle) & Cheese with Liz (Doverbeck Ltd)
Level 1s and Level 2s separate groups, to rotate

Friday 8th

Health and Hygiene Certificate

**CORNWALL COLLEGE
HOSPITALITY, TOURISM
& EVENTS TEAM**

 Trevenson Restaurant

 @TrevensonR

 @AcadNOutlaw

THE CORNWALL COLLEGE GROUP

 ACADEMY
NATHAN OUTLAW
AT
CORNWALL COLLEGE

 1st GOLD
ACCREDITED

CENTRE OF EXCELLENCE
PÂTISSERIE AND CONFECTIONERY
FOOD AND BEVERAGE SERVICE
FISH AND SHELLFISH



Name:				
Course:				
As you visit stands at the careers fair, at the end of speaking to employers, please ask them to verify your attendance using a sticker in the table below:				
Please hand in at the end of the fair Full cards will be entered into a prize draw				

Name:				
Course:				
As you visit stands at the careers fair, at the end of speaking to employers, please ask them to verify your attendance using a sticker in the table below:				
Please hand in at the end of the fair Full cards will be entered into a prize draw				



Hospitality Careers Fair

Thursday 25th February 2016

Cornwall College Camborne

**CORNWALL COLLEGE
HOSPITALITY, TOURISM
& EVENTS TEAM**



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CENTRE OF EXCELLENCE
PATISSERIE AND CONFECTIONERY
FOOD AND BEVERAGE SERVICE
FISH AND SHELLFISH



THE CORNWALL COLLEGE GROUP



Hospitality Careers Fair

Thursday 25th February 2016

Cornwall College Camborne

**CORNWALL COLLEGE
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& EVENTS TEAM**



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FISH AND SHELLFISH



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To support careers guidance and information, we incorporate a variety of online opportunities that are readily available in the public domain – learners can access all of these through our college Moodle – below are some examples.

<https://kudos.cascaid.co.uk/#/>

<https://media.cascaid.co.uk/resources/kudos-user-guide/kudos-user-guide.pdf>

Kudos - Kudos is online careers guidance and information program that helps young people plan their future.

Kudos is ideal for 13-19 year olds. Kudos helps young people to 'match' their interests and qualification aspirations to a list of suitable careers. They can explore these suggestions or look at their own career ideas; they can then see how well matched they are to them.

Young people can consider their study and training options and complete an action plan, allowing them to set goals. Kudos is an inspirational careers tool that supports young people with their future choices. The program provides detailed information on over 700 careers (covering over 1,800 job titles).

Key Points

- Job matching quiz
- can complete action plan and email to self or tutor

https://www.careersoft.co.uk/Products/Job_Explorer_Database/

JED - Job Explorer Database - Careersoft's Job Explorer Database (JED) makes careers information understandable, interesting, and engaging. It has information on over 800 jobs (over 2200 career titles) presented in a clear and lively way that students of all abilities can understand.

Careers education and guidance is interesting when it taps into the user's natural sense of curiosity. Jed has a 'get clicking' attitude with lots of pathways through the program, including over 200 high quality video case studies, pictures, quizzes, 'top tens', career facts of the day, and text. Jed's quizzes take minutes to do, not hours, so that users can get on with exploring careers and thinking about what will and won't suit them.

Key Points

- Suits me Quiz
- Search by job Families
- Video case studies

<http://icould.com/buzz/>

The Buzz Quiz - With The Buzz personality profile quiz, you'll discover more about what makes you tick and what you're naturally good at, all in just five minutes.

The Buzz is based on work by Carl Jung and Myers-Briggs which, at over 50 years old, is the most widely used personality profiling test in the world! It has been extensively used to explore temperament, learning styles, relationships and stress management. Your profile will provide a flavour of all of these.

There are four questions. Each one requires you to choose between two traits, which relate to four big aspects of personality: where we get our energy from; how we take information in; how we understand and store that information and our overall approach to life. There's no right or wrong. It's just that one is your preference. From these preferences we can identify you as one of sixteen personality types. Most people are surprised at just how much is revealed based on these four aspects of our personality.

Key Points

- Boosts confidence
- Helps begin to write about your own qualities

<http://wheretheworkis.org/>



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ANNEXE

3. ADDRESSING THE NEEDS OF EACH STUDENT

Page 14

- http://www.mysteps.eu/docs/21_Compentency_Assessment_Guidance.pptx
- http://www.mysteps.eu/docs/Competency_Assessment_Process.docx
- http://www.mysteps.eu/docs/Careers_Action_Plan_template.docx
- http://www.mysteps.eu/docs/Career_Path_Worksheet_differentiate.pdf
- http://www.mysteps.eu/docs/competency_development_curriculum_staff_feedback_sheet.pdf
- http://www.mysteps.eu/docs/Employability_competencies_Stage1_Assessment.docx

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- http://www.mysteps.eu/docs/Employability_competencies_Stage2_Assessment.docx
- http://www.mysteps.eu/docs/Employability_competencies_Stage3_Assessment.docx
- http://www.mysteps.eu/docs/personal_shield&skills&qualities.doc
- http://www.mysteps.eu/docs/SELF_ASSESSMENT.doc
- http://www.mysteps.eu/docs/SECRET_BUDDY_EVALUATION_TEMPLATE.doc



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A BEST PRACTICE GUIDE IO4

ANNEXE

3. ADDRESSING THE NEEDS OF EACH STUDENT continued

Page 15 continued

- http://www.mysteps.eu/docs/DRIVERS_QUESTIONNAIRE.doc
- http://www.mysteps.eu/docs/SWOT_ANALYSIS.doc
- http://www.mysteps.eu/docs/Your_Profile.docx
- http://www.mysteps.eu/docs/cas_Example_Functional_CV.pdf
- http://www.mysteps.eu/docs/cas_Example_Performance_CV.pdf
- http://www.mysteps.eu/docs/cas_Example_Student_Graduate_CV.pdf
- http://www.mysteps.eu/docs/Career_guidance-examples_at_ZIB.docx



Employability

Your Steps to Success

Your Steps to Success - Stage 1: Work Ready

Working with supervisors
 I always work well with supervisors. I am happy following instructions and will ask for help if I need to.
 My next step:

 By When:

 My evidence:

Working with peers
 I always make and keep good working relationships. I am good at tackling and fixing problems with peers.
 My next step:

 By When:

 My evidence:



Punctuality
 I make a point of always being on time. Being punctual is important to me.
 My next step:

 By When:

 My evidence:

Reliability
 I can always be relied upon to follow instructions and complete tasks. If I am unsure I always ask for help.
 My next step:

 By When:

 My evidence:

Name:
 Specialist subject:
 PLA/EA:
 Date of this review:
 Date for next review:

Personal presentation
 I always dress for the occasion. I know dress codes are important and have high personal standards. .
 My next step:

 By When:

 My evidence:

Meeting deadlines
 I plan my time so that I always complete tasks properly within agreed deadlines.
 My next step:

 By When:

 My evidence:

Quality of work
 My work is always to the standard expected.
 My next step:

 By When:

 My evidence:

Please fill out your information in the bottom left hand box. If unsure please ask your PLA

Rarely, Sometimes, Always



Punctuality
I make a point of always being on time. Being punctual is important to me.
My next step*

By When*

My evidence*

- Reading the statement for each competency, decide whether you **rarely**, **sometimes** or **always** meet the statement.
- Using examples, we will now look at how to add this to the graph on your self-assessment.



On the graph there are 6 sections under each competency
1&2 for **rarely**,
3&4 for **sometimes** and
5&6 for **always**.

Write **today's date** in
the sections that best reflect
you at this moment
(see example).



Please be honest!

This will enable us to identify the
areas you need to focus on to
become Work Ready and to take
your first Step to Success.



My Next Steps...

For each competency write your next step/target which will help you to improve.

- **Rarely/Sometimes:** For example, if you have said this about your punctuality, your target will be to improve so you are **always** punctual. This could be as simple as setting your alarm clock earlier, allowing enough time to walk to lectures/packing your college bag the night before

Have a think – what is that stops you always meeting the statement?

- **Always:** If you think you **always** meet the statement, your next step will be ensuring you consistently meet the statement and providing the evidence to show this in your employability portfolio.

If unsure please speak to your PLA or Employment Advisor.



Evidencing

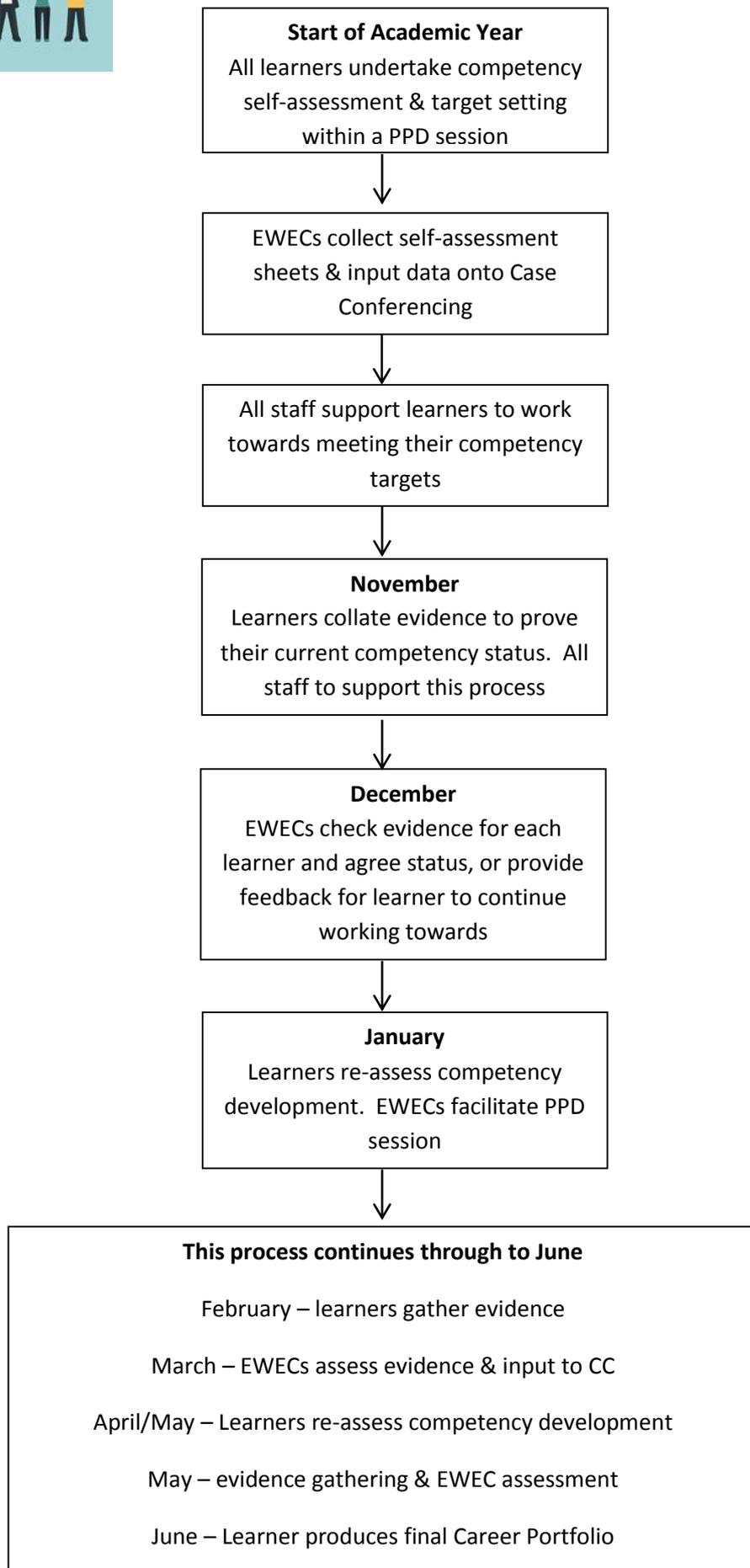


- You will need to provide evidence towards your self-assessment. Start thinking now about the evidence you could provide.
- Think about what you do in your specialist sessions at college, at work and at your work experience placement.
- Your deadline for providing evidence for the Work Ready stage will be the end of the first term (before Christmas).



Thank you for completing your first self assessment. We look forward to helping you develop your personal and employability skills during your time with us at TCCG.





Careers Progression Action Plan

Personal Details

Name:
Student ID:
Telephone:

Adviser:
Adviser Telephone:
Adviser E-mail:

Reason for visit:

Summary of Session:
Current qualifications
Barriers

Action Plan:

Career Path

Name:

My next step will be:

Set Your Goal Here
First

Career:

Personal:

After that I will need to:

My current course at Cornwall College is:

I'm almost there! I just need to:

Career Path

Name:

Set Your Goal Here First

Career:

Personal:

My next step will be:

After that I will need to:

My current course at Cornwall College is:

I'm almost there! I just need to:



My current course at Cornwall College is:

My next step will be:

After that I will need to:

I'm almost there! I just need to:

Set Your Goal Here First

Career:

Personal:

Career Path

Name:

Set Your Goal Here First

Career:

Personal:

My next step will be:

After that I will need to:

My current course at Cornwall College is:

I'm almost there! I just need to:





Cornwall College Competency Development

Stage 1 & 2 - Curriculum Staff Feedback

THE CORNWALL COLLEGE GROUP

Cornwall College is committed to supporting our learners to develop the skills that employers say are essential. With this in mind, we would be extremely grateful if you could mark the appropriate level at which you feel the student has achieved in each competency whilst on the course with you (1=Very Poor, 6=Very Good).

Student: _____

Staff: _____

	Competency	Very Poor 1	2	3	4	5	Very Good 6
Stage 1	Punctuality - The student makes a point of planning their time so they arrive on time or early and lets me know if they are going to be absent from work.						
	Reliability - The student can be relied on to follow instructions and complete tasks and if they need help, they ask.						
	Quality of Work - The student's standard of work is to the level expected or exceeds it.						
	Meeting Deadlines - The student plans their time well and completes tasks within the time agreed.						
	Personal Presentation - The student understands the importance of dress code, and dresses appropriately for work.						
	Working with Peers - The student makes and keeps good working relationships with the people they work with.						
	Working with Supervisors - The student has good working relationships with supervisors and is happy to follow instructions.						
Stage 2	Work Ethic - The student is positive and hardworking and a role model for others. They can be relied upon to motivate and support others.						
	Problem Solving - The student is good at dealing with problems and look for solutions. They are confident in supporting others to solve problems.						
	Quality Focus - The student is focused on quality in all aspects of their work. They show a high level of personal commitment to quality and are able to support others to improve quality.						
	Resilience - The student has high levels of resilience and makes sure they complete a task.						
	Communication - The student has high levels of communication skills and is able to communicate complex ideas and thoughts in a variety of ways and to diverse groups (colleagues, supervisors, customers).						
	Adaptability - The student is confident, capable and can adapt to meet new situations and expectations, They are able to support to others to be more adaptable.						
	Professional Mind Set - The student takes pride in their approach to work and their professional mind-set. This provides a role model for others to follow and means they perform well and can influence others.						

Signature: _____ **Date:** _____



THE CORNWALL COLLEGE GROUP

Cornwall College Competency Development Stage 1 & 2 - Curriculum Staff Feedback

Comments: -

Your Steps to Success - Stage 1: Work Ready



Working with Supervisors

I always work well with supervisors. I am happy following instructions and will ask for help if I need to.

My next step:

By when:

My evidence:

Working with Peers

I always make and keep good working relationships. I am good at tackling and fixing problems with peers.

My next step:

By when:

My evidence:

Punctuality

I make a point of always being on time. Being punctual is important to me.

My next step:

By when:

My evidence:

Reliability

I can always be relied upon to follow instructions and complete tasks. If I am unsure I always ask for help.

My next step:

By when:

My evidence:

Name:

Specialist subject:

PLA/EA:

Date of this review:

Date for next review:

Personal Presentation

I always dress appropriately for the occasion. I know dress codes are important and have high personal standards.

My next step:

By when:

My evidence:

Meeting Deadlines

I plan my time so that I always complete tasks properly within agreed deadlines.

My next step:

By when:

My evidence:

Quality of Work

My work is always to the standard expected or better.

My next step:

By when:

My evidence:

Your Steps to Success - Stage 2: Operational & Supervisory

Professional Mind Set

I take pride in my approach to work and my professional mind-set. This provides a role model for others to follow and means I perform well and can influence others.

My next step:

By when:

My evidence:

Adaptability

I am confident, capable and can adapt to meet new situations and expectations, I am able to support to others to be more adaptable.

My next step:

By when:

My evidence:



Work Ethic

I am always extremely positive and hardworking and I am a role model for others. I can be relied upon to motivate and support others.

My next step:

By when:

My evidence:

Problem Solving

I am good at dealing with problems and look for solutions. I am confident in supporting others to solve problems.

My next step:

By when:

My evidence:

Name:

Specialist subject:

PLA/EA:

Date of this review:

Date for next review:

Communication

I have high levels of communication skills and am able to communicate complex ideas and thoughts in a variety of ways and to diverse groups (colleagues, supervisors, customers, other stakeholders).

My next step:

By when:

My evidence:

Resilience

I pride myself on my high levels of resilience and will make sure I complete a task. Additionally I have the skills and confidence to provide support to others in completing tasks.

My next step:

By when:

My evidence:

Quality Focus

I am focused on quality in all aspects of my work. I always show a high level of personal commitment to quality and am able to support others to improve quality.

My next step:

By when:

My evidence:

Your Steps to Success - Stage 3: Managerial & Strategic



Sector Ambition

I am a knowledgeable advocate of my sector. I am able to effectively communicate with diverse stakeholders (new entrants, colleagues, managers, customers) the opportunities inherent within my sector and relate ambitions to these. I am able to demonstrate interconnections with other sectors

My next step:

By when:

My evidence:

Professional Development

I am able to develop a culture and ethos where a commitment to continuing professional development suited to the diverse needs of the team, is the norm.

My next step:

By when:

My evidence:

Planning & Priorities

I am able to prepare and communicate planning documents and ensure work for individuals and teams is planned, prioritised and delivered.

My next step:

By when:

My evidence:

Financial Acumen

I am adept in establishing and maintaining financial budgets for individual and team activities and projects that result in quality, timely and cost-effective output/s.

My next step:

By when:

My evidence:

Name:

Specialist subject:

PLA/EA:

Date of this review:

Date for next review:



Innovation

Using a diverse range of indicators and information sources, I proactively seek to innovate and improve working practices / procedures and encourage others to do the same.

My next step:

By when:

My evidence:

Managing Environments

I am able to carry out risk assessments for complex activities, develop appropriate strategies for mitigating risk and effectively manage Health and Safety in diverse environments and for a diverse range of people.

My next step:

By when:

My evidence:

Reflectiveness & Review

I am able to effectively establish the conditions and culture for highly effective personal and team reviews, which shape and improve future working practices / processes.

My next step:

By when:

My evidence:

Personal Skills and Qualities

Personal Shield

What is your Favourite Film or Book? Why is it your favourite?

Where do you see yourself in 5 years time?

If you could do 1 thing differently in your life, what would it be and why?

What do you hope to get from the employability course?

Family/ Personal Motto /
Favourite saying

Personal Skills and Qualities

Skills & Qualities Analysis

Everyone has different skills and qualities and identifying our unique skills is important when considering what jobs we might be suited to and what we have to offer an employer. Our skills and qualities are also important to life in general; they impact on our social life and are often developed through our hobbies and influence our decisions on the social groups we join.

Give **two** reasons why it is important to assess our own personal skills and qualities:

1.
.....
2.
.....

Consider what you have learned about your own skills and qualities during the last few sessions and complete the table below:

Describe skills & qualities	How these skills/qualities are currently used
<i>e.g. team player or good co-ordination</i>	<i>Play in Sunday league football team /cheer leader etc</i>
<i>e.g. creative</i>	<i>Write lyrics/ draw/ graphic design etc</i>

Think about why the skills and qualities listed above and how they are or could be used socially, in relation to employability, in education and/or work, when deciding on a career etc - and explain why **two** of them are important to your life.

1. _____

2. _____

Employability Skills Training

What Makes a Successful Person?

Success Action Plan

Name: _____

Date: _____

What are you going to do to ensure you are a successful person?
Please complete the following questions and review your progress in 3 months time.

Success Action	By When	3 Month Review Comments/Action
I am going to start...		
I am going to stop...		
I am going to do more...		
I am going to do less...		

Signed: _____

Review date: _____

(Sign your plan to demonstrate your commitment to your success)

Employability Skills Training

Personal Development and Goal Setting

Your Life Up To Now

This activity is to help you recognize where things have perhaps not gone so well for you. It is a personal exercise and is not to be shared with other members of your class or the trainer unless you wish to do so. It is not intended to form part of your portfolio but by working through it you may find it useful in helping to overcome some negative attitudes and therefore to set future goals for yourself.

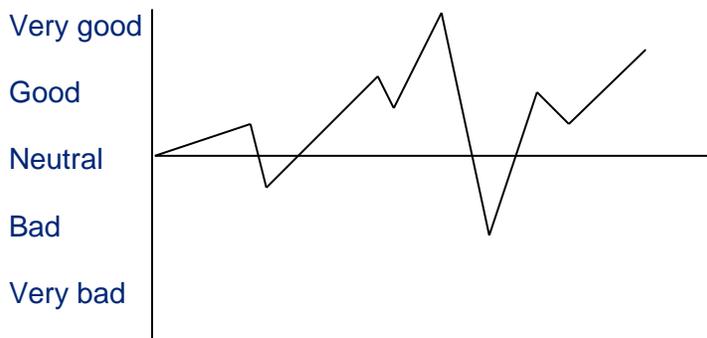
Plotting your life up to now

It can help in planning the future to look at the past so that you can build on the good experiences and try to avoid less happy ones.

Draw a line, on each of the graphs that follow, which represents your feelings about your life so far. Each of the graphs is about a different aspect of life.

You may find it helpful to write notes on the graph to explain the ups and downs of the line you have drawn. This saves worrying about drawing to scale.

E.g.



Don't panic if your life feels as though it has been mostly bad. You can plan to improve it. If you are fortunate enough to find your life is mostly good you might like to think about how to keep it that way. Most people experience a mixture of good and bad feelings and good and bad times.

Employability Skills Training

How do you feel about your...

- Life with family and friends?

Very good

Good

Neutral

Bad

Very bad

- Education so far?

Very good

Good

Neutral

Very bad

Bad

- Personal satisfaction?

Very good

Good

Neutral

Bad

Very bad

Employability Skills Training

Personal Development and Goal Setting

Planning for Change (1)

Things I like about myself

Consider the graphs you completed in the 'Your Life Up To Now' activity to help with this exercise. You should now think about the high points in your life so far, write down up to five things you like best about yourself that have contributed to these high points:

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____

Now look again at the graphs and write down up to five things you like least about yourself that may have contributed to the low points.

Things I don't like about myself

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____

Again there are no right answers although most people think of themselves as a mixture of things they like and dislike. These ideas about ourselves vary throughout life and we can change what we don't like with a little planning and effort.

Employability Skills Training

Personal Development and Goal Setting

Personal Characteristics

Personal Characteristics

Listed below are a number of adjectives that describe various personal characteristics. Go through the list – mark with a circle those that you think apply to you now - and then mark with a tick any characteristics that you aspire to.

Adaptable	<input type="checkbox"/>	Over-Cautious	<input type="checkbox"/>	Daring	<input type="checkbox"/>	Extrovert	<input type="checkbox"/>
Cheerful	<input type="checkbox"/>	Patient	<input type="checkbox"/>	Tactful	<input type="checkbox"/>	Confident	<input type="checkbox"/>
Self-reliant	<input type="checkbox"/>	Self-conscious	<input type="checkbox"/>	Assertive	<input type="checkbox"/>	Assured	<input type="checkbox"/>
Competitive	<input type="checkbox"/>	Methodical	<input type="checkbox"/>	Consistent	<input type="checkbox"/>	Decisive	<input type="checkbox"/>
Humorous	<input type="checkbox"/>	Open-Minded	<input type="checkbox"/>	Easy-Going	<input type="checkbox"/>	Serious	<input type="checkbox"/>
Energetic	<input type="checkbox"/>	Imaginative	<input type="checkbox"/>	Co-Operative	<input type="checkbox"/>	Resilient	<input type="checkbox"/>
Conscientious	<input type="checkbox"/>	Dependable	<input type="checkbox"/>	Unreliable	<input type="checkbox"/>	Fickle	<input type="checkbox"/>
Determined	<input type="checkbox"/>	Ambitious	<input type="checkbox"/>	Indifferent	<input type="checkbox"/>	Lazy	<input type="checkbox"/>

Employability Skills Training

Personal Development and Goal Setting

Planning for Change (2)

Making improvements.

Consider the list you created during the Planning for Change (1) activity and think about how you might be able to change things you are not happy about.

<p>What practical things can be done to help?</p> <p>.....</p> <p>.....</p> <p>What weaknesses or failings need to be improved in myself?</p> <p>.....</p> <p>.....</p> <p>What can I do to help myself?</p> <p>.....</p> <p>.....</p> <p>What help do I need from others?</p> <p>.....</p> <p>.....</p>
--

If you have left the middle two questions in the last box blank it may be worth thinking about them again. Often it is changes in yourself which are easiest to achieve because they are within your control. Even small changes can produce surprising results and a different outcome.

Personal Development and Goal Setting

SMART Objectives

S = SPECIFIC

What do you want to achieve? What do you want to achieve from this course? Be specific? For example: 'I would like to gain employment for a well known company once I have finished the course'.

M = MEASURABLE

You should be able to measure your progress and whether you are meeting the objectives or not.

A = ACHIEVABLE

Can you achieve the objectives? Your objectives/goals should be realistic. Many people have short term, medium term and long term objectives. For example: Your short term goal may be to successfully complete a work placement, your medium term goal could be to successfully achieve a specific qualification. Your long term goal may be to gain permanent employment at a finance company and become a department manager. How are you going to achieve these objectives, you have to start planning from now!!

R = REALISTIC

Can you achieve the objectives with the resources you have? Remember that goals have to be realistic.

T = TIMEBOUND

When do you want to achieve the objectives? You must set timescales. If you want to meet your objectives or goals by a deadline, you will usually have to start working towards that deadline right away.

Employability Skills Training

Personal Development and Goal Setting

Life Goals

Identify two goals that you would like to achieve in your life and set a target date. Be realistic; for example you cannot become a Head Chef within six months if you have no catering experience.

Here are a few examples:

- To get the job I want
- To learn how to play the piano
- Get lyrics published
- Pass Math's GCSE

2 SPECIFIC GOALS	TARGET DATE FOR ACHIEVEMENT	HOW IT WILL BE ACHIEVED	HOW SUCCESS WILL BE MEASURED
<i>e.g. learn how to play the piano</i>	<i>2012</i>	<ul style="list-style-type: none">• <i>Buy second-hand piano</i>• <i>Take lessons</i>• <i>Practice daily</i>	<i>Able to play anything by reading the music</i>
1.			
2.			

Employability Skills Training

Personal Development and Goal Setting

Short to Long-term plan

Plan to achieve!

Use your 2 goals to begin the action planning process and describe the ACTION you must take to achieve each goal.

LONG TERM GOAL	SHORT TERM GOALS NEEDED TO REACH THE LONG TERM GOAL
<i>e.g. Pass maths gcse</i>	<ul style="list-style-type: none">• <i>Research college courses</i>• <i>Enrol on course</i>• <i>Design and stick to study plan</i>• <i>Ask for additional classes / tutorials if struggling</i>• <i>Pass interim tests</i>
1.	
2.	

Personal Development & Goal Setting

Personal Action Plan

Name:.....

Date	Goal	Action required Include how to go about it and who could help and how.	Target date for completion	Progress review (for targets not yet met at time of review, repeat the last three columns on the line below setting new action plan and date)
Initial plan				
Mid- year review				
Final Review				

To be completed for final review.

List the goals met during the course giving two reasons why you were able to achieve them:

Goals met	Reasons goals were met

Give two examples of what you would have liked to achieve during the course and two reasons why you were unable to do so:

Goals not met	Reasons goals were not achieved

Personal Development & Goal Setting**Deloitte Employability Initiative Evaluation (Learner Appraisal)**

This document has been designed monitoring learners' starting point against the 18 defined employability skills and record the learners overall progress by the end of the course. A copy will be sent to Deloitte for purpose of evaluating the success of the course and a copy retained by the learner to accompany their Action Plans as additional evidence.

All fields are mandatory

College name:	Learner ILR Reference Number:
Course Start Date:	Learner name:
Employability Skills Trainer name:	Learner Core Vocational Area and Level:
Internal College Course ID: (your own college's course ID)	Learner college (or personal) email address:
Employability Skills qualification Learning Aim Reference (Qual ID):	

Please tick the relevant box for each employability skill.

1 = your initial assessment at the start of the course (stage 1)

2 = your end of course assessment (stage 2)

Employability Skill	Key area of development		Area for development		Competent		Strength		Key area of strength	
	Stage1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2
Self confidence (e.g. assertive behaviour appropriate levels of confidence)										
Personal presentation skills (e.g. appearance, dress, body language)										
Understanding the workplace (e.g. workplace culture and practices, following workplace regulations)										
Time management (e.g. managing workload, meeting deadlines)										
Punctuality & attendance (e.g. arriving for work on time, informing workplace of non-attendance or illness)										
Dependability / reliability (e.g. taking responsibility for own actions but not beyond defined levels of authority)										
Demonstrating initiative (e.g. considering questioning and presentation of own ideas, appropriate levels of initiative taken i.e. not beyond defined levels of responsibility)										

Employability Skills Training

Employability Skill	Key area of development		Area for development		Competent		Strength		Key area of strength	
	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2
Work preparation skills (e.g. preparation for work events/meetings, forward planning resources/equipment required)										
Ability to receive constructive feedback (e.g. view constructive feedback as a learning opportunity, not defensive in receiving feedback)										
Effective communication (e.g. appropriate levels of communication at different levels / in different situations)										
Demonstrating positive attitude and behaviour (e.g. showing enthusiasm and commitment)										
Team working (e.g. ability to work effectively in a team, understanding of and respect for the different roles and members within a team)										
Willingness to learn (e.g. demonstrating a willingness to learn new techniques and apply them appropriately)										
Managing emotions (e.g. maintaining a professional demeanour)										
Coping with challenges (e.g. coping with difficult colleagues / customers)										

Employability Skills Training

Employability Skill	Key area of development		Area for development		Competent		Strength		Key area of strength	
	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2
Personal goals and objective setting (e.g. setting realistic personal objectives, considering own long term goals and possible achievements)										
Personal financial management (e.g. managing bank accounts, managing personal finances)										
Obtaining employment (e.g. CV writing, covering letters, interview skills)										
Overall level of "employability"										

Employability Skills Trainer signature: **Date:**

Learner signature*: **Date:**

*By signing this document I agree that this form may be shared with Deloitte for research purposes only. This information will not be shared with any other third party.

Employability Skills Training

Secret Buddy Form

Observer's Name: _____

Secret Buddy's Name: _____

Date: _____

Teamwork

1. From your observations did your secret buddy contribute well to their team?

Yes No

Give examples of why you came to this conclusion

Working practice

1. How did they behave towards their team members, interruptions (telephone calls) and competitors (the other groups)?

Well Poorly

Give examples of why you came to this conclusion

2. Did they demonstrate understanding of correct procedures for dealing with written and verbal communications?

Yes No

Give examples of why you came to this conclusion

3. Did they cope calmly under pressure?

Yes No

Give examples of why you came to this conclusion

Employability Skills Training

4. Did they demonstrate understanding of health and safety procedures?

Yes No

Give examples of why you came to this conclusion

Personal Presentation Skills

1. How well did they present themselves as a company representative and demonstrate company values?

Well Poorly

Give examples of why you came to this conclusion

2. Were they motivated and convincing in their role?

Yes No

Give examples of why you came to this conclusion

Evaluation

Finally and to help your secret buddy to recognise and build on their working practice skills:

What two aspects of their working practice went well?

What two aspects could be improved?

How could they make these improvements?

Employability Skills Training

Virtual Work Experience

Observation Feedback Sheet

Trainer to use this form to observe individual performance.

Name Date:

Please comment on:	Please give examples:
Appropriate interaction with a range of colleagues	
Representing the 'company' positively to visitors/clients etc and demonstrating company values	
Following instructions and time management	
Understanding correct procedures for responding to various written and verbal communications	
Team work and contribution to the visitor schedule.	

Trainer Signature _____

Date:

Working within a Team

Stages of Group Development

	FORMING	STORMING	NORMING	PERFORMING
Personal	Will I be Accepted? →	Will I be Respected? →	How can I help the Group? →	How can we do Better? →
Inter-Personal	Politeness →	Bid for Power →	Co-operation →	Enthusiasm →
Group	Orientation →	Organising →	Data Flow →	Creative Problem Solving →

Several writers have identified four main stages of development in a team or group: **forming**, **storming**, **norming** and **performing**. The characteristics of these stages are as follows:

Working within a Team

Forming, Storming, Norming, Performing

Forming

At the forming stage, members are:

- finding their feet
- identifying the task, the boundaries and the rules
- trying to find ways of approaching the task
- identifying what information and resources will be needed
- getting to know one another
- looking for guidance from the leader
- learning what kind of behaviour is appropriate

Storming

During this stage there may be:

- a flaring up of emotion and conflict
- a reaction against the demands or value of the task
- conflict between sub-groups
- challenges to the position of the leader
- a reaction against the demands placed on individuals

Norming

During the “settling-down” stage, the team is:

- developing cohesiveness as a group
- co-operating and exchanging ideas and opinions about the task
- laying down standards and norms encouraging mutual support

Performing

This is the stage during which real progress is made, as:

- solutions begin to emerge
- constructive work forges ahead
- members take on positive functional roles
- group energy is directed towards the completion of the task

It will not always be obvious when one stage ends and another begins. Some groups may never fully recover from storming, even when progress continues through the last two stages. In other groups, the period of storming may not exist at all.

Working within a Team

Charles Handy's 4 Team Roles

The four roles

- Charles Handy (1999) stated “four are enough for me”
 - **Captain** – the leader of the team
 - **Administrator** – the record keeper
 - **Driver** – the member who ensures tasks are fulfilled
 - **Expert** – the person the rest of the team turns to when they need the answer to a question.

(Source: C Alfrey (2003), Understanding Children's Learning, David Fulton Publishers, London)

Why is it useful to know your preferred role?

- To know how you can best contribute to the team.
- To know how you can best work with others.
- To try and develop into a role you are less comfortable with when required.

Working within a Team

Drivers Questionnaire

(adapted from Driver Questionnaire by The North West Mentoring Scheme of Cheshire and Merseyside, Cumbria and Lancashire and Greater Manchester Strategic Health Authorities)

Completing the Questionnaire

Take each statement in turn. From the five descriptions pick out the one that is the most true for you and give it a high mark between 7 and 10.

Then take the description that is least true for you and give it a low mark (between 0 and 3).

Then give the other three statements a score from the remaining marks so that they come between your lowest and highest marks.

For instance:

1		Score
a	<i>Persevering at something is a valuable strength.</i>	10
b	<i>I like to see people doing their best to get things right</i>	0
c	<i>Considering all the effort I put into things I should get more done.</i>	7
d	<i>I find myself doing too many things at the last minute</i>	5
e	<i>Generally I adapt more to other people's wishes than they do to mine.</i>	3

Please ensure that one statement is given a mark of 5.

The whole questionnaire should take between 20-30 minutes to complete.

1		Score
a	Persevering at something is a valuable strength.	
b	I like to see people doing their best to get things right	
c	Considering all the effort I put into things I should get more done.	
d	I find myself doing too many things at the last minute	
e	Generally I adapt more to other people's wishes than they do to mine.	

2		Score
a	Being careless about things bothers me.	
b	It's keeping on doing things that interests me more than finishing them.	
c	When people take a long time to say something I want to finish the sentence for them.	
d	I am quite imaginative when it comes to guessing what people need.	
e	When someone gets upset and tearful I tend to make a joke of it or I am critical.	

3		Score
a	I don't mind things being hard. I can always find the enthusiasm and energy.	
b	I prefer to use the minimum time to get to a place.	
c	If someone doesn't like me I either try hard to get them to like me or I walk away.	
d	I don't often feel hurt.	
e	I'd rather do something myself to make sure it's done properly.	

4		Score
a	I get irritated by slow people	
b	Normally I prefer to think about other people's feelings and needs before my own when I'm trying to decide something.	
c	I always seem calm even when I'm stressed or upset.	
d	I don't make excuses for poor work.	
e	I feel a sense of withdrawal and anticlimax when I get to the end of a job.	

5		Score
a	I put a lot of effort into things	
b	Sometimes it is better just to get on with the job and then discuss the problems with it when it's finished.	
c	I only ask favours if I have no choice.	
d	I try to be independent.	
e	I sometimes find it hard to stop myself correcting people.	

6		Score
a	Sometimes I talk too quickly.	
b	I don't like it when people are upset with me.	
c	I don't like people who make a fuss.	
d	You can always come back to a task and improve it.	
e	I don't believe in taking the 'easy option', if a job's worth doing, it's worth doing well.	

7		Score
a	I think I consider others' needs a lot.	
b	I usually manage to cope even when I feel I can't go on.	
c	I prefer doing things really well even when it takes longer.	
d	I tend to start things and then gradually get bored.	
e	I always want to get lots of things done but always seem to run out of time.	

8		Score
a	I'm not a push over.	
b	I prefer to do things right first time rather than have to correct them or do them again.	
c	I sometimes repeat myself because I'm not sure I've been understood.	
d	I get a buzz from being busy.	
e	I find it hard to say no when someone asks me for something, or to do something.	

9		Score
a	I like to talk and write correctly.	
b	I like to consider all the alternative ways of doing something before starting a job.	
c	It's quite normal for me to be thinking of the next thing I want to do before I've finished the task I'm on.	
d	I am much happier when I think people like me.	
e	I can tolerate a lot without showing it.	

10		Score
a	Persevering at something is a valuable strength.	
b	I like to see people doing their best to get things right	
c	I like to see people doing their best to get things right.	
d	I find myself doing too many things at the last minute	
e	Generally I adapt more to other people's wishes than they do to mine.	

11		Score
a	I could relax more if I had 20% more time.	
b	When people talk to me I tend to smile and nod.	
c	When things, and everyone else, get stressed or excited I am able to stay calm.	
d	I can do a really good job but I will still find fault in it.	
e	There are so many different things to think about in a job that it can seem impossible to get to the end of it.	

12		Score
a	I can tell if someone likes me or not.	
b	I think that being calm and rationale is more beneficial in the long run.	
c	I can see quickly how a job can be done better.	
d	Some people have a habit of simplifying things too much.	
e	Sometimes the more there is to do, the more I get done.	

Driver Scoring Sheet

Transfer your scores for each statement to the grid below and add up the columns putting a final score in the 'TOTAL' boxes:

e.g. for the example given at the beginning of this exercise scoring would look like:

	BS	BP	TH	HU	PP
1	a 10	b 0	c 7	d 5	e 3

	BS	BP	TH	HU	PP
1	a	b	c	d	e
2	e	a	b	c	d
3	d	e	a	b	c
4	c	d	e	a	b
5	d	e	a	b	c
6	c	d	e	a	b
7	b	c	d	e	a
8	a	b	c	d	e
9	e	a	b	c	d
10	d	e	a	b	c
11	c	d	e	a	b
12	b	c	d	e	a
TOTAL					

Working within a Team

What are Drivers?

Drivers are the unconscious internal pressures that cause us to do things in certain ways, e.g. quickly or with emotion, and they tend to satisfy our inner needs rather than actual events. The letters at the top of each column stand for one of the following. The higher your score in each column the more likely you are to behave as the descriptions given below.

HURRY UP

'Hurry Up' people like to do everything as quickly as possible, this means they get a lot done. They have lots of energy and respond positively to having deadlines to meet. They always seem to be busy and able to fit in lots of different things.

A HURRY UP personality will work well under time pressure because their energy levels are high.

BE PERFECT

'Be Perfect' people need to do things right. They need perfection in everything, they check carefully, produce accurate work, and set high standards for themselves and others. Often, they will do everything in their power to meet deadlines as to miss it would upset them. In others, sometimes they will miss deadlines because they are still checking their work. They may not be able to prioritise very well because they insist everything is done perfectly. They can seem to be overly critical of their own work.

A BE PERFECT personality works well in jobs where attention to detail is important and the standards are important.

PLEASE PEOPLE

The 'Please People' personality likes to get on with everyone. They are motivated by the thought that they will gain approval and please others, therefore keeping everyone happy. They make good team members because they involve others to make sure they are happy. 'Please People' are the ones who use their sensitivity and notice when someone has doubts or is not happy. They notice the small signs and non verbal communication of others. They don't like conflict, they find it extremely stressful.

A 'PLEASE PEOPLE' personality can be the person that keeps a team together. They make sure everyone is involved and they are empathetic and tolerant.

TRY HARD

'Try Hard' people are keen and are always involved in lots of things. They always volunteer! They are motivated by having something new to try. Sometimes they turn small jobs into major projects because they are so keen to do the best they can. They can become bored with the detail to the point of leaving work undone so they can move on to something new.

A TRY HARD personality is very good at starting new projects or finishing off something. They just don't like the boring nitty gritty in the middle!

BE STRONG

'Be Strong' personalities pride themselves on being able to stay calm in any situation. They are motivated by having to cope. They can deal well with crises, handle difficult people, and will work steadily through any job. They need to have everything under control but this can make them seem aloof. They don't like to ask for help, even when they need to. They tend not to be aware of emotions and so don't acknowledge other people's feelings and this can make them seem insensitive.

A BE STRONG personality is very good at coping in stressful situations or putting up with things that other people would find unreasonable.

Working within a Team

Which Team Do You Belong To?

In your groups, work together to answer the following questions:

- Think about the teams to which your team members belong or have belonged in the past. Examples could be: sports team, social clubs, discussion groups, assignment teams, teams working on a shared task for college or school. Drawing on your own experience:
 - What are the advantages of being in a team?
 - What are the disadvantages?
 - Can you give any examples of people taking on particular roles within a team? (e.g. leader/captain)
 - What stops us from contributing effectively in a team situation? It may be useful to think about a time when you were in a team and found it difficult to contribute e.g. a discussion group in class

You are to present your answers on a flipchart presentation to the rest of the group.

Introduction to Personal Development

Personal Development is part of your Learning!

Ways in which we learn and enhance our personal development:

- **Learn from experience.** Reading and studying is not learning but using what we have studied is. Most people learn by doing - for instance, we can read a recipe and memorise instructions on how to bake a cake but it is not until we actually experience making a cake that we really understand what's involved and how things don't always go as planned! So, knowledge is not enough on its own – we need to apply that knowledge to benefit from it.
- **Learn from your problems.** Every problem has a solution we may need others to help us find it but we will know how to tackle similar problems in the future.
- **Learn from your mistakes.** Try not to worry about mistakes you've made, you will know how to do things differently in future. If you make a mistake be honest and make it a positive experience by concentrating on what you've learned from it rather than making excuses. Everyone makes mistakes – you can also learn from the mistakes other people make!
- **Learn by asking questions.** Author of The Jungle Book and many other stories, Rudyard Kipling, said he had 'six fair friends and true - Where, What, When, Why, How and Who'. When he needed to research for his books he asked questions beginning with these six words and never failed to learn from the answers. Try using his 'six friends' to help you learn more about anything!
- **Learn from others.** Think of all the people around you, your friends, teachers other members of your class, you can learn from everyone - they all have different attitudes, ideas and beliefs. Think about what you can learn from them and perhaps adopt some of their positive traits but avoid the things you don't like about them.
- **Learn by teaching.** The best way to learn is to teach. By talking to and sharing your knowledge and experience with others, it is reinforcing what you have learned. When teaching, you will also learn how to explain things in an order that makes sense, to build on your research skills, and develop your writing and speaking skills.
- **Learn from your faults.** We all have faults but if we recognize our own weaknesses we can learn from them and work on ways to turn them into strengths. Use your weaknesses as a reason for self-development and to help with motivation, determination and accepting responsibility.
- **Learn from criticism.** Criticism is OK if there's a reason for it that you understand and can therefore put right. If criticism is used to make you react try to ignore it. If it's unfair put your side of things calmly. If it's simply jealousy recognise that you have something to be jealous of! *But if it's fair and justifiable, learn from it!*

Introduction to Personal Development

A Personal SWOT Analysis is a part of Personal Development

What is a SWOT Analysis?

A Personal SWOT Analysis is a very effective tool for identifying your strengths and weaknesses and for looking at the opportunities and threats that they may create. A SWOT helps you focus on what it is that makes you strong in certain areas and not so strong in others. You can then see what opportunities your strengths open up for you and what areas you need to address so they are not a threat to your progress in life.

Constructing a Personal SWOT Analysis

To help you plan your career you will need to put together your own SWOT analysis by looking at where you are now. What are your strengths and weaknesses? How can you benefit from one your strengths and overcome your weaknesses? What are the external opportunities and threats in your sector?

Start by making an honest list of your strengths and weaknesses.

1. **Assess your strengths.** Where do you shine? What skills do you have that will make you useful to an organisation? What unusual skill(s) will you bring to a job? Do you have a particular skill or personal quality that would be valued in your chosen sector? What personal standards or attitude to work do you have that would benefit a company?
2. **Assess your weaknesses.** Where do you shine less brightly? What types of tasks do you fail to get done on time? In what ways do you not work well when working as part of a team? What skills do you lack that would help you carry out a job in your sector more effectively?
3. **Assess your opportunities.** How will you contribute to an organisation? Why do your skills and qualities make you more employable? What skills and qualities do you have that will be of benefit in your chosen sector?
4. **Assess your threats.** Do you understand the current economic climate and how it affects the job market? Are there plenty of jobs available in your chosen sector? Can you offer the skills and experience that other job seekers will have? How will your weaknesses affect your chances of getting and keeping a job?
5. **Make a plan.** Make a plan that uses your strengths and addresses your weaknesses, that takes advantage of possible opportunities and makes up for the threats.

Employability Skills Training

Introduction to Personal Development

Example of a Personal SWOT Analysis

I N T E R N A L	Strengths	Weaknesses
	<p>Positive things about you which are under your control and you can use to your advantage</p> <ul style="list-style-type: none"> • Work Experience • Education, including extra activities • Some experience of the world of work • Specific transferable skills (e.g., communication, teamwork, leadership skills) • Personal characteristics/qualities (e.g., strong work ethic, self-discipline, ability to work under pressure, creativity, optimism, or a high level of energy) 	<p>Things about you that are under your control and that you may plan to improve</p> <ul style="list-style-type: none"> • Lack of Work Experience • Lack of goals, lack of self-knowledge, lack of specific job knowledge • Weak knowledge of the world of work • Weak skills (leadership, interpersonal, communication, teamwork) • Weak job-hunting skills • Negative personal characteristics/qualities (e.g., poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional, poor punctuality)
E X T E R N A L	Opportunities	Threats
	<p>Positive things that you don't control but which you can plan to take advantage of.</p> <ul style="list-style-type: none"> • Current positive economic climate and its effect on the job market in your chosen sector • Opportunities you could have by gaining qualification or improving your education • Areas of work that are particularly in need of your set of skills 	<p>Challenges that you can't control but the effect of which you may be able to minimise</p> <ul style="list-style-type: none"> • Downturn in economic climate or recession and its effect on the job market in your chosen sector • Competition from other members of your college group • Competitors with greater skills, experience, knowledge • Competitors with better job-hunting skills than you

Employability Skills Training

Introduction to Personal Development

Personal SWOT Analysis (1)

Consider the overall picture of where you think you are now, and where you want to be. What personal skills, experience and behaviours will help you? (Describe under **Strengths**), and which will need some work (Describe under **Weaknesses**)? What external factors (things out of your direct control) may help you? (**Opportunities**) or obstruct you (**Threats**)? Describe at least two strengths and two weaknesses.

Strengths	Weaknesses
Opportunities	Threats

Introduction to Personal Development

Personal SWOT Analysis (2)

Explain two reasons why it is important to assess personal strengths and weaknesses:

1.
.....
2.
.....

Explain two reasons why it is important to continue developing two of the strengths you have identified:

1.
.....
2.
.....

Explain two reasons why is it important to improve the areas of weakness you have identified?

1.
.....
2.
.....

Describe two ways in which these weaknesses may be improved.

1.
.....
2.
.....

Your Profile

If you look at the example CVs you will see that they usually start with a short 'profile' of around 3 lines. The profile is a summary of your main selling points and aims to grab the attention of the reader from the start and encourage them to read on. As with everything on your CV it should be targeted towards the job or type of work you are applying for.

Your profile should contain your 'Positive Characteristics' (examples below), your key skills (highlight a couple of your strongest and most relevant to the job) and your career objective/aim.

Positive Characteristics

Aside from our skills, we all have positive characteristics and attributes that employers look for in new recruits. These could be that you are:-

Friendly	Quick-thinking
Calm	Diplomatic
Flexible	Versatile
Committed	Capable
Analytical	Professional
Adaptable	Honest
Willing to learn	Enthusiastic
Mature	Adventurous
Reliable	Confident
Resourceful	Physically Fit
Articulate	Punctual
Decisive	Hard-working
Energetic	Caring
Dynamic	Compassionate
Innovative	Kind

Example Functional CV

Amanda Davies

14 Any Street
Nottingham, NG2 3GD

Telephone: 07791
Mandy425@en

This style of CV moves the focus away from individual job roles. It highlights transferable skills, which are explained under headings. This makes it clear to potential employers what Amanda could bring to a job

Profile

Considerable experience in the education sector both as an English teacher and Head of Department. A proven record of supporting, coaching and training staff and students to achieve goals. An effective communicator with good project management and analytical skills.

This section can be used to highlight experience from recent but also past jobs that may not be as prominent on a Performance CV.

Leading, Coaching and Mentoring

- Leadership qualities and the ability to manage challenging behaviour effectively
- Mentoring various members of staff through Initial Teacher Training and their first line management posts; coaching, developing and supporting staff with personal issues and work problems
- Providing ongoing pastoral care to students
- Decision making regarding teaching methods, design of the school curriculum, departmental budgets and staff recruitment.

Communication

- Excellent written and verbal communication skills, with the ability to communicate subject material to students of mixed abilities and backgrounds
- Establishing and maintaining positive relationships with fellow professionals and parents.

Project Management

- Designed and implemented a new school intranet site
- Initiated pilot project with local Connexions Service, providing help and support with careers guidance and work experience placements for students
- Organising and supervising after-school activities including educational visits, sporting events and school productions.

Amanda can change the section headings for each job, selecting the most appropriate.

Experience

This section still shows details of the job title, company name and dates but it's less prominent than on a Performance CV.

2005-2009	Trent Secondary School	Head of Department/ English Teacher
2002-2005	City of Nottingham Secondary School	English Teacher
2000-2002	Stonecrest Upper School	English Teacher

Training

- Coaching in the Workplace Certificate
- Various line management training including: setting objectives and conducting appraisals; team leadership; motivating staff; recruitment and selection; and assertiveness at work
- Sector-related learning and development – equality and diversity; child protection
- First aid qualifications
- Various IT training courses including Word, Excel, Powerpoint, Internet and e-mail.

Qualifications

- **Bachelor of Education (BEd) degree (2:1)** University of Warwick (2000)
- **3 A Levels** – English Language (B), English Literature (B), French (B)
- **8 GCSEs** Grade A to C.

Additional Information

Full, clean driving licence

Language skills – fluent in French, conversational Spanish

Interests

Sports – taking part in a range of sports and outdoor pursuits including canoeing, rock climbing and diving

Fundraising co-ordinator for local children's charity

References

Available on request

Example Performance CV

Julie Jones

32 Any Street, Birmingham B1 8AB

077915577

0121 345 6

julie239@ema

Drawing attention to 10 years working as a PA immediately tells the reader Julie has a wealth of experience.

Profile

An organised, confident and motivated PA with ten years' experience. Communicates confidently and effectively at all levels and uses initiative to meet the highest standards. Always striving to go the extra mile in order to achieve the set goal. Seeking new challenges and additional responsibility to progress career.

Achievements

- Promoted to the role of PA to the General Manager whilst at Johnson's Packaging
- Completed the Girlguiding UK Adult Leadership scheme to become a Guide Leader
- Completed the Birmingham half Marathon, raising £5,000 for charity.

Julie has created an achievements section, which is the special section you get on Performance CVs. You can use this section to highlight impressive achievements in and out of work.

Promotions show you've been trusted with additional responsibility.

Achievements from voluntary work are still relevant because they highlight leadership skills.

Experience

Birmingham Royal Hospital **Medical Secretary** **2005-2009**

- Providing secretarial and administrative support to a consultant and a team of junior doctors
- Summarising all incoming correspondence into patients' medical records
- Arranging meetings, managing diary, dealing with appointment requests
- Actioning all GP referrals, liaising with other internal and external hospital departments
- Audio typing and copy typing of clinic letters and operating lists
- Clinical coding of all incoming patient correspondence.

Job title, company name and dates are all included with responsibilities in bullet points.

Birmingham City Council **Secretary** **2002-2005**

- Provided secretarial support to a manager of busy education department

- Drafted and typed letters and other documents
- Updated records using computer database and spreadsheet software
- Administered all incoming and outgoing post
- Ensured all filing systems were up to date.

Johnson's Packaging

PA/Administrative Assistant

1999-2002

- Supervised administrative staff and delegated tasks
- Audio typing and copy typing of documents
- Managed general manager's diary
- Organised travel arrangements for international travel.

Qualifications

First Aid at work qualification

Birmingham College of Further Education 1998

- CLAIT

Adult Centre 1989

- NVQ levels 1-4 in Business and Administration

Brunswick County Secondary School 1975 – 1986 & 1975 – 1980

- 3 O Levels Grade B
- CSE English Grade 1

On Performance CVs the qualifications section is below the experience section. This draws more attention to the professional experience she's gained.

Interests

Girl Guides – Assistant Leader – assisting in the running of a local Girl Guides group

Sports – swimming, running and general keep fit.

References

- Available on request

Example Student/Graduate CV

Michael Davies

14 Any Road

Any Road, M72 1DE

0161 230 00200

07782 5678567

m725@email.co.uk

Your profile should summarise the skills you've gained from both academic and work experience.

Profile

A versatile and professional law graduate with wide ranging experience in a variety of law-related areas including youth offending, debt and benefits advice, employment law, and housing. Seeking to combine academic achievements and work experience in a challenging role within the voluntary sector.

Education and Qualifications

You can include details of any modules, projects or placements covered in your degree that are relevant to the job you're applying for.

2006 – 2009

LLB (Hons) in Law 2:1

Nottingham Trent University

Optional course modules: Employment Law, Contract Law, Consumer Law, Law and Medical Ethics, European Law.

2004 – 2006

Nottingham Sixth Form College

3 A-Levels English Language (A)
Psychology (B)
Business Studies (B)

1999 – 2004

Ashburton Secondary School

9 GCSEs Grades A - C

Voluntary Experience

2007 – 2009

TGH Advice Centre

Volunteer Advisor

- Providing independent, confidential and impartial advice to clients on debt, benefits, employment, housing, relationship and family issues for local voluntary organisation
- Interviewing clients face-to-face and over the phone to establish their needs
- Drafting letters and making calls on behalf of clients
- Referring clients to specialist caseworkers for complex problems or signposting to other agencies when appropriate
- Assisting clients to negotiate with companies and service providers to resolve any difficulties.

2008 – 2009

Volunteer Mentor

Youth Offending Team

- Providing one-to-one support, guidance and encouragement to young people who are at significant risk of offending or re-offending
- Maintaining confidentiality, whilst ensuring child protection procedures and issues of disclosure are followed
- Supporting mentees to set positive goals and work towards achieving these
- Establishing and maintaining regular and timely contact with mentees.

Separating the voluntary work from the paid work can help to make the voluntary work more prominent. In this instance the voluntary work is the most relevant.

Work Experience

2007 – 2009

Bar Supervisor

Student Union Bar

- Served customers, maintained excellent levels of customer service during busy periods
- Managed the bar in line with health and safety regulations
- Trained and supervised new bar staff
- Key-holder and responsible for opening and closing the bar within licensing hours
- Planned and organised staff rotas
- Ensured the bar area was stocked and well maintained.

Although this role may not be relevant to the new area of work, it highlights transferable skills and experience such as supervisory and management skills.

Additional information

- Confident with a range of IT packages including Word, Excel, Powerpoint, internet and e-mail.
- Fluent in Spanish and French
- Full, clean driving licence.

Interests

- Team captain of the University Hockey Team
- Active member of the University Student Union.

Positions of responsibility related to sport such as team captain may not be related to the job but highlight leadership qualities.

References

- Available on request.

Career guidance – Examples of techniques and tools in use at ZIB

Competence analysis

Context

In Germany, there is no formalized system of validation and certification of competences which are acquired outside the regular school system in non-formal or informal ways. Nonetheless, there are many efforts and some current pilots which deal with the topic – some of them having achieved good results and having already reached a well recognized status with broad dissemination throughout the country¹. Additionally there the so-called “hamet”-package should be mentioned, which was developed for students with special needs, for instance in schools for physically or mentally handicapped pupils.

Assessment of personal competences at ZIB

Inspired by the experiences with the “hamet”-package, ZIB has developed an assessment system which is used for students in schools as well as in vocational training centers. We are aware that non-formal skills or ‘key skills’ play a growing and important role in creating success in vocational learning. Since there is no regular assessment of non-formally acquired skills in the formal school system – with the exception of assessing behavioural matters – young students need support to get a realistic view of their own competences and vocational possibilities. Thus, ZIB – in co-operation with local community authorities and regional schools – has started to implement a formal competence analysis system in nearly all types of regular schools (secondary general schools, junior high schools, special schools) in order to provide their pupils with a deeper understanding of their own resources to strengthen their future vocational orientation.

In use is a formal 3-day-long assessment containing a series of tests, exercises, teamwork tasks and personal supervision and guidance. It gives students useful guidance about their skills – especially those that might be important for their vocational orientation. Vocational orientation succeeds if you know:

- what you like,
- what your competences are,
- what your talents are and
- what profession fits the best.

¹ cf. Integriertes Potential Assessment (ipass) – www.awo.org; DiaTrain (Diagnose und Trainingsprogramm) – www.ausbildungsvorbereitung.de; Melba und Ida – www.melba.de; hamet, Berufsbildungswerk Waiblingen – www.hamet.de

Tasks to be done

Our Assessment Centre - or as we call it: "Competence Check" - consists of five sections:

1. Exercises (single and group tasks)
2. Tests
3. Self-Assessment
4. Interview
5. Expertise/Report

Part 1, 3 and 4 concentrate on non-formal skills. During the exercises, teams of students are observed while they work on various tasks. The main focus lies on skills like: to lead a group, to organize, to handle conflicts or to convince others. Before the exercises start, the students are asked to assess their own skills. After having done the task, the same questions are asked again in order to see whether changes have taken place and whether the student had a realistic view of those skills. In the interview, the observer and the student discuss the findings, and the steps necessary for their vocational future. Last but not least, all results – including a summary of the interview - are combined in a written report.

The **test section** contains tests in mathematics, German language and logical reasoning which has to be done by the student alone.



Students doing their tests individually

The **exercise section** contains tasks which have to be solved in a group or individually like piecing together a 3D wooden puzzle, designing a poster, modelling a house according to a drawing and similar exercises.



Performing the different exercises

In the last years, ZIB has conducted more than 1000 competence checks with students in schools in the age of 14 to 16 as well as with young participants of vocational preparation courses, partly financed by the local employment agency and by means of the European Social Funds.

Assessment with the Rickter Scale

Besides the Competence Analysis, ZIB works with the Rickter Scale Process in order to give personal advice and career guidance to those people presently unemployed and seeking to return to the job market. This tool is mostly applied to the participants of one of the different training courses ZIB is offering in cooperation with the local employment authorities (Arbeitsagentur, Jobcenter). The target groups are young people and adults and cover migrants, long-term unemployed, women returners, single parents up to people over 50 years of age.

What is the Rickter Scale®?

The Rickter Scale is a complete assessment and action planning process – developed by the Rickter Company in the UK, based around a hand-held interactive board, which is designed specifically to measure soft indicators and distance travelled.



The Rickter Scale board and overlays

The tool provides the user with a point of focus and engages individuals very effectively, whilst encouraging them to take personal responsibility. The individual can explore possibilities, make informed choices and set a realistic action plan. Ultimately the Rickter Scale® demonstrates the genuine movement individuals make, for example, from a chaotic lifestyle to stability, from apathy and negativity to motivation and positivity, from limiting beliefs to having focus and direction in their lives.

The Rickter Scale® Process

In 1993, the Rickter Scale was specifically designed to help individuals overcome their personal barriers: barriers to their engagement with education, training or employment, and barriers to social inclusion. Since then over 20,000 Practitioners, working in such diverse fields as Health and Wellbeing, Criminal Justice, Education and Training, Social Work, Careers Guidance and Human Resources, have been trained and licensed to use the Process with their students/clients/customers.



A student using the Rickter Scale® Process is offered to engage with a seemingly very simple series of questions – a structured dialogue, in which they are enabled to identify key elements of their current circumstances, and pick up on skills and strategies that have worked for them in the past. Then by continuing to use different perceptual positions and precise linguistic devices, they are encouraged to explore possibility in terms of their preferred future, make informed choices and take responsibility for their own goals and contribute to an action plan.

By attaching their own emotions to the experience of their chosen desired state – their goals, they create powerful motivational drivers. By using a multi-sensory approach, the

Process appeals to any combination of preferred learning, retention and expression styles. By building their own profile against a set of highly relevant referents reflecting their current circumstances, they are naturally applying systems thinking, and in doing so are able to see the big picture, and acknowledge connections between any of those referents, e.g. their stress levels and work, money situation, poor relationships or use of drugs or alcohol.

Special feature of the Process

Comparing the commonly used techniques in Germany with the Rickter Scale Process one discovers at first sight that the client/student/participant is not involved in writing a test or answering questions at the computer, neither in doing exercises by him/herself or in a group-work situation. What the client does with his/her Rickter Board is simply to answer questions by adjusting a slider according to the given parameter value from 1 to 10. Since these questions all concern one's own work life or personal life, the client has to give answers to him/herself: At what stage am I at the moment? And: What stage do I want to achieve in the future? Answering these questions genuinely enables the person to set goals to achieve and think about how to realize them.

Thus, the main difference in the assessment process seems to be the principle described as “**ownership**” which simply means that the client is the one who answers the questions and sets the goals to achieve for him/herself. This in fact seems to be the crucial point: most assessment techniques used in Germany focus on the advisor or counsellor who - based on the observations made in the different tests and exercises - guides the client and develops further steps to go. It seems that just the extent to which the client is included into the process of determining personal capacities and of goal setting differs between the common techniques in use. To let the client himself discover the strong and weak points and to let client be the one who sets the goals seem to be a radical change of paradigm.

Conclusion

ZIB learned about the Rickter Scale Process through a Life Long Learning partnership project. The follow-up Transfer of Innovation project “Scaling New Heights” enabled ZIB to test the tool in detail and to adapt the technique to special target groups². As consequence, ZIB installed the process to almost all running training courses. Ever since we notice a higher degree of self-confidence, a clearer picture of personal competences and ways back to the labour market and a general stronger impulse to action taking.

² cf. www.scalingnewheightsinvet.eu



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GUIDANCE IN SCHOOLS,
VOCATIONAL EDUCATION
AND TRAINING

A BEST PRACTICE GUIDE
IO4

ANNEXE

4.LINKING CURRICULUM LEARNING
TO CAREERS

What role should teachers play in career guidance?

From sharing their own stories to building careers into the curriculum, there are six main ways teachers can help students explore future opportunities

Since the [Education Act 2011](#), schools have been required to offer career guidance to their students. Some of this responsibility has inevitably landed at the door of teachers, but their exact role remains a bone of contention.

My colleagues and I at the University of Derby have just published a [paper](#) for Teach First exploring this question. What became clear was that teachers shouldn't be expected to be careers guidance professionals. Instead, it's about a partnership. Career guidance professionals bring expertise in theory and knowledge of the labour market and links with employers to the table, while teachers bring pedagogic knowledge and have sustained relationships with their students. Other key stakeholders – such as employers and post-secondary learning providers – are also important. Together all of these different people help young people to explore the opportunities open to them and make purposeful steps towards their future.

There are six main roles teachers can play. The first two are based on the relationships they build with students. Teachers have had careers of their own. They have made decisions about whether to go to university, what subjects to study and what jobs to do. Their experiences are useful for young people. These things need to be presented carefully, as what worked for the teacher may not work for the students, but teachers should be having career conversations.

Teachers also have a well-developed pastoral duty. As trusted adults, young people approach them with concerns and dilemmas, many of which relate to future aspirations. Working through these issues with young people in ways that keep their options open is important. Career is a context for many life decisions and teachers need to be able to offer some solutions when it is important (including referring young people to professionals and other specialists).

The next two roles are more focused on teaching. Teachers can link their subjects to the world of work. For example, highlighting how a particular scientific process is used in research or industry can increase the perceived relevance of curriculum. Similarly, a discussion of the job of publishers in English literature can enhance the understanding of the text. This is also an ideal place to involve employers and working people by inviting them to talk about how they use the knowledge and skills that are covered in the curriculum.

Teachers can also apply their pedagogic skills to the delivery of career learning. It's a distinct area with its own knowledge base, but career education can be enriched through connections with curricular and cross-curricular themes such as writing and communication skills.

The final roles relate to who heads up this area in school. Other countries have developed a middle leadership post – the career leader – who has responsibility for spearheading this area of education in school. They may have management responsibility for careers professionals or work closely with the PSHE team, and a willingness to represent the school externally with employers and post-secondary learning providers. This is a post that

requires training and reward. When established properly, it's a position that could lead to senior leadership, offering valuable whole-school experience and a chance to develop contacts beyond the school building.

Finally, senior leaders must make sure that careers work in schools is effective. Ultimately they will be held to account under the statutory duty and [our research](#) suggests that they are critical in setting the agenda so this area flourishes. At present there is little training to develop world-class careers provision.

The six roles discussed here provide a framework for teachers to think about. This area should be seen as an integral part of teaching, something that is exciting and helps unlock students' potential. If the job of the careers leader and the careers responsibilities of school senior leaders can be better established, this should help teachers develop in their own jobs.



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ANNEXE

5. ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

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- http://www.mysteps.eu/docs/COMPANY_RESEARCH.doc

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- http://www.mysteps.eu/docs/PERSONAL_PRESENTATION1.doc
- http://www.mysteps.eu/docs/PRESENTATIONS_FOR_WORK.docx
- http://www.mysteps.eu/docs/Top_Tips_Successful_CV.docx

Research Paper

Young people entering work:
A review of the research

Ref: 18/12

2012
Sarah Oxenbridge and Justine Evesson
(Employment Research Australia)

For any further information on this study, or other aspects of the Acas Research and Evaluation programme, please telephone 020 7210 3673 or email research@acas.org.uk

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**Sarah Oxenbridge and Justine Evesson
Employment Research Australia**

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Foreword

Youth unemployment is a matter of considerable contemporary policy debate not least in the context of the growth agenda. Beyond the debates, the growing number of young unemployed, including those outside any formal education and training settings, is a matter of concern to us all. The focus of this evidence review, commissioned by Acas, is less on job creation, and more on how employers might be supported in making workplaces more receptive to young people; and how young people themselves might transition more successfully into workplaces. Early work experiences are core determinants of career outcomes – getting these employment experiences right is critical for young people, employers and the economy as a whole, and Acas is keen to see what role it can play in supporting all the parties involved. This is why we commissioned this review.

This report presents some heartening evidence of responses by public and other bodies to this growing problem. But it also provides evidence that there is further work to be done. Acas is well placed to offer support to employers and I am struck by the evidence and conclusions in this report with proposals on how we might actively intervene to support employers in making workplaces more receptive to young people. The review also suggests that there is work to be done in addressing the needs of young people as they transition to the workplace. All relationships carry challenges and none more so than the employment relationship with its reliance on terms and conditions, but also unwritten terms around reciprocity and responsibilities for all parties. The issue of the so-called ‘psychological contract’ and how it might be conveyed to young people alongside the more formal aspects of working life is one area that Acas may be able to contribute to.

We will be exploring how we might address this gap and seeking partners to collaborate with us in this respect. Finally the review identifies a gap in the evidence-base revealing limited research on young people’s own perspectives of how they feel about moving from education to the workplace: what worries them and what excites them. We hope that interested bodies will take up the challenges to address this research gap and welcome discussion with stakeholders.

Our thanks to Employment Research Australia for this study, and in particular for the international perspective that their work brings.

Ed Sweeney

Chair, Acas

Executive summary

The Advisory, Conciliation and Arbitration Service (Acas) commissioned a review of research examining young people's expectations of work, the challenges they face in starting work, and the means by which their transition to work may be improved. It sought to capture the perspectives of both young people and employers. The review was undertaken in the context of high levels of youth unemployment in Britain in mid-2012.

A search of the available research studies and reports found an abundance of literature on employers' views of the skills required by young people entering the workplace, but less on employer strategies for easing young workers into first jobs. There was also a relative paucity of research investigating young adults' perceptions and thoughts about the journey into work and their expectations of jobs and employment, prior to obtaining work. In addition, little research was found that examined how young people in their first jobs experience working life. An issue of some concern is the current gap in the literature relating to the expectations and experiences of young people in Britain, before and after starting work, from the time of the 2008 recession onwards and in the context of deepening youth unemployment.

Views of young people before and after starting work

Studies of young people in the UK point to considerable variation in knowledge of work and labour market conditions. Disadvantaged young people and those from rural areas had limited knowledge while other studies of young people in the round found high awareness of the nature of work and realism about labour market conditions and opportunities for employment. Some found that most young people were aware of limited local job opportunities, yet remained positive about obtaining employment. Recent studies find that high proportions of young people in the UK perceive work experience (or a lack of it) as the main enabler (or barrier) to obtaining work.

Most young people who were anticipating a move into work, or who had started work, felt they possessed high levels of awareness of the soft skills (including enthusiasm, communication and problem solving skills) desired by employers, and in some cases, felt that they possessed these attributes. However, studies of employer opinions regarding whether novice workers were in possession of soft skills indicated mixed findings. Some survey findings demonstrated a majority employer view that young recruits are well-prepared for work, while smaller qualitative studies revealed employer views that novice workers lacked essential soft skills.

The challenges faced by young people

While young people may be aware of the importance of soft skills, or may feel that they possess them, research indicated that they may feel vulnerable, unprepared or lacking confidence when starting work. Young people reported finding the early days of their first jobs intimidating, daunting and anxiety-provoking and felt that employers held unrealistic expectations of their skills and

abilities given their lack of experience. Some reported difficulties adjusting to the work lifestyle, in particular the long hours and level of responsibility involved in their job. Researchers advocate that educators should provide guidance for young people anticipating work, to help them to understand and deal with the anxiety they may experience on entering work, and that employers make an effort to “socialise” young people entering workplaces for the first time.

Before starting work: means of improving young people’s work-readiness

Young people’s engagement with workplaces before transitioning to post-education employment may take the form of part-time work combined with study, work experience, employer involvement in the education system, vocational and educational training (VET) programmes, and via labour market intermediaries.

Research indicates that workplace engagement prior to transitioning to post-study employment offers a range of benefits for young people. Studies demonstrate that the soft skills required by employers are best developed ‘on the job’, and that employers increasingly seek employees with some form of prior work experience. Workplace engagement prior to post-study employment enables young people to: develop employability skills and confidence; identify with the benefits associated with employment; avoid the ‘culture shock’ that occurs when beginning work; improve their post-study job prospects via network and Curriculum Vitae-building opportunities; and help them refine decisions regarding career options and pathways.

Australian studies found structured engagements (school-based apprenticeships and work placements) were valued more by young people for enhancing employability than part-time work or short work experience placements. This compared with UK studies of young people, the majority of whom felt that work experience is the most valuable means of building employability skills prior to starting work.

The report describes the range of mechanisms by which school students and unemployed young people may undertake work experience. Research identifies student views of the deficiencies of such programmes. This has led to employer and advocacy bodies developing guides setting out how work experience can be recast to be more “meaningful” for those involved (students, employers, and schools). More generally, these bodies have begun to promote greater links between employers and educational institutions, and suggest ways in which employers may engage with young people at the local level. The report also profiles a sample of VET programmes and initiatives run by labour market intermediaries which have been found to improve young people’s work-readiness.

Young people starting work: employer support at the workplace

Research examining strategies by which employing organisations can provide support for novice workers is canvassed. Key among these are targeted and robust induction processes, close managerial or supervisory support, buddying

and mentoring schemes, and strategies for “socialising” young workers within the workplace culture.

Research indicated a disjunction between the needs of young people entering work and the induction processes provided by employers. Induction processes were found to be generic in nature, and not tailored to address the difficulties young people described when starting work. This resulted in young workers feeling unsupported in the workplace.

However, ongoing support from workplace buddies, mentors and family members was found to be beneficial to young people starting work, and research also indicated that the experience and skill of the employer and supervisors in dealing with young workers made a significant difference to the success of the move into post-study work. Relatively simple socialisation strategies helped build novice workers’ confidence and made them feel more at ease in the workplace. Overall, research indicated that it is the nature of the day to day interactions between young people and their peers and supervisors within the context of the workplace that is most important in helping ease young people’s transition to work.

1. Introduction

The Advisory, Conciliation and Arbitration Service (Acas) commissioned a review of the research literature relating to young people entering work¹. The review was undertaken in mid-2012, in the context of high and growing youth unemployment in Great Britain. The following areas comprise the focus of the literature search and review:

- Young people's expectations of work: how young people perceive the challenge of workplaces; their concerns, and what daunts and excites them;
- Young people's needs (including skill needs) in entering the workplace; and
- What can be done to smooth the transition to work, and what employers might do to make workplaces receptive to young people.

An initial review of academic literature and reports produced by organisations with an interest in the subject area was conducted to assess whether there was sufficient research literature to produce a discussion paper on the topic. An annotated bibliography was produced in April 2012 which profiled the range of research literature available in relation to young people in the labour market. Articles were sourced through academic search engines and general web searches using relevant keywords. Whilst the search generated a slew of articles pertaining to young people entering the labour market in broad terms, few studies were found which directly addressed the areas of interest to Acas. However, throughout April and May 2012, an increasing number of research reports were issued by UK-based interest groups relating to strategies for reducing youth unemployment, and in particular, the role that employers might play in helping to tackle unemployment among young people. As a consequence, the apparent groundswell of interest in the topic, and rising levels of concern relating to the impact of youth unemployment more generally, were key factors in the decision to produce the paper.

A second-stage literature review was conducted in June 2012. This was broad-based in nature and built on sources identified in the initial annotated bibliography, as well as canvassing additional sources such as new reports issued throughout the April-June 2012 period. In some cases, researchers cited in this report were contacted directly to discuss their research findings and seek advice relating to other relevant research sources.

¹ The review was undertaken and the paper drafted by Dr Sarah Oxenbridge and Justine Evesson of Employment Research Australia. The research sources surveyed use the term 'young people' with reference to slightly different age ranges, most often but not exclusively to describe those aged between 16-24 years.

2. The research sources surveyed

A survey of the available research literature found that there is a relative abundance of survey research on employer views of skills needed by young people on entering the workplace (often described as skills for 'employability'²), or case studies of policy initiatives designed to improve young people's employability³. In contrast, relatively little research was found which examined young workers' perceptions of work prior to obtaining employment, or employer strategies for easing young workers into first jobs.

The majority of research relating to young workers' expectations of work appears to have been produced by Australian academics and is qualitative, ethnographic, and in the main, longitudinal in nature. While an extensive search was conducted to identify equivalent studies undertaken by researchers in the UK and other countries, this proved largely fruitless. The findings of the Australian studies were, however, found to be rich in useful detail which might be expected to reflect the views and early work experiences of young people in other labour markets. Nevertheless, it should also be cautioned that this Australian research was conducted in a period of relative economic stability among a cohort of young people who had relatively ample opportunities for workplace engagement (primarily via part-time working and Vocational Education and Training programmes). We might therefore expect some difference in views to be expressed by participants of similar studies which have been conducted in a context of economic recession and high unemployment.

The authors of these Australian studies are among the chorus of commentators lamenting the scarcity of research in which young people transitioning to work are the unit of analysis. Morris et al, surveying the available research in 1999, concluded at the time that, "No good quality research literature has been discovered on young people's attitudes towards employers or the structure of work" (1999:64). Taylor similarly described the literature on youth early career experience as "surprisingly sparse" (2003:3). This remains the situation as the decade has progressed. Besen-Cassino (2008) notes that while youth employment has been studied extensively from the perspectives of parents, educators, and policy-makers, the central actors – young people themselves –

² The literature on the attributes that make up 'employability' skills is not covered in this report. However, a report on work experience by the CBI (2007:12) lists the employability skills that they consider to be desired by employers. They include: self-management; teamworking; business and customer awareness; problem solving; communication and literacy; application of numeracy; and application of information technology.

³ The literature review also found a wealth of research into young people relating to the following topics, all of which are only touched upon in this report and are not reviewed in any detail: vocational education and training (including apprenticeships); post-school transitions/pathways; young people's future career or occupational aspirations and desired job attributes; the impact of school-aged part-time work on a range of factors; disadvantaged youth and their entry into the labour market; and sources of information, advice and guidance for young people entering the labour market.

have been relatively neglected and young people's motives behind work remain virtually unexplored. Besen-Cassino advocates a subject-centric approach and proposes an understanding of youth labour from the perspective of young people. More recently, Price et al (2011) concluded that there are still few studies of young people and work that focus on young people as subjects. This, they write, has led to a situation where we have little understanding of how young people construct their identities as workers and how they experience their first jobs.

More specifically, Hollenbeck (1996) and Patton and Smith (2010:60) describe how there is only a very small literature on relationships between, for example, the paid part-time work of high school students, their employability, employment outcomes and career development, and of the published literature, very little is qualitative work. Patton and Smith argue that the available literature on this topic "remains theoretically barren and methodologically limited. As a result, the picture we have is inconsistent and incomplete."

On conducting a survey of the literature, we came to the same conclusion as many of these researchers working in the field: that is, that there is a paucity of published work relating to young adults' perceptions and thoughts about the journey into work, or their deeper expectations of jobs and employment. In particular, with the exception of some survey data reported in later sections, there appears to be little recently-published research conducted in the UK relating to young people entering the labour market against the background of the economic downturn and tightening labour market since mid-2008, or the impact of the Coalition Government's policies on young people preparing for work. This may be in part due to the lag between the conduct and dissemination of academic and commissioned research: recent research conducted in the context of recession and high youth unemployment may not be publicly available for several years to come. Disappointingly, the small amount of British research relating to young people anticipating work, profiled in this report, was primarily published in the early to mid-2000s. Appendix 1 of this report sets out a potential research strategy by which to address this gap in research and inform policy over the coming years.

The sections of this report examine the three areas of interest to Acas in sequence. However, there is some overlap between the material in each of the sections as many of the research articles and reports which were subjected to review tended to address all three topics in an interlinked fashion. Furthermore, the studies examined in this review of the research are diverse in terms of their focus and methodologies, and findings. It has thus proven difficult to draw broad conclusions or establish thematic links across often quite disparate studies. We have instead chosen to organise the report into sections relating to young people's views and experiences both "before and after" starting work (sections 3.1 and 3.2), and means of smoothing their transition to work, again both before and after entering employment (sections 5 and 6). Section 4 examines the particular challenges faced by young people starting work, and Section 7 reflects on the research subject to review and provides summary conclusions.

3. Young people's views on work and the labour market

This section looks firstly at research relating to the degree of knowledge of work environments and labour market conditions held by young people who have not yet entered post-study employment. This includes a review of studies which find, among young people, a high level of awareness of employer requirements for 'soft skills' in the workplace, and among employers, a view that first-time workers are largely deficient in these skills. The second part of this section profiles studies of young people who have started work. It focuses on their views – as well as those of employers - of the skills and attributes needed to successfully transition to work.

3.1 Young people's perceptions before starting work: their knowledge of work and the labour market

The available UK research indicates that expectations of work - and the degree of prior knowledge of work - are not the same for all young people who are about to enter the labour market. Summarised briefly, this is reflected in studies of disadvantaged youth and young people in rural communities who were found to possess little knowledge of job opportunities or of how workplaces operate (Beck et al 2006; Meadows 2001; Spielhofer et al 2011). Those with little knowledge of labour market opportunities or job content were found to rely primarily on sources of knowledge such as family and friends, and in some cases, official sources (Beck et al 2006; Millward et al 2006). In contrast, other studies of young people contemplating work find greater knowledge of labour market conditions and higher awareness of skills needed to obtain employment (City and Guilds 2012; Johnson and Burden 2003; McDowell 2001). This section examines the findings of these studies in further detail.

In the UK there has been a series of studies examining the experiences of disadvantaged groups entering the labour market. This was an issue of acute interest from the late 1990s as it became increasingly clear that high proportions of young men were experiencing under-employment and unemployment. Work funded by the Joseph Rowntree Foundation that examined the experiences of under-achieving young men found that in some cases young men, particularly those that had been in state care or were ex-offenders, had little or no practical understanding of workplaces (Meadows 2001:27). One young man described his misconception in the following exchange in a study in 1999:

I thought the workplace would be about 100 people sitting in the same room doing the same thing. I thought it would be like school but you get paid for it.

As Meadows points out, it is difficult to say how widespread misunderstandings are about the basic nature of workplaces, but the proportions of disadvantaged youths who have limited contact with working people suggest that it is likely there is a greater propensity amongst these groups.

In a study looking at young people's aspirations in rural areas it was apparent that youth expectations of careers were mediated by the circumstances in which

they lived. For young people in rural areas this meant that job and career selection was weighed up against their desire to move or remain in their local community. The study found that information about the local labour market was often lacking in schools and amongst parents. This was seen as curtailing their job horizons as their personal networks were likely to be within the local labour market rather than encompassing opportunities outside of the local area. Moreover, pursuit of opportunities outside of the local area appeared to be partly shaped by practical issues such as access to affordable and reliable transport (Spielhofer et al 2011).

Other studies find that young people in the UK more generally have minimal knowledge of job content and occupational pathways and that sources of knowledge, where used, vary considerably in nature. In a survey of around 3,000 students, Millward et al (2006) found that the young people in their study knew very little about the details of particular jobs that they aspired to and that personal experience or discussions with family and friends were the primary sources of knowledge accessed. Parental advice on jobs was found to be the most used source. Similarly, Bynner et al (2002) note that parents are usually the first adults who young people turn to for advice about jobs.

Beck et al (2006) examined the impact of gender and race on young people's perceptions of the pathways available to them after they complete their compulsory schooling in England. They found that young people received very little practical information and guidance about the consequences of pursuing particular occupational pathways, and that young people from non white backgrounds were more reliant on "official" sources of guidance (as opposed to friends and families) for their labour market knowledge.

These studies stand in contrast to others which show high levels of understanding of labour market conditions among groups of young people contemplating work. Some studies of young people in Britain show that most are realistic about the state of the labour market and the lack of jobs available, yet remain positive about obtaining employment. Johnson and Burden (2003), who conducted interviews with 30 young people in 2003, found that young people in the study understood labour market conditions and accepted that a "job for life" was no longer the norm. McDowell (2001) conducted a study of 23 young men in Cambridge and Sheffield in the year following the end of their compulsory schooling. Study participants were described as working class, and were living in local authority housing. This research found that most of the young men had a clear sense of the changing labour market and knew that more jobs at that time, compared to their fathers' experience at the same age, demanded skills and credentials that they did not have. However, they were confident of finding both interesting and reasonably well-paid work. The views of young people in these studies may reflect the relatively buoyant UK labour market at the turn of the millennium. However, a more recent survey, conducted in the context of recession, yielded similar results. This was an online survey of 3,000 people aged 7-18 conducted by City and Guilds in February 2012 (City and Guilds 2012:6). It concluded that,

Overall, 14-18 year olds are worried about what effect the state of the economy is going to have on their chances to get jobs and earning potential, but the majority are, individually, positive about their chances of getting a job when they leave school. There is a general understanding of the lack of jobs in the market and that they need to make themselves stand out in order to succeed.

Another recent survey of 1,000 young people (aged 16-24 years old) conducted by YouGov (2011:21-22) for the Private Equity Foundation found that 56 per cent of respondents think it likely that they will find a job in the next year, 27 per cent unlikely, and 17 per cent are not looking. Those who were confident of finding a job were more likely to rate their employability/soft skills as very/good and were more likely to have undertaken work experience and to have interacted with employers while at school (soft skills are discussed in the following section, 3.1.1). These results indicate that these young people feel that they are successfully equipped for the workplace in light of these competencies and experiences.

Work experience was most commonly mentioned by survey participants as a factor which would help most when trying to get a job, and the lack of it is mentioned as the main barrier in finding a job (46 per cent) along with recession/poor economy (49 per cent). The survey results were analysed to identify whether differences existed between young people categorised as Not in Education, Employment and Training (NEET), and “non-NEET” young people. Analysis indicated that these proportions were similar for NEET and non-NEET participants. NEET respondents were however significantly more likely than non-NEETs to mention personal issues such as a lack of confidence – the third most common response (32 per cent) – as a barrier to gaining employment.

The value of work experience in obtaining work was also stressed by young long-term unemployed people interviewed by Lee et al (2012) for a Work Foundation study. These young people described being caught in a “Catch 22” situation. They had no work experience, but in most cases employers required evidence that they had the skills required for work (p.4). Consistent with the findings of studies profiled earlier, alongside those of research conducted by the UKCES (2012b), the young people interviewed by Work Foundation researchers were found to have realistic expectations of the labour market and “generally had job goals that were grounded in the type of vacancies most likely to be available locally” (p.4).

3.1.1 Contrasting perspectives on soft skills among young people and employers

Studies of the types of skills that employers expect new workers to possess highlight employer preferences for workers to possess an array of ‘soft skills’. These are essentially personal qualities or behavioural attributes, as opposed to technical skills or job competencies. They include – among other traits - communication, interpersonal and problem-solving abilities. The handful of studies profiled in this section of the report indicate that most young people anticipating a move into work exhibit high levels of awareness of the soft skills desired by employers, and in some cases, feel that they possess these skills. This contrasts with findings that employers often feel that young workers entering the labour force lack these skills.

Johnson and Burden (2003) found that young people entering the labour market recognised that employers sought soft skills such as the ability to communicate well, remain motivated, and to show initiative; and understood that qualifications alone were not adequate to secure good employment. Most young people in the study believed they possessed those generic skills, having gained them at school, college and/or university. Conversely, the majority of the 39 employers in the study regarded young new recruits as lacking these skills.

Similarly, an online survey of young people by YouGov (2011) cited earlier found that a majority believed that they possessed the soft skills required by employers. Participants in this survey ranged in age from 16 to 24, so it might be expected that those of older ages had some experience of work. A majority of respondents rated their skills very/good in relation to: literacy and numeracy (87 per cent); employability/soft skills (75 per cent); knowledge of the world of work (65 per cent); and technical skills (49 per cent). Differences in perceptions of skills were identified between NEET and non-NEET young people in relation to employability/soft skills with 79 per cent of non-NEET participants rating themselves as very/good, compared with 57 per cent of NEET respondents. Perhaps unsurprisingly - given a higher likelihood of exposure to paid employment - older respondents (22-24 year olds) were more likely to rate their knowledge of the world of work as very/good (71 per cent) compared with 16-18 year olds (53 per cent).

Consistent with Johnson and Burden's findings, a study of graduates and employers by Demos (2006) highlighted an apparent "disconnect between young people and organisations", in part due to a mismatch in perceptions relating to soft skills. They report that employers and those working with young people entering work believe that young people lack critical self-awareness, and face difficulties understanding their strengths, weaknesses, and gaps in skills.

3.2 Young people's perceptions after starting work and the views of employers

Studies summarised in the previous section found high levels of awareness among young people in regard to employer expectations of soft skills. Nonetheless, Demos (2006) and Johnson and Burden (2003) recount employer views that young people are largely unaware of areas of weakness prior to entering the workforce, particularly in relation to their lack of soft skills. These findings sit alongside those of studies of young people who have had experience of paid work and who, according to researchers, appear highly aware of the abilities required of novice workers by employers and who actively seek to foster these traits. Stokes and Wyn (2007:508), for example, concluded that the Australian student workers in their study actively gained learning experiences in workplaces in order to position themselves for their future careers. The authors found that the young people studied "placed emphasis on constructing the capacity to be reflexive, to see themselves as an employer might see them, and in gaining dispositions and attitudes that would enable them to gain employment in particular industries."

Other studies of young Australians who have had exposure to workplaces prior to moving into full-time work find that they too place emphasis on, and hold realistic expectations of, the soft skills desired or required by employers. Smith (2003) asked young first-time workers what advice they would give other young people who were starting out in new jobs. Their answers suggested that the main elements required to successfully transition to post-school paid employment were not skill based or technical, but related to being able to cope and deal with unpredictable and unknown factors that would inevitably arise, and to rely on their soft skills and attitudes, such as communication, initiative and enthusiasm. The following table identifies the key lessons that the participants wanted to pass on to other workers starting in their first job:

Name	Status	What advice would you give a person about to start their first job?
Brett	Apprentice	Be punctual; be interested; have positive thoughts; be well-presented; communicate well; offer assistance; ask questions
Heather	Apprentice	Be punctual; don't chat back; be well-presented; look for work; always clean up
Paul	Apprentice	Be confident; tackle each day as it comes; listen to your employer
Graham	Apprentice	Get to know your fellow workers; enjoy what you are doing and don't worry; concentrate; don't get cranky if you are having a bad day; work hard
Maddy	Trainee	Be prepared to get up every day and go to work, and not have holidays; be punctual
Mike	Trainee	Hang off one person; clean up when you have nothing else to do; show initiative; take in as much as you can; offer to work overtime; put in an extra 100%
Cary	Trainee	Be prepared for hard work
Jared	Trainee	Appear keen and enthusiastic even if you don't feel that way; don't give up if you have a problem; someone will usually help you
Tracey	Junior	Listen carefully; don't be afraid of terminology; ask if you are not sure; if you have a problem, face it; write down instructions; be prepared for long days.
Sophie	Junior	Find out about the company before you start work; don't be nervous; ask questions; everyone has started work before; be professional – don't make too many personal phone calls
Shaun	Junior	Have an open mind and not too many expectations

Source: Smith (2003)

In a similar vein, Taylor (2004; 2005a) interviewed 128 mainly male Australian high school students who were part of a construction and building trades Vocational and Education Training (VET) in schools programme which included one day a week at a technical college (TAFE) and at workplaces, over a semester. Taylor (2005a) described how the students in the study were asked to define the skills, abilities and dispositions they think employers seek. As in the aforementioned studies, their responses focused on soft skills. More than half of

the responses in the study referred to work-related behaviours, demeanour and personal attributes. Consistent with the views of young people in Smith's (2003) research, 100 per cent of the young people in Taylor's research rated hard work, showing respect, and punctuality as important to employers. Between 90 and 100 per cent of youths in the study considered that an employer would also be seeking youths who were prepared to do what they were told, not be afraid to ask questions and who were honest. In terms of being able to maintain a job within the industry, most young people in the study believed that they would maintain their jobs if they were punctual, competent and productive in their jobs. They also rated highly respect for authority in the worksite, and character attributes such as honesty, and attitudinal attributes, such as enthusiasm and willingness to pitch in and do what needs to be done.

Of lesser importance in helping them obtain a job on leaving school, according to these students, were factors that can be categorised as job competence (technical skills) and school-related factors (such as marks, certification and behaviour reports). It may be that the latter school-related factors were not viewed as important given the nature of the building and construction industry that these students were planning to seek work in. Taylor (2005a:209) concludes that the "The picture of a young employee being sought after by employers painted by these students was ... (a) conventional, reliable, hard-working, deferential and docile worker. The school vocational education and training in this study focused on the acquisition of 'hard' (technical) skills. In contrast, the identification and acquisition of soft skills by students was "presumably incidental and their acquisition was assumed to occur largely by osmosis ... at home or from their casual job experience" (pg 210).

Taylor concluded that these young people held realistic views of what employers might look for when employing youth. Matched data from interviews with employers who provided these students with work experience opportunities indicated that, consistent with UK studies, they did indeed look for attitudinal attributes rather than skill proficiency when employing young people, and their list of desirable attributes and skills in young employees reflected those cited by young people in the study. Taylor concludes that employers appeared to be seeking youths with some prior sense of "enculturation into the culture of employment", particularly with respect to their attitude to work and their capacity to follow instructions without needing to be told repeatedly.

These Australian studies indicate that young people who have spent time in workplaces in some capacity prior to seeking post-school employment have a sound awareness of the soft skills and behaviours expected by employers in workplaces. However, studies of employer opinions regarding whether or not novice workers actually possess the skills desired by employers indicate mixed findings. A study of employers surveyed by Scottish Government Social Research (2011) found that three in every five of employers who recruit someone straight from school think that the young person is well-prepared for the world of work, while only one-third do not. In addition, the National Employer Skills Survey, conducted by the UKCES (2010), found that, of those employers who recruited 16 year olds, two-thirds (66 per cent) found them to be well or very well prepared for work. Almost three-quarters (74 per cent) thought that 17- or 18-

year old college or school leavers were well prepared for work, and 84 per cent of employers recruiting new graduates found them to be well prepared. The minority of employers who found that their young recruits were poorly prepared for work more often attributed this to a lack of life experience and maturity, or to a poor attitude or personality than a lack of specific skills. However, amongst graduates, as many as 44 per cent of the small number of employers who found their recruits poorly prepared put this down to a lack of required skills and competencies.

A survey of 780 HR professionals conducted in summer 2012 for the CIPD by YouGov found that 59 per cent of employers agreed or strongly agreed that the young people they had interviewed or recruited in the past 12 months had unrealistic expectations about work. On the surface, this suggests an attitude problem in the young people of today – that oft-cited lack of “work ethic”. However, among the 68 per cent of employers that have recruited young people (aged 16-24) in the past 12 months, 91 per cent said they were either very or fairly satisfied with these recruits⁴.

In contrast, survey data profiled in the Demos (2006) report cited earlier reveals that most employers felt that young people entering the workplace are deficient in “self-management” and other soft skills. The employers surveyed by Demos were reported as wanting young workers to have strong communication and creative skills, while graduates reported feeling awkward in situations at work that required communication (for example speaking up during meetings and giving presentations) and ranked creativity as only the eighth most important “skill for the future”. Demos maintain that initiative and creativity are as important for young workers entering the workforce as intelligence and qualifications. The authors cite an earlier Demos publication (Lownsborough et al 2004) in relation to essential life skills, arguing the notion that “how an employee might respond in a given situation has become more important than what s/he already knows”.

The Demos report also highlights the views of employers and those in training organisations who describe how young people are unequipped to respond to the weight of expectations placed on them in advance of going to work, and are unprepared for how much there is to learn in the workplace (p 45). The report’s authors further argue that graduates used to working in the peer-to-peer environment of university find it hard to shift to organisational hierarchies, find it difficult to relate to their bosses, and encounter difficulties balancing the pressures of work and life.

⁴ http://www.peoplemanagement.co.uk/pm/articles/2012/09/youth-unemployment-beyond-the-blame-game.htm?utm_medium=email&utm_source=cipd&utm_campaign=cipdupdate_260912&utm_content=na_text_link_feature3.link1

3.3 Summary

It is somewhat difficult to make broad conclusions about young people's knowledge of workplaces and the skills needed to transition to work smoothly on the basis of the small number of studies found which examine these issues. As noted throughout this report, there is a need for further research in this area. Notwithstanding this caveat, a review of the studies profiled in this section of the report yields the following summary findings. First, the degree of knowledge of work and labour markets among young people not yet in the labour market is mixed, and may be dependent on their personal circumstances, their available networks, and the labour market opportunities available to them. Second, a number of studies showed that young people remain positive about obtaining work despite acknowledging difficult labour market circumstances, and felt that prior work experience was the key factor which would assist them in obtaining employment. Third, most young people anticipating work are aware of the soft skills required by employers, and in some cases, believe that they possess these skills.

Studies of young people with experience of paid work found that they had an accurate view of the skills and abilities required of them by employers. However, research assessing employer views of whether novice workers are in receipt of such skills indicate mixed findings. Some show employer satisfaction with young recruits, while others report employer views that young workers are deficient in essential employability skills and that young workers lack awareness of deficiencies in regard to these attributes.

4. The challenges faced by young people starting work

This section primarily draws on Australian studies which reveal the personal challenges recounted by young people who have started work. The previous section summarised research indicating, for the most part, high levels of awareness among young people of the types of skills and attributes desired by employers, both before and after starting work. However, while young people may be aware of the importance of soft or employability skills to varying degrees, or may feel confident that they possess such skills, their experience of starting work often tells another story, one about being very unprepared or lacking the confidence to navigate the web of interpersonal relationships within many workplaces. The research profiled in this section indicates that many young people experience something of a culture shock when first starting work, and face difficulty negotiating workplace social relations and hierarchies. This underscores the importance of employers setting in place structures to provide a 'welcoming' work environment, as discussed in Section 6.

In a longitudinal study of young people moving from school into fulltime work, Smith (2003:17) recounts how young people experienced high levels of nervous apprehension and describes how they found the first days of work "traumatic and disorienting" despite each of them having engaged in part time work as students. In addition it was clear that most of them had under-estimated the degree of responsibility they would have when they entered the workplace. The key challenges that young people in Smith's study identified when they first commenced fulltime work included getting to work on time and coping with long hours, understanding the norms peculiar to their workplace, coping with difficult and complex tasks, dealing with difficult managers, and a lack of career opportunities.

In a similar study, Taylor (2005b:488) argued that the role of self-confidence is often underestimated in discussions of youth transitions, particularly in the context of the challenge that the unfamiliar poses to young people entering the workforce. Taylor states "It is easy to forget how daunting the movement away from the familiar school context and peer group and into new and unknown situations can be for young people, particularly if they have no reference points or familiar others on site." This may translate into students staying on at school as a means of maintaining their comfort zone. Taylor's study assessed the range of issues that intimidate young people entering the workforce for the first time and the types of situations that provoke anxiety in young workers. The male students in Taylor's study referred to being scared, insecure, and unsure in anticipating and experiencing these new workplace situations. Self-assessments were frequently made to shyness, reticence, anxiety and the relief felt when worksites were subsequently found to be friendly and welcoming and awkwardness was overcome.

A third Australian study (Tresize-Brown 2004) investigated induction processes for young people entering work, in the context of skills shortages. Tresize-Brown found that young people needed employers to understand that they were learning on the job and so required sufficient time and job training to do so. They also discussed the importance of defined boundaries and clear expectations

from employers of their job role, and the need for clear and regular communication between managers and new employees. Section 3 profiled studies of employers who held high expectations of the soft skills held by young, first-time employees, and who were often disappointed by an absence of these skills in young recruits. In contrast, Tresize-Brown's study found that many young people felt that employers had unrealistic expectations of their levels of skill and knowledge given their relative inexperience. In addition, while employers recognised the need for job training of young recruits, very few of them regarded it as an organisational priority.

In light of the difficulties faced by young people entering work, Taylor (2003) argues for a focus on the emotional welfare of novice workers. Employers, she maintains, need to be sensitive to the anxiety experienced by first-time workers and educators need to prepare them for the complexity of workplace social relations. Taylor suggests that first job experiences are influential in the development of self-esteem and the making of the wider transition to adult life, as well as having an important influence on later employment. Two aspects of the transition process are closely connected: the need to undertake initial critical assessments with regard to workplace social relations and the need to deal with the anxiety young people report that they experience when moving into the workplace.

Taylor found that the anxiety associated with assessing a workplace when deciding to accept a job offer was a major motivating factor for many young people to stay on at school in Australia to the end of Year 12, rather than taking up jobs in their desired fields. The author concludes that educators do little to prepare first-time workers to deal with entry to a new social setting and its interpersonal relations, particularly during the initial period on the job. In order to assess how educators might better prepare youth for early career workplace relations and culture, Taylor's study focused on young workers' views of the features of 'good' and bad workplaces.

Taylor reports that "Overwhelmingly it was the issue of interpersonal relations, and in particular, being treated with 'respect', made to feel welcome and the feeling of social comfort, especially initially, that were identified as marks of a 'good' worksite" (2003:7). A good workplace was a friendly, welcoming space where people respected each other and were inclusive of the novice. Paramount in their view was a *friendly* boss who *speaks nicely* to young workers. Others reported that their bosses were intimidating, taciturn, or grumpy, and described the anxiety that this caused them. Many of the young workers in the study reported having been the butt of jokes or bullied.

The young workers in the study looked for evidence of respect and recognition and a sociability that can ease the anxiety associated with entering a workplace. Taylor notes "Data such as these remind us that young workplace novices are vulnerable in a myriad of taken-for-granted and rarely made explicit ways. They remind us that, with very little preparation, youth are required to undertake sophisticated assessments of character and interpersonal relations" (Pg 12). She concludes by recommending that 'preparation for work' programmes within schools and technical colleges be re-shaped to "Help make explicit, and assist

youth to think about, the initial critical assessments they are likely to need to undertake with regard to workplace social relations, and help them to understand and deal with the anxiety they report they experience when moving into the new social milieu of a workplace" (p12). More broadly, the author advocates a need for better understanding of the youth experience of the transition from school to work and early career social processes to identify the range of issues that they perceive to be challenging and anxiety-generating.

In the UK, young people and parents were surveyed in a study commissioned by the City and Guilds Centre for Skills Development (Batterham and Levesley 2011). The findings of this study differ somewhat from the Australian studies described above. This survey found that, of the 252 young people in work (aged 15 to 19) who participated in the study, only 24 per cent felt that it was difficult for young people to adapt to working life. When asked to describe the hardest thing about adjusting to working life, 60 per cent believed that adapting to the new lifestyle was the most significant factor. Young people described finding the long hours hard to manage and missing out on aspects of their social lives as particularly difficult.

In summary, the research profiled in this report thus far indicates that young people's accounts of their expectations of work, and confidence in obtaining employment, did not always match their experience in starting work. The process of moving into post-study employment caused much anxiety for the young people in the mainly Australian studies surveyed, with many lacking confidence and finding the degree of responsibility attached to their jobs to be overwhelming. Some felt that employers' expectations of the skills and abilities of young recruits were unrealistic, and at a basic level, young people found it difficult to adapt to a "working lifestyle". Authors such as Taylor (2003) state the importance of educators and employers being cognisant of the anxiety experienced by young people entering work, and helping to prepare young people for the complex social settings they may experience in workplaces. The following sections (5 and 6) examine a range of such strategies for easing young people's transition to the workplace.

5. Before starting work: means of improving young people's work-readiness

This section describes how contact with employers – via work experience, part-time work, vocational education and training, workplace visits or other means – can help smooth the transition to the workplace for young people⁵. The point was frequently made by writers in this field that the best quality learning that a young person can receive to gain employability skills is to have a 'real' experience of work. Taylor (2005a) reports, for instance, that the young people in her study formed and honed their understanding of work-related behaviours and employers' expectations over an extended period of time and from a wide variety of sources, few of which appear to have derived from the school experience. Consistent with Bynner et al (2002) in the UK context, and Smith and Comyn's (2003) study of Australian youth, Taylor concludes that the workplace is where the acquisition or honing of soft employability skills might best be undertaken, although – as noted earlier – she also advocates that educational institutions might play a role in preparing young people for the complex web of social relations within workplaces. In contrast to the views expressed by researchers that soft or employability skills are best learned 'on the job', some employers - when reflecting on their experience with young workers - felt that schools needed to play a greater role in getting workers 'job ready' (Johnson and Burden 2003; Smith 2003).

As described earlier, Taylor (2005a) notes that employers in the Australian context stated a preference for novice workers who had some experience of workplace practices and norms. Similar views appear to be held by UK employers. The UKCES (2012a), for example, reports on a qualitative study of 100 employers conducted in the latter half of 2011 that investigated which skills, experiences and attributes they look for when recruiting young people. All of the businesses in the study highlighted the importance of experience of work, or at the very least, an awareness and basic understanding of work. Employers were found to recognise the value of young job applicants' past engagement with the workplace, whether through part-time work or through voluntary work. Further, Lee et al (2012), in a study of long-term youth unemployed, found that employers consistently sought young workers who had pre-existing work experience. The same report describes how UK organisations such as the CBI and TUC have recently suggested interventions to improve employability and soft skills to support both long and short term reductions in youth unemployment.

⁵ The phrase 'work experience' in this context is used as a broad label encompassing a variety of work experience, work placement and internship schemes available to young people, including those managed by local authorities (for school students) and those administered by government agencies (on behalf of job-seekers) and individual employing organisations (via internship programmes). Section 5.3 provides a description of the range of work experience schemes in operation in the UK.

The following section highlights the positive outcomes stemming from young people's engagement with workplaces prior to entering post-education employment.

It focuses on the range of methods by which young people can build their knowledge of workplaces via a range of modes of contact with employers, prior to starting work. This is broadly labelled 'workplace engagement'. This part of the report begins by firstly summarising research literature describing the various ways in which workplace engagement can help ease the transition to work for young people. It then examines the specific means by which young people may engage with workplaces prior to leaving study and entering the workforce. This may be by way of: employer engagement with education institutions; work experience and internship programmes; vocational and educational training programmes; part-time work while studying; and labour market intermediaries. Each of these modes of engagement is the focus of subsections 5.2 to 5.6.

5.1 The value of workplace engagement: an overview

Studies find that workplace engagement before entering the labour market can improve the work-readiness of young people in a variety of ways, not least by providing them with generic skills - such as communication and teamwork skills and using initiative - which enhance their employability (Education and Employers Taskforce 2012; Smith and Green 2004). Workplace engagement has been shown to provide other benefits. First, it provides the opportunity for young people to identify with aspects of employment such as autonomy, responsibility and receiving an income. Second, it reduces the 'culture shock' that may occur when young people enter the world of work for the first time. As noted earlier, the transition into employment can lead to high levels of anxiety and uncertainty for young people because the norms and expectations in workplaces are very different to those found at school (Demos 2006; Taylor 2003). Part-time work, work experience and VET work placements can provide young people with the opportunity to become familiar with the requirements and culture of the workplace and more generally build their confidence (Smith et al 2004). Smith and Green (2004) for instance, reported that students found work experience valuable because it increased their confidence in interacting with people of all ages.

Third, engagement with the workplace can improve the post-study job opportunities of young people. This may occur through: the potential for gaining permanent employment at the same workplace; contributing to the development of young people's curriculum vitae; and providing informal networks and contacts that young people may use in seeking post-school employment.

Fourth, studies by Smith and Green (2004), Smith et al (2004) and Taylor (2005b: 486) found that work experience (via work placements as part of VET programmes) can help young people refine their choice of post-school job through confirmation of skills, abilities and interests and specific experiences in preferred jobs, which can confirm or deter entrance to that career. Workplace engagement may enable young people to discover what field interests them and

provide them with the opportunity to speak with people in the career area. The young people in these studies valued work experience as a chance to try a job to see how they liked it, before making a big commitment in deciding on a career path. The following sub-sections examine the research literature relating to first, the specific benefits for young people engaging in part-time work during study, and second, young people's views of the value of workplace engagement.

5.1.1 Research demonstrating the benefits of part-time work

Much of the research literature suggests that important work-related behaviours and attributes are acquired as young people learn to function in the job market – for example in the context of part-time or casual work outside of school (Mortimer and Finch 1986). Patton and Smith (2010), in a review of research relating to part-time student workers, conclude that the general consensus of published work is that part-time work by school students develops employability and technical skills to a considerable extent. They quote one study (Mortimer and Zimmer-Gembeck, 2007:258) which notes:

The work environment is an especially opportune context where adolescents can explore their identities and social roles while developing vocationally relevant skills (eg social skills and problem-solving abilities) and interests.

A number of studies – most of them Australian in origin – find that combining study and part-time work can have a positive effect on young people's prospects after school. Patton and Smith (2010) conclude that part-time student workers were able to gain a clearer understanding of the world of work than those not engaged in part-time work. Further, part-time work allows for the "shading in" of work in the lives of adolescents, such that the transition from full-time study to work is not as "abrupt" as it might be for non-workers.

Smith (2011), in a summary of her work with Australian student workers, concluded that young people consciously seek part-time work in order to improve their later labour market opportunities. They do so in the belief that experience in work provides greater advantages than qualifications alone. She relates some negative features of early engagement in the labour market, such as its impact on study⁶, potential stress from work intensification, working in jobs of lower quality, and the possibility of relative disadvantage for non-working students. However she also identifies many positive outcomes from student part time work. These include the enhancement of self-esteem and confidence, development of time management and negotiation skills, and improved career decision making. A national study of Scottish pupils' part-time employment and work experience by Howieson et al (2007) yielded similar findings. The majority of young workers in this study thought that their part-time job gave them scope to learn and develop, including self-management, organisational and decision-making skills. The research also indicated that at least some part-time employment provides opportunities for learning and attaining skills, especially

⁶ Analysis of the Longitudinal Survey of Australian Youth (LSAY) finds that around 11-12 hours of work a week is a "healthy" level of part-time work in terms of enabling young people to develop employability skills. However 12 or more hours of work a week was found to have a negative effect on tertiary education rank scores (NCVER 2012).

certain core and employability skills such as supervising/training others, and dealing directly with customers.

Other studies find a positive impact in terms of the development of employability skills. Taylor (2004), for example, maintains that young people who have held part-time/casual jobs are likely to have an advantage over other labour market entrants in terms of work-readiness because they are able to develop an understanding of the behaviours, dispositions and demeanours required and valued in the workplace. This heightens their awareness of the employer-employee relationship and of what is involved in “becoming” a worker.

Patton and Smith (2010) found that part-time jobs can “provide a buffer against post-school unemployment” for many young people, particularly in the context of an economic downturn, as “young people are quite likely to be walking out of the (school) gates and down the road to the next shift at the part-time job they have had for years” (p57). Similarly, Robinson (1999) in an analysis of the Longitudinal Survey of Australian Youth (LSAY), found a clear relationship between part-time work while at school and a lower incidence of unemployment in the post-school years. She concludes, “it seems undeniable that Australian school students who have part-time jobs gain a knowledge of the labour market and develop skills and contacts which provide them with some advantage in that labour market” (pg 35). The fact that a job applicant has a history of part-time work may act as a signal to potential employers, who may take it as an indicator of personal qualities such as motivation and initiative.

5.1.2 Young people’s views of workplace engagement

Despite a relative dearth of studies which seek to assess the views of young people themselves, a small number of studies investigate young people’s perceptions of the value or otherwise of different modes of workplace engagement. Australian studies, in the main, indicate that different forms of workplace engagement are seen by young people to offer differing benefits. Smith and Green (2004) conducted a study of around 150 school students whose workplace engagement took the form of part-time work, work experience, or school-based apprenticeships. They found that the broader the range of workplace experiences provided to students, the more labour market options opened up. Those students who had undertaken *school-based apprenticeships* were more aware and confident in their decisions pertaining to post-school pathways, as they knew more about the industry areas of interest and were provided with support and advice through the process. *Work experience* was of value to respondents in both selecting and rejecting career options, despite the fact that work experience was also criticised by many students for its brevity and the nature of the experiences. *Part-time jobs* were important less as career pathways than as learning opportunities and a means of supporting other study or career opportunities. As noted in the previous section, they also provided significant opportunities for respondents to learn about some of the realities of work.

When comparing the three modes of workplace engagement, students generally found work experience programmes developed their employability skills ‘a fair amount’ or ‘a little bit’ rather than ‘a great deal’ compared with other forms of

workplace engagement. More structured engagements (that is, school-based apprenticeships and work placement) were valued more for enhancing employability than ordinary part-time jobs.

In another Australian study, Stokes and Wyn (2007) also found that part-time work and work placements were regarded in different ways by the young people in their study. Study participants were aware that both contributed to life skills such as communication, time management, developing responsibility and building confidence. However, vocational education and work placement were closely connected to future career identities, while part-time work was seen as an opportunity to have disposable income, to socialise, and to have some work related experience. Most said that their part-time work (in supermarkets and fast food outlets) was not related to their future career.

Neville (2004) conducted a study of young people (under 25) who were engaged in a compulsory work experience programme (the Australian 'Work for the Dole' program). It found that programme participants value the work experience they receive if they feel they are learning, and value the connection to the labour market from being included in their supervisor's informal network of contacts. Participants indicated that the programme was successful in delivering 'soft outcomes' such as increased self-esteem, improved communication and interpersonal skills, as well as the ability to work in a team and organisational skills. The critical role played by supervisors was emphasised, both in changing the attitudes of participants, in creating an atmosphere in which participants could learn to work as a team, improve their communication skills, and become more self-confident. Supervisors also introduced participants to networks that could assist them in finding employment.

Similar studies have been conducted in the UK which assess young people's views of modes of workplace engagement. A number focused specifically on young people's views of the effectiveness or otherwise of work experience programmes. A study by Johnson and Burden (2003) found unanimity between employers' and young people's views that those who undertook work experience were better equipped than others to enter the world of work as a result. A national study of Scottish pupils' part-time employment and work experience by Howieson et al (2007) likewise concluded that work experience is a valued part of the curriculum for young people. A more recent report, from the Education and Employers Taskforce (2012) details survey research of young people who have undertaken work experience which finds that the great majority agree that work experience enabled them to develop employability skills.

A YouGov survey of 16-24 year olds (referenced earlier) canvassed young people's views on various forms of workplace engagement (YouGov 2011). It found that of the 84 per cent who carried out work experience while at school, 51 per cent found it of use, while 46 per cent did not. The survey captured views of young people regarding the age at which they think work experience would prove most useful (16-17 years), and the duration of the work experience that was felt to be most useful (between one week and a month). Around six in ten had interacted with employers at school, through career days, one-off presentations or ongoing talks. Work experience was seen as the most helpful

factor in finding a job (64 per cent) – consistent with employer views – followed by “contacts through family or friends” (29 per cent) and “good exam results/qualifications” (28 per cent). Consistent with other research, respondents felt that advice from family and friends (36 per cent) and supportive parents (31 per cent) were support mechanisms that would be most helpful in finding a job. The report concludes “... it is experience, education and contacts which are regarded as most helpful when trying to find a job” (YouGov 2011:13).

5.2 Employer involvement in the education system

The increase in youth unemployment levels in the UK has led a range of organisations to advocate greater involvement of employers in the education system as a means of assisting the transition of young people into employment. The Chartered Institute of Personnel Development (CIPD 2012a:14), for example, puts the case for the value of employer contact with the education system, stating

... it helps young people find out more about the working world, can give insight into what careers and jobs are available and what they need to do to get there. Crucially, young people tend to listen more to employers than to teachers or parents so their interventions, such as careers talks, work tasters and advice and guidance, can be very powerful.

In May 2012 the CIPD launched the *Learning to Work* campaign, which encourages employers to: build closer links with schools and colleges; provide high quality work experience placements; increase access to the professions; and create more opportunities for work-based learning and training. The campaign “aims to encourage employers to help prepare young people for the world of work while at the same time making the world of work more youth-friendly” (CIPD 2012a:5). The CIPD stress the importance of “educating both sides about each other”, noting “It’s not only young people needing to learn about the world of work, how to fit in and fulfil employers’ expectations. It’s also about employers and HR professionals, more specifically, learning about today’s digitally skilled youth” (CIPD 2012a: 11).

Surveys of CIPD members indicate a willingness among employers to play an active role in improving young people’s labour market opportunities. The CIPD (2012a:14) reports that over one-third of CIPD members feel that there should be better collaboration between education and employers and cites survey research showing that more than half of Confederation of Business and Industry (CBI) members would like to play a greater role in delivering career services.

Despite this latent support on the part of employers, the UK Commission for Employment and Skills (UKCES 2012a:5) identifies a number of barriers which have historically prevented businesses working with schools to help improve young people’s transition to the world of work. Like the CIPD, the UKCES recommends a range of practical strategies to circumvent these barriers and build better relationships between employers and schools at a local level. They

include businesses providing curriculum materials, arranging site visits⁷ and carrying out talks in schools; scheduling more work experience opportunities throughout the school year (rather than solely in the summer term, as has been the practice); and providing up to date information about careers in their sectors.

An earlier report by the Social Exclusion Unit (2000:58) included similar recommendations to those put forward by the CIPD and UKCES, as a means of assisting socially disadvantaged young people to obtain employment. The report profiles a range of case studies of effective transition to work programmes run by not-for-profit organisations, and states

One of the ways in which young people, particularly those living in areas of high unemployment, can make contact with the world of work is through community involvement by the private sector. This can be through mentoring, work experience or school-business partnerships, or through secondments from business directly into community projects. Whatever form the involvement takes, it is likely to raise the aspirations of the young people involved.

In a study of young people and employers in English rural areas, Spielhofer et al (2011:23-24) report that employers nominated the following areas in which they thought they could work with schools in rural areas to improve students' job prospects:

- Reinforcing messages from teachers about skills, qualifications and the world of work, and what is needed to succeed;
- Engaging with year 9 students who are making curriculum decisions;
- Identifying possibilities for employment in their industries and providing details of available jobs in the local area;
- Influencing young people regarding their choice of occupation: for example by generating interest in the trades; and
- Encouraging young people to apply for jobs in their enterprises.

Likewise, Demos (2006) suggest a range of strategies for increasing engagement between young people and employing organisations, including:

- Introducing a form of accreditation for businesses that forge partnerships with educational institutions;
- Universities should work to embed transferable, work-based skills into the curriculum;

⁷ A survey of young people administered by City and Guilds (2012) found that the most useful source of advice on employment and careers for 16-18 year olds was a visit to an employer, with 88 per cent saying it was useful or very useful, but that relatively few (26 per cent) of 16-18 year olds had actually visited an employer.

- The development of a soft skills portfolio (an accreditation system that privileges soft skills and aptitudes) which is jointly awarded and championed by schools and community/business organisations. An example of a similar initiative (an employability charter) was profiled by Spielhofer et al (2011). These charters were made in partnership between schools and local employers in rural areas. Charters comprised a portfolio, moderated by employers, in which young people provided evidence of how they had demonstrated a range of employability skills while at school.
- Consistent with the CIPD, Demos (2006) argues for strong connections and regular dialogue between schools, businesses and community organisations to allow more varied learning opportunities and build understanding (for example, allowing young people to develop problem-solving skills or experiencing 'citizenship' in practice). The Demos report profiles organisations that bridge the gap between schools and enterprise, including Heads, Teachers and Industry⁸.

5.3 Work experience and internship programmes

Interest in the operation and benefits of work experience schemes - as a means of curbing youth unemployment - is currently centre stage in the UK. The Department for Education defines work experience as "A placement on an employer's premises in which a student carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with an emphasis on the learning aspects of the experience".

A variety of work experience schemes are in operation in the UK. Some are administered by government agencies such as JobCentre Plus and directed at unemployed jobseekers. They include Work Experience placements, Sector-Based Work Academies, mandatory work activity and other work-related experience (described below). Others are aimed at students aged 14-18 and are run by secondary schools and colleges. In the past, local authorities had a statutory duty to provide every young person at Key Stage 4 (14-16 year olds) with work-related learning. This principally took the form of schools and colleges administering work experience programmes.

However the nature of work experience programmes administered by educational institutions has recently undergone change as Government policy in the area of work-related learning and work experience is reformulated. In March 2011 Professor Alison Wolf published "Review of vocational education - The Wolf Report". Recommendation 21 of the report proposed that Government should

... evaluate models for supplying genuine work experience to 16-18 year olds who are enrolled as full time students, not apprentices, and for reimbursing local employers in a flexible way, using core funds. Schools and colleges should be

⁸ The HTI's website describes HTI as "independent, not for profit and non partisan. Our experience lies in improving the life chances of young people through connecting their state or independent school, college, academy, federation or FE Institute with business and government to share best practice, promote knowledge transfer and drive personal development. This, combined with developing and delivering school leadership development programmes, stretches thinking, skills and capacity to achieve greater things." <http://www.hti.org.uk/>

encouraged to prioritise longer internships for older students, reflecting the fact that almost no young people move into full time employment at 16; and government should correspondingly remove their statutory duty to provide every young person at Key Stage 4 with a standard amount of "work related learning" (Wolf 2011: 17).

Local authorities are currently under a duty to encourage work experience for students aged 16-19 years old. To deliver the recommendation from Professor Wolf, the Coalition Government is seeking to remove the statutory duty to provide every young person at Key Stage 4 (14-16 year olds) with work-related learning, with a consultation process on this change which began in late 2011. It is expected that the duty will be removed from the start of the academic year 2012/13. However, schools will still be free to determine whether and how work experience for young people at Key Stage 4 is provided.

In May 2011 the Coalition Government pledged its support for work experience schemes - as a key mechanism for reducing youth unemployment - "by placing work experience at the heart of its overall request to the business community through its 'Every Business Commits' initiative, and also by additional funding for 80,000 work experience places for young people, ensuring that up to 100,000 places will be available over the next two years (HM Government 2011). It set in place a scheme to support jobseekers by allowing them to undertake work experience for up to eight weeks while still claiming out of work benefits. The Government subsequently announced a "Youth Contract" scheme in November 2011, aimed at improving job opportunities for 18-24 year olds. The scheme includes wage incentives and the creation of 250,000 extra voluntary Work Experience and Sector-Based Work Academy places over a three year period. Bivand (2012) notes that under the Youth Contract scheme, either a Work Experience placement or a Sector-Based Work Academy place will be offered to every 18- to 24-year old Job Seekers' Allowance claimant after three months. Bivand reports that Sector-Based Work Academies combine three interventions that together span up to six weeks: pre-employment training, work experience with an employer and a guaranteed job interview.

In addition, an Education and Employers Taskforce has been established. The stated vision of the Taskforce is "to ensure that every school and college has an effective partnership with employers to provide its young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and so to secure the UK's future prosperity" (Education and Employers Taskforce 2012)⁹.

Section 5.1 detailed research literature identifying the benefits of work experience programmes for participants. However, research also points to criticisms of work experience schemes frequently levelled by student participants on the basis that work experience students are very 'low status' and are rarely given responsibility while in the workplace, and the tasks they are assigned are menial, 'make-work' and repetitive, with no scope for learning useful skills that

⁹ www.educationandemployers.org

may assist their efforts to obtain future employment (see for example Batterham and Levesley 2011, Johnson and Burden 2003, Smith and Green 2004).

In order to improve the quality of work experience for young people and employers, employers' groups have issued comprehensive 'best practice' guides to improve the work experience process for both participants and employers. The CIPD has also recently re-issued a guide for employers "... to encourage more employers to deliver high-quality work experience" (2012b:2). An earlier guide published by the Confederation of Business and Industry (CBI 2007) focuses on how employers and young people can make the most of work experience placements in order to embed employability skills. The report suggests that for the work experience placement to succeed, students need to apply themselves and make the most of the opportunity to build their understanding of work. The employer, in turn, needs to provide a good balance of tasks and activities and provide assessments and feedback that are explicitly grounded in improving employability. The school has the role of preparing students for the placement and debriefing students and guiding their reflection once the placement is complete. Under these conditions the study found that the benefits can flow to each of the stakeholder groups. Schools benefit from students increasing their motivation to perform at school; students improve their understanding of work and with it their employment prospects; and employers are able to showcase their industries and workplaces, improve their profile in the community, and secure a pool of potential recruits for their future workforces.

In a report for the Work Foundation, Sissons and Jones (2012) find, consistent with a wealth of research, that young people defined as NEET are experiencing increasing difficulties making the first step onto the employment ladder as the labour market tightens. Their recommendations for improving the employability of NEET young people cohere with those advocated by the CIPD and CBI. Sissons and Jones stress that education and training providers must support young people by providing 'meaningful' work experience, involving a variety of tasks, with those undertaking work experience being assigned a mentor and being properly supervised throughout their placement, with adequate training provided¹⁰.

Business in the Community (BITC) claim that 146,000 work placements for young people have taken place with 538 companies through their Work Inspiration campaign¹¹. The CEO of BITC has said that through this campaign, the BITC is "supporting businesses to reduce the gap between young people's expectations of work and what business expects of new recruits"¹². A literature

¹⁰ This research was conducted as part of the Work Foundation's 'Missing Million' campaign, launched in 2012 and described as "a two-year, solutions-focused project with the aim of increasing the employment prospects of young people in the UK".
<http://www.theworkfoundation.com/Research/Socio-Economic/Labour-Market-Disadvantage/Youth-Unemployment>

¹¹ http://www.bitc.org.uk/workplace/talent_skills/work_inspiration/ accessed 31.5.2012. For more information on the Work Inspiration Campaign, go to <http://www.workinspiration.com/>

¹² City and Guilds press release, 2 May 2012, "Young people view links to employers as the key to career success". <http://www.cityandguilds.com/74594.html>

review and evaluation of the programme, via a survey of participants, identified a number of benefits of this and other work experience programmes for employers which were consistent with those described in the CBI (2007) report (City & Guilds Centre for Skills Development 2010). Despite this, survey respondents indicated that costs and resource demands are the main barrier to participation in the programme (City & Guilds Centre for Skills Development 2011).

5.4 Vocational and Educational Training programmes

Vocational and Educational Training (VET) takes a variety of forms, the most commonly known being apprenticeships and traineeships, neither of which are a primary focus of this report. However, the role of VET programmes in enhancing young people's 'work-readiness' has been a focal point of research and this section provides brief examples of such programmes and their outcomes in Australia and the UK.

- In the Australian context, Taylor (2005a) found that the students in her study were receiving employment-related modelling and mentoring from the trade lecturers associated with the instruction component given as part of their technical college (TAFE) training. The instructors' background of industry experience and contacts, together with the adult environment of the technical college, encouraged some understanding of the expectations of a working culture. Students in the study reported that they were impressed by the anecdotes of life-on-the-job from their TAFE trade lecturers.
- In Scotland a 'Skills for Work' programme was piloted which offered courses developed to enable young learners (Key Stage 3 and 4) to receive formal recognition for the acquisition of appropriate, work-related skills through partnerships with local authorities. Almost all who took part in the pilot were school-based learners and, in most cases, Skills for Work courses were delivered through partnership agreements within a Further Education (FE) college. An evaluation of the programme indicated that learners reported gaining employability skills (relating to attendance and punctuality, time management, and working with others) and a significant increase in their self-confidence and self-esteem. They reported that they had become more mature as a consequence of their involvement in the programme and were able to gain an understanding of the world of work and what would be expected from them when they moved into employment (HMIE Scottish Government 2007).
- Future developments in VET in the UK are aimed to improve young people's preparedness for work. In May 2012 the Department for Education announced a new initiative whereby 15 new university technical colleges (UTC) will be opened in 2013-14¹³. Each UTC will be sponsored

¹³ <http://www.education.gov.uk/inthenews/inthenews/a00209646/around-200-local-and-national-employers-back-15-new-university-technical-colleges>

by a university and local employers to deliver a “business-like education” through employer links. The 200 sponsoring employers include large companies such as Jaguar Land Rover and British Airways. The state-run colleges will be aimed at boosting practical skills among students between the ages of 14 and 19, offering vocational training alongside academic learning. Students will have access to work placements, guest speakers, and “a curriculum designed by experts in the field,” according to government sources. Many UTCs will run longer term times and operate business hours to help prepare students for the world of work. Between them, they are expected to support 20,000 young people into technical roles.

5.5 Part-time work while studying

The existence of age-based minimum rates of pay in the UK and in countries such as Australia may act as an incentive for employers to engage student part-time workers, who are commonly found in jobs in sectors such as retail and hospitality. Several studies find high proportions of paid employment among full-time students, for example Howieson et al (2007) in the Scottish context, and Smith (2011) in Australia. These authors advocate, in light of the prevalence of school-aged part-time work, that students’ experiences of part-time work should be structured and incorporated into school-based careers programmes for them to be of benefit in terms of young people’s career development. Smith and Green (2004) argue that “co-opting high school students’ paid part-time work experiences likely provides more effective means to understand work and working life than can be realised through school-organised work placements and work experience programmes” (p58). This is consistent with the view of Howieson et al (2007) who conclude that the pervasiveness of part-time work among Scottish pupils raises questions for the aims, allocation and delivery of work experience programmes. Howieson et al’s study found that levels of part-time work among students were higher than anticipated by teachers, adding that schools cannot therefore assume that work experience is pupils’ first, or only, encounter with the working world.

A different picture appears to be evident across the UK at the present time, however. Data from the UKCES (2012b) indicates that the share of full-time learners at 16-17 years old who combine work with their learning has been declining steadily from 40 per cent in the late 1990s to around 20 per cent in mid-2011. This indicates that young people in the UK are leaving education increasingly less experienced, while surveys of employers find that significant proportions rate previous job experience as critical in new recruits.

5.6 The role of labour market intermediaries

Whilst not a specific focus of this report, this section provides a flavour of how various labour market intermediaries can assist young people in transitioning to work. It provides examples of three initiatives in which external organisations attempt to bridge the gap between young people and workplaces.

The first is that of Group Training companies in the Australian context. Given that not all young adults experience transitions to work equally, and some are disadvantaged in relation to the labour market, Smith (2003) suggests that institutional forms outside of the workplace are best placed to support those young people for whom external and internal supports are lacking. In Australia, for example, Group Training companies are a key player in the youth labour market, acting as intermediaries that link young people with training systems and workplaces. They do this by directly employing the apprentice and hiring them out to host employers. It has been argued that field officers in good Group Training companies can assist in smoothing the transition into workplaces while acting as advocates for quality work and training experiences for the apprentices and trainees, who are often entering fragmented industries¹⁴.

A second example, from the UK, demonstrates that intermediaries may take the form of not-for-profit organisations running targeted programmes. Examples in the UK include the Joseph Rowntree Foundation-funded Into Work programme. This programme targeted under-achieving young men in three UK schools in 2002, and was designed to prepare the young men for workplaces (Lloyd 2002). The course included school based sessions covering: interview technique, telephone experience, CV and application form writing, training options, where and how to look for jobs, being a man in the workforce and individual career options. The programme used very practical methods and materials and included visits to workplaces and job centres. It was concluded that the critical factors of success for this pre-work programme were that it:

- was tailored specifically for young men at risk;
- was practical rather 'academic' (in that it required active participation rather than 'worksheets');
- focused on building participants' confidence and encouraging their self-efficacy;
- provided both individual as well as general help;
- had high expectations and was challenging; and
- was led by people skilled in working with young men.

Participants reflecting on the programme underlined the importance of practical engagement such as attending workplaces first-hand, rather than having them described by a teacher or visiting employer. However, course convenors noted the great difficulties they had in securing local employers to be involved. In some cases this was due to previous 'bad experiences' with students from the school in question, in others it was due to limited opportunities and issues such as safety.

¹⁴ While this model is not without challenges, research has found that the intervention of group training creates work and training opportunities for young people that would otherwise not be available. This is particularly the case where enterprises are unable or unwilling to commit to taking on an apprentice for the duration of their training, with the group training system facilitating the 'sharing of risk' across employers (Buchanan and Evesson, 2003).

Third, whilst not specifically a labour market intermediary, the CIPD has to some extent taken on this role with their Steps Ahead mentoring programme, which is similar in content to the Into Work programme described above. The Steps Ahead programme has been piloted in the West Midlands, matching CIPD members with young unemployed people to provide mentoring sessions on interview skills, confidence building and CV writing¹⁵. Plans are underway to extend the mentoring scheme nationwide (CIPD 2012a)¹⁶.

¹⁵ Insights from this programme relating to young people's preparedness for the labour market are highlighted in CIPD (2012b: 11).

¹⁶ <http://www.cipd.co.uk/publicpolicy/mentoring-steps-ahead-initiative.aspx>

6. Young people starting work: employer support at the workplace

A mass of research literature emphasises a need for employers to support young workers in their first jobs on the basis that a lack of support can have detrimental effects on young workers' subsequent labour market experience. At a practical level, workplace support is essential to ensuring that young people are able to work to the best of their productive capacity, and to ensure workplace harmony and individual worker wellbeing.

Occupational psychologists Loughlin and Barling (2001) write that early workplace experiences shape workers' subsequent work-related attitudes, values, and behaviours. In surveying the research literature, they conclude, "To date, researchers have tended to underestimate the potential long-term influences of young people's early work experiences, and research has only recently begun to explore the extent to which young workers are affected by the quality of their work experiences" (pg 546). The literature indicates that opportunities for learning or skill use are critical in teenage employment, and psychological benefits are most pronounced when jobs provide skills that will be useful in the future.

Demos (2006) suggest that shifts in the nature of work provide challenges for employers, as they struggle to find ways to attract, motivate and support a generation of young people with higher debt, different values, and more demanding jobs than ever before. For young people to be engaged, motivated and creative, their work environment "must be one where they feel genuinely at home". The authors of this report assert that organisations must be more human and responsive to young employees, with working environments that are more aligned to young people's values and which provide genuine support when it is needed.

This section examines a range of strategies by which employing organisations can provide support for novice workers. These take the form of – among other strategies – targeted and robust induction processes, close managerial or supervisory support, buddying and mentoring schemes, and strategies for 'socialising' young workers to the workplace culture.

6.1 Preliminary inductions

Studies of induction processes experienced by young people in the UK and Australia have found that, for the most part, they do not address the specific needs of young novice workers which were described in section 4 (Johnson and Burden 2003; Tresize-Brown 2004). In a UK study cited earlier, Johnson and Burden interviewed 30 young people and 39 employers about induction systems for young people starting jobs. They found that despite the strongly held belief among employers that young people lack employability skills, this was not reflected in the induction processes used by those employers. Instead, most induction systems applied to all new employees no matter what degree of previous labour market experience they had and tended to be 'instrumental' in nature, concentrating on informing participants of procedures and obligations.

The processes employers described as inductions tended to cover the first few hours or days when new recruits were introduced to the enterprise. They encompassed a wide variety of practices and content. Formal programmes, which are much more likely to be delivered by large employers (Johnson and Burden 2003, Tresize-Brown 2004), tended to include information sessions about pay and conditions, hours of work, safety issues, some task specific instruction and workplace orientation. The subject matter covered in inductions varied between industry and job type but was rarely modified for different types of worker. The Johnson and Burden study found that smaller enterprises with informal induction procedures were much more likely to individually tailor inductions to the new recruits, and as such were more likely to respond to the specific needs of young people. However, on the whole, according to these studies, induction sessions were not designed with specific consideration of first-time workers. Rather, they were more generic and applied to any worker new to the enterprise, no matter how long their tenure in the labour market.

Employers tended to the view that a couple of weeks was an adequate period for any new recruit to assimilate, and those people that failed to 'fit in' were likely to leave after a short period. Most formal induction processes only lasted between half a day and a week, which researchers regarded as unlikely to be adequate to deal with 'raw recruits' to workplaces. Johnson and Burden found that young recruits that were 'thrown in the deep end' with limited or no induction often felt unsupported rather than positively challenged by the high level of responsibility.

6.2 Beyond induction processes: deepening support

Looking beyond induction procedures, Smith (2003:17) found young people's success in new jobs varied considerably and was shaped by intrinsic and extrinsic factors associated with their individual attributes and the supports they had in place, as well as the quality of managers and supervisors in their respective workplaces. In other words, their success at work was not just shaped by their relative behavioural, technical or cognitive skill levels but was also influenced by the supports they received both on and off the job during the period of their transition. Taylor (2004) found that the relationship between young workers and management ('the boss') is a critical factor in early career experience. Such relationships, she reflected, are extremely important for young workers recently out of school, as their most recent experience of authority has been one of under-status as a child in the hierarchical and authoritarian school system.

Consistent with the findings of studies by Taylor described earlier, Smith described the importance of young people understanding local workplace mores. This suggests that rather than possessing generalised social and communication (soft) skills applicable to all workplaces, there are also cultures specific to individual workplaces that need to be observed, absorbed and responded to by novice workers. Thus individual behavioural attributes that enable young people to deal with social challenges when entering the world of work can facilitate much smoother transitions. Equally, assisting those students who are not in possession of those attributes requires extra support if they are to succeed in work. Smith uses these findings to highlight the importance of employers

supporting transitions into 'real' situations rather than relying primarily on educational and other external players to simulate workplace conditions.

Smith found that the presence of a mentor at work (or, a mentor associated with work, such as a technical college teacher) who assisted in navigating those challenges was beneficial to young people at work (as also described by Taylor 2003). It also appeared that the involvement of an interested and engaged parent, sibling or partner provided useful support to the young person during the early transition. While the self-efficacy of the young person clearly smoothed their transition into work, it was apparent that the experience and skill of the employer in dealing with young workers also made a significant difference to the success of the move into fulltime work (see also Tresize-Brown 2004). It was noted that employers in her study were generally sensitive to the high stress that young people are under when commencing fulltime work in the labour market. But there was also evidence that some supervisors and managers were not sympathetic to those pressures and did not have strategies in place to deal with specific teething problems.

Smith and Comyn (2003) undertook a study of enterprises to assess the methods being used by employers to help young people settle into part time and full time work following full-time education. Employers identified particular challenges associated with young people who: had difficulties with long hours; were reticent to ask questions; did not always recognise their impact on other workers; and some did not possess basic habits such as keeping the work environment clean. However, Smith and Comyn found that most employers anticipated these issues and were willing to assist young people in overcoming them. Employers had put in place formal processes to assist novice workers into their new workplaces, including:

- Recruitment and induction processes;
- Buddying and mentoring systems;
- Different types of training;
- Ensuring placement with supervisors who were experienced in managing novice workers;
- Meetings, assessments and appraisals;
- Managing mistakes, performance and conflict;
- Rotating tasks;
- Calibrating responsibility; and
- Explicitly respecting and recognising novice workers' contribution.

In addition to formal processes, employers described the importance of individual interactions with the young people to encourage their full engagement in the workplace. Simple socialisation strategies such as involving them in social events, engaging them in conversations about their lives and interests, as well as providing clear instruction, praising good work and giving non-threatening

negative feedback were all seen as critical to building young people's confidence and helping them to ease into workplaces. While these interactions often concentrated on how tasks were being performed (technical skills) employability skills were also being developed. More assistance was given to young people who needed it due to their limited knowledge of how to act in a workplace setting. On the whole Smith and Comyn found that employers played a very valuable role in transitioning young people into workplaces. Rather than schools needing to step into the employability skills breach, as has been proposed by others, Smith regarded most concerns about employability in an Australian context as somewhat overstated, while conceding that there are significant groups of young people that are disadvantaged and that school-mediated programs targeted at those young people may be worthwhile.

The CIPD (2012a: 16) provide practical advice about the range of ways in which employers can support young employees in their first jobs. Crucial among these is the importance of careful management and support of young people in order to build their confidence. The CIPD advises that line managers should set clear work plans, provide informal coaching and ongoing feedback, and evaluate tasks undertaken to aid the young person's development. It also recommends that other experienced employees act as a mentor or coach for the young person. Line managers and mentors are able to assist young people in traversing the cultural norms and standards of behaviour particular to workplaces, reducing the likelihood of performance problems emerging¹⁷. Buddying and mentoring programmes appear to work particularly well for young people as they help them adjust to specific workplaces cultures and develop the 'softer' skills that employers desire (CIPD 2012a; Demos 2006; Johnson and Burden 2003).

Demos (2006) reports that young people in first jobs tend to benefit from a "one up, one across" support structure, where they have people to go to for advice and guidance who are either a year on from them, or who are likely to be experiencing similar problems to them at present. They stress the value of mentoring schemes for young people, with people that they can relate to, but also of management practices that help to nurture the social networks that young people value as safety nets when they arrive in organisations. They conclude that "constant dialogue and ongoing efforts at mutual understanding and support will be key" to bridging the gap between young workers and organisations. They suggest a number of ways in which organisations might narrow the gap between young people and their employing organisation:

- Companies should hold entrance interviews and skills audits for young people entering their organisation to understand what drives and motivates their new recruits and to encourage them to think more explicitly about their strengths and weaknesses;
- Companies might provide "deep support" for young people entering organisations by helping to solve people's "life" issues at work, and offering assistance relating to challenges faced by young workers;

¹⁷ With the support of the Prince's Trust, the CIPD is producing further advice and guidance on how to manage young people to get the best out of them, including the level of pastoral care needed.

- Organisations should find ways to support the peer to peer networks, both inside and outside their walls, that young people rely on and value so highly when they enter organisations. This might include arranging internal mentoring relationships or brokering relationships with external “peer organisations”; and
- Companies should consider organising themselves into networks, offering short term work placements in a number of different companies or public/voluntary sector institutions. This would enable them to recruit staff from diverse backgrounds, and enable young people to develop a wider range of skills.

Smith and Patton (2009) cite research reporting that young people entering the workforce are unlikely to have well-developed organisational skills because they lack previous experience. The authors’ study of teenage student workers and their employers in Australia found that the workplaces in the study (in the fast food and retail sectors) seemed to have systems built around acceptance of these low levels of skills and accommodation for them. In general, the companies felt that it was their role to develop organisation skills in their student workers, rather than expecting young teenagers to arrive with those skills.

In the UK context, Bivand (2012) argues that, to improve young people’s employability skills, employers need to structure employment patterns to allow young people to combine learning with work. He notes, “Many employers are already experts at this, such as the large supermarket chains and significant portions of the fast food industry” (p.36). Employers, he argues, should do more to actively support people in building their skills through means such as encouraging apprenticeships, linking employment opportunities to higher education programmes and sandwich courses and promoting arrangements to recruit students to work-related programmes in holiday periods.

In summary, a range of strategies for on-the-job assistance to smooth the transition to employment have been canvassed by researchers. Approaches such as buddying, mentoring, and developing structured and in-depth induction processes are profiled as successful means of helping young people acclimatise to the workplace. However, it is the nature of the day to day interactions between young people and their peers and supervisors within the context of the workplace that is most important in transitioning young workers. A number of researchers and advocacy groups urge employers to create a “welcoming” atmosphere or culture for young workers in order to alleviate the anxieties that many without confidence, skills or support networks may feel on starting a job.

7. Conclusions

Young people entering work: a research agenda

This review sought to locate and analyse the available literature relating to three areas of interest:

- Young people's expectations of work: how young people perceive the challenge of workplaces; their concerns, and what daunts and excites them;
- Young people's needs (including skill needs) in entering the workplace; and
- What can be done to smooth the transition to work, and what employers might do to make workplaces receptive to young people.

An assessment of the literature found little research relating to young people's expectations of workplaces or working life. Research conducted by Erica Smith and Anthea Taylor in Australia at the turn of the millennium was found to come closest to addressing the areas of interest identified by Acas.

This Australian research provided detailed insights into the concerns and anxieties of young people entering work. Alongside others, Taylor (2003:12) advocates a need for further research, to provide a better understanding of the youth experience of early career social processes. Research of this nature would allow policy makers, schools and employers to identify the range of issues that young people entering work perceive to be "challenging and anxiety-generating", enabling these actors to develop tailored strategies to help ease the transition for young people. It might also be expected that provision of such strategies would afford benefits for employing organisations in relation to worker retention, productivity, wellbeing and workplace harmony.

A search of the literature was unable to locate any research which examined expectations with regard to the aspects of transitioning to work that *excited* young people. By comparison, relatively more research – yet still surprisingly little - addressed issues relating to young people's needs in entering workplaces and strategies for smoothing the transition to work.

This indicates that there is a 'niche' for research in which young British people are the unit of analysis, with data collected on their expectations and needs in relation to entering work. This topic is ripe for exploration, with such research providing a useful counterpoint to the many reports recently issued which discuss the ways in which businesses might work to help smooth the transition for young people entering work. Appendix 1 sets out a proposed strategy for the conduct of research of this nature.

Building young people's 'emotional intelligence' to help smooth the transition to work

Our review of the research found that expectations and knowledge of work and workplaces differ among young people in the UK. Some studies indicated that subsectors of the youth labour market (specifically disadvantaged youth and young people in rural communities) may possess little knowledge of either how workplaces operate, or job opportunities, and that those with minimal knowledge relied primarily on family and friends for information and guidance. In contrast, studies of young people as a whole found higher levels of knowledge of labour market conditions and awareness of skills needed to obtain employment.

Within the literature, certain Australian studies by Smith and Taylor are distinctive in revealing the personal challenges faced by young people entering work. Many young people experience considerable anxiety and confusion when first starting work. A key conclusion drawn from the available literature is that young people did not necessarily feel *unequipped* with the soft or technical skills needed to enter work, but that they lacked confidence, and faced difficulties dealing with interpersonal relationships particular to workplaces – that is, relationships within those hierarchies of authority and power. A focus of the recommendations within these studies is on equipping young people with the support and emotional intelligence needed to alleviate the anxiety caused by their relative inexperience in dealing with the distinctive social relations at play within workplaces. Taylor, for example, advocates that educational institutions or VET intermediaries should play a role in preparing school students for negotiating interpersonal relationships at the workplace. In essence, this would require such institutions to venture into the area of building young people's "emotional intelligence" to allow them to survive and thrive in workplaces.

A range of strategies discussed in this review of the research might potentially be employed to this end. Employers, when visiting schools to talk to students about working life, might describe how organisational hierarchies work and discuss some of the challenges of interpersonal relationships in workplaces. Demos (2006) advise that young people are best supported by "peer networks". If this is the case, novice employees from local employing organisations might be encouraged to visit schools and talk about the elements of work they found most difficult when starting jobs, strategies for organisational support of first-time workers, and what an average day at work entails for them. In addition, as some writers suggest, guidance from 'peer' mentors within the workplace might also help new workers to navigate and negotiate workplace relationships.

Generating soft skills

Most young people entering the labour market were aware of employers' desire for new workers to possess soft skills such as self-management and communication skills, confidence, and showing initiative. Many studies highlighted employers' preference for employees to arrive at the workplace with ready-made soft skills, at the same time reporting employer views that new recruits largely lacked these skills. But where do young people learn these skills? Most research indicates that these somewhat intangible personal qualities are best, and most often, developed by young people on the job, through a variety

of modes of workplace engagement (including part-time student work, work experience and VET programmes).

Student part-time working, vocational education and vocational work placements were all found to lead to better outcomes for young people transitioning from study to full-time work, in part through the development of these soft employability skills. But what are the options available for young people to learn such skills where these opportunities are not available? School-based work experience is one solution. However some research indicates that participants find the experience to be of little use in developing employability skills. In response, and in recognition of the potential value of exposing young people to workplaces through work experience programmes, the Coalition Government, along with bodies such as the CIPD, the Employers and Education Taskforce and Business in the Community, have all recently committed to improving the quality of the work experience 'experience' for young people. Other strategies are put forward by the likes of Demos (2006) and Spielhofer et al (2011), who profile mechanisms for the development of individual soft skills portfolios.

More generally, a number of British organisations (the UKCES, CIPD, and Demos, HTI, EET, The Work Foundation and BiTC) are arguing for stronger connections and regular dialogue between schools and businesses to allow more varied modes of engagement between business and young people.

In addition, the role of intermediaries acting as links between education/training and work, assisting with the transition specifically experienced by young people, is also an area that appears to deserve greater consideration. While this was an area of research focus that was largely beyond the scope of this paper, references to the advantages that these models might have for disadvantaged young people, and to support the involvement of disengaged employers, did emerge as a theme worthy of further discussion.

Employers' role in smoothing the transition to work: modes of workplace engagement

As well as aiding in the development of soft skills, opportunities for workplace engagement allow young people to acquire the norms and skills particular to workplaces. Research finds that employers prefer to recruit young workers who have had some form of enculturation in workplace life and norms. The onus is therefore on young people 'fitting in' within the workplace and its pre-existing norms. However, as the CIPD (2012a:11) note, both parties must work at the relationship and understand each other's needs. The CIPD and Demos, among others, stress the importance of making workplaces "welcoming" environments, with research indicating that young workers perform better where support structures are in place in their work environments in the form of mentors, supervisors, or supportive induction schemes.

Several writers recommend that students' experiences of part-time work should be structured and incorporated into school-based careers programmes for them to be of benefit in terms of young people's career development. Given the positive impact of student part-time working on future job opportunities, more thought may be given to encouraging employers to take on greater numbers of

student part-time workers. Whilst the youth rate in the British National Minimum Wage offers the most obvious incentive for employers to take on younger workers, some thought may be given to other incentives for employers to create jobs for student workers. Lee et al (2012:41) discuss a range of strategies for reducing long term youth unemployment which centre on the provision of wage subsidies. Some involve improving access to part-time jobs. One example is a scheme proposed by the Association of Chief Executives of Voluntary Organisations (ACEVO) and advocated by the Work Foundation, which takes the form of a guaranteed part-time job for six months, combined with intensive support to find unsupported employment.

Finally, as well as working with educational institutions, intermediaries and other organisations to smooth young people's transition to work, an important focus of this report is on how employers help young people transition *within* the workplace. Strategies include robust induction processes, close managerial or supervisory support, focused guidance and assistance from novice workers' supervisors and peers, buddying and mentoring schemes, and means of 'socialising' young workers to the workplace culture.

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Appendix 1: Potential research design for a study of young people's expectations of work

Research design

There is a lack of empirical work that directly examines the experience of young people transitioning into the labour market for the first time in the UK. This literature review has outlined elements from many studies that touch upon this general area but, with the exception of work done in Australia by Anthea Taylor and Erica Smith and her colleagues, this review of the research literature was unable to find any UK studies that look specifically at this topic through the eyes and experience of the young person.

Anthea Taylor has noted that whilst there is some aggregate-level survey data relating to young people's career aspirations or pathways taken, using predetermined categories, this data does not adequately reflect youth perceptual organisation and experience. In-depth qualitative work would best capture this, however research of this nature is time consuming, particularly where longitudinal approaches are taken.¹⁸ Patton and Smith also note, with regard to conducting studies of young people, that " ... there are problems in accessing large numbers of young people, problems that multiply when researchers attempt to follow up these initial data sets in the quest for longitudinal data" (2010:60).

Mindful of these problems, this section outlines a research design for a longitudinal study focussed on collecting data from the young people themselves, to overcome the current deficiencies in the data. Much of the qualitative research profiled in this review is small-scale in nature: for example, Smith's (2003) study, while yielding extremely rich and insightful data, was drawn from interviews with only 11 individuals, while Johnson and Burden (2003) in the UK context, interviewed only 30 young people. Thus, there is scope for a larger study to be conducted with a broader representation of young people, as described below.

Longitudinal in-depth qualitative study of 100 young people

To generate data that looks at the expectations of young people as well as their experiences in their first jobs, a longitudinal study is required. The research participants would be young people who are coming to the end of study and are intending to take up fulltime work. At least three waves of interviews would be needed to enable the collection of quality data that covers key milestones and allows for examination of expectations of work, initial experience, and reflection on their experience after a year. Whilst it is often acknowledged that young people are increasingly 'tech-savvy' and are most easily reached via online research, our view is that face-to-face interviews (as used by Smith 2003) will yield the most detailed data, not least because they will allow for branching questions to be asked.

¹⁸ Paraphrased from e-mail communication between Anthea Taylor and the report authors, dated 29 May 2012.

Wave 1: Before commencing fulltime work

The first wave interviews would need to take place prior to the young people commencing their first job. This would allow researchers to ask questions about the following areas:

- what they are expecting of work;
- their perceptions of the challenges of entering work;
- the particular issues that concern and daunt them;
- prospects of work that excite and enthuse them;
- their perceived needs in entering work;
- how they intend to get a job;
- what they are looking for in a job;
- what they think employers are looking for in new recruits;
- engagement with workplaces to date (work experience, part-time work etc) and perceived usefulness;
- sources of knowledge and information about the labour market and jobs in general; and
- characteristics/demographic data using life history questions.

The latter will provide contextual information about their socio-economic and cultural backgrounds as well as other factors that might shape their expectations and experiences of work.

Wave 2: Within 3 months of commencing fulltime work

The second wave of interviews would take place with each participant within three months of commencing employment. The interviews would concentrate on their initial experiences of work, including the level of support given to novice workers by their employing organisation. A key question would be asking participants what advice they would give to other young people starting their first jobs (similar to the approach used by Smith in her longitudinal study (2003)).

Those participants who have not achieved employment six months after the first wave would be interviewed to gather data about their progress and their experiences of looking for work, as well as their evaluations of the skills needed to obtain a job and whether the skills they have match the jobs available in the labour market at that time.

Wave 3: 12 months after Wave 1

The third wave of interviews would take place with all participants 12 months after the initial interviews in wave one. This would allow participants a period to enable deeper reflection on their experience of work as well as allowing for an examination of issues associated with retention. Any participants who have not achieved work over the period would also be interviewed to examine the barriers they experienced.

An optional 4th wave two years after the first wave of interviews might be considered. This 'follow-up' method was used by Erica Smith in a longitudinal study of 11 young people and allowed her to make observations about transitions after commencing work. For example, she found that many young people went in and out of both work and study during the first few years of their entry into the labour market. The 4th wave is not essential for examination of the issues being considered by Acas but might add value to the study with minimal additional cost.

Participant selection

The study would include a total of 80-100 young people from key groups based on the general nature and level of their achieved educational attainment level before entering the labour market fulltime. It is expected that this approach is likely to elicit the participation of young people from a range of backgrounds. Consequently the primary selection criteria for participation would be ensuring recruitment of approximately 10-12 young people from each of the following groups **intending to go into fulltime work** after:

1. Leaving university
 - a. With a vocational degree (eg accounting, teaching, engineering, lawyering, doctoring, nursing etc.)
 - b. With a non-vocational/ general degree (eg, humanities, political science, economics etc)
2. Leaving college of further education
 - a. With a vocational qualification (eg child care, metallurgy etc)
 - b. Non-vocational/general (eg A levels; business and administration)
3. Leaving school at highest attainment level (achieved A levels)
 - a. Into a vocational employment arrangement (eg apprenticeship)
 - b. Into work with no expectation of a qualification
4. Leaving compulsory school education (GCSE?)
 - a. Into a vocational employment/training arrangement (eg apprenticeship)
 - b. Into work with no expectation of a qualification

Factors to consider across the groups to ensure participation of young people with other key demographic and experiential characteristics include:

- Gender balance (that is, near equal numbers of young men and women in each of the key groups)
- Paid work experience (include participants who have had experience of part time work)
- Socio-economic status (that is, a range of social economic backgrounds)
- Disadvantaged groups (that is, participants from identified disadvantaged groups, such as under-achieving young people, young people with a disability, young people from rural areas etc.)

In addition, strategies to deal with attrition will need to be built into the research design given the longitudinal nature of the study.



Employability Skills Training

Interview preparation

Company Research

Based on your group research, list three pieces of information that will be useful to you in the interview and describe why this information will be useful.

Key information area	Information gathered	How it will be useful at interview
<i>e.g. Policy or procedure that affect the job</i>		
1.		
2.		
3.		

List two questions about the organisation to ask the interviewer which you have not covered in your research.

1.....

2.....

Employability Skills Training

Interview preparation

Sample Interview Questions

Education and Training

Why did you decide to go to college?

Tell us about your college course?

Did you enjoy/are you enjoying any particular part of your studies more than the rest?

Can you tell me about a project that you worked on at school or college?

Employment History

Have you had any work experience?

Tell me about your last job?

Why did you leave your last job?

What have you done since you left your last job?

What have you achieved that you are most proud of?

Tell me about a problem that you have had to deal with?

What would you do if you were faced with a problem you could not deal with?

What are the most satisfying aspects of your current/last job?

Interests

What hobbies or interests do you have?

Employability Skills Training

General

What are your strengths?

What are your weaknesses?

What do you see yourself doing in 5 years time?

Why should we employ you?

Which other organisations have you applied to?

What does equal opportunities mean to you?

How would you put equal opportunities into practice?

The Job

Tell me what you know about the organisation?

Why do you want to work for this company?

What do you think you can contribute to this company?

Questions to ask the interviewer(s)

What would you see as the main priority when starting this particular job?

What challenges do you think the job holder will face?

Can you tell me about the training and development available to the successful candidate?

How would you describe the culture of this organisation?

What are some of the objectives you would like to see achieved in this job?

Interview preparation

Tough Questions

- Tell me about yourself
- What can you offer us?
- What are your strengths?
- What have you accomplished?
- What are your limitations?
- What do you know about the company?
- If I spoke with one of your previous class teachers/tutors, what would he/she say are your greatest strengths and weaknesses?
- What are your ambitions for the future?
- Why do you want to work for us?
- What do you find most attractive about the position we are discussing?
- What is least attractive?
- Do you consider yourself to be a creative person?
- How would you describe your own personality?

Employability Skills Training

Interview preparation

Questions to Anticipate and Ask

Based on the job description allocated to you, describe three key requirements of the role:

1.
2.
3.

Suggest two questions that the interviewer might ask you in relation to the role, explain why you have chosen the questions and how you would respond

Questions most likely to be asked in relation to the job role	Why I have chosen this question	How I would respond

List four general questions that an interviewer may ask you at interview and anticipate your response.

Questions that might be asked	How I would respond
1.	
2.	
3.	
4.	

Give two examples of what was not included in the job description that you would like more information on?

- 1.
- 2.

Employability Skills Training

3. Based on information gaps identified, prepare three questions to ask at interview.

1.
2.
3.

Employability Skills Training

Interview preparation

Top 10 Tips

1. Research the company thoroughly: use the internet and phone and ask for information to be posted to you e.g. Annual Report or other company info.
2. Know where you are going: get map, plan route.
3. Be prepared. Take a copy of your CV, note pad and pen.
4. Perfect your image: - have clean clothes, shoes, hair and fingernails! Use positive body language.
5. Think of the image that you want to portray: Make your answers enthusiastic, interesting, and knowledgeable.
6. Arrive in the area with time to spare: arrive at the interview at least 5 - 10 minutes early.
7. Memorise the name and title(s) of your interviewer(s).
8. Anticipate possible questions and prepare answers.
9. Be prepared to sell your key personal qualities.
10. Have three questions ready to ask the interviewer(s).

TURN OFF MOBILE PHONE!



'Making Learning Work'

Case Study – Sarah's story



Sarah was soon to finish her childcare course at the college and wanted to find a job working with young children. She had applied for a job at her local nursery and was really excited when she was selected for a telephone interview.

Sarah was very nervous about talking on the phone, so she practiced greeting the interviewer with her family and friends the day before – Sarah wanted to sound professional and make a good first impression. Sarah also thought about some of the questions that she may be asked by the nursery and the answers that she could respond with.

Sarah was at college on the day her telephone interview was going to happen; Sarah took herself off to a quiet area within the college. During this time it on occasions become noisy due to passing students and at times this made it difficult to hear what the interviewer was asking, but she did hope that they could hear Sarah clearly.

During the interview Sarah was asked about her work placement which she undertook over a couple of weeks which was a mandatory requirement within her course. Sarah did manage to give some good examples of what she learnt during this experience, but Sarah could remember what she had included on her CV.

Sarah was pleased to get an email a couple of days later inviting her in for a face to face interview. Sarah then spent her time wisely preparing for this.



'Making Learning Work'

Case Study – Sarah's first interview

Questions

1. What should Sarah have done better to have been more prepared for her telephone interview?

2. Do you think that Sara created a good impression during this interview? Give reasons for your answer

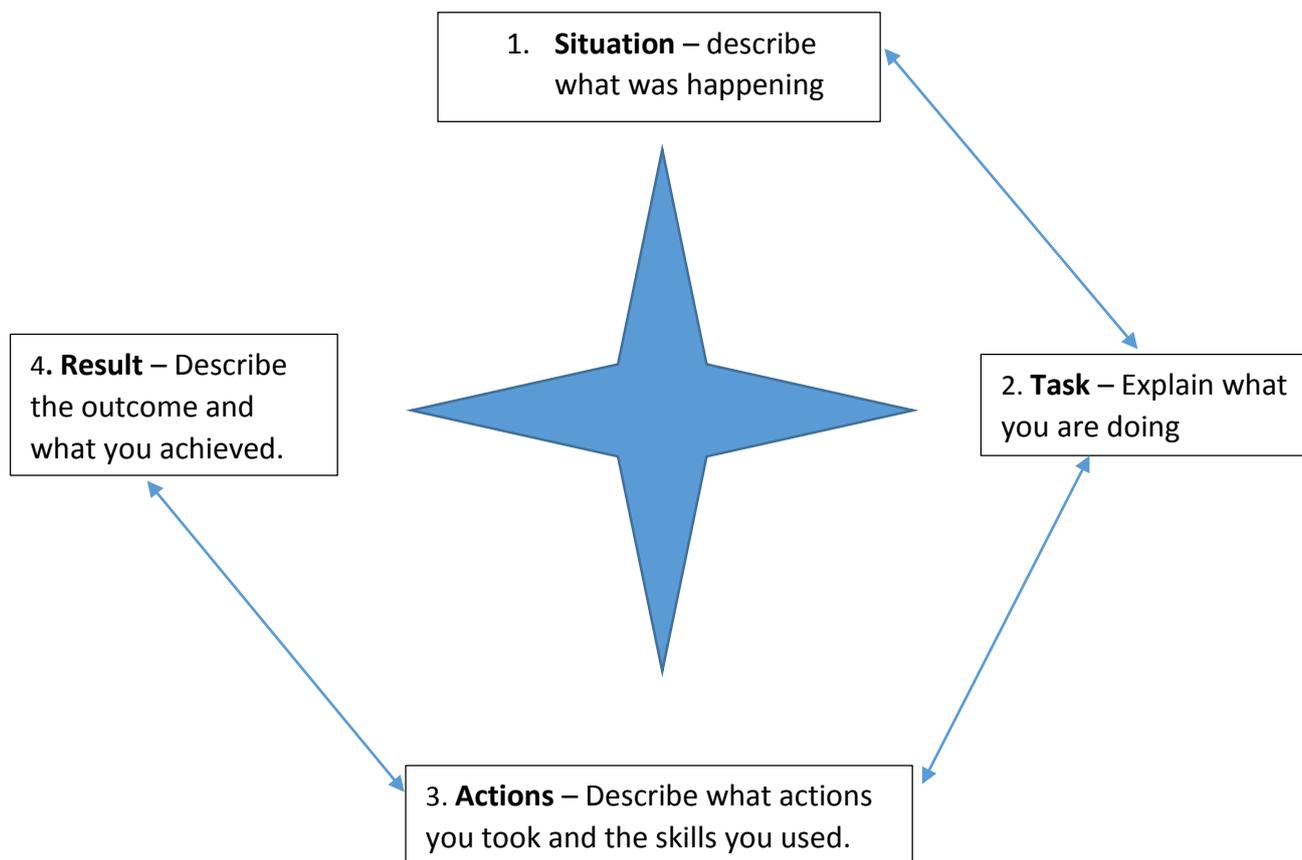
3. What should Sarah do to make sure she is fully prepared for the face to face interview?



'Making Learning Work'

Using the STAR technique

The STAR technique is one of many tools that can assist everyone in getting ready for an interview by assisting you in preparing answers for questions which you may be asked. The diagram below gives an example as to how these four stages work within this technique.



Here is an example: Tell us about a time when you feel you delivered a good customer service experience?

Scenario:	I work part-time in a local restaurant as a member of the waiting team.
Task:	In one shift I was approached by a client who wanted to place an order but had special dietary needs. Unfortunately the restaurant like to know this when the booking is made so they can provide something special and make sure they can meet the client's needs.
Action:	I went through to the kitchen and spoke to the Head Chef, explained the situation and asked was it all possibly that we could cater for this even though we were completely full with clients.
Result:	The Head Chef allocated one of his chefs the task of producing high quality food to meet this client's needs. I was then able to go back to the client and say yes we can accommodate your party and they were very grateful and apologetic about not letting us know when they made the booking. They were very happy about the service which we provided and thanked us for this.



'Making Learning Work'

Interview Practice

You will need to work in a team of three people and you will be having a go at practising interviews using the STAR technique. Using your creative imagination you are in an interview environment, each of you will need to undertake the role of being the interviewer, the interviewee and being an observer.

The interviewee will have a maximum of five minutes to answer a question from the interviewer, using the STAR technique, before they receive their feedback as to how they answered the question by the observer. Once this has been completed you will then need to swap your roles around and repeat this activity until each member within the team has taken part in each role.

Please see below an explanation of each of the roles:

The Interviewer:

Your role is to welcome to interviewee, shake their hand and ask them to take a seat. You will then proceed to ask the interviewee a question; you can use one from the examples below:

Tell me about a time when you...

1. Worked well in team?
2. Came up with a creative new idea?
3. Had to deal with a situation that did not go to your intended plan?
4. Had to deal with a difficult client and how did you over this? (Example could be through a customer, siblings, parents or school/college teacher).
5. Were under pressure to meet deadlines?

The Interviewee:

Your role is to greet the interviewer, shake their hand and make a good first impression. You will then answer the interviewer's question, in five minutes or less, making sure that your answer is structured and you apply the STAR technique. You will need to make sure that you cover the following:

1. Situation – describe what was happening and where
2. Task – explain what you were doing
3. Actions – describe the actions you took and the skills that you used
4. Results – describe the outcome and what you achieved

Try to be as clear and concise as possible when providing your answer.



'Making Learning Work'

The Observer:

Your role is to make notes as to how the interviewee performed and give them constructive feedback on how they answered the question. Remember you did to tell not only how well they did but also where they were weak and suggest how they could have improved. You will need to make notes on the following:

1. Did they make a good first impression for example demonstrate good non-verbal communication etc.?
2. Did their answer cover the situation, task, action and result?
3. Did they explain how they used their skills?
4. Did they describe what they have achieved?



'Making Learning Work'

Hand-out 4 Quiz – Are you ready for your interview?

- 1. What best describes the purpose of an interview?**
 - a. For you to answer the interviewer's questions
 - b. For both you and the interviewer to decide if the job is right for you
 - c. For the interviewer to decide if you are right for the job.

- 2. How should you prepare for an interview?**
 - a. Research the company and what they do
 - b. Read through the job description and your CV, make sure you have examples of the skills they appear to be looking for
 - c. Have an early night, if you are meant to get the job you will

- 3. How should you dress for an interview?**
 - a. As you always would – you want to be yourself
 - b. Dust off your suit – you want to look smart
 - c. Dress like you think their employees would

- 4. When should you arrive for your interview?**
 - a. 30 minutes early
 - b. At the exact time
 - c. 10 minutes early

- 5. What is the best way to greet your interviewer?**
 - a. Give them a hug – you want to come across as though you are friendly
 - b. With a firm handshake, eye contact and a smile – show you are confident
 - c. Wait for them to greet you – you do not want to show you are too confident

- 6. During your interview what posture should you adopt?**
 - a. Sit upright and lean forward slightly – you want to appear interested
 - b. Relax and sit back – you do not want to show nerves
 - c. Sit on the edge of your seat – you want to look eager



'Making Learning Work'

7. What should you bring with you to the interview?

- a. A copy of your CV and a note pad
- b. Just you
- c. Your academic qualifications, your application form and references

8. During the interview how long should your answers be?

- a. As long as possible – you want to give them all of the details
- b. Short and sharp – you do not want to take up too much of their time
- c. As short as possible – making sure you provide only the necessary information

9. The interviewer asks you about your weaknesses, should you....

- a. Say you do not have any
- b. Turn a negative into positive – mention an appropriate weakness in a positive light
- c. Mention that you work too hard regularly

10. You are asked a question that you don't fully understand. Should you...

- a. Ask the interviewer to repeat the question – you want to answer correctly
- b. Answer as best as you can – you do not want to look like you were not listening
- c. Say that you do not know – you do not want to give the wrong answer



'Making Learning Work'

Quiz answer sheet

Question 1	Question 2	Question 3	Question 4	Question 5
A = 0	A = 1	A = 0	A = 1	A = 0
B = 2	B = 2	B = 2	B = 0	B = 2
C = 1	C = 0	C = 1	C = 2	C = 1

Question 6	Question 7	Question 8	Question 9	Question 10
A = 2	A = 2	A = 1	A = 0	A = 2
B = 0	B = 1	B = 0	B = 2	B = 1
C = 1	C = 0	C = 2	C = 1	C = 0

SCORES OF 15+

You have got the job! – You are well prepared for interviews, perhaps there are still one or two areas you need to check on.

SCORES OF 10-15

You are getting there! – You are quite well prepared but there is still room for improvement on your interview technique.

SCORES OF UNDER 10

You need to prepare more! – You are still not ready for the interview yet but there is still plenty of time to prepare and get ready.



Making Learning Work

Case Study – Sarah’s first day



Sarah had just finished the first year of her two year business course at college and was pleased that her tutor had helped her to find a summer internship.

Before she started work, Sarah called her line manager (person she would report to) to check her working hours. She confirmed they would be 9am to 5pm, Monday to Friday.

On her first day Sarah got up early and put on a smart pair of trousers and blouse. She didn't have any proper shoes so she decided to wear her trainers. To save money she decided to catch the bus, as she could use the bus pass she had for college, rather than catching the train, which would be quicker.

Unfortunately for Sarah the bus journey took longer than expected as there was so much traffic. She didn't arrive at the office until 9.30am.

On her first morning, Sarah's manager asked her to look at the company website and make notes on things she did not understand (if she did not understand them then maybe new customers might not either). Sarah was pleased to do this task. As she was using the internet she decided to log onto Facebook from time to time. Sarah put on her earphones to listen to her music and got to work.



Making Learning Work

Case Study – Sarah’s first day

Questions

1. What else could Sarah have found out from her line manager before starting her internship to make sure that she was prepared for her first day?

2. Do you think that Sara created a good impression of her first morning? Give reasons for your answer

3. What positive behaviour did Sarah display?

4. If Sarah had made a good impression during her internship, what benefits could this have brought her in the future?



Making Learning Work

Match the statements worksheet – Good Impressions

1. Examples of positive non-verbal communication

2. Examples of negative non-verbal communication

3. Example of a positive way to talk to a customer.

4. Example of a negative way to talk to a customer.

5. How many seconds it takes entrepreneur Lord Sugar to develop an opinion on a person he meets.

6. Example of positive posture.

7. What does a smile say about you?

8. Why is it good to make eye contact?

9. Examples of a positive attitude

10. The language you use when speaking should be

11. How should you dress?

12. What does shaking hands help you do?

A. Standing tall, shoulders back

B. Appropriately to the situation

C. Raised eyebrows, arms crossed, frowning

D. Thirty Seconds

E. Build rapport

F. Smiling, nodding and making eye contact.

G. It shows interest, openness and confidence.

H. How can I help you?

I. Polite, appropriate and have an upbeat tone.

J. I am friendly and approachable.

K. Enthusiastic about work, asking questions if unclear about how to do a task.

L. What do you want?



Making Learning Work

Missing words worksheet – What a CEO expects from their employees. Complete the sentences by inserting the correct words from the box below:

Non-verbal	Crossed arms	Impression	Hands	Eye-colour	
Approachable	Fifteen Seconds	Attitude	Lean	Words	
Nodding	Gut	Hire	Posture	Appearance	Talks

Choosing the right people to work in the business is vital if we are to succeed and grow. When I am interviewing, I think how a person communicates, as this is really important to me when deciding if I want tothem.

Communication is not just about how a person - their verbal communication, but also about communication skills, which are often more important. For examples if I think about body language, posture non-verbal communication could be smiling, or making eye contact.

Negative non-verbal communication could be raised eyebrows orwhich can be very off-putting.

I also place great importance on first impressions and it is easy to form them in just a few seconds. Entrepreneur Lord Sugar has been heard to say, “I tend to make up my mind about people withinof meeting them. I rely on myinstinct”

So how do we make a positive first impressions.....? – here are some key tips for you:

- Adjust your- make a conscious decision about the impression you want to make.
- Straighten your – keep your head held high and your shoulders back.
- Smile – it lets people know that you are friendly and
- Make eye contact – it shows interest and openness (make a habit of noticing theof the people you meet)
- Shake - it helps to build rapport
-in slightly – to show that you’re engaged and interested.
- Watch your- make sure that you dress appropriately.
- Consider your first - be polite and have an upbeat tone.



Making Learning Work

Demonstrating the competencies you need

Competency	Ideas you could use	Your example
Punctuality Turning up on time	I have a very high punctuality record at college. I am always on time for football practice	
Organisation Can effectively plan your work to meet targets and deadlines. Having all aspects of the job under control.	I developed and stuck to my revision timetable to make sure that I was well prepared for my exams. I planned a weekend trip to the seaside for me and my friends. I collected money from everyone and found and booked our B&B and train tickets.	
Communication Can get your message across both verbally and in writing	I received good feedback on a presentation that I gave in class because I was clear and concise when speaking. I developed a leaflet for a sports event at college. I used language and designs which caught student's attention so lots of people turned up to the event.	
Customer service Making sure that customers are looked after and satisfied	I work in clothes shop at the weekend. I make sure that I listen carefully to customers so that I can help them with their enquiries. I help out at the college library and show students where to go to find books that they need.	
Team work Works well with others to achieve goals	I play for the local football team. We have to work well together and support each other to perform at our best.	
Hardworking and reliable Has a positive and productive approach to work and gets the job done.	I attended football practice despite the weather making it difficult to get to college. It was the last practice session before the match and I wanted to be prepared. I stayed at college to help with an open day event though all of my friends were going out, as I'd agreed to help before they made plans.	
Determination and self-motivation Shows drive to get the work done.	I taught myself how to play the piano. I wanted to improve my literacy skills so I signed up for extra tuition.	



Making Learning Work

Competency	Ideas you could use	Your example
<p>Adaptability Responds well to change</p>	<p>As part of my German course I went to stay in Germany and lived with a German family for a week. I adjusted to the German way of life with ease. I ate German food and took part in all of the activities that they had planned.</p> <p>I switched position in my football team without causing a fuss when asked by our coach.</p>	
<p>Honesty and integrity Being trustworthy and doing the right thing.</p>	<p>A customer at work forgot their change so I went after them to give them their change.</p> <p>I make sure that when I receive tips at work from waitressing they are split with the other members who were working that shift also.</p>	
<p>Problem solving Able to see things from different perspectives in order to find the right solution.</p>	<p>I did not understand one of the modules covered in class so I asked for some help from someone who did.</p> <p>Our football team did not have enough money to go on our annual end of season outing so I helped organise a fund raiser to assist with this.</p>	



Making Learning Work

Social media quiz

Please select the right answers for the questions below. Some of these questions just might have more than one correct answer. Please select as many appropriate answers that you think are correct.

- 1) What percentage of employers look at a prospective employee's Facebook page?
 - a. 10%
 - b. 28%
 - c. 37%
 - d. 55%

- 2) Which of the following reasons do employers respond with for looking at future employee's Facebook page?
 - a. To see if the employees present themselves in a professional manner
 - b. To see who their friends are
 - c. To see if they will be a good representative for their company
 - d. To see what their qualifications are
 - e. To see if the employee is an all rounder

- 3) Name 3 things that an employer may see on an employee's Facebook page that may **deter them** from hiring the employee.

- 4) Name 3 things that an employer may see on an employee's Facebook page that may **persuade them** to recruit the employee.

- 5) What should you do to ensure employers only see what you would like to see within your social media account?

- 6) Which of the following online networking sites is used for professional networking?
 - a. Facebook
 - b. Twitter
 - c. LinkedIn



Making Learning Work

My Storyboard

Looking back at events that have happened in your life and the activities you have been involved in can help you to identify the skills and characteristics which define you as a person. You can then use these to bring your CV to life and ensure that it reflects your attributes and personality.

Within the age brackets which are below in the table, try and think of an event that took place in your life or maybe an activity which you were part of. This can be something that you remember personally or something that you have been told about by friends or family. Once you have completed this, it will show you the skills, competencies and personal attributes that these events and/or activities highlight you have.

Please see an example below which could assist you with ideas:

Charlotte's storyboard:

	An event/activity that I remember is.....	What skills, competencies & personal attributes does this demonstrate?
0-5 years	I learnt to play the violin (badly)	Coordination Listening
5-7 years	I joined my primary school's football team, made new friends	Team work skills Sociable Coordination Organisation Time management Leadership
7-11 years	I gained a step-brother	Communication Problem-solving Respect Influencing skills Negotiation skills
12-16 years	I played football and was team captain for Cornwall	Leadership Time management Hard working prioritising
16-18 years	Passed my GCSE's, went to college passed my course now at University	Determination Self-motivation Hard working Time management Organisation Money-management Meeting deadlines



Making Learning Work

My Storyboard:

	An event/activity that I remember is.....	What skills, competencies & personal attributes does this demonstrate?
0-5 years		
5-7 years		
7-11 years		
12-16 years		
16-18 years		



Making Learning Work

Using the grid below, rate how good you feel you are at the following by ticking the relevant boxes:

	Poor	Average	Good	Excellent
Organising				
Being on time				
Writing				
Working with numbers				
Being creative				
Being enthusiastic				
Working with other people				
Using computers				
Putting forward your ideas				
Working on your own				
Solving problems				
Learning new things				
Decision-making				
Persevering – keeping going until you get the result you want				
Standing up for your beliefs and views				

Select 3 competencies and personal traits for which you rated yourself highly and provide an example that shows a time when you were good at this for example if you rated yourself highly at working on your own, an example could be when completed an assignment which you got a high mark for either percentage wise or pass/merit/distinction.

I am good at: _____

An example of this is: _____

I am good at: _____

An example of this is: _____

I am good at: _____

An example of this is: _____



Making Learning Work

Personal profiles usually include a short summary covering your: Qualities and characteristics, skills based on your experiences and career aspirations.

Below are some examples which may assist you:

Profile A

I am eager to learn and enjoy overcoming challenges. I have gained strong leadership skills by being a captain of my football team and my experience as a waitress in a busy restaurant has strengthened my problem solving skills and customer service skills. I have a genuine interest in a career in Business.

Profile B

A talented and caring person who loves making a difference to the lives of young children. I mentor younger students in my role as a college representative, which has helped me to develop strong interpersonal and creative skills when it comes to helping students with their assignments. My goal is to become a primary school teacher.

Profile C

A highly motivated and hardworking individual, who has recently completed their A-Levels, achieving excellent grades in Maths and Science. I am seeking an apprenticeship in the engineering industry to build upon a keen scientific interest and start a career as a maintenance engineer.

Employability Skills Training

Employee Rights and Responsibilities

Employment Rights Quiz

Consider the following situations and decide whether each dismissal was either fair or unfair

1. A canteen worker refuses to wear a hat because she says she looks silly, even though her uniform is fully described in her contract of employment.
2. A part-time female worker complains that she should have been included on a training course which was run for the administration department and is sacked for being argumentative.
3. Tom is sacked for having time off due to headaches which he blames on the time pressure of working in the accounts team.
4. A male brick layer is sacked for shouting abuse at the site foreman
5. A retail assistant is sacked for not having the NVQ qualification she claimed to have at her interview. Despite extra training she still cannot cope with the work.
6. A member of staff is sacked for stealing food supplies from the stock cupboard
7. A cashier in a supermarket is sacked for refusing to work on a Sunday
8. A female HR Assistant is sacked when her boss finds out that she is pregnant. He says the firm is too small to cope with people being away on maternity leave.
9. A female Asian employee complains that a more senior member of staff has been harassing her and making racist comments which upset her. She is sacked for causing trouble.

Employee Rights and Responsibilities

Employment Rights Quiz Answers

1. A canteen worker refuses to wear a hat because she says she looks silly, even though her uniform is fully described in her contract of employment.

Fair

2. A part-time female worker complains that she should have been included on a training course run for the administration department and is sacked for being argumentative.

Unfair

3. Tom is sacked for having time off due to headaches which he blames on the time pressure of working in accounts team.

Unfair

4. A male brick layer Assistant is sacked for shouting abuse at the site foreman

Fair

5. A retail assistant is sacked for not having the NVQ qualification she claimed to have at her interview. Despite extra training she still cannot cope with the work.

Fair

6. A member of staff is sacked for stealing food supplies from the stock cupboard

Fair

7. A cashier in a supermarket is sacked for refusing to work on a Sunday

Unfair

8. A female HR Assistant is sacked when her boss finds out that she is pregnant. He says the firm is too small to cope with people being away on maternity leave.

Unfair

9. A female Asian employee complains that a more senior member of staff has been harassing her and making racist comments which upset her. She is sacked for causing trouble.

Unfair

Employability Skills Training

PART 2

3. Select two different **rights** and explain how they are enforced in the workplace

Right	How is this enforced in the workplace?	What legislation is associated with this right?
<i>e.g. Employer's right to insist hairnets are worn in a food preparation kitchen</i>	<i>The employee's Contract of Employment which they will have agreed to and signed when accepting the job, will include description of appropriate clothing for specific jobs. Not to wear a hairnet in this case would put the employee in breach of contract and therefore subject to disciplinary action. In this case the employee would also be at risk of compromising hygiene standards.</i>	<i>Contract of Employment Health & Safety at Work Act</i>
1.		
2.		

Employability Skills Training

Employee Rights and Responsibilities

Employment Rights and Responsibilities: a web guide

Use the websites listed below to help answer the employment rights quiz

<http://www.spired.com/guide/employ/main.htm>

Connexions online guide to employment and related rights and responsibilities

<http://www.direct.gov.uk/en/Employment/Employees/index.htm>

Government interactive and accessible guide

www.adviceguide.org.uk/index/life/employment/young_people_and_employment.htm

CAB Online advice about employment rights of young workers (ie 14-18) in England

www.adviceguide.org.uk/index/life/employment/basic_rights_at_work.htm

CAB online advice about rights at work in England, Wales, Scotland and Northern Ireland

www.dfes.gov.uk/tfst/

Department for children, schools, and families site focusing on young employees rights to time off for study or training

<http://www.worksmart.org.uk/rights/>

TUC online guide to rights at work

www.connexions-somerset.org.uk/jobs/Wages_and_employment_rights.html

Connexions Somerset accessible pages on employment law with useful features such as a wages calculator

www.lantra.co.uk/products/documents/Floristry.pdf

Workbooks to help apprentices in the land-based sector know and understand their statutory rights and responsibilities. It is also relevant to other young employees.

Employability Skills Training

Employee Rights and Responsibilities

Employer responsibilities and your rights (Page 1 of 2)

Based on previous activities and using the web guide, research several different sites to help you complete the following:

- Select **four** areas listed below, describe the employer responsibilities associated with them and explain your rights in these areas. (You must give full answers/examples to explain your understanding of the implications of rights and responsibilities e.g. an employee's right to one month's notice means an employer cannot dismiss them earlier simply because they are no longer needed.)
- Select **two** areas listed below and describe your responsibilities as an employee in relation to them

Area	Employer responsibility	Your rights	Your responsibilities
Pay and Benefits			
Recruitment & advertising			
Terms & conditions at work			
Contract of employment			
Appraisal			
Promotion and training			
Dismissal			
Redundancy & retirement			

Employability Skills Training

Employee Rights and Responsibilities

Employer responsibilities and your rights (Page 2 of 2)

Describe general data protection and confidentiality procedures or you may relate these to a specific job/industry.

Please indicate whether responsibilities and rights listed are general or specific:

General No

Specific Yes If yes state job role & industry:

Area	Employer responsibility	Your rights
Privacy of personal information		

Employability Skills Training

Mock Interviews

Interview Skills: Interview Feedback Sheet

Name of Candidate:

Date:

Observation	Yes	No	Comment
Did the candidate arrive on time?			
Did they know the name and job title of the interviewer (real or assumed from simulation scenario)?			
Did they introduce themselves?			
Did they present themselves well and were they appropriately dressed?			
Did they use appropriate non-verbal and verbal communication? Please comment on: <ul style="list-style-type: none">• Body language and gestures• Facial expressions• Listening skills• Tone and pace of voice• Clarity of answers to questions• Asking for clarification if/when needed			
Did they provide relevant information in response to questions?			
Did they expand on their answers to questions?			
How could they improve their interview techniques?			
Signature of interviewer:			

Mock Interviews

Employability Skills Training

Interview Skills: Evaluation form

Consider the feedback you have received from your interviewer and the generic comments that have been made to the group and use these to reflect on your interview performance and plan how you can develop your techniques.

Complete the following to help you analyse your performance and plan for future improvements.

Write a short piece (100 – 150 words) giving at least two reasons why it is important to ask the interviewer to repeat or re-phrase questions which may be unclear to you. Illustrate your answer with at least one example of how you would ask an interviewer for clarification if you did not fully understand the question.

Describe two aspects of the interview where you performed well and explain why this was so.

1. Example of good performance:

Why you performed well in this area:

2. Example of good performance:

Why you performed well in this area:

Describe two aspects of the interview where you think you did not perform well and give reasons for this .

1. Example of area for improvement:

Why you did not perform so well in this area:

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2. Example of area for improvement:

Why you did not perform so well in this area:

Explain how you will make two improvements to your interview performance.

1.

2.

My Company or Not

My Company or Not Briefing

Purpose of Activity

The purpose of this activity is to help you experience working with others to complete a task and meet specific criteria within a time limit and to make the most of everyone's skills and expertise.

Your team task is to prepare a presentation entitled **My Company or Not**.

Your team is to make a presentation to a group of American businessmen who are trying to decide whether they should award a major new contract to your company.

You have been allocated a company that operates in your vocational sector and you must research that company in order to be able to make this presentation. You must imagine that you work for this company and explain which roles you each have within it.

Your presentation must be no longer than 10 minutes including questions and answers. All presentations must include the following:

- Introduction of the group members and roles within the company
- The name of the company and how it reflects the organisation (this may be just a brief history)
- Information about what specific areas the company focuses on
- How the company is structured
- The advantages of working with the company– what are the company's unique selling points (USPs)? Concentrate on a maximum of 3 key USPs which help to define the company's approach
- Details of how your company would manage the contract and why the chosen methods would be used
- Any current trends in the sector which may be of importance and how your company would tackle these issues
- Where possible the presentations should be delivered using PowerPoint



<http://www.uiowa.edu>

Good luck and have fun!

Employability Skills Training

My Company or Not

Team Presentation Checklist

Content:

Are background issues eg industry trends sufficiently explained?	Y/N
Are proposals discussed adequately?	Y/N
Are equal opportunities taken into consideration?	Y/N
Are the proposals related to the original topic?	Y/N

Outline:

Is the subject immediately clear?	Y/N
Is there an introduction that gives a logical order of the information?	Y/N
Is the material easy to follow?	Y/N
Is all the information contained in its appropriate section?	Y/N
Is all the material necessary?	Y/N
Could some information be better presented in another form eg handout?	Y/N
Can the presentation be understood by all?	Y/N
Is the presentation free from technical jargon?	Y/N
Is the vocabulary appropriate?	Y/N
Do the visual aids help understanding?	Y/N
Are the conclusions clear?	Y/N
Can the presentation be completed within the time?	Y/N

Delivery:

Does everyone have a part to play?	Y/N
Are handovers well organised so that the flow of the presentation is not interrupted?	N/A
Has delivery been rehearsed so that presenters work well together using eye contact with each other as well as the audience?	Y/N

Reminder:

When another member of your team is presenting, be sure to look involved and interested in what they are saying – a team member who looks bored or distracted detracts from the content of the presentation, creates a poor impression on a client, lets the team down and can make the difference between gaining and losing a contract!

Employability Skills Training

My Company or Not

Trainer Observation of Team Work

Team Members:

Date:

1.
2.
3.
4.
5.

Criteria		Delete N/A	Example or comment
4.1	Were roles/ responsibilities agreed?		
4.2	Did all roles contribute to the team's task?		
5.1	Were relevant ideas and suggestions that would help the team complete the task recognised?		
5.2	Did the team plan how they would complete the task?		
5.3	Were individual skills and knowledge volunteered and shared?		
5.4	Was help, support or advice given to other team members?		
5.5	Were positive responses given to advice or constructive criticism?		
5.6	Were tasks completed as planned, on time and of an appropriate standard?		

Trainer Name:

Signature:

Employability Skills Training

My Company or Not

Trainer Observation of Presentations

Team Members:

Date:

1.
2.
3.
4.
5.

Criteria		Example or comment
6.1	How did individual performance contribute to overall performance of the team? <i>(Please comment on each member of the team)</i>	1.
		2.
		3.
		4.
		5.
6.2	In which ways did the team as a whole perform effectively?	
6.3	How could the team improve its team work skills?	

Trainer Name:

Signature:

Employability Skills Training

My Company or Not

Peer Group Feedback

Complete one feedback form for each member of your team. You should consider their contribution to the task from the initial planning and research stage to the end of the presentation.

Name of team member:

Criteria		Comment	
3.2	What skills & qualities did they bring to the team?		
6.1	How did their performance contribute to the overall performance of the team?		
5.1	Did they accept others' ideas and suggestions where these were relevant to completion of the task?	<i>(Delete as applicable)</i> Yes/No	<i>(Please give examples where possible)</i>
5.2	Did they put forward ideas & suggestions when planning carrying out the task?	Yes/No	
5.3	Did they volunteer their own skills and knowledge relevant to the task?	Yes/No	
5.4	Did they offer help, support or advice to other team members?	Yes/No	
5.5	Did they respond in a positive way to advice or constructive criticism from other team members?	Yes/No	
5.6	Did they complete their allocated tasks as planned, on time and of an appropriate standard?		

Name **Date**

Employability Skills Training

My Company or Not

Team Evaluation Form (Page 1 of 4)

Name Date

About individual and team strengths & skills

Criteria		Comment/Example
3.1	Explain one of your strengths, skills or experiences that you brought to some aspects of the team task.	
3.2	For each of your team members identify two strengths, skills or experiences that they brought to the team.	Team member name:..... 1. 2.
		Team member name:..... 1. 2.
		Team member name:..... 1. 2.
		Team member name:..... 1. 2.

My Company or Not

Team Evaluation Form (Page 2 of 4)

About team roles & responsibilities

Criteria		Comment/Example
4.1	How were roles and responsibilities allocated in your team and how did you contribute to the agreement?	
4.2	Explain how each team member's role contributed to the objectives and completion of the task?	Team member role:.....
		Team member role:.....
		Team member role:.....
		Team member role:.....

My Company or Not

Team Evaluation Form (Page 3 of 4)

About you as a team member

Criteria		Comment/Example
5.1	Did you accept others' ideas and suggestions where relevant?	
5.2	What ideas and suggestions did you give that helped with planning the task?	
5.3	Did you volunteer your own skills and knowledge that would help complete the task?	
5.4	Did you offer help, support or advice to others in the team?	
5.5	Did you respond in a positive way to advice or constructive criticism?	
5.6	Did you complete the tasks allocated to you during initial planning in a timely way and to an appropriate standard?	

My Company or Not

Team Evaluation Form (Page 4 of 4)

Your reflections on the team's performance

(Refer to trainer observations, peer group feedback and the recording of the team presentation to help you to with your review of the team's performance)

6.1	How did your individual performances contribute to the overall team performance?	
6.2	How did the team as a whole perform effectively?	
6.3	How could the team improve its team work skills?	

Employability Skills Training

Dress for Success

Dressing Points Inventory: Dressing Points for Interview (male)

Purpose of Activity

The purpose of this activity is to help prepare you for interview and identify the sort of image you portray.

- Do you come across as being responsible and trustworthy?
- Do you seem as though you know what to do?
- Do you appear confident?
- Are you professional?

No matter what you think these are all questions that we think about when we first see someone. **So, that means that the first impression you give to someone must be the right impression. This is absolutely crucial at interview.**

Please complete this list of statements, as if you're preparing for an interview, to find out what sort of first impression people would have of you.



Read through the statements and give yourself one point for each statement you can agree with.

Swap your list with another person and calculate their score.

Please be ready to share your answers with the whole group.

Employability Skills Training

1. That you are clean shaven or have tidy facial hair.
2. That your hair is tidy, well cut and clean.
3. That you're wearing a tie and it is clean and neat.
4. That your tie is smart, not with a large knot, and meets the waistband of your trousers.
5. That your tie is simple and smart so that it doesn't distract the person you are meeting.
6. That the collar button on your shirt is done up, with the tie knot in place and tightened properly!
7. That you are wearing a suit, or complementary jacket and trousers. That they are clean, pressed and in good condition.
8. That the waist band of your trousers is around your waist and not pulled down over your hips!
9. That your trousers are the right length, not too long or too short.
10. That your jacket fits well, e.g. that the sleeves aren't too short, that it's not too tight across the shoulders or too short in length.
11. That you are wearing smart, dark shoes.
12. You have cleaned your shoes!
13. Your shoes are in good condition.
14. That you are wearing plain dark colours.
15. That you are wearing a smart, plain belt.

You could score 15 points on this questionnaire!

How did you score?

If you scored...

- | | |
|-------------|--|
| 14/15 | You certainly are dressed for success! |
| 11 - 14 | You are almost there! |
| 8 - 11 | A little extra effort will make all the difference! |
| 8 and under | Try to invest a little more in yourself to give that positive image |

Dress for Success

Dressing Points Inventory: Dressing Points for Interview (female)

Purpose of Activity

The purpose of this activity is to help prepare you for interview and identify the sort of image you portray.

- Do you come across as being responsible and trustworthy?
- Do you seem as though you know what to do?
- Do you appear confident?
- Are you professional?



No matter what you think these are all questions that we think about when we first see someone. **So, that means that the first impression you give to someone must be the right impression. This is absolutely crucial at interview.**



Please complete this list of statements, as if you're preparing for an interview, to find out what sort of first impression people would have of you.

Read through the statements and give yourself one point for each statement you can agree with.

Swap your list with another person and calculate their score.

Please be ready to share your answers with the whole group.

Employability Skills Training

1. If you are wearing make up that it is discrete and nicely done.
2. That your hair is tidy, well cut and clean.
3. Your hands are clean and your nails are tidy.
4. Your clothes fit you well, are clean, pressed and in good condition (no buttons are missing, the hem is sewn up properly etc).
5. If you are wearing a jacket it is clean and fits well, e.g. the sleeves aren't too short and it's not too tight across the shoulders.
6. Your handbag is smart, complements your outfit and isn't too large.
7. Your shoes are smart, fashionable but not too fashionable, sensible so that you can walk in them and complement your outfit.
8. You have cleaned your shoes!
9. Your tights are clean and tone with your outfit.
10. Your top fits in with the skirt/trousers and jacket.
11. Your skirt, or trousers are smart and simple so that it doesn't distract the person you are meeting.
12. Your skirt is a length that is fashionable but discrete, e.g. not too short!
13. If you are wearing a belt it is smart and complements your outfit.
14. **Have a point each for wearing:** suitable earrings, necklace, brooch bracelet, a ring (other than a wedding or engagement ring), a hair band, clip or slide that is subtle and fits in with your outfit.
15. Your colour scheme is simple and the colours complement or tone with each other.

You could score 21 points on this questionnaire!

How did you score?

If you scored...

- | | |
|----------|--|
| 19 – 21 | Are you wearing too many accessories? |
| 15 – 19 | You're dressed for success! |
| 10 - 15 | A little extra effort will make all the difference! |
| Under 10 | Try to invest a little more in yourself to give that positive image |

Dress for Success

Dressing Points Inventory: Business Casual - male

Purpose of Activity

Sometimes you might want to be dressed informally, maybe for a team meeting after work or in the office if you know you're not meeting clients or going to a meeting. However sometimes knowing what the right thing to wear can be a challenge.

What sort of image do you think people have of you?
Do you seem as though you know what to do?
Do you appear confident?
Can you be trusted to get on with a job?
Are you professional?

No matter what you think these are all questions that we think about when we first see someone. **So, that means that the first impression you give to someone must be the right impression.**

Please complete this list of statements to find out what sort of first impression people might have of you in a situation where the dress code could be described as 'business casual'.

Read through the statements below and give yourself one point for each statement you can agree with.

Swap your list with another person and calculate their score.

Please be ready to share your answers with the whole group.

1. That you are clean shaven or have tidy facial hair.
2. That your hair is tidy, well cut and clean.
3. That you are wearing a jacket that fits well.
4. That you are wearing a good quality shirt or t-shirt.
5. That you are wearing a tie.
6. That you are wearing a smart jumper.

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7. That you are wearing trousers not jeans.
8. That the waistband sits on, just above or just below your navel.
9. That your trousers fit well, eg length and waist.
10. That everything you're wearing is clean, ironed and presentable
11. That the colours in your clothes are co-ordinated.
12. That you are wearing a belt and that there are belt loops on your trousers.
13. That your shoes complement the rest of your clothes.
14. That your shoes are in good condition
15. That your shoes are clean
16. That your socks match or complement your clothes.
17. That your watch suits the style of clothes you are wearing.

You could score 17 points on this questionnaire

How did you score?

If you scored...

- | | |
|--------------|--|
| 15 - 17 | Perhaps a little too much for business casual – what could you do without and still look professional? |
| 14 – 15 | You're dressed for success and understand the difference between business casual and business dress |
| 12 - 14 | You are almost there! |
| 10 - 12 | a little extra effort will make all the difference! |
| 10 and under | try to invest a little more in yourself to give that positive image |

Dress for Success

Dressing Points Inventory: Dressing Points for Women in Business Casual

Purpose of Activity

Sometimes you might want to be dressed informally, maybe for a team meeting after work or in the office if you know you're not meeting clients or going to a meeting. However sometimes knowing what the right thing to wear can be a challenge.

- What sort of image do you think people have of you?
- Do you seem as though you know what to do?
- Do you appear confident?
- Can you be trusted to get on with a job?
- Are you professional?

No matter what you think these are all questions that we think about when we first see someone. **So, that means that the first impression you give to someone must be the right impression.**

Please complete this list of statements to find out what sort of first impression people might have of you in a situation where the dress code could be described as 'business casual'.

Read through the statements below and give yourself one point for each statement you can agree with.

Swap your list with another person and calculate their score.

Please be ready to share your answers with the whole group.

1. If you wear make up it is discrete.
2. You have a smart hair style.
3. Your hands and nails are clean and tidy.
4. If you have sandals on, your toe nails are neat and tidy.
5. That you have a jacket on.
6. That you have a clean, smart blouse or t-shirt.

Employability Skills Training

7. That you are wearing smart trousers, skirt or dress
8. That your clothes fit well and they are clean!
9. Your shoes match or complement your outfit.
10. Your shoes are clean.
11. If you are wearing tights they are a neutral colour and complement your outfit.
12. If you are wearing a belt, it is smart and complements your outfit.
13. **Have a point each for wearing:** earrings, necklace, brooch/lapel pin, bracelet/bangle, a ring (other than a wedding or engagement ring), a visible hair ornament.
14. If you are wearing a watch, it is smart and complements your outfit.
15. The colours in your outfit are well co-ordinated.
16. Your handbag/shoulder bag is in good condition and fashionable without being ostentatious or gllitzy.

You could score 21 points on this questionnaire!

How did you score?

If you scored...

- | | |
|--------------|--|
| 20 - 21 | Check your accessories – have you included too much jewellery and/or hair ornaments? |
| 17 – 20 | You're dressed for success and understand the difference between business casual and business dress so that you still appear professional. |
| 13 - 17 | You are almost there! |
| 10 - 12 | A little extra effort will make all the difference! |
| 10 and under | Try to invest a little more in yourself to give that positive image |

Employability Skills Training

Dress for Success

Are you really ready?!

What do you really know about dressing for your interview? Sort this list out into do's and don'ts

Women	Do or Don't
1. Wear a short skirt.	
2. Wear a jacket.	
3. Have bare legs in summer.	
4. Wear a black bra under a white shirt.	
5. Wear very high heels	
Men	Do or Don't?
6. Wear white socks.	
7. Wear a jacket that fits properly.	
8. Wear a gimmicky tie.	
9. Wear a black suit with a black shirt.	
10. Wear a good quality shirt.	
11. Make sure your tie is in a neat knot.	
Men and Women	Do or Don't?
12. Polish your shoes.	
13. Wear clothes that are very fashionable.	
14. Wear lots of flashy jewellery.	
15. Wear strong aftershave or perfume.	
16. Make sure your hands and nails are clean.	
17. Turn up carrying a plastic carrier bag	
18. Wear a decent coat – not an anorak or plastic mac.	

Employability Skills Training

Dress for Success

Are you really ready?!

Answers:

Women	Do or Don't
19. Wear a short skirt.	Don't
20. Wear a jacket.	Do
21. Have bare legs in summer.	Don't
22. Wear a black bra under a white shirt.	Don't
23. Wear very high heels	Don't
Men	Do or Don't?
24. Wear white socks.	Don't
25. Wear a jacket that fits properly.	Do
26. Wear a gimmicky tie.	Don't
27. Wear a black suit with a black shirt.	Don't
28. Wear a good quality shirt.	Do
29. Make sure your tie is in a neat knot.	Do
Men and Women	Do or Don't?
30. Polish your shoes.	Do
31. Wear clothes that are very fashionable.	Don't
32. Wear lots of flashy jewellery.	Don't
33. Wear strong aftershave or perfume.	Don't
34. Make sure your hands and nails are clean.	Do
35. Turn up carrying a plastic carrier bag	Don't
36. Wear a decent coat – not an anorak or plastic mac.	Do

Employability Skills Training

Dress for Success

Be Prepared!

It's probably a good idea to choose what you want to wear a few days in advance of interview. If anything needs dry cleaning it will take time to organise. You should look clean and tidy – from head to toe!

Read this list of clothes you might need for your first few days. What preparation does each item need? To get you started, the first one has been done for you.

Item	Preparation needed
1. Cotton shirt or blouse	Wash and iron
2. Leather handbag/briefcase	
3. Non-leather handbag/briefcase	
4.. Leather shoes	
5. Suede shoes or handbag	
6.. Silk blouse	
7. Silk tie	
8. Socks	
9. Tights	
10. Woollen coat	
11. Woollen suit	
12. Trousers	
13. Skirt	

Employability Skills Training

Dress for Success

Be Prepared!

Answers:

Item	Preparation needed
1. Cotton shirt or blouse	Wash and iron
2. Leather handbag/briefcase	Polish
3. Non-leather handbag/briefcase	Wipe with damp cloth
4.. Leather shoes	Polish
5. Suede shoes or handbag	Steam and brush
6.. Silk blouse	Hand wash then cool iron
7. Silk tie	Probably dry clean only –read the label
8. Socks	Machine wash
9. Tights	Hand wash
10. Woollen coat	Dry clean
11. Woollen suit	Dry clean
12. Trousers	Dry clean or wash and iron – read the label
13. Skirt	Hand or machine wash or dry clean – read the label

Employability Skills Training

Interview Skills

Calm Your Nerves Word Search

This Word-search contains 15 words about the symptoms of nerves before an interview or your first day at work. Don't worry – you won't experience all of them at once! Just one or two will be useful to keep your mind alert. Words go in these directions:



b	u	t	t	e	r	f	l	i	e	s	k	o	b	t
v	a	c	s	t	e	s	d	e	m	h	m	m	r	h
c	s	c	e	f	r	a	s	e	i	a	m	g	e	u
a	i	a	d	e	i	a	n	t	o	k	n	i	a	m
n	c	o	c	a	s	w	e	a	t	i	n	g	t	k
u	k	l	n	r	a	f	v	m	c	n	o	i	h	f
v	n	e	a	r	q	g	a	a	e	g	h	g	l	r
q	e	h	r	m	b	p	r	i	w	l	e	g	e	h
p	s	r	y	t	m	t	h	r	n	c	h	l	s	o
w	s	e	l	d	r	y	m	o	u	t	h	i	s	t
s	h	r	o	a	o	t	s	c	h	r	k	n	r	f
t	o	h	e	a	d	a	c	h	e	d	w	g	e	l
s	c	h	i	l	l	s	t	r	y	m	a	r	c	u
h	e	s	b	r	d	s	t	h	f	r	n	w	j	s
r	e	s	t	l	e	s	s	r	d	k	u	s	e	h

breathless	butterflies	chills
clammy	dry mouth	faint
fear	giggling	headache
heart racing	hot flush	restless
shaking	sickness	sweating

Employability Skills Training

Interview Skills

Calm Your Nerves Word Search Answer sheet (Words in black)

b	u	t	t	e	r	f	l	i	e	s	k	o	b	t
v	a	c	s	t	e	s	d	e	m	h	m	m	r	h
c	s	c	e	f	r	a	s	e	i	a	m	g	e	u
a	i	a	d	e	i	a	n	t	o	k	n	i	a	m
n	c	o	c	a	s	w	e	a	t	i	n	g	t	k
u	k	l	n	r	a	f	v	m	c	n	o	i	h	f
v	n	e	a	r	q	g	a	a	e	g	h	g	l	r
q	e	h	r	m	b	p	r	i	w	l	e	g	e	h
p	s	r	y	t	m	t	h	r	n	c	h	l	s	o
w	s	e	l	d	r	y	m	o	u	t	h	i	s	t
s	h	r	o	a	o	t	s	c	h	r	k	n	r	f
t	o	h	e	a	d	a	c	h	e	d	w	g	e	l
s	c	h	i	l	l	s	t	r	y	m	a	r	c	u
h	e	s	b	r	d	s	t	h	f	r	n	w	j	s
r	e	s	t	l	e	s	s	r	d	k	u	s	e	h

breathless
clammy
fear
heart racing
shaking

butterflies
dry mouth
giggling
hot flush
sickness

chills
faint
headache
restless
sweating

Interview Skills

Getting There Question Sheet



Accessed from: [google.co.uk/images](https://www.google.co.uk/images)

Purpose of Activity

Before applying for a job you should be aware of how you will get to your employment and how long the journey might take. At interview you may be asked about your journey so that the interviewer can establish if you have carefully considered whether or not the journey is feasible (e.g. distance, difficulty, alternative routes). This case study will allow you to practice planning a journey to work. One of the worst things you can do is to be late on your first day. It makes the employer think that you may not be a good timekeeper and that you aren't that keen on the job. Making sure you know the way and how long it will take to get there are vital. Keep in mind that traffic varies at different times of the day and the busiest times are between 7:30am – 10:00am. Do a dummy run, try to do it at the same time of day as when you are due to start work, and allow an extra 15 – 20 minutes travel time in case of delays. Remember also to add on the time it will take to get from the bus stop or train station to reach your destination.

Case Study

Julie is starting her work placement at Birmingham City Council tomorrow. Due to it being her first day, she has been asked to come in later than her normal starting time. She will be starting at 11.15am. She lives in Leamington Spa. Her house is a 10 minute walk from the train station. Birmingham City Council is a 10 minute walk from Birmingham New Street Station.

Use the train timetable to answer the questions about Julie's journey.

Banbury	8.25	9.37	10.27	11.41
Leamington Spa	8.45	9.56	10.45	11.57
Coventry	9.02	10.09	10.59	12.13
Birmingham International	9.15	10.26	11.13	12.23
Birmingham New Street	9.28	10.38	11.26	12.40

1. Which train would be best for Julie to catch?
2. Will she have to change trains?
3. What time should she leave her house?
4. How long should the train journey last?
5. What time will the train arrive at New Street?
6. If there are no delays, how much time will Julie have to get to Birmingham City Council once she arrives at New Street?
7. If Julie misses your first choice of train, would the next one get her there on time?

Interview Skills

Getting There Answer Sheet

1. Which train would be best for Julie to catch?

The 9.56 from Leamington Spa

2. Will she have to change trains?

No

3. What time should she leave her house?

9.35 to allow time to buy a ticket and get to the platform

4. How long should the train journey last?

42 Minutes

5. What time will the train arrive at New Street?

10.38

6. If there are no delays, how much time will Julie have to get to Birmingham City Council once she arrives at New Street?

37 Minutes

7. If Julie misses your first choice of train, would the next one get her there on time?

No



Making Learning Work



Presentations for Work

Within this activity there will be the opportunity to link this into the 7 work readiness competences of Punctuality, Quality of Work, Communication, and Confidence, Working with Peers, Meeting Deadlines, Personal Presentation and Reliability.

You will be given as many opportunities as possible to discuss and compare ideas and thoughts on presentations which you have experienced. You will be having class discussions on your experiences of presentations as well as different types of presentations for different usages, i.e. teaching, family, sales, interviews and projects etc.

What you need to do:

Document your evidence through various exercises and notes that show how you have developed your presentational skills and how you can improve on them.

Assessment Tasks:

After discussing initial thoughts about presentations, work in groups and produce some posters on different types of presentations and what their purpose is. **(Confidence, Communication, Reliability, and Working with Peers)** During group discussions explain the advantages and disadvantages of using presentations. You need to produce posters to illustrate these too to link into your competencies log. **(Confidence, Communication, Reliability, Quality of Work and Working with Peers)**

You need to produce a plan for your individual presentation (on anything you are interested in) or group presentations (based on your chosen industry) which you are going to deliver. They must last 10 minutes (this is to include Q & A's also). **(Reliability, Punctuality, Meeting Deadlines, Quality of work, and confidence and Personal Presentation)** You will be assessed by peers and your tutor whilst delivering your presentation to the rest of the group and feedback given to you as evidence for your presentation. **(Professional Mind-set, Communication, Confidence, Quality of Focus and Working with Peers)**

Personal Presentation (Smart casual dress code) MUST run throughout the employability programme. For interviews all learners must be suited and booted.



Making Learning Work

You need to analysis the skills used during the presentation and will need to evaluate and produce a plan for improvement of your presentational skills.

(Professional Mind-set, Communication, Resilience, Adaptability, Quality Focus and Work Ethic)

- 1.1 Identify types of presentations which can be used in workplace situations.
.....
.....
.....
.....
.....
- 1.2 Compare the advantages and disadvantages of using presentations as a method of communication.
.....
.....
.....
.....
.....
- 1.3 Analysis the skills which you used during your own presentation.
.....
.....
.....
.....
.....
- 1.4 Produce an action plan for improvement of your own presentation skills using a SMART approach.
.....
.....
.....
.....
.....

Personal Presentation (Smart casual dress code) MUST run throughout the employability programme. For interviews all learners must be suited and booted.

Top Tips for a Successful CV

- Produce a different version of your CV for every job that you apply for- highlighting your key skills and experience most relevant to the job description and requirements.
- Keep the layout simple and uncluttered with clear section headings and well-organised information that is easy to follow.
- Always word process your CV and print on to good quality A4 paper.
- Try not to use more than 2 sides of A4 paper. Employers are more interested in your recent experience particularly your current or last job/ programme of study. Therefore include more information about your recent responsibilities and achievements and less detail for earlier jobs.
- Never lie on your CV!
- If you have had a lot of jobs you can group some together or summarise periods of time.
- Only include information that is relevant to your application. You don't need to put your marital status or family details.
- Don't include a photo unless requested.
- Your CV should show a continuous history. You should therefore explain any gaps including time spent travelling, bringing up a family or unemployed.
- Highlight any voluntary work, training or work placements.
- Be honest about any hobbies or interests- don't add things to impress as you may get caught out at interview.



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CAREER AND EMPLOYMENT GUIDANCE IN SCHOOLS, VOCATIONAL EDUCATION AND TRAINING

A BEST PRACTICE GUIDE IO4

ANNEXE

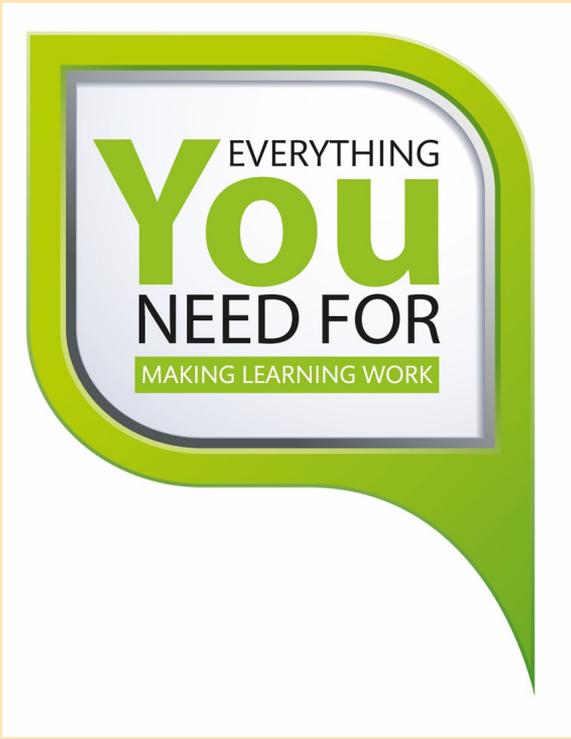
6. EXPERIENCE OF WORKPLACES

Page 19

- http://www.mysteps.eu/docs/work_experience_diary.pub

Page 20

- http://www.mysteps.eu/docs/student_work_experience_handbook.pdf
- http://www.mysteps.eu/docs/be_safe_placement_attendance_worksheet.pdf
- http://www.mysteps.eu/docs/young_people_and_work_experience.pdf
- http://www.mysteps.eu/docs/health_and_safety_law_leaflet.pdf



Name:

Course:

Work Ready Handbook



Index

Page 3	Punctuality & Reliability
Page 4	Quality of Work Meeting Deadlines Dress Code & Personal Presentation
Page 5	Working with Peers Working with Supervisors
Page 6	Skills results
Page 7	Target setting
Page 8	Target review
Page 9	Responsibilities at work experience
Page 10	Health & Safety Disclaimer
Page 11	Placement details
Page 12	PPE, fire safety & first aid
Page 13	Work duties record sheet
Page 14	Placement review
Page 15	Skills review
Page 16	Employability Advisor and Safeguarding contact details

Are you ready for work experience?

Are you red, amber or green? For each skill tick where you are on the traffic lights.

Punctuality



Being punctual is important to me. I always arrive on time. I often plan my time so I arrive early.



I need to improve my punctuality. I mostly arrive on time.



I find it difficult to always be on time. I am sometimes late, often with no reason.

Reliability



I always follow instructions and complete tasks. If I am unsure I will always ask for help.



I can usually follow instructions and complete tasks if I am given some help and support.



If I don't have support all the time I do not complete tasks or follow instructions.

Quality of Work



I always work to my best ability and ask for ways to improve.



Some of my work is at my best ability, but I could try harder.



My work is often rushed or incomplete and I need support to improve my quality of work.

Meeting Deadlines



I can plan my time so that I always complete tasks within deadlines.



I sometimes complete tasks within the deadline. If the deadline is tough the quality of my work may suffer.



I am often unable to complete tasks within the deadlines set.

Dress Code & Personal Presentation



I understand the importance of dress code. I always dress well and I have high standards of personal presentation.



I understand there are expectations of dress code at work. My personal presentation mostly meets requirements.



I know there are expectations of dress code. My personal presentation does not often meet the standards required.

Working with Peers



I always work well with other people. I am good at sorting out problems and disagreements between people.



I usually work well in a team. Sometimes things happen and I don't react well and I may fall-out with others.



I find working with others difficult. I am not confident when working with others.

Working with Supervisors



I always work well with supervisors. I am happy to follow instructions and I will ask for help if I need it.



I often work well with supervisors, but sometimes find it difficult to follow instructions.



I find it difficult to work with supervisors. I find it hard to follow instructions.

Now work out your scores and read your results on the next page:



Green scores 3 points



Amber scores 2 points



Red scores 1 point

Skills results

Punctuality

Reliability

Quality of Work

Meeting Deadlines

Dress Code & Personal Presentation

Working with Peers

Working with Supervisors

TOTAL SCORE

19 – 21

Please check your results with your tutor or a LSP.

12 – 18

Well done you are work ready! Look at your red and amber scores and pick an area to improve on.

7 – 11

You need to build up your work skills before you are ready for work. Look at your red scores and pick an area to improve on.

Target setting

The work-skill I need to work on is:

Please write an action plan to help you to improve on this work-skill.

Target Review

In this section you and your Tutor/LSP/Employability Advisor can write about how you have worked towards your target.

A large, empty rounded rectangular box with a black border, intended for writing a target review. The box is centered on the page and occupies most of the lower half of the document.

Responsibilities at Work Experience



Health and Safety at Work Act 1974

Persons entering these premises must comply with all safety regulations under the above act

- ◆ Before you start work experience you will be asked to complete some paperwork.
- ◆ Your parents/guardian/carer may be asked to as well.
- ◆ Your employer will also have to complete some paperwork.
- ◆ The paperwork is to make sure that those taking part in work experience know their responsibilities.
- ◆ You will be given a leaflet on health and safety to read: ***Health and Safety Law, what you need to know.***

When you have read the H & S leaflet answer the questions below:

1. What is the health and safety law for?

2. Name two things that your employer must do for you.

3. Name one thing you must do at work?

4. What should you do if there is a problem at work?



Work Experience Health and Safety Disclaimer for Students

Cornwall College as the organiser of this work experience placement will check the suitability of the placement, to ensure the health, safety and welfare of its students.

Cornwall College cannot take responsibility for your actions while you are at work experience.

- * When at work experience you will have to look after your own health and safety.
- * You must never mess around with anything provided for you or others for health and safety.
- * You must co-operate with your placement provider's health and safety rules.
- * You must tell your placement provider any health and safety problems you discover.
- * It is your responsibility to behave safely and not put other people at risk of injury or ill health when you are at work experience.
- * It is your responsibility not to cause damage to property or equipment when you are at work experience.

I confirm that I have read the above statement and accept my legal responsibilities for health and safety.

I also confirm that I have been issued with a copy of the *'Health and Safety Law, what you need to know'* booklet and have received a health and safety briefing before starting my work experience placement.

Signed (Student): _____

Date: _____

Print Name: _____

Placement details

Business name:

Business address:

Contact telephone:

Contact email:

Supervisor's name:

What is the main aim of the organisation?

Can you list some of the main jobs within the organisation?

Placement Review

Your feedback...

What went well?

What can you improve on?

Write a target to help you in the area that needs improvement.

Target review feedback from either learner/tutor/ employer/advisor.

Skills review

Please review your traffic light skills now that you have completed your work placement and write your scores below:

Punctuality _____

Reliability _____

Quality of Work _____

Meeting Deadline _____

Dress code & Personal Presentation _____

Working with Peers _____

Working with Supervisors _____

TOTAL

19 – 21

Well done you are ready to move on to the next set of work skills which include adaptability, resilience and problem solving.

12 – 18

Keep up the good work and start working towards the next skills set, but please remember to continue working towards

7 – 11

Please talk to your Employability Advisor or PLA to put an action plan in place to help you develop your skills.

Employability Advisor and Safeguarding contact details

Your Employability Advisor is:

Tanya Spinks
Foundation Learning, Trevithick Court,
Camborne
Email: tanya.spinks@cornwall.ac.uk
Tel: 01209 616265

Your Cornwall College Safeguarding Officers are:

Mel Thomas—Camborne, Duchy Rosewarne &
Falmouth
Tel: 07776284930

Rob Cooper—St Austell & Newquay
Tel: 07979706039

Pat Lloyd—Saltash & Duchy Stoke Climsland
Tel: 07876258321

Heather Tabb—Cross Campus Adults (mental health)

Work Experience

Student Handbook



Making Learning Work

Contents:	Checklist
Page 2: Work Experience Flow Chart; how it works & what you need to do.	
Page 3: Responsibilities; ◇ Learner's ◇ College's ◇ Employer's	
Page 4: Learner Competencies for Employability.	
Page 5, 6 & 7: Work Placement Induction.	<i>Must be completed</i> <input type="checkbox"/>
Page 8: Health and Safety – Be Safe – Worksheet.	<i>Must be completed</i> <input type="checkbox"/>
Page 9: Hours log; for you to complete and your employer to sign off (please note this can be photocopied if you require further copies).	<i>Must be completed</i> <input type="checkbox"/>
Page 10: Learner Diary; for you to complete whilst on placement, incorporating evidence of the competencies you have covered (you will need to photocopy further pages for each day you attend your placement).	<i>Must be completed</i> <input type="checkbox"/>
Page 11 & 12: Learner Feedback; your opportunity to provide feedback about your work placement.	<i>Must be completed</i> <input type="checkbox"/>
Page 13: Employer Feedback; please ask your employer to complete this feedback sheet.	<i>Must be completed</i> <input type="checkbox"/>
Page 14: Further notes page.	

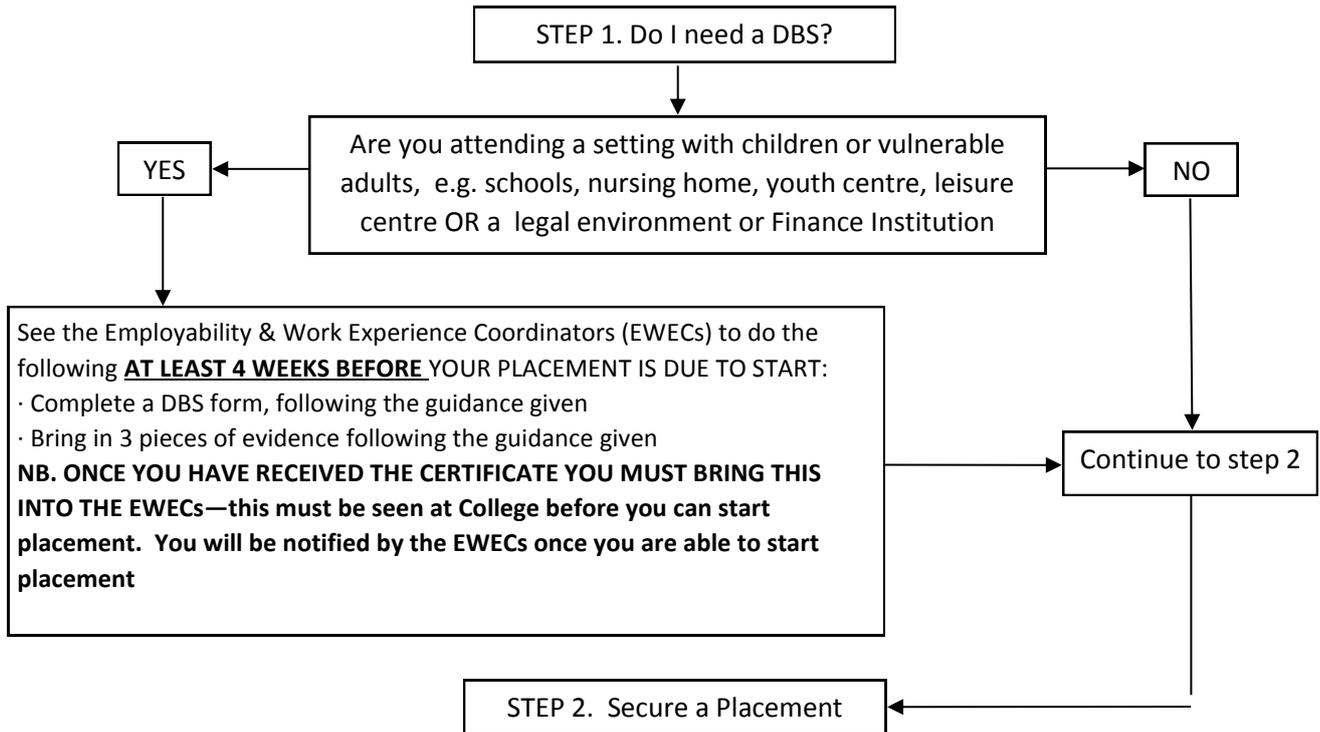


THE CORNWALL COLLEGE GROUP



WORK EXPERIENCE—WHAT YOU NEED TO DO

STEP 1. Do I need a DBS?



STEP 2. Secure a Placement

It is best for you to approach an employer but we are here to help you if you are struggling. You will be issued with Please see the EWECs for a Work Experience Student Paperwork Pack which has the following that you must return:

- A. Work Placement Notification Form (for you to complete details of your placement)
- B. Health & Safety Disclaimer (needs your signature and returning to EWEC)
- C. Consent Form (needs signature & returning to EWEC. If under 18 this requires your parent/guardian signature, if over 18 you can sign your own consent)

IMPORTANT—you will be unable to start your placement until ALL paperwork is in place with the EWECs. We will then approach your employer to complete their paperwork and get their signed agreement to have you on placement.

STEP 3. Recording your Work

You will also be issued with a Work Experience Student Handbook which includes the following which you must complete:

- | | | |
|----------------------------|-----------------------|---------------------|
| - Work Placement Induction | - A Be Safe Worksheet | - Hours Log |
| - Learner Diary | - Learner Feedback | - Employer Feedback |

By going on placement, you have agreed to attend the work place at set times. It is important to maintain a good working relationship with your employer and advise them with as much notice as possible if you are going to be off work experience due to sickness or other unavoidable absence. You must also notify the EWECs of any absence.

PLEASE KEEP YOUR WORK EXPERIENCE STUDENT HANDBOOK SAFE AND HAND IN TO THE MEMBER OF STAFF, AS INSTRUCTED, AT THE END OF YOUR WORK EXPERIENCE PLACEMENT AS THIS PROVIDES EVIDENCE OF YOUR WORK EXPERIENCE.

If in doubt—please just ask us!!

1. Your Responsibilities on Placement:

- Arrive at placement at the agreed start time with attendance record and diary.
- Notify both placement supervisor and work experience co-ordinator as soon as possible in the event of absence.
- Discuss any difficulties with supervisor and work experience co-ordinator as soon as they arise.
- Observe confidentiality at all times and adhere to the policies and procedures relevant to that placement, including health & safety policies and instructions.

2. College Responsibilities:

- Carry out suitable Health & Safety checks with prospective employers to ensure the environment is safe and suitable for placements.
- Ensure all college documentation including a work placement agreement and consent forms are in place prior to a placement starting.
- Brief and prepare learners prior to the start of the placement.
- Monitor and review progress through telephone calls or visits.
- Be available for contact by learner or supervisor in the event of problems arising.

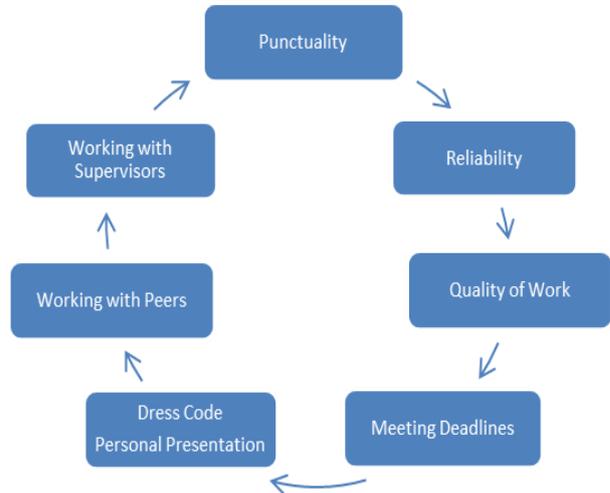
3. What you can expect from your employer:

- A named supervisor who will be responsible for monitoring progress, recording attendance and providing feedback at the end of the placement.
- Completing the Work Placement Induction Checklist in the presence of the learner at the beginning of the placement, and returning these forms to the college via the learner.
- Notify the college in the event of frequent absences or other problems.
- Complete the attendance form each day.
- Ensure that the learner is adequately prepared to carry out the duties asked of them.
- Ensure that the learner is provided with appropriate opportunities to develop a range of skills and competencies, taking into account the level of the learner.
- Complete feedback at the end of the work experience.

21 Competencies

These competencies were agreed between the College and employers across the county. It is important to bear in mind that you may already have some of these skills but it is likely that you will be working towards one or more of these during your work placement. It will be helpful for you to refer to these in your work diary wherever possible.

Stage 1: Work Ready



Stage 2: Operational & Supervisory



Stage 3: Managerial & Strategic



WORK PLACEMENT INDUCTION CHECKLIST

Learner: _____ Occupation: _____

Start Date at Placement: _____

Company Name: _____

Address: _____

_____ Postcode: _____

Telephone No: _____ Placement Contact: _____

Date Induction Completed: _____

Induction should ideally be completed on the first day of the placement. Emergency procedures must be covered in the first day. When induction and safety training is completed, confirmation should be expressed by ticking the relevant box(es). For items not covered, comments should be recorded giving reasons and a date for completion. The learner and placement providers' representative must complete the declaration on the last page. This form must be sent to your Work Experience Coordinator at the College.

1. Employer's Responsibilities	Yes	No	Comments
Have you been informed about the employer's duty of care to you and other staff:			
1.1 To provide a safe work place?			
1.2 To provide a safe means of access to the work place?			
1.3 To provide a safe system of work?			
1.4 To protect staff from unnecessary risk of injury?			
2. Employee's Responsibilities	Yes	No	Comments
Have you been informed about your responsibilities while at work:			
2.1 To take reasonable care of your own health and safety?			
2.2 To take reasonable care towards others in your work place?			
2.3 The need to co-operate with your employer to ensure relevant regulations are complied with?			
3. Risk Assessments	Yes	No	Comments
3.1 Have you been made aware of risk assessments carried out in the work place?			
3.2 Have you been made aware of risk assessments that may affect you?			
3.3 Have you been told about safe systems of work that you need to follow?			
3.4 Have you received instruction/training on lifting and handling loads and protective measures to be taken?			
3.5 Are you aware of any arrangements necessary to protect you against hazardous substances?			
4. Health and Safety Policy	Yes	No	Comments
4.1 Has the company's Health and Safety Policy been explained to you?			
4.2 Do you have a copy or access to your company's Health and Safety Policy?			
4.3 When was the policy last updated?			
4.4 Name the person responsible for health & safety.			

5. Emergencies and Fire Arrangements	Yes	No	Comments
5.1 Have you been informed on the evacuation procedures in the event of a fire or emergency?			
5.2 Do you know where the fire exits are and the need to keep escape routes clear?			
5.3 Are you aware of where the fire extinguishers/equipment are positioned?			
6. Prohibitions	Yes	No	Comments
Where appropriate, have you been made aware of:			
6.1 Machines you are prohibited from using?			
6.2 Substances you are prohibited from using?			
6.3 Work activities you are not permitted to undertake?			
6.4 Work areas from which you are prohibited?			
7. Accidents	Yes	No	Comments
7.1 Have you been made aware of the accident reporting procedures?			
7.2 Are you aware of where the accident book is kept?			
7.3 Who would you report to in the event of an injury/disease at work?			
8. First Aid	Yes	No	Comments
8.1 Have you been made aware of the first aid arrangements at the company?			
8.2 Where is the first aid box located?			
8.3 Name the first aider.			
9. Protective clothing/footwear & Equipment	Yes	No	Comments
9.1 Are you aware of any activities at work where protective clothing, footwear and equipment is required?			
9.2 Has any necessary protective clothing, footwear and equipment been issued to you?			
10. Supervision	Yes	No	Comments
10.1 What is the name of your Supervisor?			
10.2 Are you aware of the activities where supervision is required?			
10.3 Are there times when you will not be supervised?			
11. Machinery/Equipment	Yes	No	Comments
11.1 Are you aware that you must not use any equipment until you have received instruction and permission?			
11.2 Are you aware that training will be required before you use any machinery and equipment?			

Work Placement Induction Declaration

I confirm that to the best of my knowledge the learner has been briefed on the information recorded in this document and the necessary follow-up actions have been agreed and recorded in the box below.

Employer Representative:

Signature: _____ Date: _____

Print Name: _____

I confirm that I have received the induction recorded on this form.

Learner:

Signature: _____ Date: _____

Print Name: _____

Further Notes:

Cornwall College Work Experience: Be Safe – Worksheet

Policy

If the health and safety policy is written, where can it be found?

The things I am prohibited from doing and restricted from doing are listed below and have been agreed with my supervisor:

(Continue on the further notes page if you need to.)

My organisation's policies for the issues below are as follows:

Alcohol consumption in the workplace: _____

Drug use/substance abuse: _____

The person with overall responsibility for health and safety in my organisation is:

Emergency Procedures

Write below the procedure for evacuating the workplace in an emergency and the procedure for first aid treatment in an accident. Include the names of the people responsible for any actions:

(Continue on the further notes page if you need to.)

Hazards & Safe Work Precautions

What health and safety hazards/risks in the work place and what precautions are in place? *Eg. Chemical substances, dust and fumes, excessive noise, moving vehicles, electricity, work at heights, animals, repetitive movements, uneven floors, extreme heat/cold.*

(Continue on the further notes page if you need to.)

Fire

The fire prevention rules in my organisation are listed below:

Diary Log:

You should complete this every day whilst on placement to record your tasks and your development. If you require further copies, please photo copy this master page or request further copies from your Work Experience Co-ordinators.

Date:

Tasks Completed:

Skills Required to Complete Tasks (please make reference to the Cornwall College 21 Competencies, as listed in the diagrams on page 5 of your Work Experience Handbook):

What do you feel you have learnt from today:

Identify one thing you feel you could improve on from today:

Your Feedback

As part of the work experience process, it is important for us to know about your experience of being in the work place and what feedback you would like to pass on about your placement e.g. did you enjoy the placement, were you given responsibility etc.

Please complete the table below, scoring each statement where you rate your experience. Please be aware that the grading is from 1 to 6, with 1 = Very Poor and 6 = Very Good.

Please then add in the comments box how you benefited from your work experience, what new skills you have developed and if you have any feedback regarding your work placement employer.

Question	Very Poor 1	2	3	4	5	Very Good 6
How relevant was your placement to your skills development?						
How relevant do you feel the range of tasks allocated to you were?						
How satisfied were you with the level of support and supervision provided whilst on placement?						
How likely are you to recommend this placement to others?						
How meaningful was your learning experience overall?						

Please include any additional comments below:

Your Feedback

You need to produce a reflective report on your work experience placement.

You will need to include:

- What personal skills/competencies did you improve on and how (give examples from your placement)
- Evaluate your performance (e.g. Your personal achievements, knowledge & skills gained, confidence, initiative, activities undertaken)
- How would you improve your performance if you were to go on work experience again?
- How do you feel you benefited from your work experience placement and how do you think that your work experience placement benefited from your contribution.

For example;

Improvement of personal skills/competencies

During my work experience placement at I feel that I developed my (e.g. working with supervisors) because I (example of how you did this).

Evaluation of my performance

During my work experience I feel that I made a number of achievements such as.....

Possible improvements

If I were to go on my work experience again I would improve my performance by.....

Benefits

I feel that I benefited from my work experience placement by.....

I feel that my work experience benefited from my contribution at the placement by.....

Please complete your reflective report about your placement below:



Cornwall College Competency Development Employer Feedback

We would like to thank you for your involvement and support with the Cornwall College work experience scheme. Your input in developing the future workforce is invaluable. Cornwall College is committed to supporting our learners to develop the skills that employers say are essential. With this in mind, could mark the appropriate level at which you feel the student has achieved in each competency whilst on placement with you (1=Very Poor, 6=Very Good).

Student:

Staff:

	Competency	Very Poor 1	2	3	4	5	Very Good 6
Stage 1	Punctuality - The student makes a point of planning their time so they arrive on time or early and lets me know if they are going to be absent from work.						
	Reliability - The student can be relied on to follow instructions and complete tasks and if they need help, they ask.						
	Quality of Work - The student's standard of work is to the level expected or exceeds it.						
	Meeting Deadlines - The student plans their time well and completes tasks within the time agreed.						
	Personal Presentation - The student understands the importance of dress code, and dresses appropriately for work.						
	Working with Peers - The student makes and keeps good working relationships with the people they work with.						
	Working with Supervisors - The student has good working relationships with supervisors and is happy to follow instructions.						
Stage 2	Work Ethic - The student is positive and hardworking and a role model for others. They can be relied upon to motivate and support others.						
	Problem Solving - The student is good at dealing with problems and look for solutions. They are confident in supporting others to solve problems.						
	Quality Focus - The student is focused on quality in all aspects of their work. They show a high level of personal commitment to quality and are able to support others to improve quality.						
	Resilience - The student has high levels of resilience and makes sure they complete a task.						
	Communication - The student has high levels of communication skills and is able to communicate complex ideas and thoughts in a variety of ways and to diverse groups (colleagues, supervisors, customers).						
	Adaptability - The student is confident, capable and can adapt to meet new situations and expectations, They are able to support to others to be more adaptable.						
	Professional Mind Set - The student takes pride in their approach to work and their professional mind-set. This provides a role model for others to follow and means they perform well and can influence others.						

Signature: _____ **Date:** _____



Further Notes

Cornwall College Work Experience: Be safe – Worksheet

Policy

If the health and safety policy is written, where can it be found?

The things I am prohibited from doing and restricted from doing are listed below and have been agreed with my supervisor:

(Continue on the further notes page if you need to.)

My organisation's policies for the issues below are as follows:

Alcohol consumption in the workplace: _____

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The person with overall responsibility for health and safety in my organisation is:

Emergency Procedures

Write below the procedure for evacuating the workplace in an emergency and the procedure for first aid treatment in an accident. Include the names of the people responsible for any actions:

(Continue on the further notes page if you need to.)

Hazards & Safe Work Precautions

What health and safety hazards/risks are in the work place and what precautions are in place? *Eg. Chemical substances, dust and fumes, excessive noise, moving vehicles, electricity, work at heights, animals, repetitive movements, uneven floors, extreme heat/cold.*

(Continue on the further notes page if you need to.)

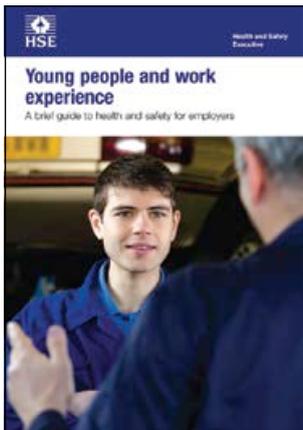
Fire

The fire prevention rules in my organisation are listed below:

Student Name: _____ Date: _____

Young people and work experience

A brief guide to health and safety for employers



This is a web-friendly version of leaflet INDG364(rev1), published 06/13

Introducing young people to the world of work can help them understand the work environment, choose future careers or prepare for employment. An appreciation of workplace risk and how to deal with it can be one of the biggest benefits offered by a work placement.

Introduction

This leaflet is aimed at employers who provide work experience opportunities to young people. It will help you, and those responsible for work experience in your business, ensure young people have their health and safety protected while they are with you.

Under health and safety law, work experience students are your employees. You treat them no differently to other young people you employ.

You may have considerable experience of successfully employing young people or taking on work experience students. If not, there are just a few steps that you need to take.

Schools and colleges, or others organising placements, need to check that you have risk management arrangements in place. Conversations you have with the placement organiser could simply be noted for reference.

Taking on work experience students should be straightforward. It should not be about generating unnecessary paperwork. This guidance describes how to keep it simple.

Definitions of young people and children by age

- **A young person** is anyone under 18.
- **A child** is anyone who has not yet reached the official minimum school leaving age (MSLA). Pupils will reach the MSLA in the school year in which they turn 16.

What you need to do

Simply use your existing arrangements for assessing and managing risks to young people.

Avoid repeating your assessment of the risks if a new student is of a broadly similar level of maturity and understanding, and has no particular or additional needs (the organiser or parent should tell you if they have).

If you don't currently employ a young person, have not done so in the last few years and are taking on a work experience student for the first time, or one with particular needs, review your risk assessment before they start.

Discuss the placement in advance with organisers. Take account of what they and the parents or carers tell you of the student's physical and psychological capacity and of any particular needs, for example due to any health conditions or learning difficulties.

Keep any additional work in proportion to the environment:

- For placements in **low-risk environments**, such as offices or shops, **with everyday risks** that will mostly be familiar to the student, your existing arrangements for other employees should be enough.
- For **environments with risks less familiar to the student** (eg in light assembly or packing facilities), you will need to make arrangements to manage the risks – this will include induction, supervision, site familiarisation, and any protective equipment needed.
- For a placement in a **higher-risk environment**, such as construction, agriculture and manufacturing, you will need to:
 - consider what work the student will be doing or observing, the risks involved in that work and how these are managed;
 - satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice.

You may, particularly for **higher-risk environments**, need to consider **specific factors** that must be managed for young people, including exposure to radiation, noise and vibration, toxic substances, or extreme temperatures.

Where these specific factors exist in your workplace you should already have control measures in place. This will also apply to legally required age limits on the use of some equipment and machinery (eg forklift trucks and some woodworking machinery). Consider whether you need to do anything further to control the risks to young people.

Explain to parents/carers of children what the significant risks are and what has been done to control them. This can be done in whatever way is simplest and suitable, including verbally, and is very often done through the school or college.

When you induct students, explain the risks and how they are controlled, checking that they understand what they have been told.

Check that students know how to raise any health and safety concerns.

Training and supervision

Many young people are likely to be new to the workplace and in some cases will be facing unfamiliar risks, from the job they will be doing and from their surroundings. You will need to provide them with clear and sufficient instruction, training and supervision to enable them to work without putting themselves and other people at risk.

Young people are likely to need more supervision than adults. Good supervision will help you get a clear idea of the young person's capabilities and progress in the job and monitor the effectiveness of their training.

You will need to consider how much training is necessary. A proportionate approach is needed, for example a low-risk business would not be expected to have a need for lengthy technical training. Similarly, where a student is on a short-term work experience placement, induction and training needs should be tailored to the tasks they are going to be doing.

It is important that you check young people have understood the instruction and training which will include, for example:

- the hazards and risks in the workplace;
- the health and safety precautions that are in place.

In workplaces where there are health and safety representatives, they can play a valuable role early on by:

- introducing the young person to the workplace;
- helping with their ongoing training;
- giving you feedback about particular concerns.

As employees, young people have a duty to take care of their own health and safety and that of others who may be affected by their actions.

This includes co-operating with you by listening carefully, following instructions, using any safety equipment that you have provided and taking part in relevant training.

What the law says

Under health and safety law, every employer must ensure, **so far as reasonably practicable**, the health and safety of all their employees, irrespective of age. As part of this, there are certain considerations that need to be made for young people.

This section outlines the requirements in the law. Putting the requirements into practice should be straightforward and in most cases you should already have the necessary risk management arrangements in place.

What does 'so far as reasonably practicable' mean?

This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble. However, you do not need to take action if it would be grossly disproportionate to the level of risk.

Under the **Management of Health and Safety at Work Regulations 1999**, you have a responsibility to ensure that young people employed by you are not exposed to risk due to:

- lack of experience;
- being unaware of existing or potential risks;
- lack of maturity.

You must consider:

- the layout of the workplace;
- the physical, biological and chemical agents they will be exposed to;
- how they will handle work equipment;
- how the work and processes are organised;
- the extent of health and safety training needed;
- risks from particular agents, processes and work.

These considerations should be straightforward in a low-risk workplace, for example an office. In higher-risk workplaces the risks are likely to be greater and will need more attention to ensure they're properly controlled.

HSE's frequently asked questions (FAQs) web page on young people at work provides further advice on making the necessary considerations (www.hse.gov.uk/youngpeople/faqs.htm).

You need to consider whether the work the young person will do:

- is **beyond** their physical or psychological capacity:
 - this doesn't have to be complicated, it could be as simple as checking a young person is capable of safely lifting weights and of remembering and following instructions;
- involves **harmful** exposure to substances that are toxic, can cause cancer, can damage or harm an unborn child, or can chronically affect human health in any other way:
 - be aware of substances a young person might come into contact with in their work, consider exposure levels and ensure legal limits are met;
- involves **harmful** exposure to radiation:
 - ensure a young person's exposure to radiation is restricted and does not exceed the allowed dose limit;
- involves risk of accidents that **cannot reasonably be recognised or avoided** by young people due to their insufficient attention to safety or lack of experience or training:
 - a young person might be unfamiliar with 'obvious' risks. An employer should consider the need for tailored training/closer supervision.
- has a risk to health from **extreme** cold, heat, noise or vibration:
 - in most cases, young people will not be at any greater risk than adults and for workplaces that include these hazards it is likely there will already be control measures in place.

A child must never carry out such work involving these risks, whether they are permanently employed or under training such as work experience.

A young person, who is not a child, can carry out work involving these risks if:

- the work is necessary for their training;
- the work is properly supervised by a competent person;
- the risks are reduced to the lowest level, **so far as reasonably practicable** (see the explanation on page 3).

Providing supervision for young workers and monitoring their progress will help you identify where additional adjustments may be needed.

You must let the parents or guardians of any child know the possible risks and the measures put in place to control them. This can be done in whatever way is simplest and suitable, including verbally.

You will already be familiar with the risks associated with your workplace and should be in a position to consider what is or is not appropriate.

Other issues you need to consider

There are other agents, processes and work that should be taken into account when employing a young person. The following list doesn't cover all of those, but if any of the issues are relevant to your workplace you can find more information on HSE's website (see 'Find out more' for web links):

- biological agents;
- working with chemicals;
- working with lead and lead processes;
- asbestos;
- working with explosives, including fireworks;
- working with compressed air;
- construction, including demolition;
- electrical safety;
- agriculture;
- manufacturing.

Working hours and young workers

Working hours are not governed by health and safety law.

Young people and children have different employment rights from adult workers and are subject to protections in relation to the hours they can work.

Other regulations

Children below the minimum school leaving age (MSLA) must not be employed in industrial workplaces such as factories, construction sites etc, except when on work experience.

Children under 13 are generally prohibited from any form of employment. Local authorities have powers to make bye-laws on the types of work, and hours of work, children aged between 13 and the MSLA can do.

Find out more

For more information about health and safety and young people, visit our young people web pages: www.hse.gov.uk/youngpeople/

Health and safety made simple: The basics for your business Leaflet INDG449
HSE Books 2011 www.hse.gov.uk/pubns/INDG449.htm
Microsite: www.hse.gov.uk/simple-health-safety/manage.htm

The health and safety toolbox: How to control risks at work provides helpful areas of advice, which apply to all workplaces: www.hse.gov.uk/toolbox/

Further guidance to help you protect new starters: www.hse.gov.uk/vulnerable-workers/new-to-the-job.htm

More information on working hours for young workers:
www.gov.uk/child-employment/minimum-ages-children-can-work

Helpful links for other issues you may need to consider

- Biological agents: www.hse.gov.uk/biosafety/
- Working with chemicals: www.hse.gov.uk/chemicals/
- Working with lead and lead processes: www.hse.gov.uk/lead/
- Asbestos: www.hse.gov.uk/asbestos
- Working with explosives, including fireworks: www.hse.gov.uk/explosives/
- Working with compressed air: www.hse.gov.uk/compressedair/
- Construction, including demolition: www.hse.gov.uk/construction/safetytopics/stability.htm
- Electrical safety: www.hse.gov.uk/electricity/
- Agriculture: www.hse.gov.uk/agriculture/
- Manufacturing: www.hse.gov.uk/manufacturing/

Further information

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit www.hse.gov.uk/. You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

This guidance is issued by the Health and Safety Executive. Following the guidance is not compulsory, unless specifically stated, and you are free to take other action. But if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance.

This leaflet is available at www.hse.gov.uk/pubns/indg364.htm.

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Health and Safety Law

What you need to know



This is a web-friendly version of leaflet ISBN 978 0 7176 6501 3, published 04/09

All workers have a right to work in places where risks to their health and safety are properly controlled. Health and safety is about stopping you getting hurt at work or ill through work. Your employer is responsible for health and safety, but you must help.

What employers must do for you

- 1 Decide what could harm you in your job and the precautions to stop it. This is part of risk assessment.
- 2 In a way you can understand, explain how risks will be controlled and tell you who is responsible for this.
- 3 Consult and work with you and your health and safety representatives in protecting everyone from harm in the workplace.
- 4 Free of charge, give you the health and safety training you need to do your job.
- 5 Free of charge, provide you with any equipment and protective clothing you need, and ensure it is properly looked after.
- 6 Provide toilets, washing facilities and drinking water.
- 7 Provide adequate first-aid facilities.
- 8 Report major injuries and fatalities at work to our Incident Contact Centre: **0845 300 9923**. Report other injuries, diseases and dangerous incidents online at **www.hse.gov.uk**.
- 9 Have insurance that covers you in case you get hurt at work or ill through work. Display a hard copy or electronic copy of the current insurance certificate where you can easily read it.
- 10 Work with any other employers or contractors sharing the workplace or providing employees (such as agency workers), so that everyone's health and safety is protected.

What you must do

- 1 Follow the training you have received when using any work items your employer has given you.
- 2 Take reasonable care of your own and other people's health and safety.
- 3 Co-operate with your employer on health and safety.
- 4 Tell someone (your employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are putting anyone's health and safety at serious risk.

If there's a problem

- 1 If you are worried about health and safety in your workplace, talk to your employer, supervisor, or health and safety representative.
- 2 You can also look at our website for general information about health and safety at work.
- 3 If, after talking with your employer, you are still worried, you can find the address of your local enforcing authority for health and safety and the Employment Medical Advisory Service via HSE's website: **www.hse.gov.uk**

Fire safety

You can get advice on fire safety from the Fire and Rescue Services or your workplace fire officer.

Employment rights

Find out more about your employment rights at:
www.gov.uk

This leaflet is available at www.hse.gov.uk/pubns/books/lawposter.htm
The information is available in other formats.

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www.hse.gov.uk/copyright.htm for details. First published 04/09.



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of the European Union

CAREER AND EMPLOYMENT GUIDANCE IN SCHOOLS, VOCATIONAL EDUCATION AND TRAINING

A BEST PRACTICE GUIDE
IO4

ANNEXE

7. ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

Page 21

- http://www.mysteps.eu/docs/HE_Moodle_Course_screenshots.docx

The following screen shots are from our internal Moodle platform and can be accessed by our HE students

Administration

heidi.channell@cornwall.ac.uk (for enquiries and appointments)

Heidi Channell

Check out these Graduate Opportunities!!

<http://www.brightercornwall.org.uk/>

Brighter Cornwall | Placements - Networ...
The scheme offers paid work experience...
BRIGHTERCORNWALL

Enterprise Rent a Car are currently looking for graduates in the Bristol/Cornwall/Milford Haven region who would be interested in starting their graduate career with Enterprise Rent-A-Car Jobs Europe. We are looking for immediate starts for our Graduate Management Programme, if you have experience in customer service and sales and are looking for a career change then please get in touch! Click on the link below for more details: <https://www.enterprisealive.co.uk/job/management-trainee-bristol-weston-super-mare-bristol/>

GREAT JOBS FOR GREAT GRADUATES
We specialise in jobs for recent graduates here in the south west
WWW.GRADSOUTHWEST.COM

Browse Jobs | Grad Cornwall
Graduate level job adverts; find graduate...
GRADCORNWALL

PROSPECTS
Search graduate jobs

A YOUNGCAPITAL COMPANY

Created with Padlet

Latest Vacancies

Interview Feedback

New event...

Students Union

You're part of a bigger picture



HE Resources

CLICK HERE

To access resources and discounts through Plymouth University

CLICK HERE

for HE Careers and Employability

Administration

Course administration

Unenrol me from HECareersEmploy

Grades

- Latest Vacancies
- Interview Feedback
- Session Feedback

- Unenrol me from HECareersEmploy
- Grades

Online users ⊞ ⊞

(last 5 minutes)

Sheila Burley

Latest news ⊞ ⊞

(No news has been posted yet)

General Careers & Job Search II

STUDENT JOB SEARCH

New Activity

Teaching

I ♥ Teaching

New Activity

STEM: Sci.Tech,Eng,Maths

science engineering technology

New Activity

Postgrad info

New Activity

Animals & Equine

New Activity

Ag, Land Based, Food, Environ

New Activity

Hort, Conservation & Landscap

New Activity

Business, ICT, Media

New Activity

Marine & Public Services

New Activity

Sport & Leisure

New Activity

Health & Care

New Activity

Self Employment

New Activity



Links to Assessment Centre Resources

<https://www.assessmentcentrehq.com/prison-officer-assessment-day/>

<https://www.assessmentcentrehq.com/assessment-centre-exercises/group-exercise-tips-and-advice/>

<https://targetjobs.co.uk/careers-advice/assessment-centres>

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CAREER AND EMPLOYMENT
GUIDANCE IN SCHOOLS,
VOCATIONAL EDUCATION
AND TRAINING

A BEST PRACTICE GUIDE
IO4

ANNEXE

8. PERSONAL GUIDANCE

Page 23

- http://www.mysteps.eu/docs/Personal_Guidance_Youth_Guarantee_Programme_Structure_allegato_UCV.doc
- http://www.mysteps.eu/docs/Career_guidance-examples_at_ZIB.docx



Personal Career Guidance within the Youth Guarantee Programme in the Italian context

At the preliminary stage, Italian learners will be fully informed by the Information Desk, indicated to them by their Region, the contents and services provided by the Programme within the regional scope.

The operator will clearly introduce them all the information they need, in order to guide them through the different services available.

With the help of the Italian operator they can:

- If they haven't done it yet, register to the Programme by inserting their personal data on the online application form
- Get to know the objectives of the European Programme and the stakeholders involved in the national implementation of the Programme, the services network and the qualified regional operators engaged.
- Discover the opportunities, the measures available and their functioning. For example, they will know how to activate a traineeship, what apprenticeship consists in, what are the training paths available, how to start their own enterprise.

Personal Guidance

After a preliminary informative phase, the Italian personal guidance stage starts.

At the competent service provider your Region assigned to learners, they will attend an **individual interview** with an operator, who will understand their individual needs. At the end of the interview, the operator will identify a personalized path towards employability that will be coherent with their personal, training and professional characteristics (*profiling*). The most suitable path will be suggested to youth and it will either entail the continuation of studies, a traineeship, a professional experience or the start of a business.

The personal guidance phase provides for a first orientation level and, if the operator considers it as necessary, a second orientation level:

- First Guidance level
- Second Guidance level

First Guidance Level

In the I Guidance Level, young Italian people will carry out the following activities with the help of the operator:

- Compilation, update and release of the Personal and Professional Record (PPR), which is the document that contains their personal data, academic and professional experiences.

- Information regarding the local labour market, the geographical area of interest, the most leading sectors, jobs and the most requested educational qualifications.
- Analysis of the profile and of the kind of needs (*profiling*) on the basis of gender, age, citizenship, the educational qualification owned, the professional experience of the previous year, the kind of family environment, the Region and the Province of residency etc.
- Identification of the most suitable path with relation to the social and economic characteristics that emerged and the opportunities offered by the Youth Guarantee.

Drafting of the “Service Pact” with the Italian Employment Service and registration of the measures and services analyzed and selected during the interview

Possible transfer to other Italian offices for specific measures and services of technical and operative assistance in order to help them to develop useful competencies for an active job search (for example public speaking, sending of the curriculum vitae and being interviewed individually for a job etc.)

Second Guidance Level

The operator can perform a second interview in order to analyze more in depth learners attitudes, personal motivations and build together a “professional project”. It would constitute a further chance to retrace their training and professional career, reflect on the experience they hold and project possible interventions and changes. The aim is to help them gain awareness of their competencies and potential, to improve their autonomy and an active job search.

During the interview their personal assets will be valued (characteristics, competencies, interests, values etc) and the context in which they are integrated will be taken into consideration (domestic and environmental), with respect to the role that it could play, so to help them to start an educational and professional path.

At the end of the interview, the operator will hold sufficient means to better advice candidates to either study or work. In this process, the following tools can be used:

- Individual interviews
- Group workshops
- Structured grids and forms
- Questionnaires, psycho-aptitude tests and other analysis tools

Training

Training is a fundamental means for acquiring knowledge and competencies needed in the labour market. In order to compete in a rapidly and continuously changing environment, it is fundamental to gain a cultural and personal background that could help them to access the labour market in a qualified way.

Thanks to the Youth Guarantee Program, learners have the possibility to undertake a training path devoted to their reintegration in the training system (if they are younger than 19) or to their integration in the labour market.

Below you can find the elements that differentiate the two paths that aim at reducing the difference between education and working, and at creating a bridge between theoretical training and practical experience:

- Integration in the labour market
- Reintegration in the training system (if the candidate is younger than 19 years old)

Training focused on integration in the Italian labour market

It provides the knowledge and the competencies that are necessary to facilitate the professional integration in the Italian labour market, on the basis of the analysis of the objectives of professional growth and of the potential gained, which have been estimated within the orientation interventions regarding businesses.

Such training allows to combine the rising of occupation levels with the professional needs experienced by the businesses through the so-called “training on the job”, which means the acquisition of professional skills on the field.

It allows candidates to gain a specialized competency that is valuable in the labour market.

The qualified regional operators engaged will supply individual and collective courses aimed at their professional integration. Such courses will last from 50 to 200 hours.

Reintegration in the schooling and training system for young people between 15 and 18 years old

Young people aged between 15 and 18 years old who don't possess neither a qualification nor a diploma can benefit from educational and vocational training paths, with the intent to consolidate their base knowledge and facilitate their access to the labour market. As a matter of fact, the transition of young people to occupation is based on the schooling and training system.

It allows Italian students to upgrade their curriculum vitae, improve the quality of their competencies and facilitate their entrance to the labour market.

The qualified regional operators engaged will supply training and its duration will vary depending on the kind of path activated.

Italian Job Coaching

The job coaching service is provided by qualified operators of authorized labour services bodies which work within the regional context.

This is one of those measures that can be activated within the personalized path identified during the guidance phase and it deals with the planning and activation of professional integration means.

What are the objectives of the service?

- Support the realization of a professional experience or an apprenticeship contract
- Guarantee a support in the search for a job and in the definition of a professional project
- Offer a concrete support while the candidate accesses the labour market

- Build a network on the territory with private and public stakeholders to promote the different job opportunities

How are the objectives met?

After having established the typology of the intervention, the operator:

- Identifies the most suitable job opportunities for the candidate (*scouting*)
- Matches supply with demand of labour (*matching*) and selects the business
- Assists the candidate in the pre-selection phase (phone interview, direct interview etc.), in the first phase of integration within the business, participates in the definition of a possible training project and identification of an appropriate contract (open-ended, fixed term, apprenticeship etc)

Apprenticeship

Apprenticeship is an employment contract that can be assimilated to an open-ended contract, oriented at the provision of a first professional experience combined with training: the business is obliged to transfer professional and technical competencies through training activities that add up to the skills gained at school/University.

This measure is directed to young people from 15 to 29 years of age.

There are three kinds of apprenticeship:

- Apprenticeship for qualification and professional diploma
- Professional apprenticeship or vocational contract
- Apprenticeship for higher training and research

The minimum duration of the training period within apprenticeship is 6 months. The contractual level in which you will be positioned will not be 2-level lower than the one possessed by the worker that performs your same activities.

At the end of the period of apprenticeship, the business will decide whether to carry on the professional collaboration with the candidate or whether to end it, giving advanced notice as established by the collective labour agreement.

Click on the item that interests you the most to have further information!

Apprenticeship for qualification and professional diploma

It allows students to obtain a triennial professional qualification - effective also for the fulfilment of compulsory education – or a professional diploma.

In order to follow this path they must be between 15 and 25 years old. The duration of the contract depends on the qualification or diploma to be obtained, anyhow it cannot exceed 3 years (4 years in case of 4-year regional diploma).

Professional apprenticeship or vocational contract

If students are between 18 and 29 years old this typology of apprenticeship allows you to learn a profession by training on the job. At the same time, it allows them to obtain a professional qualification. If they already hold one, the contract can be stipulated even if they are 17 years old.

The duration of the contract cannot exceed 3 years (5 years for artisans). Also in this case the business can benefit from a subsidy. Differently, they get a salary (which is not corresponded to them through the Youth Guarantee).

Apprenticeship for higher training and research

This typology of apprenticeship is characterized by a collaboration between businesses, schools and Universities therefore, if they are between 18 (17 if they hold a professional diploma) and 29 years of age, they can work and meanwhile:

- a. Obtain a higher secondary education diploma, a degree, a master 's degree or a PhD
- b. Conduct research activities and perform the practice devoted to the access to professional orders
- c. Obtain the Superior Technical Specialization Certificate

The duration of the contract varies on the basis of the educational qualification to be obtained.

Subsidies for businesses and contributions for training are envisaged. It is also possible to activate a Research Apprenticeship contract which is not directed to the achievement of an educational qualification.



Monitoraggio Garanzia Giovani

Febbraio 2016



Giovani presi in carico



Provincia di domicilio dei giovani

1°	Vicenza	20%
2°	Treviso	17%
3°	Padova	17%



21.351

STA LAVORANDO

di cui:

24%	Tempo indeterminato
22%	Tempo determinato
23%	Apprendistato
4%	Somministrazione
19%	Tirocini
8%	Altro

29.181

HA AVUTO ALMENO UN'OCCASIONE DI LAVORO

Career guidance – Examples of techniques and tools in use at ZIB

Competence analysis

Context

In Germany, there is no formalized system of validation and certification of competences which are acquired outside the regular school system in non-formal or informal ways. Nonetheless, there are many efforts and some current pilots which deal with the topic – some of them having achieved good results and having already reached a well recognized status with broad dissemination throughout the country¹. Additionally there the so-called “hamet”-package should be mentioned, which was developed for students with special needs, for instance in schools for physically or mentally handicapped pupils.

Assessment of personal competences at ZIB

Inspired by the experiences with the “hamet”-package, ZIB has developed an assessment system which is used for students in schools as well as in vocational training centers. We are aware that non-formal skills or ‘key skills’ play a growing and important role in creating success in vocational learning. Since there is no regular assessment of non-formally acquired skills in the formal school system – with the exception of assessing behavioural matters – young students need support to get a realistic view of their own competences and vocational possibilities. Thus, ZIB – in co-operation with local community authorities and regional schools – has started to implement a formal competence analysis system in nearly all types of regular schools (secondary general schools, junior high schools, special schools) in order to provide their pupils with a deeper understanding of their own resources to strengthen their future vocational orientation.

In use is a formal 3-day-long assessment containing a series of tests, exercises, teamwork tasks and personal supervision and guidance. It gives students useful guidance about their skills – especially those that might be important for their vocational orientation. Vocational orientation succeeds if you know:

- what you like,
- what your competences are,
- what your talents are and
- what profession fits the best.

¹ cf. Integriertes Potential Assessment (ipass) – www.awo.org; DiaTrain (Diagnose und Trainingsprogramm) – www.ausbildungsvorbereitung.de; Melba und Ida – www.melba.de; hamet, Berufsbildungswerk Waiblingen – www.hamet.de

Tasks to be done

Our Assessment Centre - or as we call it: "Competence Check" - consists of five sections:

1. Exercises (single and group tasks)
2. Tests
3. Self-Assessment
4. Interview
5. Expertise/Report

Part 1, 3 and 4 concentrate on non-formal skills. During the exercises, teams of students are observed while they work on various tasks. The main focus lies on skills like: to lead a group, to organize, to handle conflicts or to convince others. Before the exercises start, the students are asked to assess their own skills. After having done the task, the same questions are asked again in order to see whether changes have taken place and whether the student had a realistic view of those skills. In the interview, the observer and the student discuss the findings, and the steps necessary for their vocational future. Last but not least, all results – including a summary of the interview - are combined in a written report.

The **test section** contains tests in mathematics, German language and logical reasoning which has to be done by the student alone.



Students doing their tests individually

The **exercise section** contains tasks which have to be solved in a group or individually like piecing together a 3D wooden puzzle, designing a poster, modelling a house according to a drawing and similar exercises.



Performing the different exercises

In the last years, ZIB has conducted more than 1000 competence checks with students in schools in the age of 14 to 16 as well as with young participants of vocational preparation courses, partly financed by the local employment agency and by means of the European Social Funds.

Assessment with the Rickter Scale

Besides the Competence Analysis, ZIB works with the Rickter Scale Process in order to give personal advice and career guidance to those people presently unemployed and seeking to return to the job market. This tool is mostly applied to the participants of one of the different training courses ZIB is offering in cooperation with the local employment authorities (Arbeitsagentur, Jobcenter). The target groups are young people and adults and cover migrants, long-term unemployed, women returners, single parents up to people over 50 years of age.

What is the Rickter Scale®?

The Rickter Scale is a complete assessment and action planning process – developed by the Rickter Company in the UK, based around a hand-held interactive board, which is designed specifically to measure soft indicators and distance travelled.



The Rickter Scale board and overlays

The tool provides the user with a point of focus and engages individuals very effectively, whilst encouraging them to take personal responsibility. The individual can explore possibilities, make informed choices and set a realistic action plan. Ultimately the Rickter Scale® demonstrates the genuine movement individuals make, for example, from a chaotic lifestyle to stability, from apathy and negativity to motivation and positivity, from limiting beliefs to having focus and direction in their lives.

The Rickter Scale® Process

In 1993, the Rickter Scale was specifically designed to help individuals overcome their personal barriers: barriers to their engagement with education, training or employment, and barriers to social inclusion. Since then over 20,000 Practitioners, working in such diverse fields as Health and Wellbeing, Criminal Justice, Education and Training, Social Work, Careers Guidance and Human Resources, have been trained and licensed to use the Process with their students/clients/customers.



A student using the Rickter Scale® Process is offered to engage with a seemingly very simple series of questions – a structured dialogue, in which they are enabled to identify key elements of their current circumstances, and pick up on skills and strategies that have worked for them in the past. Then by continuing to use different perceptual positions and precise linguistic devices, they are encouraged to explore possibility in terms of their preferred future, make informed choices and take responsibility for their own goals and contribute to an action plan.

By attaching their own emotions to the experience of their chosen desired state – their goals, they create powerful motivational drivers. By using a multi-sensory approach, the

Process appeals to any combination of preferred learning, retention and expression styles. By building their own profile against a set of highly relevant referents reflecting their current circumstances, they are naturally applying systems thinking, and in doing so are able to see the big picture, and acknowledge connections between any of those referents, e.g. their stress levels and work, money situation, poor relationships or use of drugs or alcohol.

Special feature of the Process

Comparing the commonly used techniques in Germany with the Rickter Scale Process one discovers at first sight that the client/student/participant is not involved in writing a test or answering questions at the computer, neither in doing exercises by him/herself or in a group-work situation. What the client does with his/her Rickter Board is simply to answer questions by adjusting a slider according to the given parameter value from 1 to 10. Since these questions all concern one's own work life or personal life, the client has to give answers to him/herself: At what stage am I at the moment? And: What stage do I want to achieve in the future? Answering these questions genuinely enables the person to set goals to achieve and think about how to realize them.

Thus, the main difference in the assessment process seems to be the principle described as “**ownership**” which simply means that the client is the one who answers the questions and sets the goals to achieve for him/herself. This in fact seems to be the crucial point: most assessment techniques used in Germany focus on the advisor or counsellor who - based on the observations made in the different tests and exercises - guides the client and develops further steps to go. It seems that just the extent to which the client is included into the process of determining personal capacities and of goal setting differs between the common techniques in use. To let the client himself discover the strong and weak points and to let client be the one who sets the goals seem to be a radical change of paradigm.

Conclusion

ZIB learned about the Rickter Scale Process through a Life Long Learning partnership project. The follow-up Transfer of Innovation project “Scaling New Heights” enabled ZIB to test the tool in detail and to adapt the technique to special target groups². As consequence, ZIB installed the process to almost all running training courses. Ever since we notice a higher degree of self-confidence, a clearer picture of personal competences and ways back to the labour market and a general stronger impulse to action taking.

² cf. www.scalingnewheightsinvet.eu

DISCLAIMER

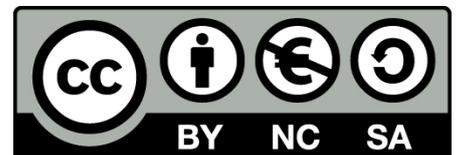
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