

VET-Work Based Learning

Creating VET Business Partnerships for WBL
Guide



VET-WBL Guide

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A fountain pen with a dark wooden barrel and a black cap, and a small black inkwell, are positioned at the top of the page. The pen is lying horizontally across the top of a white sheet of paper.

VET-WBL Guide

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Prologue

This VET-WBL Guide is a comprehensive good practice guide detailing the steps towards setting up and running a work based learning programme for schools and companies in accessing employment or employability training.

The WBL guide includes information about the VET systems in the partnership countries, statistics of the youth unemployment rates and leavers from Education and Training in the European Union and the VET-WBL countries. Further it provides examples of good practice and work based learning templates, student, tutor and employer surveys, partnership agreements and service user consultation tools.

We have carefully described the definition and outline of the structure of the work-based learning activities regarding the 'VET business partnership for WBL' skills qualification, and the assessment criteria for identifying this as a good practice of work-based learning.

The aim is to provide an overview of theoretical perspectives on Work based learning education, support for young people, schools and companies out there. This Guide is for schools and companies, finding the identifying 'good practices', to use this knowledge to be able to innovate and have impact. We anticipate that this will likely include training, self-education, and practice by doing.

The desk research and Study Analysis has given us an overview of relevant theoretical perspectives which enhances Work Based Learning / VET interventions for schools working with companies and vice versa and / or support services in each state of partner organisations. The guide will be able to be adapted for use across a range of sectors.

To take quality steps, we have shaped everything in a very organized way. In this process, we have first developed a template for the VET-WBL Country Reports, including the data gathered from each participant country to understand how work based learning works with a good validated plan. The validation is done through practice by doing:

1. Accomplished the validation of the Assessment standards of our qualification, as employers rely only on the signaling value of certificates, knowing what graduates could be expected to do;
2. Validated the work-based learning assessment needs based on Occupational Standards;
3. Validated the approved Work based characteristics and assessment process.

Part I Work Based Learning Context, Facts and Figures



A young woman with dark, curly hair is shown in profile, looking towards a whiteboard. She is wearing a dark blue or black short-sleeved shirt. Her hands are resting on the whiteboard. The whiteboard has pink handwritten text, including the word 'Thoughtful' and some other illegible words. The background is a plain white wall.

Chapter 1

The Vocational Education and Training System in the VET-WBL Countries

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners/students for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. The partner countries all have a different VET system.

In the next pages we will explain the VET systems in The Netherlands, Germany, Bulgaria, Turkey, North Macedonia and Greece.



The Dutch VET System

The Dutch term for secondary Vocational Education and Training (VET) is middelbaar beroeps-onderwijs. The Dutch usually referred to it by its abbreviation MBO. Pre-vocational education and training is known as voorbereidend middelbaar beroepsonderwijs (VMBO). In the Netherlands VET training is offered at upper secondary as well as postsecondary levels. There are different access routes to VET: students in upper secondary VET usually have a lower secondary diploma at prevocational level, while postsecondary VET is accessible to every student with a vocational or academic high school leaving certificate.

The Dutch mbo sector consists of 70 colleges.

Regionale Opleidingencentra (ROCs) are multidisciplinary colleges offering VET in technology, economics, personal / social services, health care and adult education.

Agricultural VET colleges offer vmbo and VET in agriculture and food technology. Specialised VET colleges offer programmes for a specific branch of industry, such as graphic design, butchery, house painting, furniture painting and transport.

Duration and levels

The duration of VET programmes varies from six months to four years, depending on the level and the requirements. There are four VET levels:

Level 1: entry level

Level 2: basic vocational training

Level 3: full professional training

Level 4: middle-management and specialised training

There are two VET learning pathways (both tracks combine learning and working):

1. The school-based pathway (BOL): beroepsopleidende leerweg (BOL): The school-based pathway is one of two possible learning tracks in vocational education. Pupils who choose BOL spend between 20 and 60 per cent of their time in the classroom. Those who choose the other option (BBL) spend relatively more time working as apprentices for an employer.



2. The work-based pathway (BBL): The work-based pathway, is a professional pathway (the apprenticeship track) and the other (second) possible learning track in vocational education. Pupils who choose BBL spend at least 60 per cent of their time as apprentices working for an employer.

Important note

In the Netherlands Work Based Learning (WBL) is compulsory in both pathways and can only be offered by a recognised training company. The work based learning approach gets a lot of high praise from other countries. Yet, two serious 'sticky' problems remain and are frequently discussed in the Netherlands:

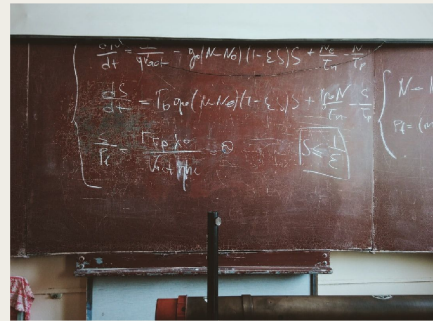
- the quality of workplace learning with regard to content, guidance and assessment; and
- the quality of the connections between work based and school based learning

In contrast to lower and upper secondary general education, Dutch VET does not operate on a 'year group' basis; VET students might complete their study within the nominal number of years, or finish earlier, or later; there is no obligation for schools to offer courses in standard periods only. Roughly 6 billion spent on VET each year: A large portion of Dutch students pursue vocational programmes at some point in their education career: over three-quarters of the 1.2 million students enrolled in the Netherlands.

Around EUR 3.5 billion in public funding for upper secondary VET was allocated to institutions in 2012 based on the number of participants, the number of issued diplomas and certificates, and the number of students with special needs or deemed "at risk". In addition, over EUR 2.5 billion was spent on postsecondary VET institutions.

Summarizing the main characteristics of Dutch apprenticeships and differences between the school based and dual track:

- All VET qualifications at EQF-level 1-4 can be obtained in a school-based or a dual track;
- diploma's for both tracks are identical; there is no reference to the track in the diploma;
- the rights to proceed at higher VET-levels or HE are related to the diploma, not the track;
- in both tracks a substantial part of the time is dedicated to work-based learning; In a school-based pathway at least 20% – on average 45%; in the dual track at least 60% – on average 76% (Vrieze, G.,e.a., 2009);



- to enrol in the dual track a contract with a firm is obligatory, in most cases this is a labour contract, this is no obligation for the school-based track;
- the two-track system is designed as a system of communicating vessels; in times of business crises students can be transferred from the dual to the school-based track for instance;
- students in the dual track stay with one firm for the duration of their course, student in the school-based track might change one or several time during their VET-course.

Most popular Dutch VET-WBL instruments and links (in relation to job search)

Recent research by Intelligence Group shows that job sites are the most-used channels when searching for a new job. That makes job sites a more popular method than using own networks, Google or social media. Since they are so popular, we have delved into the world of job sites and accumulated a top 25 for you.

Indeed.nl is the current market-leader within the Dutch labour market: more than half of active job-seekers (54%) uses the platform, followed by **LinkedIn** (26%). Whereas Indeed is used by all types of education and experience levels, LinkedIn (despite just under 8 million Dutch profiles) is predominantly used by white-collar workers (Bachelor/Master level).

When Google for Jobs is finally introduced (which is not the case toward the end of 2019), the landscape will steadily change in the Netherlands. It is widely expected that, similar to what happened in the United Kingdom, its introduction will lead to a decrease in the

For LinkedIn, a medium still often used by recruiters, users searching for jobs are advised to create multi-lingual accounts, while signalling that you're 'open' for offers.



De Nationale Vacaturebank comes in at the third spot, as best of the rest with a 23% share.

Monsterboard.nl (known as **Monster.com** in other areas of the world) has a 15% share, which makes them the fourth most-popular job site.

Randstad, which acquired Monster worldwide in 2016, is listed in ninth. However, Randstad is by far the most-popular intermediary in the country; mainly for temp work, but also with its separate brand Yacht, for white-collar workers.

Werk.nl, coming in at 5th place, is the official job board of the Dutch Government. The site is mainly used by the unemployed and people on benefits. Their vacancies are commonly not of the highest standard. Those seeking jobs in the Netherlands from abroad are better off using other websites.

A few other pointers from the top 25:

1. **Jobbird.nl** (7%) is owned by Young Capital (5%), who themselves finished in ninth place. *Jobbird* attracts all-round vacancies, while its owner has more of an emphasis on recent-graduates and young professionals.
2. **Intermediair.nl** (3%) is a recruitment website that focuses more on the highly-educated; permanent contracts at the top end of the market. These vacancies are often posted by recruitment and selection agencies.

Ranking	Jobboard	% usage by active Dutch jobseeker
1	indeed.nl	54%
2	linkedin.nl	26%
3	nationalevacaturebank.nl	23%
4	monsterboard.nl	15%
5	werk.nl	11%
6	facebook.com	10%
7	jobbird.nl	7%
8	google.nl	5%
9	randstad.nl	5%
10	youngcapital.nl	5%
11	uitzendbureau.nl	4%
12	intermediair.nl	3%
13	allevacaturesites.nl	3%
14	instagram.com	3%
15	jobrapido.com	2%
16	tempoteam.nl	2%
17	werkenbijdeoverheid.nl	2%
18	bijbaan.nl	2%

3. There are a few job-aggregators (like Indeed) that offer a bunch of vacancies in the Netherlands: **Jobrapido.nl**, **nuwerk.nl**, **joof.nl**, **joblift.nl** en **jooble.nl**
4. Besides **LinkedIn**, **freep.nl**, **3lance.nl**, **Planet Interim**, **Jellow**, **job.nl** and **freelance.nl** are all interesting websites for freelancers
5. For temporary jobs and side-jobs, websites like **bijbaan.nl** or platforms such as **Young Ones** and **Temper** might be good options.
6. Do not forget about social media. A lot of employers like going Dutch, and post their ads (for free) on **Instagram**, **Facebook** and **Twitter**.
7. If you would like to view every other job sites available in the Netherlands, go to **allevacaturesites.nl** for an overview of more than 1.000 job sites.

Ranking	Jobboard	% usage by active Dutch jobseeker
19	gemeentebanen.nl	1%
20	meesterbaan.nl	1%
21	stepstone.com	1%
22	nuwerk.nl	1%
23	job.nl	1%
24	accountancyvacatures.nl	1%
25	twitter.com	1%

Source: Intelligence Group, 2019

The image displays a collection of logos for various job portals and social media platforms. The logos are arranged in a grid-like fashion. At the top left is the 'indeed' logo. To its right is the 'nationale vacaturebank' logo. Below 'indeed' is the 'LinkedIn' logo. To its right is the 'StepStone' logo. Below 'LinkedIn' is the 'MONSTER' logo. To its right is the 'randstad' logo. At the bottom center is the 'Vacaturebanken' logo in a large, bold, purple font. Below that is the 'beacs' logo in a green, lowercase font.



The German VET System

The German vocational education and training system, also known as the dual training system, is highly recognized worldwide due to its combination of theory and training embedded in a real-life work environment. The complete German VET system consists of these elements:

- Vocational orientation (on the level of compulsory education in form of workshops in companies, career guidance and counselling for pupils);
- Dual vocational education and training;
- School-based vocational education and training;
- Dual study programmes and Higher education study programmes (tertiary level);
- Continuing education (lifelong learning, retraining, advanced training).

Of these elements, VET on secondary and post-secondary level have the form of:

- Dual vocational education

- School-based vocational education and training.

There are currently about 330 occupations in Germany that require formal training and have a standardized training and qualifications. The Vocational Training Act of 1969, which was amended in 2020, defines the close alliance between the Federal Government, the federal states (the 'Länder') and companies with the aim to offer training in nationally recognized occupations. These are documented by certificate issued by a competent body, i.e. a chamber of industry and commerce or a chamber of crafts and trades.

Target group

Trainees start their vocational education on secondary and postsecondary level after gaining one of these school leaving certificates:

- Hauptschulabschluss (secondary general school-leaving certificate) - after 9 or 10 years of schooling,

as the minimum requirement for vocational training;

- Mittlerer Bildungsabschluss (intermediate school-leaving certificate) after 10 years of schooling;



- Abitur (certificate of general qualification for university entrance) or Fachabitur (subject-restricted higher education entrance qualification) after 12-13 years of schooling. Around 30 % of school leavers with Abitur or Fachabitur start the vocational training on secondary and postsecondary level. In many cases, the vocational training for trainees with Abitur or Fachabitur can be shortened by up to 12 months.

Most trainees in VET on secondary and postsecondary level are between 16 and 19 years old, although some placements are aimed at those aged 18 and above (with Abitur). Around half of all school leavers go into the dual education system.

Dual vocational education and training

The dual system (“duales Ausbildungssystem”) was established about 100 years ago. The main characteristic of the dual system is cooperation between (mainly) small and medium sized companies, on the one hand, and publicly funded vocational schools, on the other. Trainees in the dual system typically spend 3-4 days per week at a vocational school (Berufsschule) and 1-2 day per week at a company (Ausbildungsbetrieb), or they may spend longer periods (for example in blocks every 6 weeks) at each place before alternating. In 2019, almost 70 % of all VET students on secondary and post-secondary level chose the dual VET.

Dual training usually lasts two to three-and-a-half years, after which time student gains an industry recognized qualification which is awarded by a Chamber of

Role of the companies in the dual system

Companies advertise vocational places on a yearly basis. Trainees apply to the company first, not to the vocational school. If the application is successful, the company and the student will agree to a ‘Training Contract’ which will outline the training content, schedule, and duration as well as wage and holiday entitlement.

More than half of all German companies are authorized to provide training. About 20% of all German companies offered VET placements in 2018.

While only about 11 % of small companies (1-9 employees) offered a VET placement, 81% of large companies (500 employees and more) did. There have been two phenomena in the recent years – about 10 % of companies (mostly small ones) don’t find suitable trainees while about 12 % of VET applicants don’t find any company for their training.

Around 70 % companies offer students employment contracts at the end of their training. The bigger the company the higher is the chance that the trainee will be offered a contract after the



Small and medium sized enterprises are often unable to provide all the stipulated learning content: they may lack suitable training personnel, or, owing to their particular specialisation, may not cover all the training content themselves. Ways to overcome these problems:

- inter-company vocational training centres - designed to supplement in-company training: education institutions offer periods in these training centres, which are often sponsored by autonomous bodies in the relevant sectors of industry;
- joint training structures - formed by companies where each partner covers parts of the training content. This means that companies join forces to be able to offer the entire spectrum of training.

Schools in the dual education

The curricula for VET schools are developed by the federal states. Teachers in VET schools teach special and general competencies. The curriculum contains 1/3 general content (maths, German, languages, sport etc.) and 2/3 specific content (related to the occupation). The exam take place under the oversight of the chambers who are responsible for their execution.



There are two different groups of VET staff: teachers are employed in various vocational schools, while in-company trainers are skilled workers in enterprises who provide apprentices with the knowledge and practical skills required for an occupation.

Financing of the dual education

There are three parties that finance dual VET:

- companies (the costs of apprenticeship training as an investment and a way the companies can cover their needs for skilled workers. The average gross costs for the company per apprentice in the training year are about €20.000 (trainees wages, trainer wages, material etc.) The productive output of an apprentice generates average returns 2/3 for the companies;
- public bodies (the federal states, the Federal Government, the Federal Employment Agency);
- trainees – Students in the dual education system do not pay any fees for their training. They are paid a small wage as part of their contract, usually equivalent to around 960 Euro gross. The wage varies by branches and locality. The contribution made by the trainees primarily comprises lost income due to the fact that the wage received during training is lower than payment made to an unskilled or semi-skilled worker.

School-based vocational education and training

Apart from the dual system, school-based VET is the main form of training in some

,social sector or education. (e.g. nursing professions, speech therapy, occupational therapy and physiotherapy, care assistant or childcare assistant). This school-based approach is supplemented by several internships in companies or institutions. However, apprentices are not employed by a company. These training programmes usually take three years, and overall responsibility is borne by the school. Training programmes leading to an “assistant” qualification (e.g. technical assistant, commercial assistant) are also mostly in the form of the school-based VET. They mostly comprise two years of school-based training courses offered on a full-time basis. They are supplemented by a practical company placement. Training in such occupations can frequently be pursued on a part-time basis. In contrast to dual training, trainees do not usually receive a training wage. Only in some occupations, a training wage is paid in a similar way to dual training. Instead, private vocational school providers often charge school fees.

In 2019, about 30 % of all VET students on secondary and post-secondary level choose the school-based VET

Most popular German VET-WBL instruments and links (in relation to job search)

Public (Institutional) instruments

- **www.arbeitsagentur.de/** :
Bundesagentur für Arbeit
(Federal Employment Agency):
Searching for apprenticeships and internships directly on the website and in the App “AzubiWelt” for Smartphones
- **www.ihk-lehrstellenboerse.de/** :
The joint apprenticeship search of the Chambers of Industry and Commerce (IHK) since 2012
- **www.handwerkskammer.de/** :
Internship and apprenticeship search of the Chamber of Handicrafts . Joint initiative of all 53 chambers of skilled crafts in Germany

All three institutions mentioned above offer also personal counselling and help with finding a suitable vocation and training.

General job-search machines of which the most popular are :

- www.stepstone.de
- www.stellenanzeigen.de/
- www.stellenonline.de/
- www.jobware.de
- de.indeed.com/
- www.kimeta.de
- <https://jobs.meinestaVET-WBL.de/>
- <https://www.linkedin.com/>
- <https://www.regio-jobanzeiger.de/>
- <https://www.monster.de>
- <https://www.xing.com/job>

Specialised search machines for apprenticeships and dual studies offered by private subjects of which most popular are:

- <https://www.azubiyo.de/>
- <https://www.aubi-plus.de/>
- <https://www.ausbildung.de/>

Best Job Boards in Germany





The Bulgarian VET System

The Bulgarian Vocational education and training (VET):

- vocational education refers to secondary education programmes provided by VET schools; vocational education includes a general education element;
- vocational training is provided for learners from age 16. It does not include general education, which needs to be acquired prior to entering vocational training;
- qualifications are distinct from certificates attesting education levels (such as basic, secondary and higher); they can be acquired in addition to certificates and are linked to a profession.

Duration and levels

The duration of VET programmes varies from six months to seven years, depending on the level and the requirements. There are four VET levels:

Level 1: acquired competences for performance of routine activities (WBL at least 70%) – equal to NQF/EQF level 2

Level 2: acquired competences for performance of complex activities in a changing environment (WBL at least 60%) – equal to NQF/EQF level 3

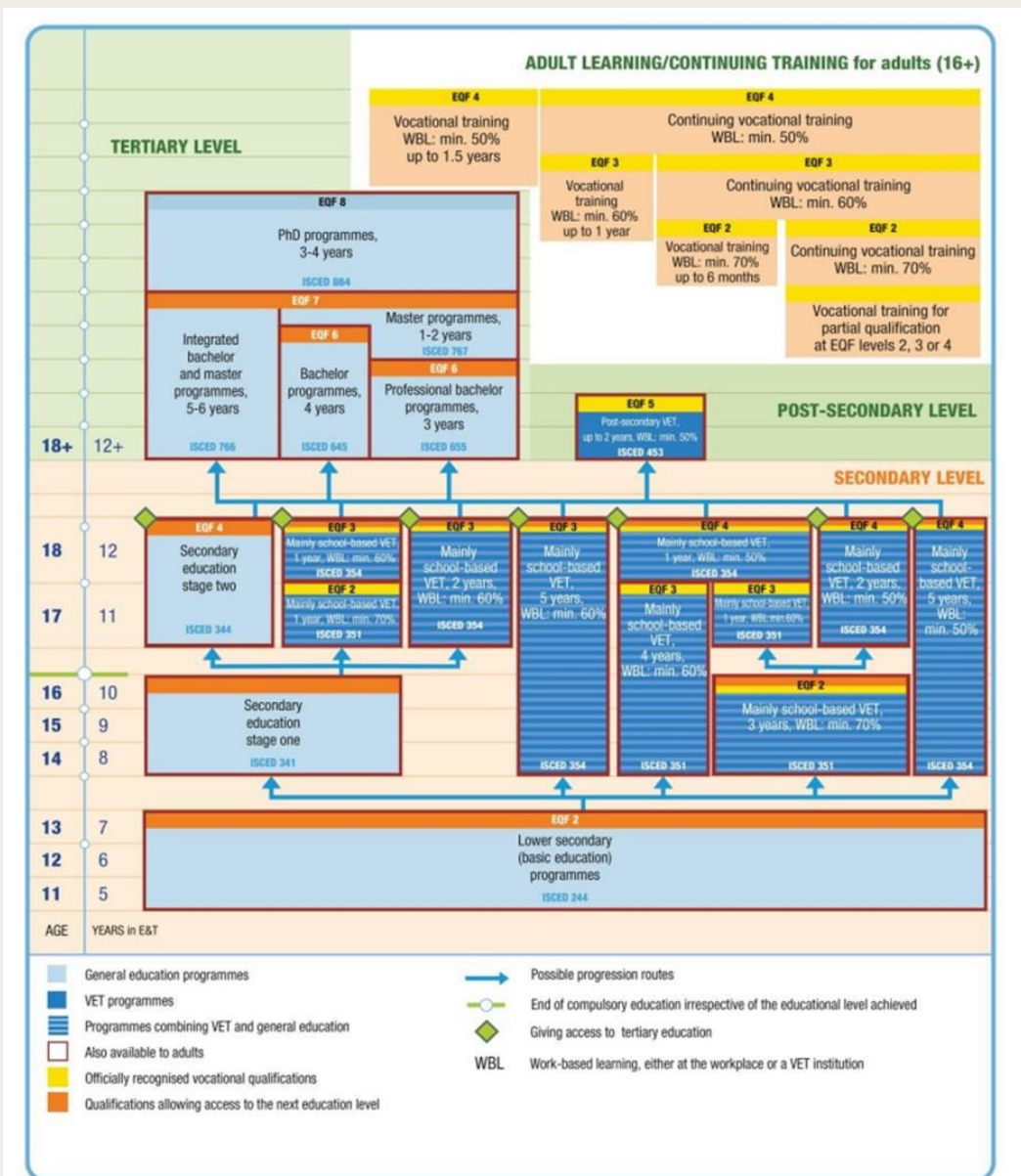
Level 3: acquired competences for performance of complex activities in a changing environment, including human resource management (WBL at least 50%) – equal to NQF/EQF level 4

Level 4: acquired competences for performance of a broad range of complex activities in a changing environment, including human and financial resource management (WBL at least 50%) – equal to NQF/EQF level 5

Secondary VET aims at providing a vocational qualification. It also comprises a general education element that is required to acquire a secondary education diploma. VET may also be organized in dual form. Schools providing VET are vocational gymnasiums, art schools and sports schools. Other providers (profiled gymnasiums, secondary schools, prison schools) may also offer VET as a separate programme from mainstream.

Secondary VET is completed with State matriculation examinations (Matura) in Bulgarian language and literature and a State examination to acquire a VET qualification. The latter comprises theoretical and practical parts and is based on a set of possible questions, practical tasks and evaluation criteria approved by the education ministry.

Examination commissions are composed of teachers, employers and professionals with four or more years of experience in the field. Graduates receive a secondary education diploma (EQF level 4) and a certificate of vocational qualification (EQF levels 3 or 4). The vocational qualification acquired gives access to the labour market. Students who are willing to continue their education, can enroll in higher education institutions (Ministry of Education and Science, 2016).



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Bulgaria.

Post-secondary, non-tertiary vocational qualifications (ISCED 2011 level 4, EQF level 5) can be acquired only by people with previously completed secondary education. The qualification acquired at this level provides access to the labour market but not to another education level. Examples of such qualifications are company manager, hotel manager, restaurant manager, as well as sports and military/defense qualifications.

Post-secondary VET takes place at vocational colleges. The share of VET learners in vocational colleges compared to the total number of VET learners is marginal (around 1% in 2017).

Most learners choose a VET path at age 14 (grade 7). As State exams are the same in VET and general education, family traditions and personal interests are main factors for choosing VET. Guidance is still developing and does not have a real impact on learner choices.

There are two VET learning pathways (both tracks combine learning and working):

1. The school-based pathway: The school-based pathway is one of two possible learning tracks in vocational education. Pupils who choose this path spend between 20 and 60 per cent of their time in the classroom.
2. Dual VET: this allows learners to acquire a VET qualification. Practical training in a company alternates with periods of theoretical training in a school or another VET provider. In-company trainers (mentors) are responsible for the practical training. They are required to have a VET or higher education qualification and at least three years of work experience.

The main challenges in VET are:

- reducing early leaving from education and training (higher in VET than in secondary education in general);
- expanding dual VET provision (dual training is still mostly project-based);
- professionalization of teachers/trainers (teacher



Most popular VET – WBL instruments and links (in relation to job search) used in Bulgaria

The information about VET is in Bulgaria easily available through five web portals:

- the public register of the education ministry includes information on State, municipal and private VET schools and colleges as well as traceable information about qualification certificates;
- the website of the education ministry complements this with information on State educational standards, curricula, legislation and more;
- the NAVET system provides access to information on licensed vocational training centres (and upcoming courses) and on centres for information and vocational guidance. After the 2015 amendments in the VET Act, all qualification certificates issued by the vocational training centres are uploaded in this system to allows checks on their authenticity;

- since 2017, the education ministry and the national Erasmus+ agency have made available a national register of qualifications that comprises all VET and higher education qualifications and pathways. The register is to be connected to the learning opportunities and qualifications portal of the European Commission;
- Since 2009, the National VET panorama event has promoted VET, enhanced learner motivation and prepared transition to work. It presents examples for acquiring vocational qualifications and provides a platform for VET providers, companies, students and parents to meet; it also hosts VET learner competitions. The ninth national VET panorama event in 2017 gathered 350 learners from 150 vocational gymnasiums from all (28) districts around 11 skills' competitions.



Incentives for learners
Secondary VET learners may receive grants:

- performance scholarships are awarded to learners with high learning achievements;
- social allowances support access to education and prevent early leaving from VET of disadvantaged learners, for example with special education needs or orphans. The grants are offered on a monthly basis and vary between 5% and 15% of the minimal national salary; Learners in dual VET receive monthly remuneration from the companies they are trained in based on their contract. Secondary VET learners can participate in ESF projects for work-based learning where they can also receive an additional grant of EUR 150.
- Vouchers for adults: Government Decree determines the terms and conditions for provision of training vouchers for the unemployed and employees, part-financed by the ESF;
- Public Transport discount

All secondary VET learners are entitled to receive discounts when using public transport, including trains and

The discount can be up to 60% and is decided by each municipality.

1. Incentives for enterprises

-Financial support for offering dual VET

The Employment Promotion Act foresees financial benefits for employers for creating training places (jobs) for the unemployed. The State budget pays remuneration, social security and health insurance for apprentices for up to 36 months. It also covers the costs of the training institution that provides theoretical lessons to an apprentice and mentoring costs.

- VAT exemption: provision of training is free of value added tax for companies

1. Guidance and counselling

- vocational counselling (individual and in groups) that helps choosing the right VET qualification and provider information on the main characteristics of occupations (requirements, demand and trends) and the relevant VET programmes (providers, forms of training, admission requirements, diplomas).

Sources and links

<http://navet.government.bg>



The Turkish VET System

In Turkey the vocational and technical education has been carried out with traditional methods, by the organizations of merchants and craftsmen from the 12th century to the end of the 18th century. Vocational education was started to be given in the vocational and art schools considered as formal education institutions starting from the 1860s. With the Decree Law on the Organizations and Duty of Ministry of National Education No. 652 released in 2011, six separate units responsible for the implementation of vocational and technical education in the Ministry of National Education were combined under the name of General Directorate of Vocational and Technical Education. And the non-formal education and open learning institutions were put under the General Directorate of Lifelong Learning.

Objective and Structure

Vocational and technical education aims at educating students as good citizens as well as preparing them for the next education and/or business life by giving a common general culture in a flexible structure and in line with their interests and abilities. Vocational and technical secondary education consists of vocational and technical high schools implementing various programs.

Student admissions to vocational high schools may vary according to the type of school, and the fields and branches to be chosen. The transports and transitions of the students among the types of schools and programs can be made under certain circumstances. Diplomas are arranged according to the type of school, programs, fields and branches the students have completed.



Technical and Industrial Vocational High School	Girls Vocational and Technical High School	Hotel Management and Tourism Vocational High School	Trade Vocational High School	Vocational High School of Health	Vocational and Technical Education Centre	Multi-Program High School
■ Anatolian Technical High School	■ Anatolian Girls Technical High School	■ Anatolian Hotel Management and Tourism Vocational High School	■ Trade Vocational High School	■ Anatolian Vocational High School of Health	■ Vocational and Technical Education Centre	■ High School
■ Anatolian Vocational High School			■ Anatolian Trade Vocational High School			■ Vocational High School
■ Technical High School				■ Vocational High School of Health		■ Religious High School
■ Industrial Vocational High School	■ Anatolian Girls Vocational High School	■ Hotel Management and Tourism Vocational High School	■ Vocational High School of Justice			
■ Maritime Vocational High School			■ Anatolian Communications Vocational High School			
■ Maritime Anatolian Vocational High School	■ Girls Technical High School					
■ Agricultural Vocational High School						
■ Agricultural Anatolian Vocational High School	■ Girls Vocational High School					
■ Land Registry and Cadastrate Vocational High School						

Table 1: Vocational and Technical Secondary Education School Types

In Formal vocational and technical education the 9th grade is common in all types of schools. The students who have completed the 9th grade make field choice. The 10th grade students of vocational high schools and technical high schools continue their education in the vocational areas, and the 11th and 12th grade students in the branch, which they have chosen, of the field they are educated.

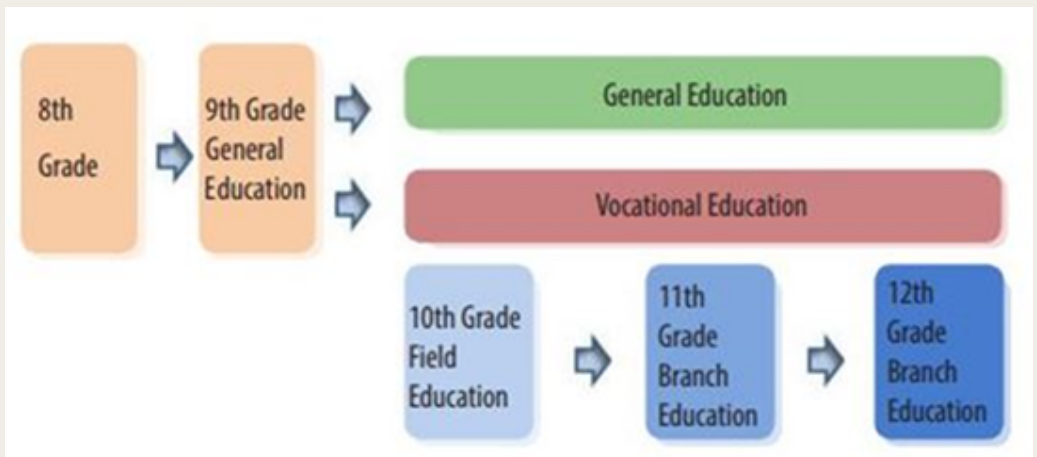


Figure 1: Orientation and Vocational School Process of the Students

The existing vocational and technical education system is highly centralized. In view of the number of students, the number of schools, the number of branches, and the economic developments and technological changes, planning and management cannot be expected to be effective and efficient. It is a very well-known fact that there is a very different distribution of stakeholders in the employment market because of the complexity and diversity of vocational education in itself.

This situation requires the stakeholders to be efficient in the processes of both education and employment.

Vocational Education and Internship Applications in Enterprises

The period of internship in Anatolian technical and technical high schools is 300 hours. The student can do a maximum of $\frac{1}{3}$ of his/her internship study at the end of the 10th grade, and the rest starting from the 11th grade. The internship applications are made at the weekend, semester or summer vacation.

The internship application can be made in schools with face to face education or in the enterprises.

Vocational education is given in the enterprises three days a week at the 12th grade in the Anatolian vocational and vocational high schools. However, the students, who cannot attend vocational education in the enterprises for various reasons, have to do internship study for 300 hours starting from the end of the 10th grade. The vocational education and internship applications in the enterprises may vary according to the characteristics of the type of program implemented in schools.

Enterprises employing ten or more staff give occupational skill training to VTE students, not less than 5% of the number of its employees. Enterprises that will provide occupational skill training to 10 or more students, establish a training unit. In this unit qualified trainers having craftsmanship adequacy with Pedagogical training is appointed.

(Source:http://mtegmec.meb.gov.tr/documents/MTE_Stareji_Belgesi_2014_2018_ing.pdf)



Source: CERIC WordPress.com

Most popular Turkish VET-WBL instruments and links(in relation to job search)

The most popular VET-WBL instrument (in relation to job search) used in Turkey are;

1. <https://cvlogin.com/tr/>
2. <https://tr.indeed.com/>
3. <https://www.careerjet.com.tr/>
4. <https://www.eleman.net/>
5. <https://www.glassdoor.com/index.htm>
6. <https://www.isbul.net/>
7. <https://www.iskur.gov.tr/>
8. <https://www.iyibiris.com.tr/>
9. <https://www.kariyer.net/>
10. <https://www.linkedin.com/>
11. <https://www.randstad.com.tr/>
12. <https://www.secretcv.com/>
13. <https://www.unisbul.com/>
14. <https://www.yenibiris.com/>
15. <https://www.elemanhavuzu.com/Anasayfa>

These are the most popular links or websites used by people looking for a job. Some are founded in Turkey and some are not. But all of them are popular among people who are searching for a job or a better one and used by many people in Turkey and people give positive feedback.





The Macedonian VET System

The education in Macedonia is compulsory between the ages of six to 18 for general secondary education, or from six to 17, 18 or 19 for vocational education and training depending on the selected VET track.

The educational system in Macedonia consists of three sub-systems:

1. **Primary education:**

in duration of nine years, free of charge and compulsory for all children aged 6 to 15

2. **Secondary education:**

- general secondary education (Gymnasium) in duration of four years and vocational education (Vocational Schools) in duration of two (vocational education of two years),
- three (vocational education for professions) or
- four years (vocational technical education).

The secondary education is compulsory and comprises all children in the age cohort 15 to 19 years for the general secondary education, and for the age cohort 15 to 17, 18 or 19 in the VET depending on the selected track. The activities and responsibilities of the secondary education are defined and regulated with the Law on the Secondary Education and the Law for Vocational Education and Training. The secondary education is free of charge in the public secondary schools.

3. **Higher education- Universities:**

The Vocational education and training is part of the education system in Macedonia.

It provides personal development through the acquisition of competencies, knowledge and skills necessary for inclusion in the labor market or continuing education.

Vocational education and training includes:

- Secondary vocational education and training that is part of the secondary education and provides initial acquisition of first, second or third level of professional qualifications and
- Post-secondary vocational education and training that is part of the education system which allows persons who have acquired secondary education to acquire a fourth level of professional qualifications.



Vocational education and training includes:

- general education;
- vocational-theoretical education and
- practical training.

Vocational education and training institutions are:

- VET schools that provide vocational-theoretical education and practical training;
- regional centers for vocational education and training and
- the vocational training centers in which vocational-theoretical education and practical training is provided.

Types of vocational education, duration and levels of vocational qualifications:

1. Vocational training

intended for work with lower requirements that provides practical knowledge and skills for different areas of work.

In the program of VET can be included students who finished primary education and those who have not completed primary education, but with an obligation in parallel with the vocational training to acquire primary education. Vocational training depending on the complexity of the occupation lasts up to

Upon completion of the vocational training, students acquire level I of professional qualifications.

Students with completed vocational training of at least one year of their own education can continue in the second year in appropriate vocational education for occupation.

2. Vocational education for the profession is intended to meet the needs of the economy.

In the vocational education for occupation in the first year can be enrolled students with completed primary education. Vocational education for the profession lasts three years (15, 16, 17).

Vocational education for the occupation is performed in a school for vocational education and training, and the practical training is performed in the school and with the employer. Upon completion of secondary vocational education, the students are acquiring II level of professional qualifications. Students with completed vocational education for their profession can continue it in the fourth year of technical education or after at least three years' work practice to be included in post-secondary vocational education and

Students with vocational education of three years cannot continue to higher education.

3. Vocational high school is education that primarily prepares students for employment in all spheres of labor, but also to continue their education.

In these schools study students with finished primary education. The VET high school education lasts for four years. Upon completion of the VET high school, the students acquire level III of professional qualifications. Students with completed 4 years VET school can continue their education in post-secondary education or higher education. In order to enter to Universities, the students must obtain a state graduation exam.

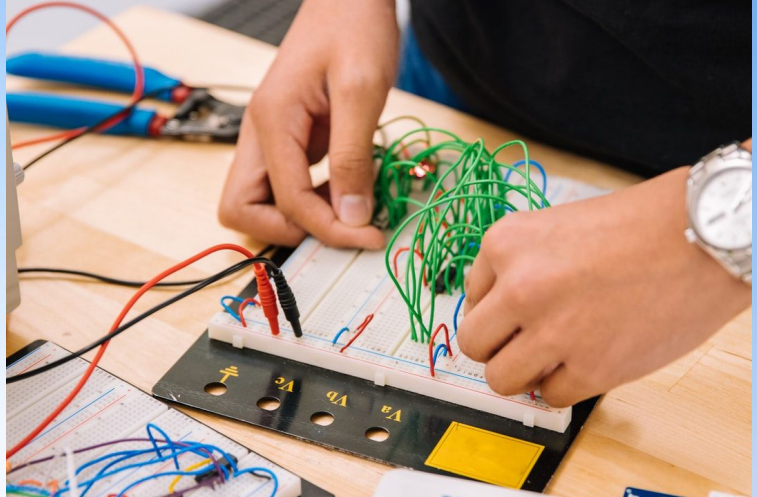
4. Post-secondary education and training is education that finally prepares students for certain professional duties in the labor market.

Students after completing post-secondary education acquire level IV of professional qualifications. Students with completed post-secondary education can complete their education continuing with their higher vocational education.

The manner and procedure for passing from one in another type of vocational education are prescribed by the Ministry of Education.

5. Adult education is provided in the institutions for vocational education and training as an integral part of lifelong learning, linking individual segments and forms of education in a single system.

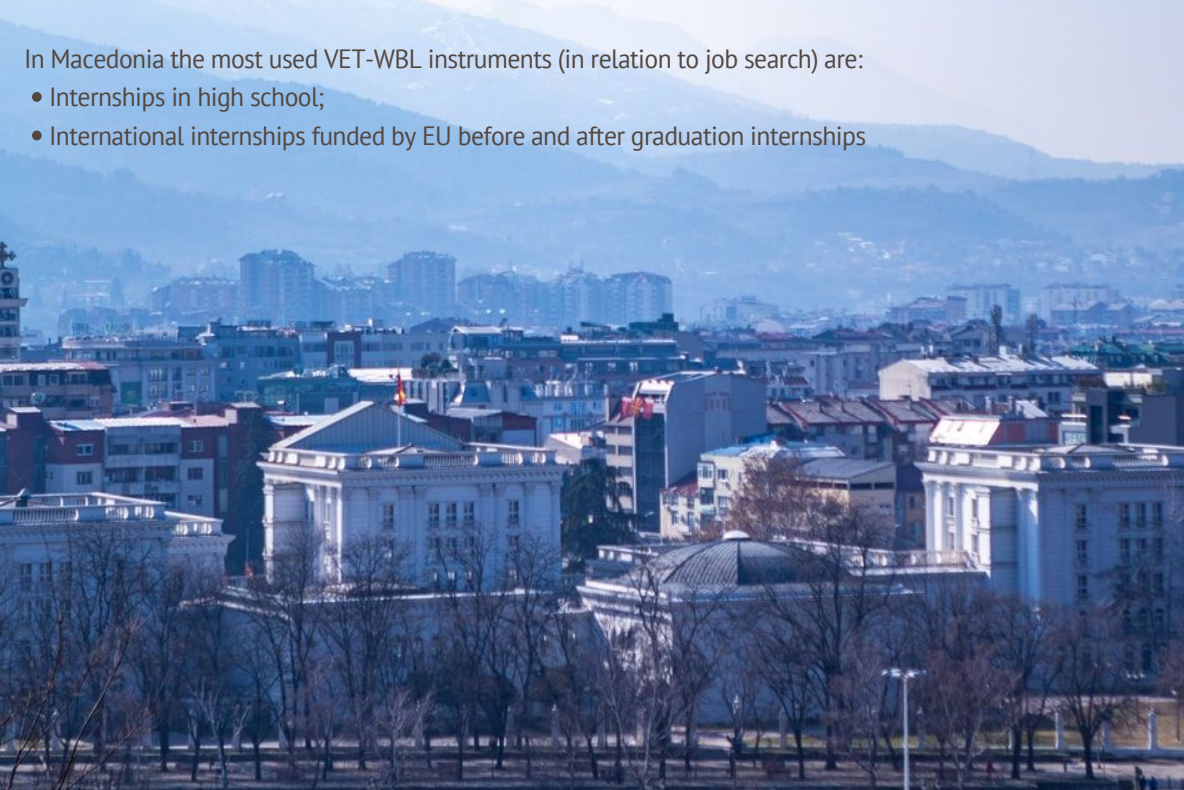
The manner of realization, planning, programming, organizing, the management and financing of adult education is regulated by a separate law.



Most popular Macedonian VET – WBL instruments and links (in relation to job search)

In Macedonia the most used VET-WBL instruments (in relation to job search) are:

- Internships in high school;
- International internships funded by EU before and after graduation internships





The Greek VET System

In Greece schooling is compulsory for all children aged 5 to 15. Compulsory education includes primary education (kindergarten – 1 year and primary school – 6 years) and lower secondary education (3 years), on working days, or for working students at an evening school.

Graduation from lower secondary education completes the cycle of compulsory school attendance and students can then choose whether to continue in general or vocational education. If they choose to continue in general education, they will attend classes at a general upper secondary school (GEL – General Lyceum), for 3 years of upper secondary education. There are also evening schools for working students, where the educational program lasts 4 years. Students enter upper secondary school at the age of 15 and graduate at 18.

In the first year the program is general, while in the second and third years students take both general education and special orientation subjects. The choice of subjects is informed by educational or vocational guidance offered through the decentralized structures of the Ministry of Education's Vocational Orientation Guidance and Educational Activities Directorate (SEPED) (<https://www.minedu.gov.gr/>).

Those who graduate from a general upper secondary school can sit the national examinations (Panhellenic exams) for admission to a tertiary education program.

According to the new law regulating secondary education (Law 4186/2013), which aims among other things to attract more students into VET, students now have the following options in addition to the general upper secondary school:

(a) initial vocational education within the formal education system in the second cycle of secondary education at a vocational upper secondary school (day or evening school); (b) initial vocational training outside the formal education system (referred to as non-formal) in vocational training schools (SEK), vocational training institutes (IEK), centers for lifelong learning and colleges.

Initial formal vocational education: vocational upper secondary schools (EPAL) At national level (Law 3879/2010 concerning lifelong learning), formal VET leads to the acquisition of certificates recognized nationally by public authorities and is part of the education ladder. Formal education also includes education for adults.

According to the law on secondary education (Law 4186/2013), vocational education is provided by the vocational upper secondary

These schools (public or private) are founded exclusively by the Ministry of Education and Religious Affairs and may be day or evening schools. The minimum age for enrolment in a vocational evening school is 16.

The public vocational upper secondary schools offer the specialties that are listed in the legislation. The programs are organized by sector, group and specialty, with most sectors offering two or more specialties. The sectors currently covered are information science, mechanical engineering, electrical engineering/electronics/automation, construction, environment and natural resources, administration and economics, agronomy-food technology and nutrition, and occupations in the merchant marine (captain, mechanic). According to the new law, specialties should be tailored to national and regional economic needs, following the recommendations of the ministries, regional administrations and social partners. Curricula can be developed in line with the European credit system for VET (ECVET), and take into account, where these exist, related job profiles certified

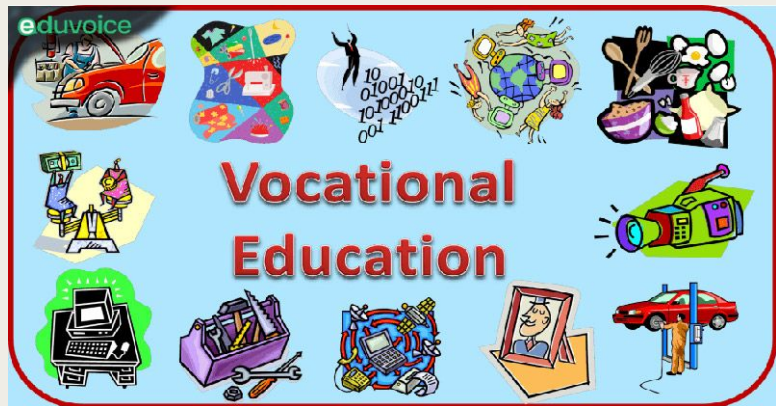
for the Certification of Qualifications and Vocational Guidance (Eoppep).

Programs at vocational upper secondary school can lead to two levels:

- (a) a three-year program;
- (b) an additional 'apprenticeship year'.

In day schools, the secondary cycle comprises three years. Students with lower secondary leaving certificates or equivalent qualifications enroll in the first year without entrance examinations. Students promoted from the first year of a vocational upper secondary school are entitled to enroll in the second year of a general upper secondary school: this means that the system allows for horizontal mobility.

The 'apprenticeship year' (education in the workplace), which is optional and is an innovation introduced by the new law, is open to those who have earned the certificate and diploma attesting completion of the three-year upper secondary education at a vocational upper secondary school. Implementing OAED's dual learning principle, it includes learning at the workplace, a specialization course, and preparatory courses for certification at school. The vocational upper secondary schools and OAED share responsibility for implementing the apprenticeship year, assigning the students to work placements, and all that this entails.



Those who complete an upper secondary program are awarded a vocational upper secondary school leaving certificate (equivalent to the general upper secondary school leaving certificate) and a specialization diploma at European qualifications framework (EQF) level 4, following school examinations administered by EPAL. Graduates of the 'apprenticeship year' receive a diploma at EQF level 5, issued jointly by the Ministry of Education and OAED, after procedures for certification of their qualifications by the national agency have been completed. Graduates of a vocational upper secondary evening school do not have to enroll in the 'apprenticeship year' but can apply for certification of their qualifications if they have worked for at least 600 days in the specialty with which they graduated from the third year.

The body responsible for certification of qualifications and for awarding specialization diplomas to graduates of 'apprenticeship year' is EOPPEP, either alone or jointly with OAED.

Those who pass certification examinations receive both the related specialization diploma and a license to practice their trade. As appropriate, other ministries that issue corresponding occupational licenses may take part in conducting examinations.



Also, EPAL graduates and those holding an equivalent certificate from a previous form of school or program or equivalent certificates from another country are entitled to take part in national examinations for admission to a technological educational institution in specialties corresponding or related to their diploma; the number of such places is governed by a quota system. They can also take part in national examinations for admission to universities, on the same terms and conditions as applied to graduates of general upper secondary school.

For the 'apprenticeship year', the responsibility for students' work placements and associated matters is shared by EPAL and OAED. The 'apprenticeship year' programs are to be financed by national and/or EU funds, with no contribution from the participating enterprises, in contrast to most other European countries that implement apprenticeship systems.

Non-formal VET: vocational training schools (SEK), post-secondary VET schools (IEK), colleges and Lifelong Learning Centers (LLC)

The Lifelong Learning Act (Law 3879/2010) defines as 'non-formal' education provided in an organized framework outside the formal education system which can lead to nationally recognized qualifications. It includes initial vocational training, continuous vocational training and adult learning. Providers of vocational training (public or private) outside the formal education system are supervised by the General Secretariat for Lifelong Learning (GSLL) of the Ministry of Education.

Under the new law, the specialties offered in public vocational training and the sectors under which they are classified is determined by decision of the Minister for Education in accordance with the needs of the national and local economy and proposals of regional administrations, competent ministries and social partners. Curricula for each specialty should take into account related job profiles or required occupational qualifications. Curricula for initial vocational training are developed and overseen by the GSLL and certified by the Eoppep (see Section 3.2). They can be defined in terms of learning outcomes and linked to credits, following ECVET.

Vocational training schools

The newly-established SEKs which replace the previous EPAS can be public or private and provide initial vocational training to those who have completed compulsory education. The programs are of three years' duration; there are no tuition fees at public schools. Students who are over 20 or employed attend evening vocational training schools for four years. The last year of the three-year SEK program is an apprenticeship.

Under the law on secondary education (Law 4186/2013), SEK programmes are structured into streams: agronomy/food technology/nutrition, technological applications, arts and applied arts, tourism and hospitality occupations. Each stream offers more than one specialty; certain specialties are offered outside those groups. In the 'apprenticeship year', workshop lessons are combined with workplace learning (28 hours/week).

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This process is governed by a contract between OAED and the employer, which should provide incentives for hiring the trainee after completion of the apprenticeship. Graduates of apprenticeship class can also attend a programme to prepare for the assessment and certification of their qualifications to earn their vocational diploma from EOPPEP. Students promoted from the second year of a SEK are awarded a level 2 vocational training certificate, according to the EQF.

Those graduating from apprenticeship year receive a diploma at EQF level 3. Students at an evening SEK who opt not to enrol in an apprenticeship year can take part in qualifications assessment and certification procedures if they have worked for at least 600 days in the specialty with which they graduated from the second year of the SEK. Tertiary education programmes are not open to SEK graduates (no 'vertical mobility').

Programmes in post-secondary VET schools (IEK) These public and private institutions provide initial vocational training mostly for graduates of upper secondary schools, and secondarily to those who have completed a SEK program, with a view to integrating them into the labour market. They are open to EPAL graduates (who may enter the third semester of a related specialty), graduates of general upper secondary school, graduates of lower secondary school (in a limited number of specialties) and foreign nationals (with language competence certificates).

IEK programmes last five semesters, four of theoretical and laboratory training totaling up to 1.200 teaching hours in the specialty, and one of practical training or apprenticeship totalling 1 050 hours, which may be continuous or segmented. Each IEK can focus on a particular sector or offer training in several sectors, such as applied arts, tourism/transportation, food/beverage, industrial chemistry, informatics/telecommunications/networks, clothing/footwear, which include various specialties. Students who successfully complete all the prescribed semesters are awarded an attestation of vocational training. This attestation entitles them to take part in the (practical and theoretical) vocational training certification examinations conducted under the jurisdiction of EOPPEP, with which they acquire an upper secondary VET certificate. IEK graduates are awarded occupational specialization diplomas at EQF level 5.

Tertiary level VET programs in higher professional schools Vocational programs are also offered at tertiary level by higher professional schools. Their programs require at least two years of study and may be as long as five years. In most cases they include a period of practical training in the workplace, which is a particularly important feature of their courses. In some cases, admission to these schools is contingent upon passing the general examinations for admission to higher education programs, while others require special admission examinations (such as university-level schools of dance, theatre). These higher professional schools operate under the supervision of the competent ministries (Ministry of Tourism, Ministry of Culture, etc.). The diplomas awarded by these schools, and consequently the qualifications they represent, are in some cases (such as the school of educational and technological sciences, the merchant marine academies) deemed equivalent to the diplomas awarded by universities, that is, they correspond to EQF level 6.

Otherwise (such as the higher professional schools of tourism occupations, military schools for lower grade officers, police academies, dance and theatre schools), they are considered non-university tertiary level institutions and the qualifications they provide correspond to EQF level 5. Programs offered by colleges Colleges offer programs are based on accreditation and franchising agreements with foreign higher education institutions that are recognized by the competent authorities in the country in which they are established or included in a list set up by decision of the Minister for Education which contains internationally accredited programs (Law 3996/2011, on the operation of colleges). These programs lead to a first diploma after at least three years of studies or to a postgraduate qualification. College programs are outside formal education and training, but the diplomas, degrees, certificates, and any other type of attestation awarded by the colleges can be recognized as professionally equivalent to higher education titles awarded in the formal Greek education system.



Such titles may be so recognized when they certify:

- (a) at least three years of study, in the case of university degrees,
- (b) up to three years of study in the case of postgraduate specialization diplomas, and
- (c) at least three years of study in the case of doctoral programs of other EU Member States which do not fall under the Directive 2005/36/EC.

Recognition of professional equivalence permits access to a specific economic activity that the title-holder can exercise as a salaried employee or a self-employed person on the same terms as holders of comparable titles of the domestic education system. The Ministry of Education's Council for the Recognition of Professional Qualifications (SAEP) is responsible for recognizing professional equivalence, insofar as existing professional profiles allow the adequacy of a title to be judged. Otherwise, responsibility for recognizing academic equivalence lies with the National academic recognition and information center (NARIC).

Continuing vocational education and training: LLCs and other bodies providing lifelong learning

In Greece continuous vocational training and general adult education is provided by lifelong learning centers (LLCs). The Ministry of Education, through EOPPEP, is responsible for safeguarding quality of non-formal education, evaluating these centers and monitoring their operation.

To decentralize actions in this area (Law 3879/2010 concerning lifelong learning) administrative bodies have been set up by the Greek regional administrations to manage the national lifelong learning network. Each region draws up its own program, which includes investments, vocational training actions or programs, and more generally actions implementing public policy on lifelong learning in the region. The municipalities can set up LLCs or mobilize the network of lifelong learning bodies in their region, offering programs linked to the local labor environment and beyond. Most municipalities have set up LLCs, which provide a variety of general adult education and continuous vocational training programs.

Funding comes from co-financed community programs (OP 'Education and lifelong learning') and from

signature of program contracts.

Continuing VET programs are also provided by most universities, including the Hellenic Open University, in a wide range of subjects (including ICT, tourism studies, accounting, economics and administration, energy and environment, food safety, production management, and programs for foreign students and repatriated Greeks).



Moreover, almost all the ministries and their supervisory bodies implement continuing vocational training programs for their staff or for broader groups (distance learning for Greek language teachers, cross-cultural communication, youth entrepreneurship, job-seeker training courses in green occupations, training for mediators, health professionals, judges, etc.). For the present, qualifications that are acquired through continuing vocational training are not correlated to levels of the national qualifications framework, but this will eventually be done.

Vocational education and training for special groups

In all the forms and at all levels of formal and non-formal VET provision is made for special categories of students. More specifically, special education vocational upper secondary schools and pilot vocational training and special education schools can be set up, as can public and private special education IEKs. Also, most lifelong learning providers have general adult education and continuous vocational training programs for those with special needs (AMEA), for example in the LLCs or in centers specializing in social and vocational integration for the disabled, and for recovering or recovered addicts, like the Therapy Centre for Dependent Individuals (Kethea) or the Organization Against Drugs (OKANA).

OAED apprenticeship programs

Apprenticeship was established by legislative Decree 3971/1959 and is based on the German dual learning system which combines in-class education with paid practical work in a business. OAED operates a total of 51 EPAS apprenticeship schools, which have an average annual enrolment of 10 000 students, depending on the relevant annual announcement. Their courses last two school years (four semesters). They admit students aged 16 to 23 who have completed at least one class of the upper secondary school. The paid practical work takes place four or five days a week in public or private sector enterprises on terms specified in the relevant apprenticeship contract. Participating enterprises are subsidized. The school is responsible for finding work placements for its students. As of 2011, the subsidy amount for enterprises is EUR 12 for each day of traineeship. The subsidy may be paid to the employer or directly to the apprentice.

The amount paid to the trainee student is 70% of the minimum wage set by the national general collective labor agreement (EGSSE), for all four traineeship semesters.

The institution of apprenticeship has been strengthened across the country by the establishment and operation of 30 vocational education career offices (GDEE) within the framework of the EPAS. These aim to systematically link vocational education to the working world by placing students in appropriate jobs in private and public sector enterprises. The effectiveness of the apprenticeship system in terms of labor market integration is clearly illustrated by the percentage of trainees entering employment on completion of their studies (70%). On completion of their studies, EPAS graduates have obtained an EPAS specialization diploma corresponding to EQF level 4, work experience, and accumulate pension rights.

Sources:

[1] Formal education system: the system of primary, secondary and tertiary education. National legislation reserves the term 'formal vocational education' for programmes at upper secondary level (EPAL) that allow access to higher education through exams. Although they are fully or partially regulated by the state and lead to officially recognised qualifications, other upper secondary or post-secondary programmes and some CVET programmes are considered non-formal VET.

[1] In Greece, in this context, 'initial vocational training' refers to the training that provides basic knowledge, abilities and skills in trades and specialities, targeting the integration, reintegration, job mobility and enhancement of human resources in the labour market, as well as professional and personal development.

[1] Article 6 of Law 2009/1992 had specified the levels of certificates of VET. The new law restructuring secondary education (4186/2013) redefines these levels, which however do not correspond to any international classification (e.g. ISCED or EQF). The level in question refers to the most recent edition of the report comparing the national and the European qualifications framework (January 2014).

[1] The procedure is set out in Presidential Decree 38/2010 (GG I/78). In addition, the newer arrangements of Law 4093/2012 (GG I/222) aim at full recognition of the professional qualifications of graduates of colleges.

[1] 'Continuous vocational training' means training for persons in the labour force which supplements, updates or upgrades knowledge, competences or skills that were acquired from vocational education and initial vocational training systems or from professional experience, and which is intended to help them enter or reenter the labour market and to foster personal and career advancement (Law 3879/2010)

Cedefop | European Centre for the Development of Vocational Training (europa.eu)

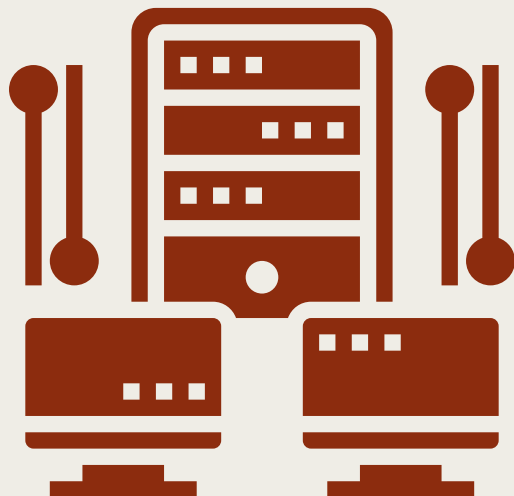
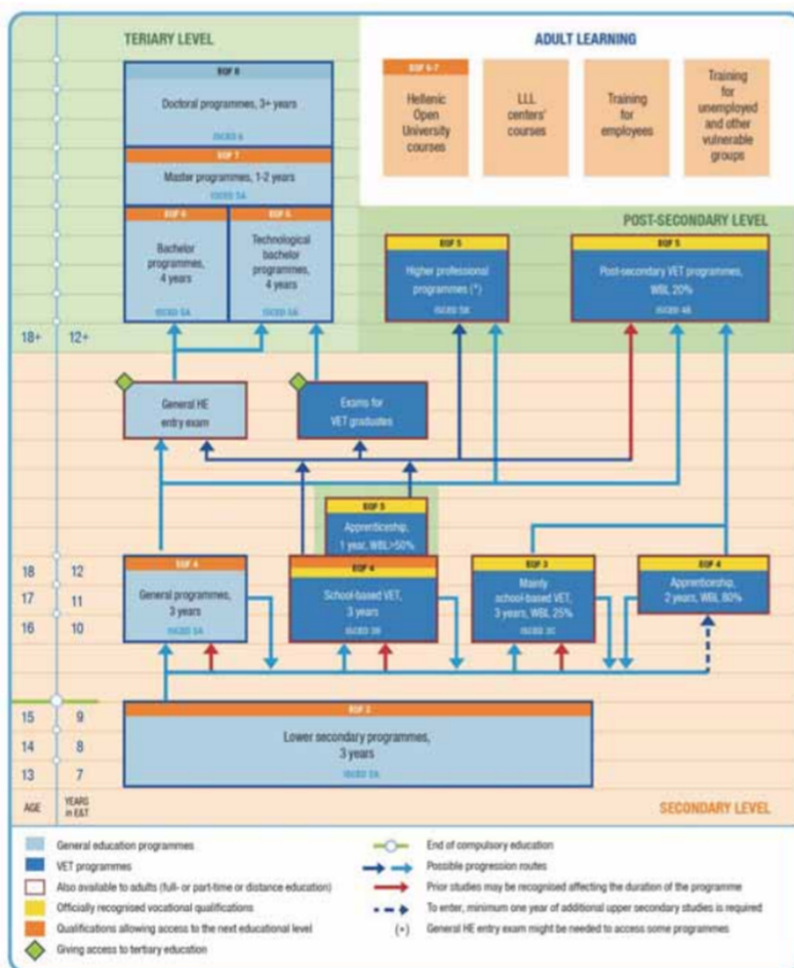


Figure 7. Vocational education and training in the framework of the Greek education system



NB: EQF levels are placed according to the January 2014 EQF-NQF referencing report. ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing.

Source: Cedefop.

Most popular Greek VET-WBL instruments and links (in relation to job search)

EOPPEP's '**Ploigos**' web portal is the national educational opportunities database, providing information about studies in Greece at all levels and in all types of education (general, vocational, initial vocational training, adult education, distance learning, etc.) (<http://ploigos.eoppep.gr/ekep/external/index.html>). Teenagers especially can use the vocational guidance portal to look for information about occupations, take skills and vocational guidance tests and create their own personal skills file.

There is also an electronic lifelong careers counselling forum with the codename **IRIS** (<https://guidanceforum.eoppep.gr/>) , which is intended for public and private sector vocational guidance and career counsellors and aims at encouraging supplementary actions by public and private sector counselling bodies and staff, nationally and in each region separately, and improving the quality of the services provided.

The Ministry of Education offers in-school vocational guidance to students and parents (information about job and study possibilities, alternative pathways, risks that go with dropping out of school) through the **decentralized structures of SEPED**. The secondary school program includes a vocational guidance class, and vocational guidance can be selected as the focus of inter-thematic projects. There are counselling and guidance centers for meetings bringing together children or young people (up to age 25) and their teachers and guardians.

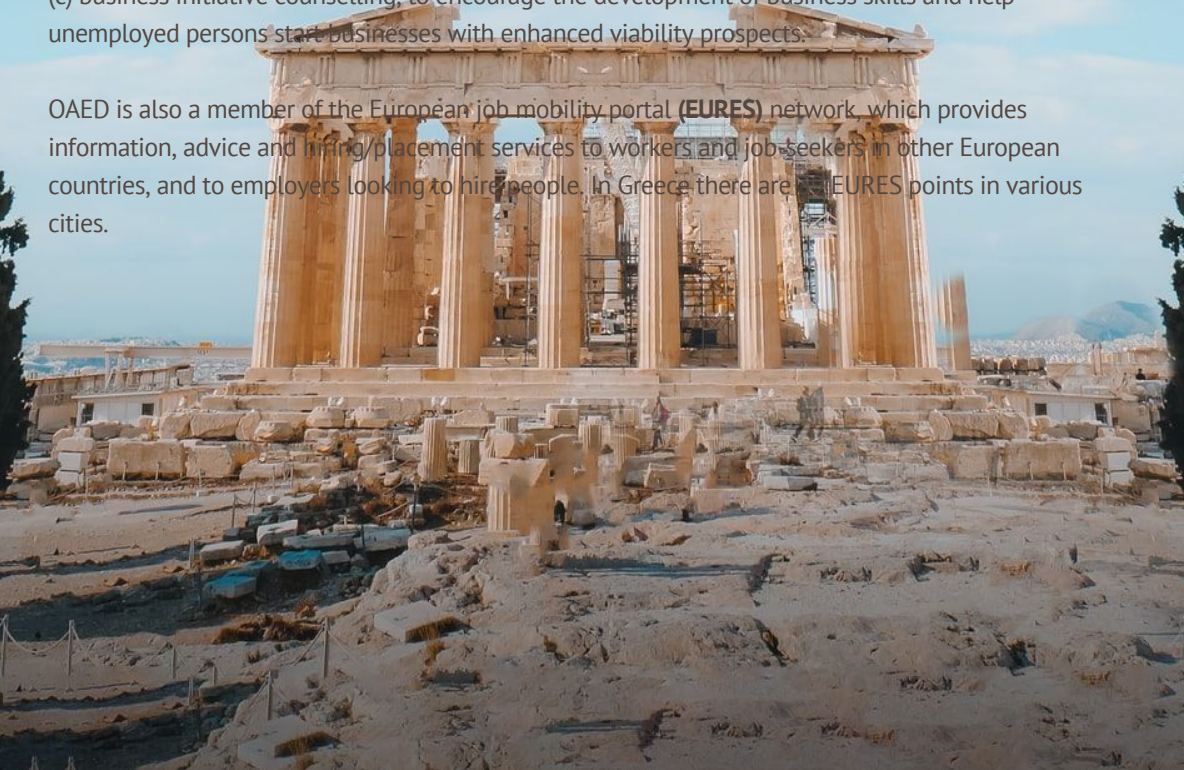
OAED also offers counselling services aimed at mobilizing the unemployed and helping them enter the labor market (<http://www.oaed.gr/e-yperesies>) . These services include:

(a) counselling and vocational guidance – career management, for first-time jobseekers with no clear occupational goal and people obliged to change their occupation;

(b) counselling for people looking for work who have qualifications that are in demand in the labor market;

(c) business initiative counselling, to encourage the development of business skills and help unemployed persons start businesses with enhanced viability prospects.

OAED is also a member of the European job mobility portal (**EURES**) network, which provides information, advice and hiring/placement services to workers and job-seekers in other European countries, and to employers looking to hire people. In Greece there are EURES points in various cities.



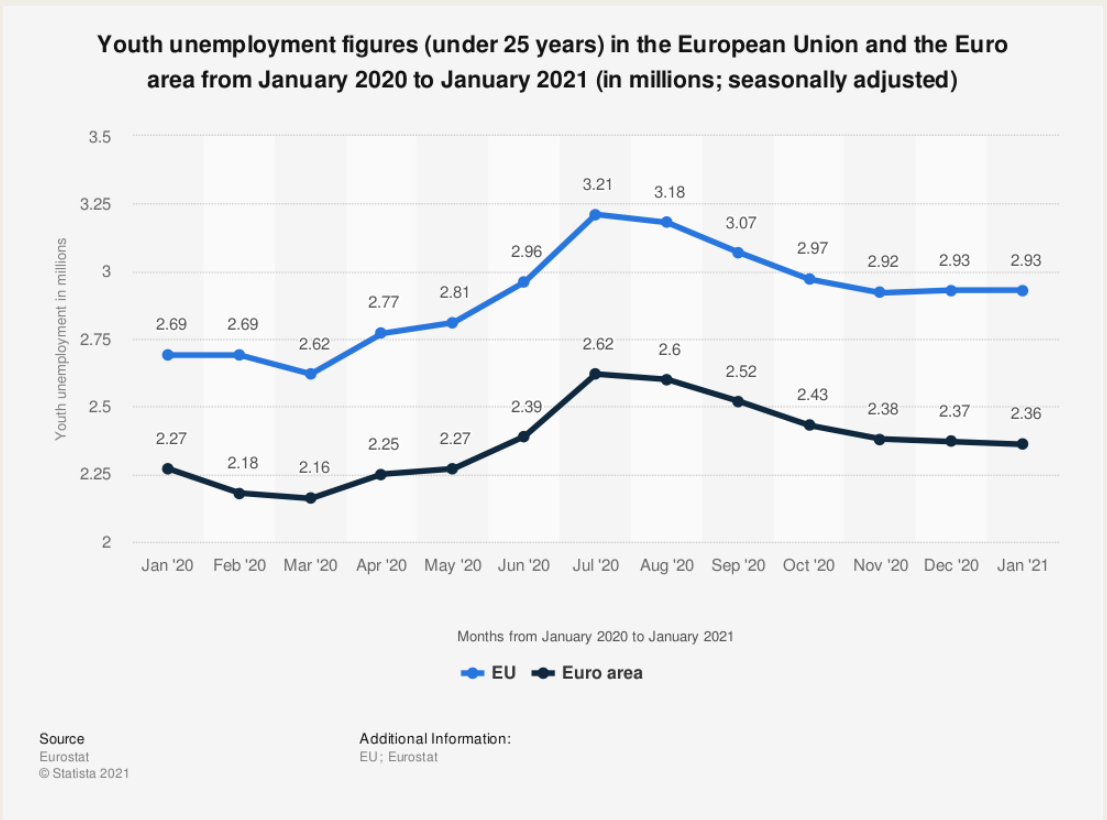
Chapter 2

Youth Unemployment VET-WBL Countries



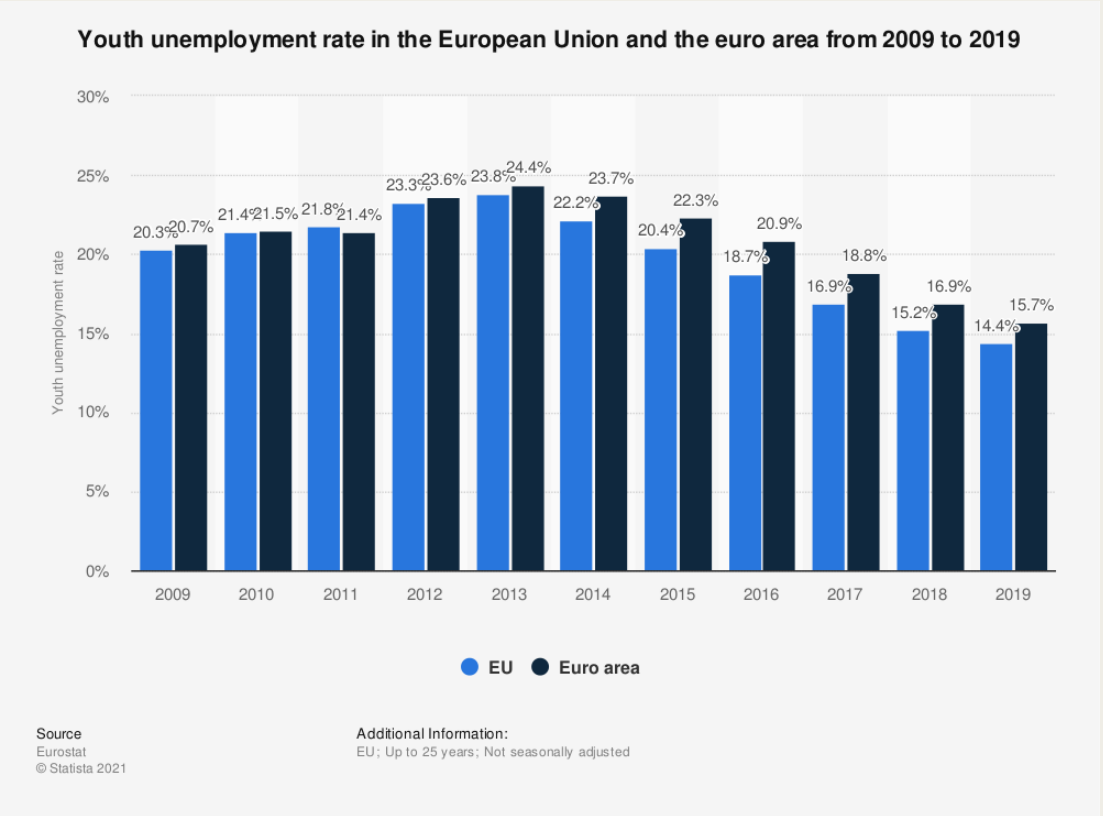
Introduction Youth Unemployment VET-WBL Countries

The statistic below shows the seasonally adjusted youth unemployment figures (under 25 years) in the European Union and the Euro area from January 2020 to January 2021. In January 2021, around 2.93 million young people in the EU were unemployed.



Source: <https://www.statista.com/statistics/275315/youth-unemployment-figures-in-the-eu-and-euro-area/>

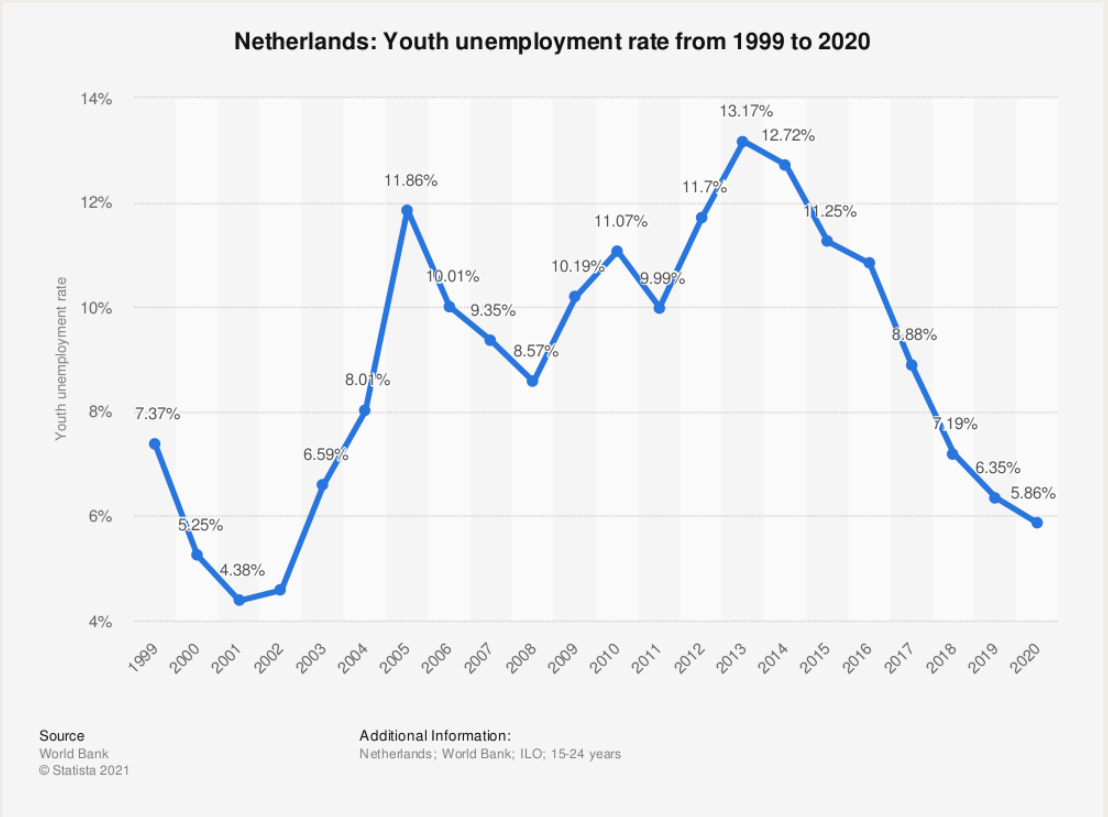
The statistic below shows the youth unemployment rate in the European Union and the euro area from 2009 to 2019. The figures refer to those younger than 25 years. In 2019, the youth unemployment rate in the European Union amounted to 15.7 percent



Source: <https://www.statista.com/statistics/253519/youth-unemployment-rate-in-the-european-union-and-the-euro-area/#statisticContainer>

2.1 The Netherlands

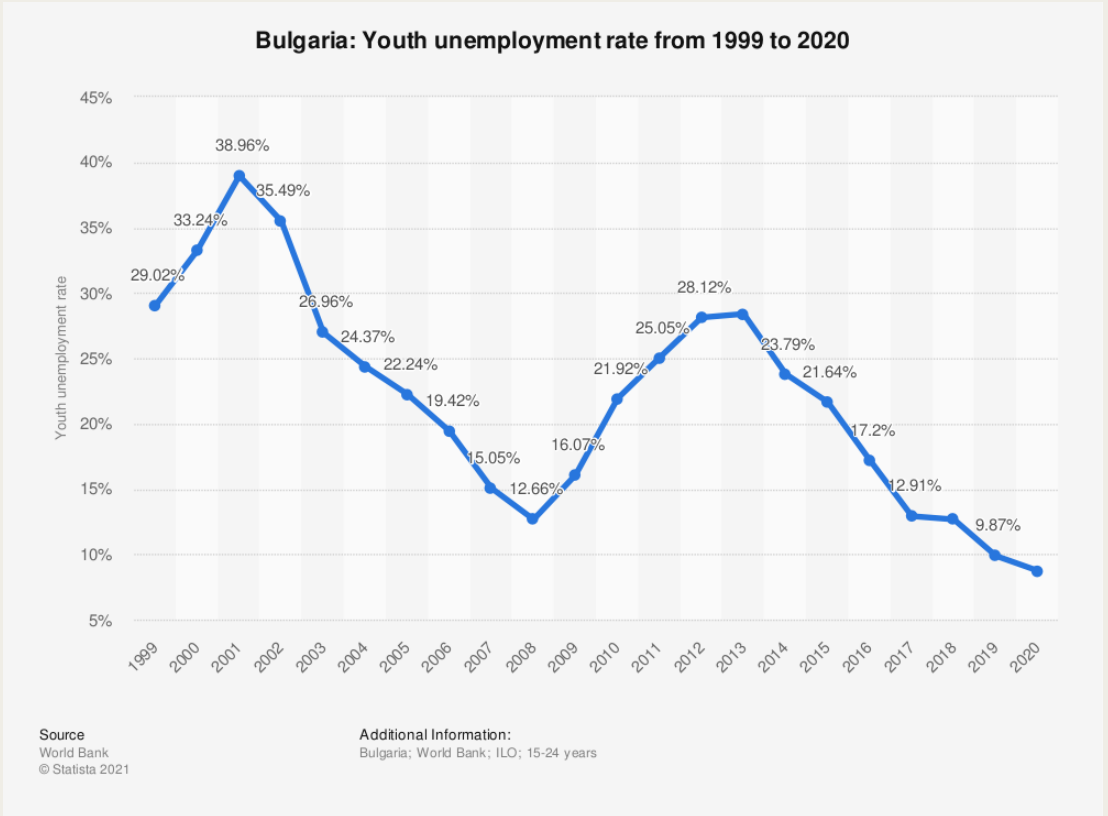
Youth Unemployment Rates The Netherlands



The statistic shows the youth unemployment rate in Netherlands from 1999 and 2020. According to the source, the data are ILO estimates. In 2020, the estimated youth unemployment rate in Netherlands was at 5.86 percent.

2.2 Bulgaria

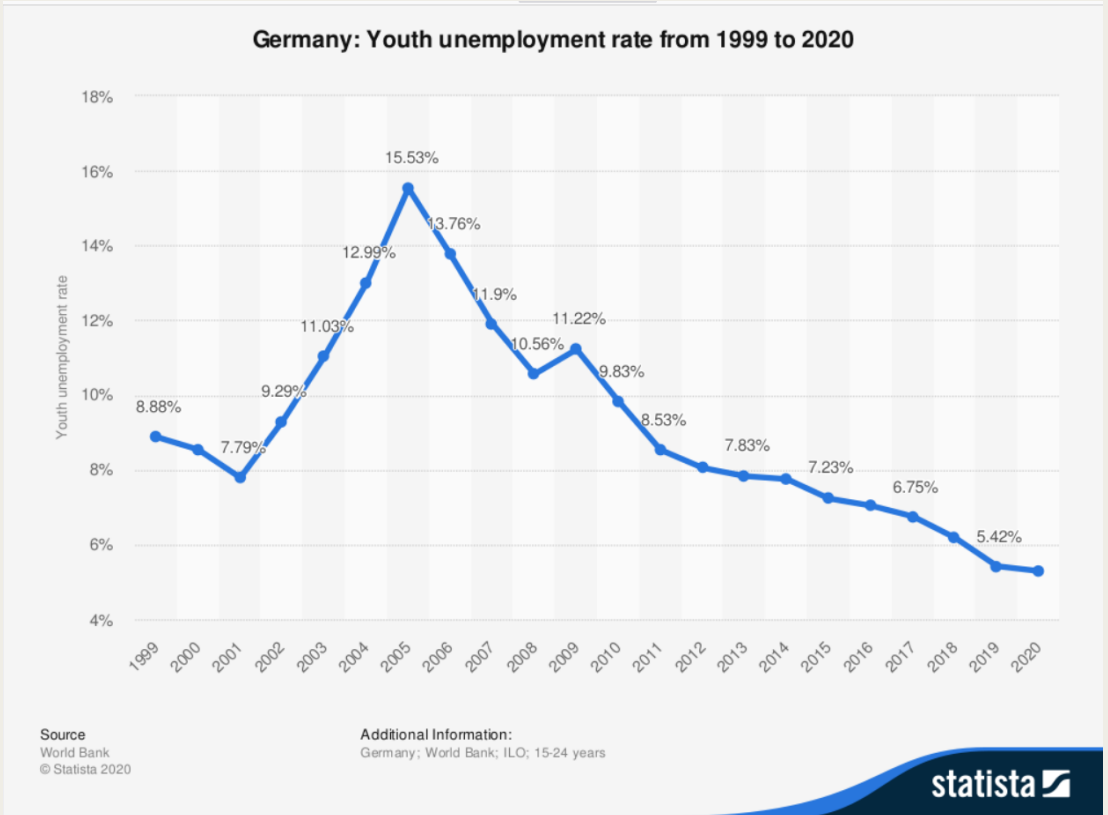
Youth Unemployment Rates Bulgaria



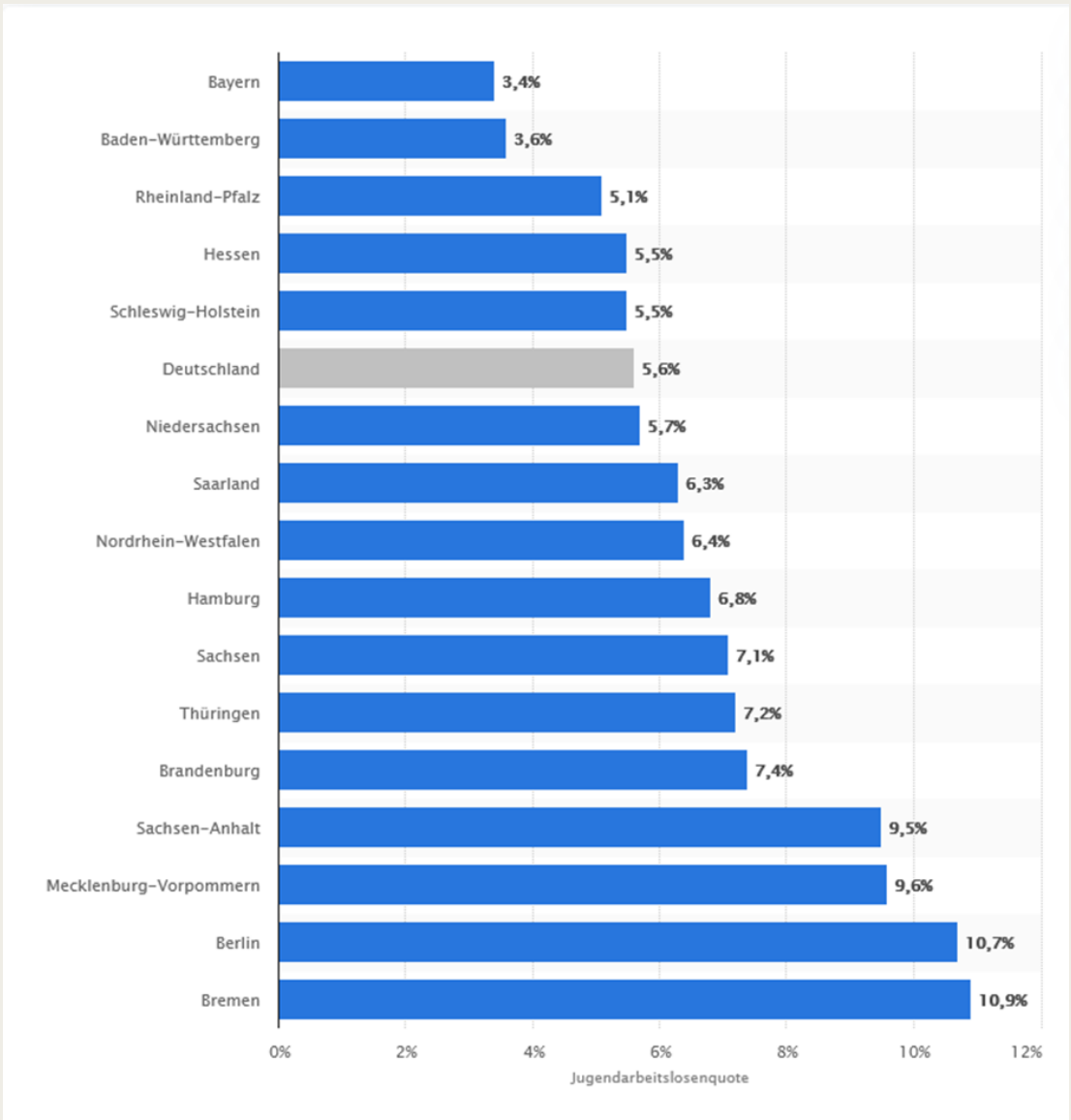
in Bulgaria averaged 21.71 percent from 2000 until 2020, reaching an all time high of 38.60 percent in July of 2001 and a record low of 8.20 percent in August of 2019. This page provides the latest reported value for - Bulgaria Youth Unemployment Rate - plus previous releases, historical high and low, short-term forecast and long-term prediction, economic calendar, survey consensus and news. Bulgaria Youth Unemployment Rate - values, historical data and charts - was last updated on December of 2020. On the below graphic you may see the youth unemployment rate for Bulgaria for the period between 2005 till 2020.

2.3 Germany

Youth Unemployment Rates Germany



The youth unemployment rate in Germany had its peak in 2005 and fell to under 6% in 2020. There are big regional differences. The lowest youth unemployment is in Bavaria and Baden-Württemberg in the south of the country, the highest in parts of the country: (Berlin and Bremen) and in the Eastern parts of the country (former GDR). This corresponds with the general unemployment rate, however the rates of the general unemployment rates are lower.

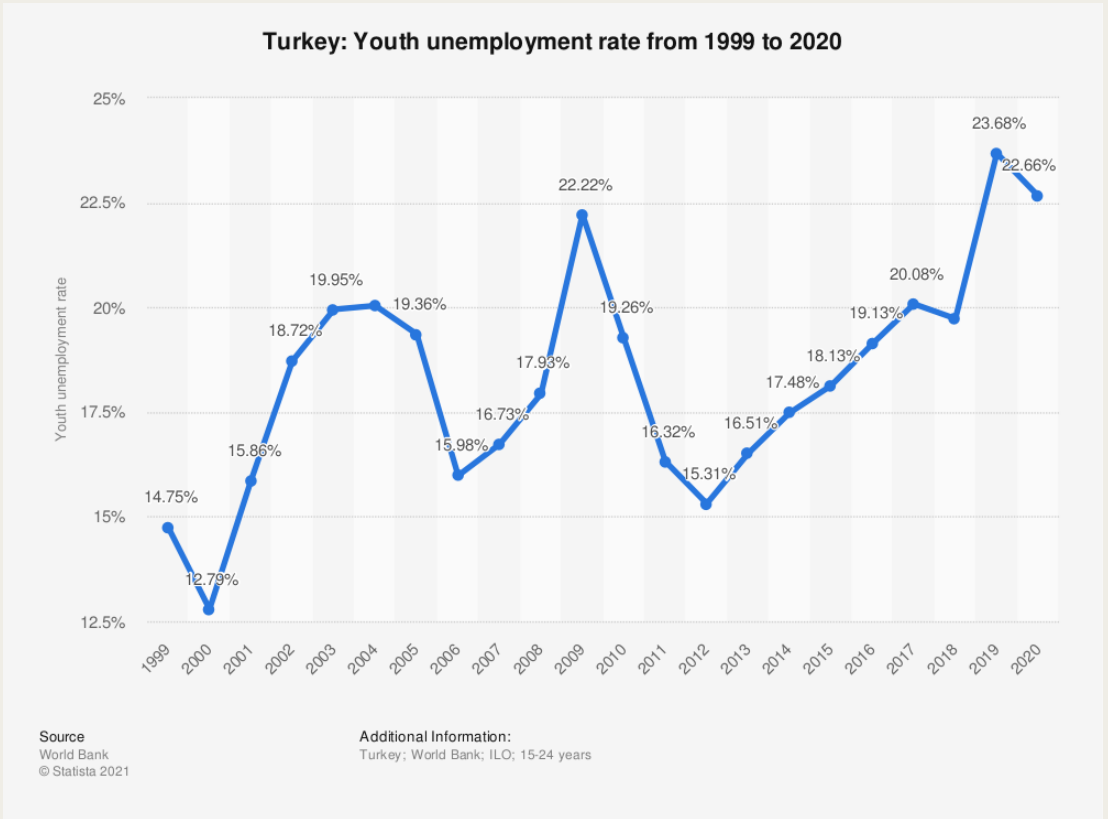


Youth unemployment rate in 2020 (regional differences):

Source: <https://de.statista.com/statistik/daten/studie/73091/umfrage/bundeslaender-im-vergleich---junge-arbeitslose/>

2.4 Turkey

Youth Unemployment Rates Turkey

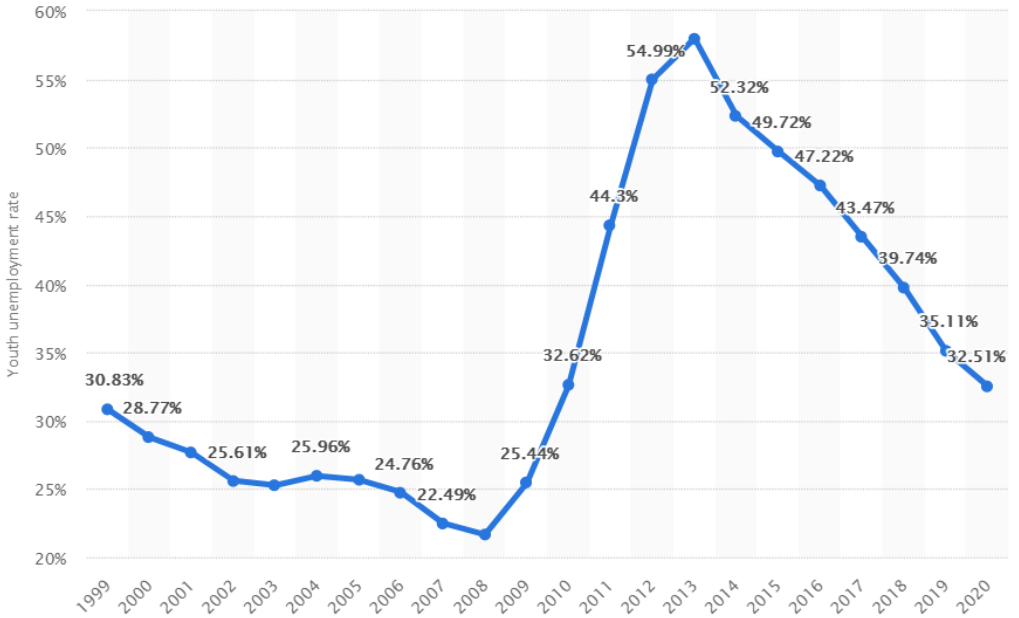


The statistic shows the youth unemployment rate in Turkey from 1999 and 2020. According to the source, the data are ILO estimates. In 2020, the estimated youth unemployment rate in Turkey was at 22.66 percent.

2.5 Greece

Youth Unemployment Rates Greece

Greece: Youth unemployment rate from 1999 to 2020

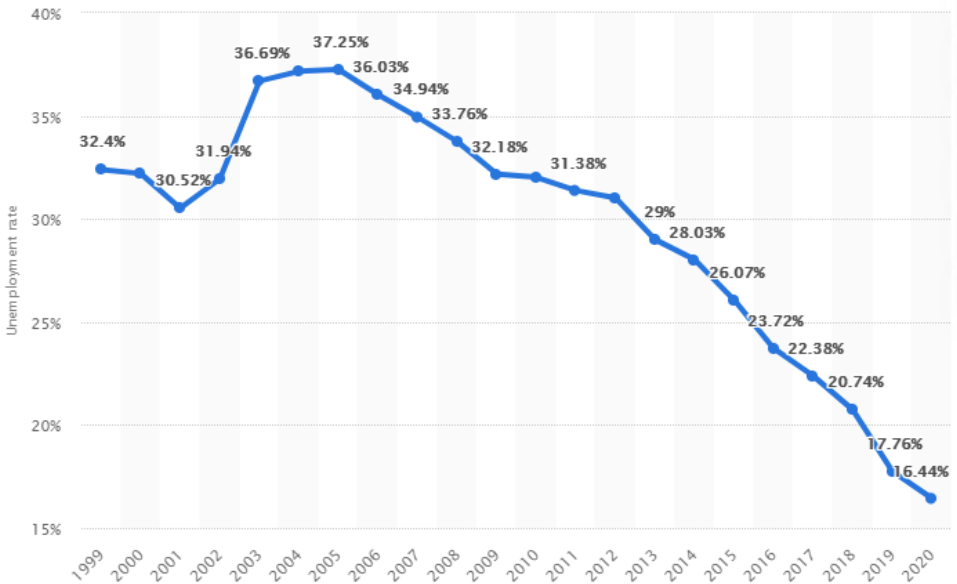


The statistic shows the youth unemployment rate in Greece from 1999 and 2020. According to the source, the data are ILO estimates. In 2020, the estimated youth unemployment rate in Greece was at 32.51 percent.

2.6 Macedonia

Youth Unemployment Rates Macedonia

North Macedonia: Unemployment rate from 1999 to 2020



[Additional Information](#)

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[Show source](#)

The statistic shows the youth unemployment rate in North Macedonia from 1999 and 2020. According to the source, the data are ILO estimates. In 2020, the estimated youth unemployment rate in North Macedonia was at 16.44 percent.

Chapter 3

Early Leavers from Education and Training European Union



Chapter 3

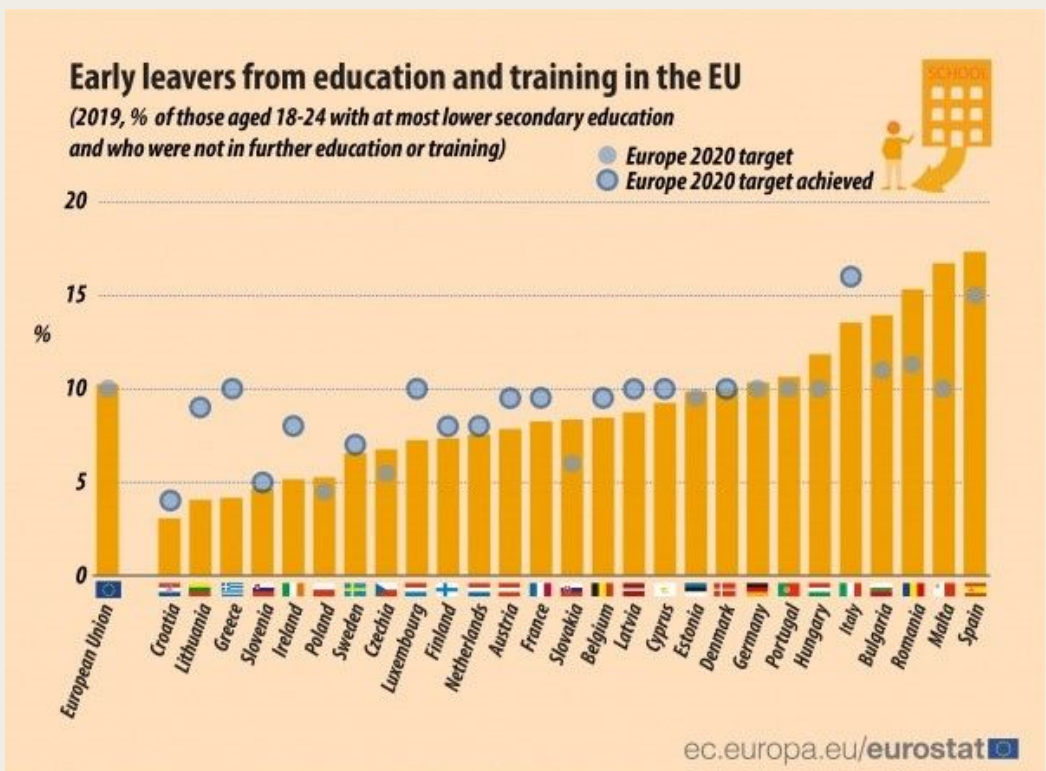
Early Leavers from Education and Training

European Union

Early school-leaving has severe consequences for the life course of individual people, as well as a negative impact on society as a whole. It increases the risk of unemployment and low-paid jobs.

In 2019, an average of 10.2 % of young people (aged 18-24) in the EU were early leavers from education and training, in other words, they had completed at most a lower secondary education and were not in further education or training during the four weeks preceding the survey. The terms ‘early leavers’ and ‘early leavers from education and training’ are used interchangeably.

Among the EU Member States, the proportion of early leavers in 2019 ranged from 3.0 % in Croatia to 17.3 % in Spain (see Figure 1). Almost one in five of 18 to 24 year old's in Spain were early leavers from education and training in 2018, the most of any European country. Early leavers of education and training made up about ten percent of this age group in Germany and the United Kingdom, which was close to the European Union average. Croatia had the lowest share of early leavers, at just 3.3 percent of 18 to 24 year old's.



The overall share of early leavers from education and training fell in the EU by 0.9 percentage points between 2014 and 2019. Among the EU Member States, the largest reductions (in percentage point terms) between 2014 and 2019 in the proportion of early leavers were in Portugal, Greece, Spain and Malta, each reporting a fall in excess of 4.0 points; this was also the case for Turkey and North Macedonia among the non-member countries. There was an increase between 2014 and 2019 in the proportion of early leavers in 12 Member States. The largest increases were recorded for Cyprus (2.4 percentage points), Denmark (1.8 points), Slovakia (1.6 points), Czechia (1.2 points), Luxembourg (1.1 points) and Bulgaria (1.0 point). The other six Member States (Germany, Austria, Hungary, Croatia, Latvia and Slovenia) reported increases of less than 1.0 points.

As part of the Europe 2020 strategy, all EU Member States have adopted national targets for this indicator, and these are also shown in Figure 1. By 2019, the proportion of early leavers was already below the national target in 16 of the Member States, but remained above the national target for 11 of the Member States.

The gap between the latest rate for early leavers from education and training and the national target for 2020 was particularly pronounced in Romania (where the latest rate for 2019 was 4.0 percentage points higher than the target), and peaked in Malta where the difference was 6.7 percentage points; note that these two Member States together with Spain also recorded the highest rates of early leavers in 2019.

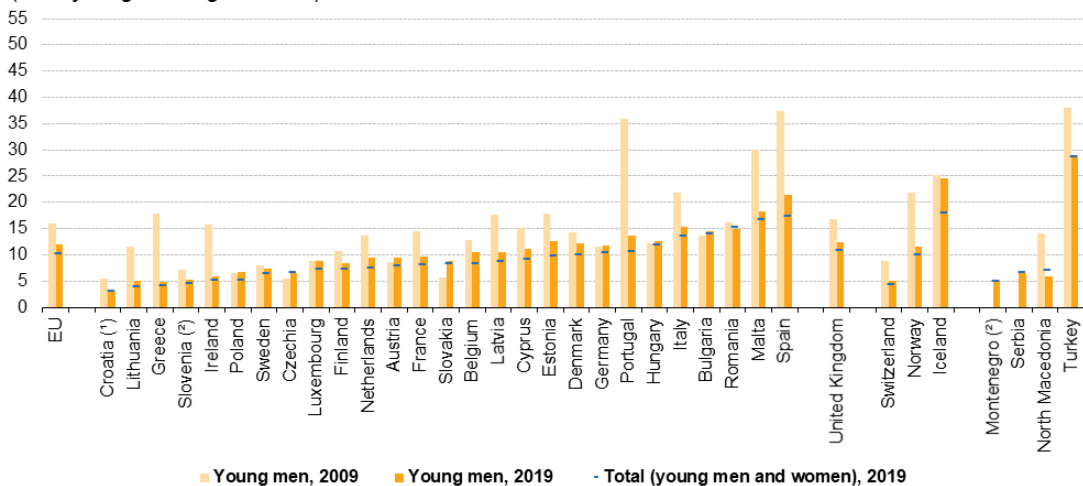


Analysis by sex

The proportion of early leavers from education and training in 2019 in the EU was 3.5 percentage points higher for young men (11.9 %) than for young women (8.4 %). Nearly all EU Member States reported a higher proportion of early leavers for young men than for young women, with particularly large differences – of at least 5.0 percentage points – in Estonia, Portugal and Spain; this was also the case in Iceland among the non-member countries. There were two exceptions among the Member States, as the proportion of early leavers was lower for young men than for young women in Romania (0.9 percentage points difference) and Czechia (0.2 points). Among the non-member countries shown in Figures 2 and 3, North Macedonia and Serbia reported lower proportions of early leavers among young men than among young women.

Early leavers from education and training, young men, 2009 and 2019

(% of young men aged 18-24)



Note: ranked on overall share of early leavers (young men and women); breaks in series.

(*) 2019: low reliability.

(?) 2019 young men: low reliability.

Source: Eurostat (online data code: edat_lfse_14)

eurostat 

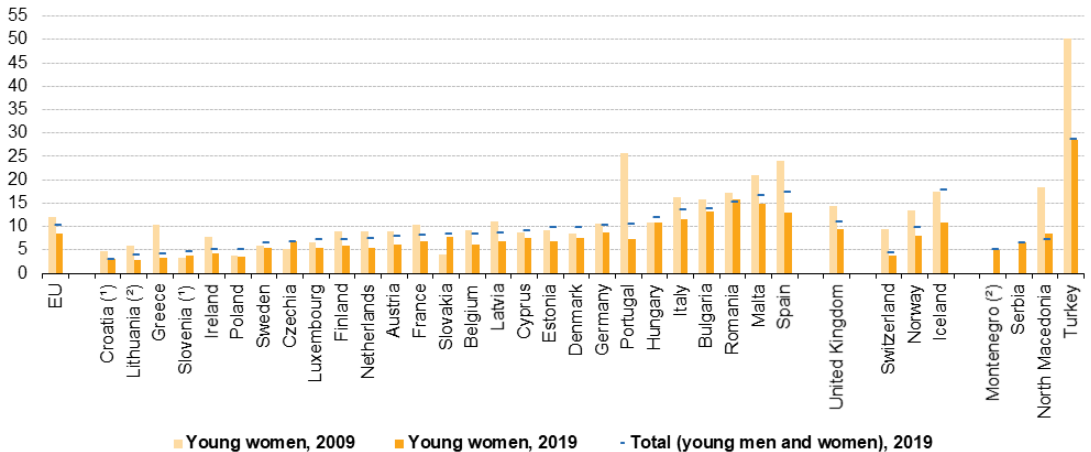
In the EU, the proportion of early leavers fell between 2009 and 2019: the overall proportion fell by 3.8 percentage points, while the proportions for young men and for young women fell by 4.1 and 3.6 points respectively. Although the proportion of early leavers fell more for young men than for young women in percentage point terms, there is still a gender gap of 3.5 points in 2019. This gender gap was 4.0 points in 2009 but as low as 3.0 points in 2016.

Between 2009 and 2019, nearly all EU Member States reported a fall in the proportion of early leavers among young men. Yet, seven countries reported increases: 0.1 percentage points in Poland, 0.3 points in Germany, 0.5 points in Hungary, 0.8 points in Bulgaria, 0.9 points in Austria, 1.1 points in Czechia and 3.1 points in Slovakia. Elsewhere the proportion fell: in 2019 the share of young men who were early leavers was at least 10.0 percentage points lower than in 2009 in Malta, Greece and Spain. Among non-member countries, this was also the case in Norway, while in Portugal the proportion fell by 22.1 points between these two years.

Among young women, a broadly similar situation was observed. Four EU Member States – Slovakia, Czechia, Slovenia and Hungary – reported a higher proportion of young women who were early leavers in 2019 than they had in 2009. Portugal again recorded the largest fall in the proportion of early school leavers, down 18.4 percentage points between 2009 and 2019 for young women. Except for Spain (down 11.1 percentage points), none of the other Member States recorded a fall in excess of 10.0 points; double-digit reductions were also recorded in North Macedonia and Turkey.

Early leavers from education and training, young women, 2009 and 2019

(% of young women aged 18-24)



Note: ranked on overall share of early leavers (young men and women); breaks in series.

(*) low reliability.

(*) 2019 young women: low reliability.

Source: Eurostat (online data code: edat_lfse_14)

eurostat 

Tackling early leaving

Most Europeans spend significantly more time in education than the legal minimum requirement. This reflects the choice to enrol in higher education, as well as increased enrolment in pre-primary education and wider participation in lifelong learning initiatives, such as adults returning to education (see the adult education survey) – often in order to retrain or equip themselves for a career change. Nevertheless, around one in ten young adults leave school or training early and this has an impact on individuals, society and economies.

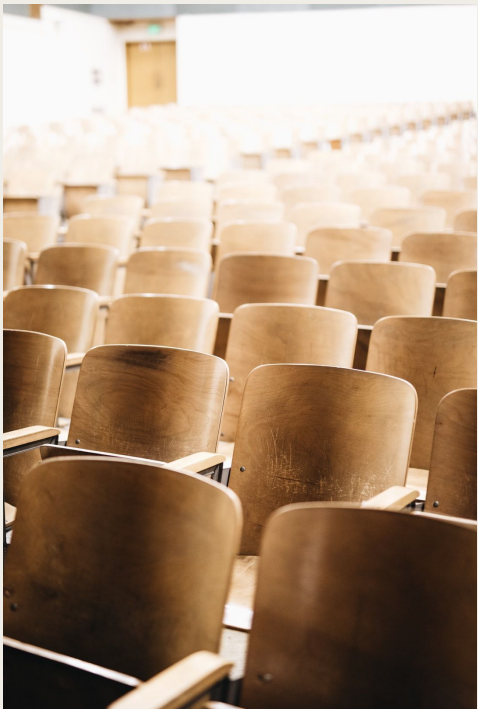
In January 2011, the European Commission adopted a Communication titled ‘Tackling early school leaving: a key contribution to the Europe 2020 agenda’ (COM(2011) 18 final). This outlined the reasons why pupils decide to leave school early – including for example, learning difficulties, social factors, or a lack of motivation, guidance or support – and gave an overview of existing and planned measures to tackle this issue across the EU.

In 2014, the Education, Audiovisual and Culture Executive Agency and the European Centre for the Development of Vocational Training (CEDEFOP) jointly released a report on Tackling early leaving from education and training in Europe: strategies, policies and measures.

More recently CEDEFOP launched an online VET toolkit for tackling early leaving which offers support to policy makers and practitioners in order to design and implement policies to prevent and remedy early leaving from education and training.

ET 2020 strategic framework

The strategic framework for European cooperation in education and training was adopted by the Council in May 2009. It sets out four strategic objectives for education and training in the EU: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equality, social cohesion and active citizenship; and enhancing creativity and innovation (including entrepreneurship) at all levels of education and training. This strategy set a number of benchmarks to be achieved by 2020, including that the EU share of early leavers from education and training should be not more than 10 %. This benchmark is also one of the Europe 2020 strategy targets and previously formed part of the European employment strategy (subsequently incorporated into the Europe 2020 strategy), which specifies that the share should be below 10 %.



3.1 Turkey

Early leavers from education and Training Turkey

The rate of early school leave in Turkey is 13.22%, which would put Turkey to the right side of the EU chart I (close to Italy and Bulgaria) (source is MoNE data given date :05.06.2020).

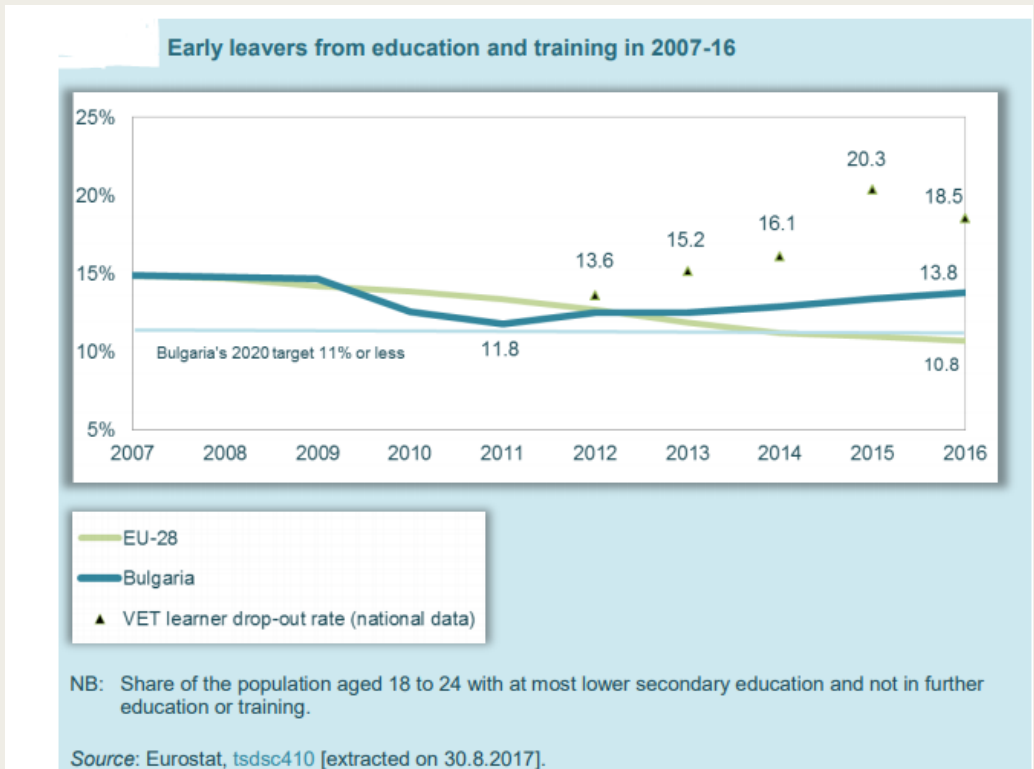
Turkey and North Macedonia are among the largest reductions (in percentage point terms) between 2014 and 2019 in the proportion of early leavers in the group of Portugal, Greece, Spain and Malta, each reporting a fall in excess of 4.0 points.

3.2 Bulgaria

Early leavers from education and Training Bulgaria

The share of early leavers from education and training has only decreased from 14.9% in 2007 to 13.8% in 2016; this is above the country's 11% target for 2020 (Republic of Bulgaria, 2017). The drop-out rate of VET learners is higher compared with general education learners due to 'socioeconomic factors, educational difficulties and, increasingly, to emigration (which accounts for more than half of drop-outs)'.

In 2009-11, the share of early leavers from education and training decreased. This could be because many young people could not find a job during the economic downturn and stayed in education or training. In July 2017, the government launched an interinstitutional mechanism to retain learners at risk of dropping out in education.



More than a thousand interinstitutional teams (representing the education and labour ministries as well as local authorities) were formed to work with individual learners and their families. Their tasks include contacting drop-outs at home, discovering reasons for leaving education and training, speaking with their parents and motivating learners to return to school. At the beginning of 2017/18, 17 297 general education and VET learners returned to school.

Since 2012, the number of VET schools has decreased by 10.6%, less than in secondary general education (-14.7%). Many small VET schools have been merged with bigger VET providers.

Measures to reduce drop-out from VET have been taken at national, regional and institutional level:

At national level

- The Ministry of Education and Science has created a strategy for prevention and reduction of the share of the drop-outs and early school leavers
- A web-based register for the transfer of pupils and students has been implemented

At regional level

- Municipal policies for partnerships with the schools in the municipality have been planned and are being realized in order to support students from families with unemployed parents
- Efforts are made to effectively apply the control functions of the municipalities on the school attendance of the school age students
- The municipality budget provides additional funding for the creation of opportunities for additional training of students at risk of dropping out
- The schools in the municipality are supported in order to create opportunities for reintegration by involving early education leavers and school drop-outs in training for key competences and professional qualification

At school level

At the beginning of each school year every school drafts a Code of rules for the school. The structure of the code includes measures and activities for prevention of school drop-outs.

- Providing a positive learning environment - school climate - consultation and additional activities
- Creation of school committees for early warning which will identify students at risk of early school leaving
- improving cooperation with the "Social Assistance" municipal directorate at the current address of the student through active partnership in meetings and counseling of parents in order to encourage regular attendance of their children in school
- Measures to increase the activity of the School Board, the student council and parents in the development and implementation of practices against early school leaving and dropping out of school
- Provision of reliable and quality career guidance for the students
- Provision of opportunities for organization of on the job training (dual training) as a form of partnership between a vocational secondary school and an employer

Most companies are micro and small-sized. The number of regulated professions is relatively low. The labour market is rather flexible and employers often do not demand formal qualifications.

Services are the main economic sector; in 2016, its relative share of the gross value-added in the national economy was 67.6%. The share of industry was 28% and agriculture 4.4%.

The main export sectors are:

- (a) machinery and transport equipment (21.5% of total export in 2016);
- (b) goods from leather, rubber, wood, paper, mineral, metals, etc. (20.3%);
- (c) furniture, apparel, footwear, travel goods, handbags, etc. (17.9%).

The main export destination countries are Germany (13.3% of total export in 2016), Italy (9%) and Romania (8.6%).

Sources:

<https://www.navet.government.bg/en/about-navet/>

https://www.cedefop.europa.eu/files/4161_en.pdf

<https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/early-leaving-vet-bulgaria>

3.3 Germany

Early leavers from education and Training Germany

The early school leavers indicator measures how many young people between the ages of 18 and 24 have at best a basic secondary school qualification (secondary level I). The early school leavers rate in Germany was 10,3 % (data from 2018). With migration background, the early school leavers rate is 17,9 %, without migration background 7,2 %. Males leave schools early slightly more often than females.

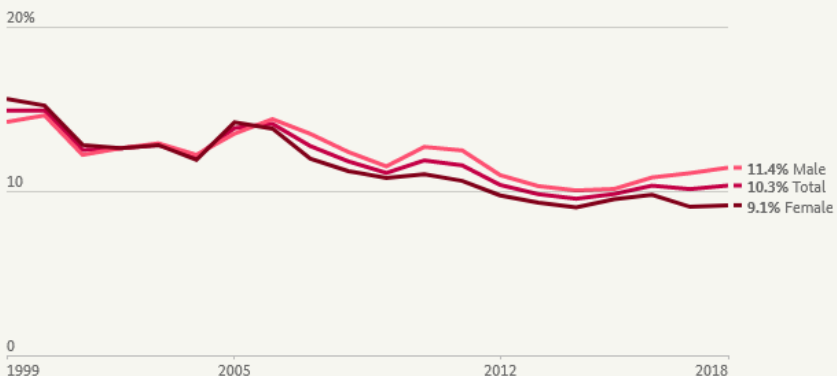
Source: <https://www.gut-leben-in-deutschland.de/indicators/education/early-school-leavers/>

With around 10 %, Germany's percentage of early school leavers in the European Union is on average level

Source:

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Early_leavers_2019-01.jpg

Early school leavers as proportion of age group 18 to 24 by gender



Source: German Federal Statistical Office, Results of the 2018 Microcensus.

3.4 North Macedonia

Early leavers from education and Training North Macedonia

In Macedonia, the high school education is obligatory and that's why we don't have early school leavers. According to the statistics, in the past 10 years the percentage of early school leavers is declining. Those are students 18-24 years studying in post secondary or higher education.

Important legal note: v3.7.0-20201106-5867-ESTAT_LINUX_PRO DATAEXPLORER_PROD1881

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Early leavers from education and training by sex and labour status [edat_lfse_14]

Last update: 08-10-2020

Table Customization [help](#)

TIME: [] GEO: [] Sex: []

Activity and employment status: [] Unit of measure: [] Age class: []

Population: [] Percentage: [] From 18 to 24 years: []

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Portugal	28.3	23.0 ^(R)	20.5	18.9	17.4 ^(R)	13.7	14.0	12.6	11.8	10.6
Romania	19.3 ^(R)	18.1	17.8	17.3	18.1 ^(R)	19.1	18.5	18.1	16.4	15.3
Slovenia	9.0	4.2	4.4	3.9	4.4 ^(R)	5.0	4.9	4.3	4.2	4.6
Slovakia	4.7	5.1 ^(R)	5.3	6.4	6.7 ^(R)	6.9	7.4	9.3	8.6	8.3
Finland	10.3	9.8	8.9	9.3	9.5 ^(R)	9.2	7.9	8.2	8.3	7.3
Sweden	6.5	6.6	7.5	7.1	6.7 ^(R)	7.0	7.4	7.7	7.5 ^(R)	6.5
United Kingdom	14.8 ^(R)	14.9 ^(R)	13.4	12.4	11.8 ^(R)	10.8	11.2	10.6	10.7	10.9
Iceland	22.6	19.7	20.1	20.5	19.1 ^(R)	18.8	19.8	17.8	21.5	17.9
Norway	17.4	16.6	14.8	13.7	11.7 ^(R)	10.2	10.9	10.4	9.9	9.9
Switzerland	6.7 ^(R)	6.3	5.5	5.6	5.6 ^(R)	5.2	4.9	4.5	4.4	4.4
Montenegro	1	7.2	6.7	5.6	5.1 ^(R)	5.7	5.5	5.4	4.6	5.0
North Macedonia	15.5	13.5	11.7	11.4	12.5 ^(R)	11.4	9.9	8.5	7.1	7.1
Serbia	8.3	8.5	8.1	8.9	8.4 ^(R)	7.5	7.0	6.2	6.8	6.6
Turkey	43.1	41.9	39.6	37.5	38.3 ^(R)	36.4	34.3	32.5	31.0	28.7

The largest reductions (in percentage point terms) between 2014 and 2019 in the proportion of early leavers were in Portugal, Greece, Spain and Malta, each reporting a fall in excess of 4.0 points; this was also the case for Turkey and North Macedonia among the non-member countries.

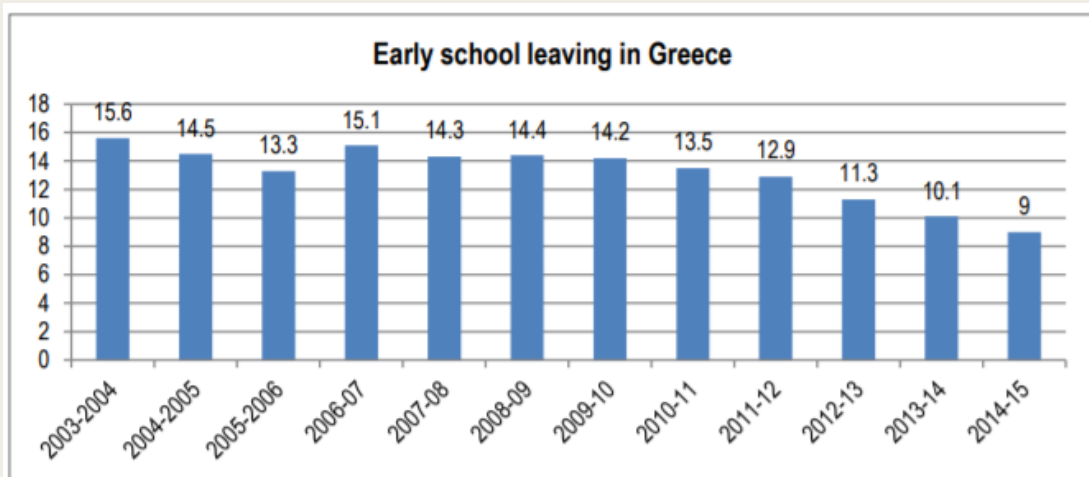
3.5 Greece

Early leavers from education and Training Greece

In the Educational system of Greece, the attendance to kindergarten (at least 1 year), elementary school (6 years), and secondary school (3 years) is considered compulsory according to the Article 73 of Law 3518/2006 and article 2, & 3 of Law 1566/1985. Also, there is legal punishment for any parent or guardian who does not enroll their child or children to school or hinders their education. However, the rate of early school leaving is high in Greek schools due to a variety of problems, such as individual, family, or social.

In 2019, the percentage of young people aged 18-24 who left early from education and training and were not in further education or training was less than 5% in Greece, as indicated in the table above.

This decrease of early school leavers had already started a few years before the last decade. As shown in the pictures below, the early drop-out from school in Greece presents a downward trend even from 2003-2004. Nowadays, the percentage of early school leavers is almost half of the equivalent percentage more than 15 years ago.



3.6 The Netherlands

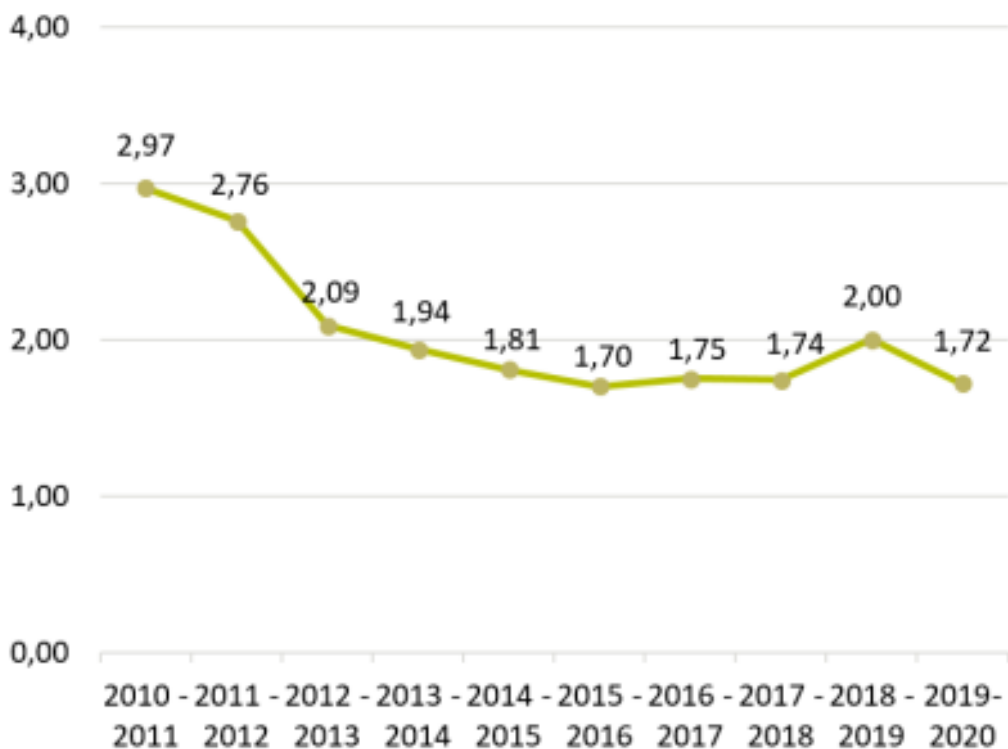
Early leavers from education and Training The Netherlands

In the Netherlands we distinguish four groups of school-leavers: 'dropouts' (those without any qualification), those who leave school with a diploma in lower secondary education ('low qualified'), those who complete apprentice-based tracks ('apprentices') and those who continue education and receive a full upper secondary qualification ('full qualification'). The breakdown into these four groups reveals clear differences in the effects of different factors on the risk of early school-leaving.

An important finding was the stronger effects of cognitive abilities and school motivation on early school-leaving for boys compared to girls. The results also underline the importance of family resources, especially in terms of cultural and social capital. A surprising Dutch result is the fact that in the Netherlands no significant effects for the risk of dropping out of school for students from ethnic minorities when controlling for parental resources like social class and parental education (Source: *Early school-leaving in the Netherlands: The role of family resources, school composition and background characteristics in early school-leaving in lower secondary education*)

The Netherlands do pretty good and on average have 1,72% of early school leavers. The importance of a system of apprenticeship or some equivalent is clear. In the Dutch context the apprenticeship system seems to be an important safety net for mainly male students who otherwise would have dropped out. Boys have a much higher risk of dropping out than girls and the provision of such a safety net is an important means to combat early school-leaving.

Percentage voortijdig schoolverlaters per schooljaar



Source: niji.nl

In the 2019-2020 school year, there were 22,785 new early school leavers, 1.72 percent of all students (up to the age of 23). After an increase in 2017-2018 compared to 2018-2019, there is again a decrease in the number of pupils leaving school without a basic qualification. In 2018-2019 there were 26,894 new school leavers; 2 percent of all students. Since 2010, the percentage of early school leavers has fallen by more than 1 percent of all students. In 2010, 2.97 percent of all students without a basic qualification left education. Ten years later, this has dropped to 1.72 percent of the students (Central Bureau of Statistics, Education Executive Agency and Ministry of Education, Culture and Science, 2021).

Chapter 4

NEETS: Not in Employment Education or Training



Chapter 4

NEETS: Not in Employment Education or Training

NEET is an acronym for 'not in employment, education or training', used to refer to the situation of many young persons, aged between 15 and 29, in Europe. The aim of the NEET concept is to broaden understanding of the vulnerable status of young people and to better monitor their problematic access to the labour market.

Below an overview of European Union (EU) statistics related to young people neither in employment nor in education or training (NEET). It provides information on the transition from education to work and focuses on the number of young people who find themselves disengaged from both education and the labour market.

Planned article update: May 2021.

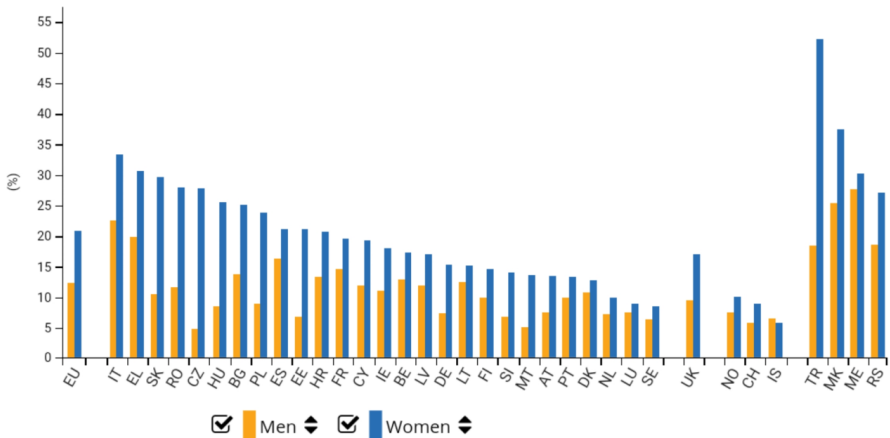


16.4 % of the 20-34 year-olds in the EU in 2019 were neither in employment nor in education and training (NEETS).



The proportion of young people neither in employment nor in education and training in 2019 ranged from 7.3 % in Sweden to 27.8 % in Italy.

Young people (aged 20–34) neither in employment nor in education and training, by sex, 2019

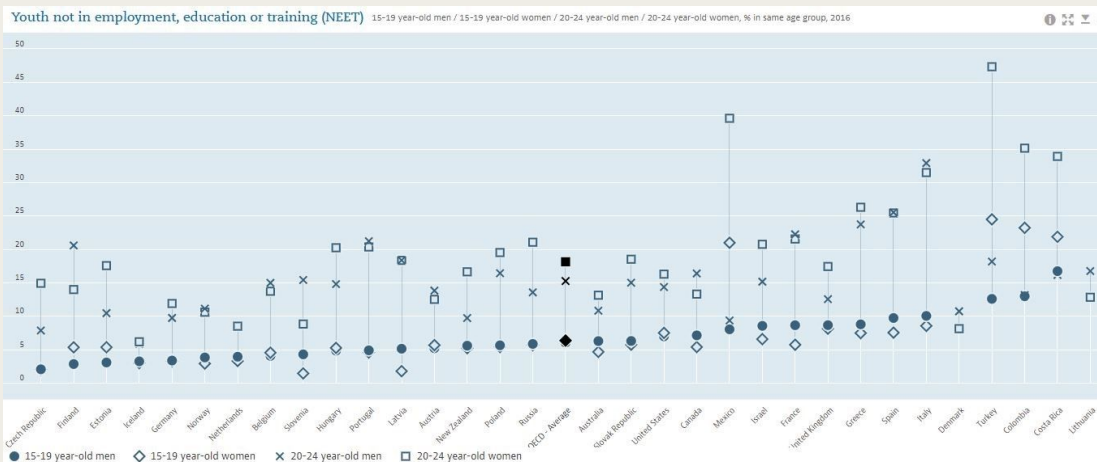


Source: Eurostat (online data code: edat_lfse_20)

Source: https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training#:~:text=The%20latest%20data%20available%20for,for%20those%20aged%2030%E2%80%9334.

Some particular EU statistics:

- 16.4 % of the 20-34 year-olds in the EU in 2019 were neither in employment nor in education and training (NEETs);
- The proportion of young people neither in employment nor in education and training in 2019 ranged from 7.3 % in Sweden to 27.8 % in Italy.



Diversity of NEETs

As part of this research, Eurofound has sought to unravel the heterogeneity of the NEET population. Its 2016 study on the diversity of NEETs provides a new categorisation into seven subgroups in order to better understand the composition of this group of young people. The aim was to better assist policymakers in understanding who the NEETs are and to assist the design of adequate support measures to meet a wide variety of needs. Each of these groups is made up of a mix of vulnerable and non-vulnerable young people who are not accumulating human capital through formal channels, whether voluntarily or involuntarily;

- Re-entrants (7.8%)
- Short-term unemployed (29.8%)
- Long-term unemployed (22%)
- Illness / disability ((6.8%)
- Family responsibilities (15.4%)
- Discouraged (5.8%)
- Other NEETs (12.5%)

Re-entrants

7.8% - Have already been hired or enrolled in education or training and will soon leave the NEETs group.

Other NEETs

12.5% - A very heterogeneous group; includes the most vulnerable, the most privileged, and those who are following alternative paths, such as artistic careers.

Discouraged

5.8% - Believe that there are no job opportunities and have stopped looking for work; at high risk of social exclusion and lifelong disengagement from employment.

Family responsibilities

15.4% - Cannot work because they are caring for children or incapacitated adults or have other family responsibilities; 88% are women; a mix of vulnerable and non-vulnerable.

Illness, disability

6.8% - Not seeking work due to illness or disability; includes those who need more social support because they cannot do paid work.

Short-term unemployed

29.8% - Unemployed and seeking work, and have been unemployed for less than a year; moderately vulnerable.

Long-term unemployed

22% - Unemployed, seeking work and have been unemployed for more than a year; at high risk of disengagement and social exclusion.

NEETs



Source: Eurofound: <https://www.eurofound.europa.eu/topic/neets>

4.1 NEETs in Turkey

The youth labor market in Turkey is characterized by high levels of unemployment and inactivity. The youth unemployment rate raised steeply from 13.1 percent in 2000 to 16.2 per cent in 2001 due to the economic crisis of 2001. Between 2002 and 2008 it stagnated around 19 percent and 20 percent. In line with the contraction of the economy in 2009, the youth unemployment rate jumped to 25 per cent, well above the OECD average of 16.7 per cent. It declined to 21.7 per cent in 2010 and to 18.4 per cent in 2011. Since 2013, the youth unemployment rate has stagnated around 18 percent. With persistently higher rates than the OECD average, youth unemployment in Turkey has recently received much attention (e.g., Condur and Bolukbas, 2014; Sayin, 2011; Tas, 2014). However, a less investigated subject is the prevalence of the NEET status which also captures the inactivity. Despite the steady decline from 42 percent in 2004 to 27 percent in 2013, in 2014 the NEET rate among 15-24 year-olds was 28.4 percent - the highest among the OECD countries. This is equivalent to about 3.5 million young individuals considering that there are 12.8 million individuals in the 15-24 age groups.

According to empirical studies, low levels of education enhance the likelihood of being a NEET, almost independent from the other factors. Early school leavers are clearly at a disadvantage since they do not possess the skills demanded by the job market, they lack access to job seeking channels and they do not have the social and cultural capital necessary to compete (Raffe 2003, Genda 2007, Eurofound 2011, Mascherini et al. 2012, Bardak et al. 2015, Carcillo et al. 2015, Alfieri et al. 2015, Brown 2016). Another factor affecting the likelihood of a young person to be in the NEET situation is the income level of his/her family. Children from poorer families stand a lower chance of completing their education and tend to lack the networks needed to find decent jobs. Hence, studies present a clear association between being poor and the probability of being a NEET (Furlong 2007, Genda 2007, Eurofound 2011, Alfieri et al. 2015).

Other factors increasing the likelihood of being a NEET include being a migrant (Eurofound 2011, Mascherini et al. 2012, Bardak et al. 2015), having a disability (Eurofound 2011, Mascherini et al. 2012, Carcillo et al. 2015, Bardak et al. 2015, Brown 2016) and residing in a rural area (Eurofound 2011, Mascherini et al. 2012).

Reference: Eurasian Journal of Economics and Finance, 4(2), 2016, 42-57 DOI: 10.15604/ejef.2016.04.02.00; EURASIAN JOURNAL OF ECONOMICS AND FINANCE <http://www.eurasianpublications.com>; UNDERSTANDING THE NEET IN TURKEY

4.2 NEETs in Bulgaria

Inactivity among young people not in employment, education or training (NEETs) is rarely a single-factor issue, but is driven by a variety of personal and socio-economic characteristics. This is all too clear in the case of Bulgaria – a country where the labour market and educational institutions have been struggling to provide inclusion opportunities for a significant share of young people, despite record-high employment and record-low unemployment rates.

The need for better understanding of the factors that determine youth inactivity in the 15-34 age group under review requires using additional sources of information, apart from the headline numbers contained in the Labour Force Survey (LFS). The European Survey on Social Inclusion and Living Conditions (EU-SILC) provides arguably the most comprehensive dataset that may be used to supplement existing information on NEETs, while maintaining representativeness and allowing additional insight into the issues that this group faces. Comparing EU-SILC and LFS data, taking into account necessary methodological considerations, has helped us not only to confirm already established motives and factors in youth inactivity, but also has enabled us to shed light on some additional issues.

Based on the analysis

* The total share of NEETs (aged 15-34), as calculated in the SILC dataset for 2017 (22.6%), is three percentage points higher compared to that calculated in the LFS (19.5%).

* SILC estimates show a slightly higher share of NEETs for men and in regions with higher concentration of ethnic minorities, but a slightly lower share of NEETs for groups with high school or tertiary education compared to the LFS.

* The new findings on the basis of EU-SILC data (that cannot be estimated in the LFS dataset), show alarmingly high shares of NEETs both among Roma and among poor households, with NEETs making up more than half of the population in both groups within the age parameters of the study (15-34).

Shares of NEETS in the 15-34 age group in the SILC and LFS studies

Indicator	SILC estimation	LFS estimation
Overall share of NEETs	22.6%	19.5%
Share of female NEETs	25.5%	24.1%
Share of male NEETs	19.8%	15.1%

4.3 NEETs Greece

Looking at the most recent data of OECD (2019) regarding the percentage of NEETs per country, we comprehend that Greece differentiates a lot from the average indicated by OECD. The OECD average percentage of 15–19-year-old NEETs in 2019 was 6.4%, the same percentage for Greece was 6.7%. Actually, these were the only percentages of this age group that were really close. While the OECD average percentage of 20–24-year-old NEETs in the same year was 14.9%, the equivalent percentage for Greece was 22%. Finally, comparing the groups of 15–29-year-old NEETs in average and in Greece, a big difference is also noticed with the former to be 12.8% and the latter 19.6%.

Comparing the same age groups but per gender, differences are also noticed between the percentages of OECD average and of Greece. In 2019, the average percentage of NEETs in the age group of 15–19-year-old men was 6.5% and the same percentage for Greece was 7.2%.

Continuing, the average percentage of NEET men in the next age group (20-24 years old) was 13.6, but in Greece this percentage was 21.9% in 2019. In the overall age group of 15–29-year-old men, the average percentage of NEETs was 10.7% and in Greece it was 21.9%.

4.4 NEETs Germany

The NEETs rate in Germany is in the age group 15-19 years about 3.4 % (for both men and women). In the age group 20-24, the NEETS rate in Germany is 11.9 % for young women and 9,8 for young men. This is under the OECD average for both genders and age groups. The NEETs rate decreased by five percentage points between 2007-2017 from 14% to 9% (for the age group 20-24).

Source: oecd 2016

4.5 NEETs North Macedonia

Though North Macedonia share of youth not in employment, education or training (NEET), women (%) - MKD - LFS - EU labour force survey fluctuated substantially in recent years, it tended to decrease through 2010 - 2019 period ending at 19.24 % in 2019.

4.6 NEETs The Netherlands

In 2017, 4 percent of young people in the Netherlands aged 15 to 24 years were neither in employment nor in education or training (NEET). This is equivalent to 84 thousand young people. Over four in ten indicate they are also not willing or able to work. Health problems are the most frequently cited reason. This is demonstrated by recent research by Statistics Netherlands (CBS) on the basis of the Labour Force Survey.

Among all EU countries, the percentage share of young people not in employment, education or training (NEET rate) is lowest in the Netherlands. The EU average amounted to 12 percent in 2016. In the 2020 figures and stats the Netherlands are still the lowest of the VET-WBL countries as regards to NEETs.

Source CBS: <https://www.cbs.nl/en-gb/news/2018/16/4-of-youth-not-in-employment-education-or-training>

Part II Good Practices Work Based Learning



Chapter 5

Work Based Learning Good Practice Example

Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

Work-based learning experiences, may include: Career Related Competitions. Informational Interviews. Paid Internships. Non-paid Internships. We present you a good practice work based Learning example in this chapter.



5.1 Journey to Work



Description Journey to Work

Journey to Work is a Scottish-Dutch collaboration, between the Dutch Foundation of Innovation Welfare 2 Work (DFW2W) (<https://www.dutchfoundationofinnovationwelfare2work.com/>) and Werkcenter Scotland which is built on award winning good practices Future Move (2012) and Future Move II (2014 -Solving youth unemployment? <https://www.euronews.com/2013/07/15/solving-youth-unemployment>). The Scottish especially requested to start up a similar youth employment scheme in Scotland.

In order to address structural causes of youth unemployment we have designed Journey to Work. Joblessness lasting more than 6 months is a major factor preventing young people from getting (re)hired, with potentially grave consequences: lost production, increased social spending, decreased tax revenue and slower growth. On a personal level the impact on the young job seeker is no less devastating and includes; loss of confidence & self-reliance, depending on social benefits, etc. In any given month, a newly jobless young worker has about 20 to 30 % chance of finding a new job. By the time s/he has been out of work for 6 months, though, the chance drops to 1 in 10. The skills mismatch on youth labour markets has become a persistent & growing trend.

Many of these young people are not only early-school leavers, lacking qualifications, relevant skills & work experience but more & more it affects third-level graduates who cannot find a first job. Nordström/Skans (2011) show that an unemployment spell of more than 51 days subsequent graduation increases the probability of unemployment 5 years later. By request of the Scottish Government (SG) & Edinburgh Capital City Partnership (CCP), Skills Development Scotland (SDS), Ingeus & the Joined Up for Jobs network we will do anything in our power to support recent graduates from VET-schools in their Journey to Work. That's why Werkcenter Scotland in collaboration with Dutch Foundation of Innovation Welfare 2 Work has submitted an Erasmus+ already submitted 6 KA1 project applications. Currently Journey to work 5 is in progress.

Journey to Work, a collaboration of Werkcenter Scotland (WS), its Model, the 1-2-3 methodology ("EU Good Practice 2006, 2012 & 2014") and Dutch Foundation of Innovation Welfare 2 Work (DFW2W), delivers work experience to recent graduates from VET schools as they are asked by potential employers about their work experience before they even have the chance to obtain any work experience.

The approach of WS & the host organisation DFW2W is to support & guide recent graduates in getting & improving new knowledge, skills & qualifications to facilitate personal development & responsibility to obtain basic work experience & qualifications and/or participation on the local, national and EU labor market. A fresh Italian Partner CPA, will join the project. DFW2W is a very experienced partner and has been our partner in Yfej, From Work to Work, JTW 1,2,3 and 4 and is specifically chosen for their apprenticeships and specialization in the Dutch Rotterdam area and the Green Heart inside the Randstad area. DFW2W has an educational social inclusion approach & they use person-centered planning & action-based learning processes. DFW2W has a very broad range of apprenticeships in the fields of Welfare, Work, Income, Health & Care & Public Affairs. WS will tackle passivity, youth unemployment in JTW5 & aim to reduce the number of recent graduates without a job on a small scale. We place recent graduates on a structured JTW. WS & DFW2W both have extensive international experience with similar successful projects. CPA is a very experienced player as well.

The 1-2-3 Methodology of WS has 3 phases:

Assessment(1): 4-8 weeks (Preparation)

Development(2): 6 weeks (apprenticeship)

Job Mediation(3): 4-20 weeks (Job Mediation)

In the assessment phase the preparation training JTW5 takes place. This is required to get the recent graduates from VET-schools ready for the internships abroad, a young person who demonstrates correct behaviour will be rewarded and allowed to the Development Phase abroad Holland or Italy. This is then followed up by a further intensive Welfare to Work programme delivered by CCP & the Joined Up for Jobs network, SDS & Ingeus on the young person's return to Scotland.

The key success elements of this Good practise

From Work to Work, that's the way it works!

'I would recommend to do this project to any young person', 'The Journey to Work programme is a amazing opportunity!' These quotes of our young participants already tell the story. If you look at the employment Statistics it's only getting better: An average of 80% of young people into jobs (5 years, covering 4 Journey to Work programmes). And the good news: We are recruiting for Journey to Work 4 (soon more news)!

Let us run you through the employment statistics one more time: Werkcenter Scotland have successfully finished 4 'Journey to Work Programmes. The first programme, titled 'From Work to Work, that's the way it Works' sums it up. From work to Work had a 80% success rate and the 'on the spot verification ' carried out by the UK National Agency Ecorys identified the project as demonstrating 'Good Practice', with very good results (flow 1; 100% into jobs/ flow 2: 60% into jobs). This was backed up by an excellent Review Report of Capital City Partnership . The 2nd programme 'Journey to Work', also known as ' Going Dutch' had a similar high success rate (80% as well). 75% of participants (9 out of 12 into jobs), 1 year after their return to Scotland were the result of Journey to Work 2... And currently Journey to Work 3 is finished and has a 87,5% success rate (7 out of 8). Journey to Work 4 has similar results.

Up to date Journey to Work 5 and 6 are running.

Testimonials

These statistics only have meaning if it's backed up by good reviews of their participants. The story of Jamie, 5 years after completing his programme 'From Work to Work' : ' Before 'Going Dutch' I was just you're average un appreciative teenager leeching of their parent' ... ' I finally started feeling what it was like to work and enjoy working (I know, weird right, I went from partying and living life for free to enjoying working? What is this?)



I never thought I would start making a life from this programme but already I was starting to change' ... ' If it wasn't for the Going Dutch programme I would never have gotten anywhere near as far as I am. It taught me a huge appreciation for the things my mum did for me and also for money. This programme is strongly, highly, recommended by me and I promise you, if you follow this programme or fund this programme you will change lives whether like my group it was one person or many people. I would say that your money or time is well founded in this group and the sooner you go the better life will be!' To read the whole story of Jamie, [**click here.**](#)

Other testimonials (**The Blog of Rebecca**) give a good insight and 'feel' of working and living in Holland. Rebecca is currently studying on the university. A lot of issues of young people in was explained in **Ewan's story**.



It's about young person who still does not know exactly what kind of job he likes. Frankly he does not know what to do? How can he get from here to his dream...And how does 'A day in Scotland' look like, before they go on their #JourneyToWork ? **Read here the story of Declan.** Declan is doing well and has currently 'a manager's job at the Bookies'.

Three Success Key Elements

Journey to Work has 3 key elements, which makes the programme so successful, it delivers:

1. Work Experience
2. A good functioning network
3. Quality Coaching

If you want to join 'Going Dutch' you need to be motivated, disciplined and be on time ! The young people were a mix of those currently participating in vocational training and recent graduates. They were targeted pre-dominantly when they entered the social benefits system in collaboration with Capital City Partnership (CCP) and their Joined Up for Jobs network (JuFj) (Access to Industry, Skills Development Scotland (SDS), Gate 55, etc...), and Ingeus (the UK Work Programme lead-contractant for Scotland). If you wanted to join 'Going Dutch' you needed to be motivated, disciplined and always be on time and communicate well via email and/or WhatsApp! The methodology used is based upon the Werkcenter Model, and its 1-2-3 methodology and the approach of the host organisations (all of the amazing results were achieved in collaboration with the Dutch Foundation of Innovation Welfare 2 Work (DFW2W). The partnership provided work (experience) in Holland. Because from work to work is much easier than from benefit to work. The fact that the work was experienced in Holland was an upgrade to their CV as well (stood out in their CV and each potential employer would ask about this experience).

Further: Journey to Work gave good quality coaching, support and guidance to the participants in gaining & improving new knowledge, skills and qualifications to facilitate personal development and responsibility, to obtain basic work experience & qualifications and/or participation in the local, national and EU labour market. DFW2W is a very experienced partner and was specifically chosen for their broad range of apprenticeships and work placements and specialization in the Dutch Rotterdam and Randstad area. DFW2W has an educational social inclusion approach & they use person-centred planning & action-based learning processes. As said, DFW2W has a very broad range of apprenticeships and workplacements in the fields of Welfare, logistics, retail, manufacturing, construction, administration, agriculture and tourism.

Journey to Work made professional use of the networks in the Netherlands (MKB in Rotterdam) and Scotland (Joined up for Jobs Edinburgh network). A good functioning network is one the three key elements of success.

Last but not least: The intensity of the Dutch Journey

The intensity of the Journey to Work programme empowered the above 3 key elements really stand out. The 6 weeks of working and living in a new surrounding, a foreign country (Holland) accelerated the personal development and own responsibility of each young person, more than you could have achieved in a year in the UK.

- The intensity of Journey to Work Project Empowers
- Personal Coaching & Mindset Approach supports participant
- Emphasis on Own Responsibility ('own the problem')
- A New Social Surrounding / Social Network provides a new start
- Real Work(placements) helps the young person from Work to Work
- Mindset Job search goes from a Local to a EU Perspective

Source: <https://fromworktowork.wordpress.com/2018/08/02/the-key-success-eelements-of-the-journey-to-work-programme/>

For Testimonials, click here:

- The Journey of Jamie Alexander: <https://fromworktowork.wordpress.com/2018/01/22/the-journey-of-jamie-alexander-the-impact-of-going-dutch/>
- From Boy to Man: <https://fromworktowork.wordpress.com/2018/07/31/from-boy-to-man-a-journey-to-work/>
- A testimonial from Ally: <https://fromworktowork.wordpress.com/2018/08/31/a-testimonial-from-ally/>
- A Blog – Keep Calm and Go Dutch: <https://fromworktowork.wordpress.com/2017/05/05/a-blog-keep-calm-and-go-dutch/>
- Going Dutch Blog: <https://fromworktowork.wordpress.com/2016/08/05/going-dutch-blog/>

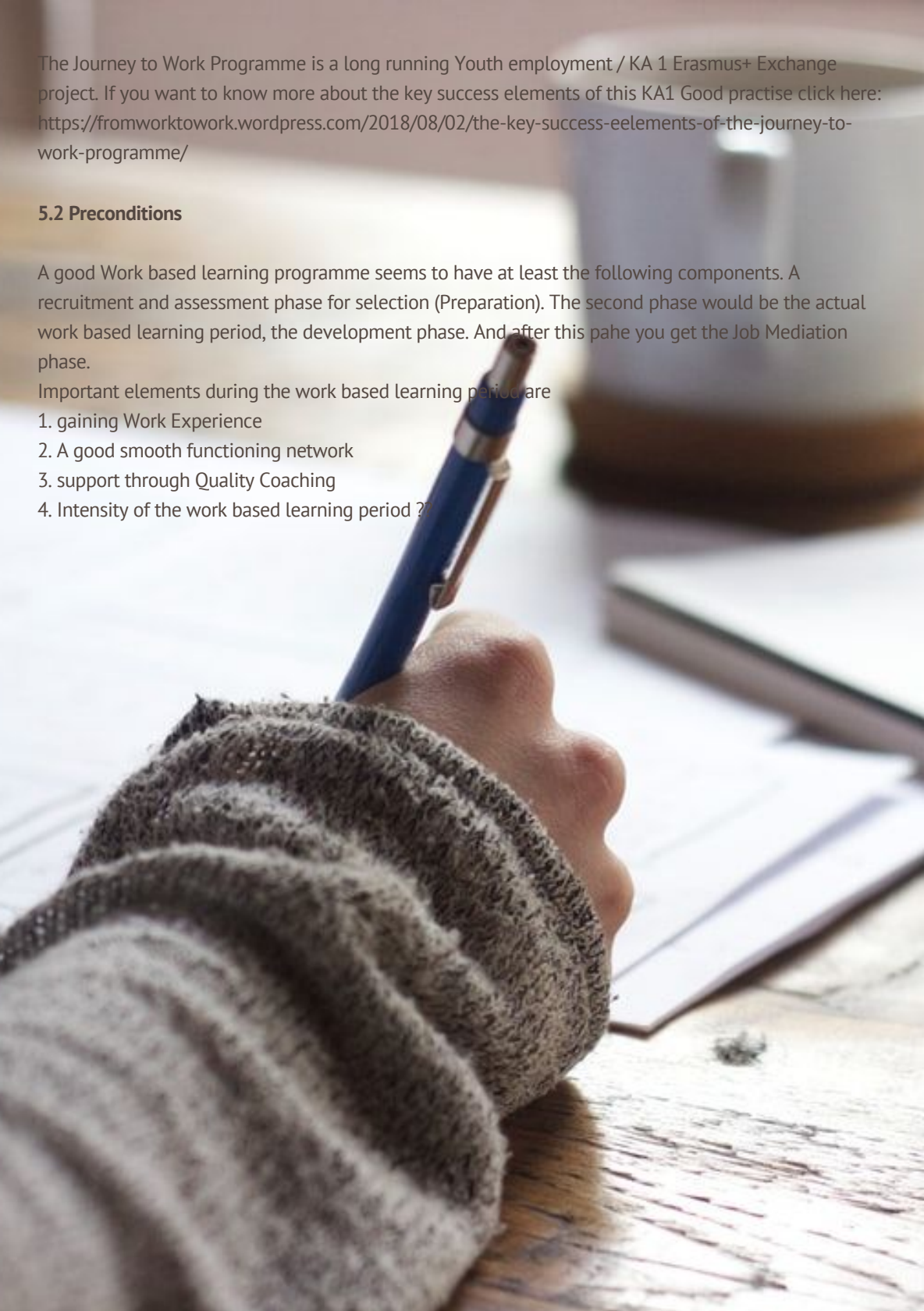
The Journey to Work Programme is a long running Youth employment / KA 1 Erasmus+ Exchange project. If you want to know more about the key success elements of this KA1 Good practise click here: <https://fromworktowork.wordpress.com/2018/08/02/the-key-success-eelements-of-the-journey-to-work-programme/>

5.2 Preconditions

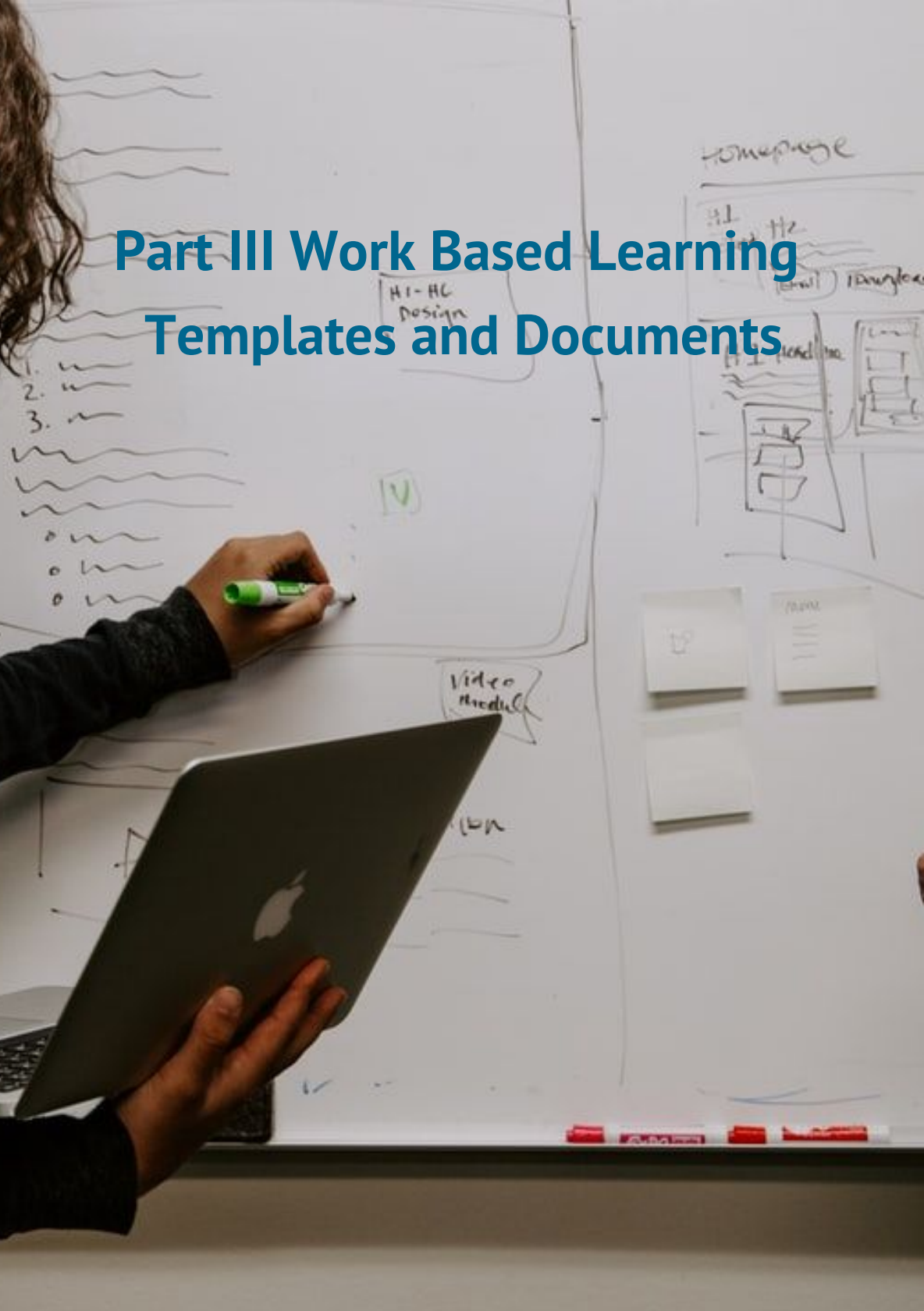
A good Work based learning programme seems to have at least the following components. A recruitment and assessment phase for selection (Preparation). The second phase would be the actual work based learning period, the development phase. And after this pape you get the Job Mediation phase.

Important elements during the work based learning period are

1. gaining Work Experience
2. A good smooth functioning network
3. support through Quality Coaching
4. Intensity of the work based learning period ??



Part III Work Based Learning Templates and Documents



Chapter 6

Assessment Recruitment and Selection before the WBL Period



6.1 On which criteria should sending organizations assess and select students prior to assure a successful WBL?

Work-Based Learning (WBL), is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning (e.g. internship, apprenticeship) provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

It's important to assess the students prior to their WBL-period on certain skills (technical and knowledge), attitudes and behaviour. In this way we are able to select the right students for a successful WBL-period.

Internship / Apprenticeship

The VET-WBL period will be defined as an 'internship' or 'apprenticeship'

Definition Internship:

A short fixed term (30 days – 90 days) Work Based Learning hands on training, acquiring work experience without payment at a company

Definition Apprenticeship:

A Work Based Learning (more then 90 days) hands on training (with pay), acquiring more then just work experience at a company (with potentially a guaranteed job after completion)



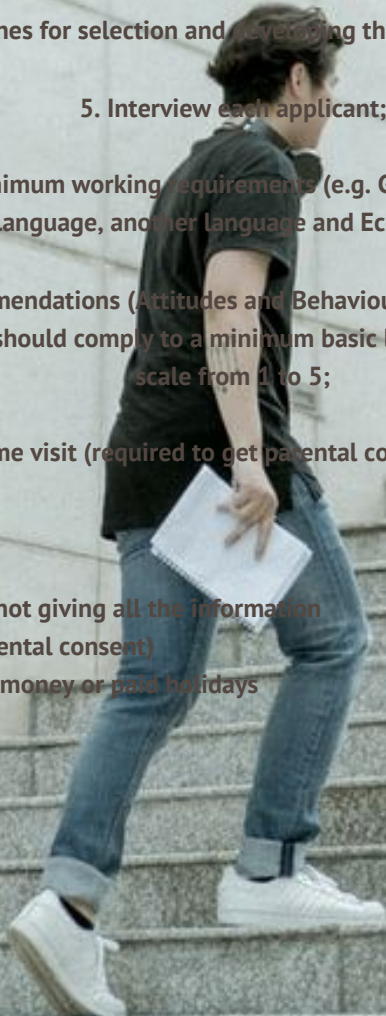
6.2 VET-WBL Steps from Recruitment to Selection to Placement VET- WBL

Below the important steps to take from raising awareness to recruitment, and selection to the Work Based Learning (WBL) placement.

1. Initiate a recruitment campaign to raise awareness;
2. Organize an Introduction (digital) meeting with information how to apply;
3. Collect applications for enrollment (Personal details, Europass CV) and start to assess from VET-WBL Document 1.0 'On which criteria should sending organizations assess and select students prior to assure a successful VET-WBL?';
4. Guidelines for selection and reviewing the student profile;
5. Interview each applicant;
6. Compliance with the minimum working requirements (e.g. Good scores on Maths, National Language, another language and Economy);
7. Assemble teacher recommendations (Attitudes and Behaviour & the "knowledge and technical Skills of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5;
8. Make home visit (required to get parental consent form signed)

Knock out, when:

- Emotionally immature
- Withholding information, not giving all the information
- No Family support (no parental consent)
- Interested only in earning money or paid holidays



9. Make a decision about student's acceptance or rejection;
10. Send the student a Letter of Approval (See Annex 2) or a Letter of Rejection (See Annex 3);
11. Identify appropriate job title(s) for placement;
12. Re-evaluate the student profile;
13. Select approved VET-WBL-training site with appropriate job opening;
14. Set up job interviews for each student;
15. Prepare students for job interview;
16. Talk to student after job interview;
17. Secure results on employer's half of the introduction of the student in a personal visit (show Document 2.0 'Skills & Methodology VET-WBL Assessment - Which skills should students be assessed during their work based learning period (internship/p/apprenticeship) ?);
18. Work with student and employer to develop the various components of the Work-Based Training Agreement (Annex 4 'The Work-Based Learning Training Agreement');
19. Check for completion of all legal forms before the student starts the job;
20. Prepare a student file for tutor(s) and student;
21. File a formal detailed Work-Based Learning Plan / Agreement with the training sponsor /tutor(s), student, and teacher / coordinator;
22. Plan related instruction activities and sign Quality Assurance Commitment
23. Plan and schedule the first month's visits;
24. Passport to Success Schedule according to VET-WBL Training Agreement



6.3 How do we Identify and select the young people to join the VET-WBL course experimentation / Work Based Learning period (Internship / apprenticeship)?

To identify and select young people we need to know their 'Personal details'. Our professional criteria for the Selection of the VET-WBL Students' is in divided in 4 sections:

1. *Personal details*, e.g. Age of student (14-24 years), name, address, medical situation, etc.
2. *Compliance with the minimum working requirements* (e.g. Good scores on Maths, National Language, another language and Economy)

3. Attitudes and Behaviour

We have described the following attitudes and behaviour: Adaptation ability, autonomy, critical thinking, initiative, interest in the activities performed, interpersonal (peers' relationship), organization skills, punctuality, responsibility, resilience and willingness to learn.

4. Knowledge and technical Skills

As regards to knowledge and technical skills we have defined Adequate use of working tools, dexterity, easiness and fastness in performance, knowledge, applying knowledge (knowledge application), Technical language fluency, and Problem Solving.

The "Attitudes and Behaviour" and "knowledge and technical Skills" of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall, except in the part 'Attitudes and Behaviour'.

Scale

We will use the scale 1 to 5:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable



6.3.1 Document VET-WBL Personal details

Personal details are e.g. the age of the student (14-24 years), name, address, medical situation, etc:

Surname :

Initials :

Name :

Address :

Postcode :

Date of birth :

Place of birth :

Nationality :

Passport /ID Card :

Health Card (number) :

Liability Insurance (number) :

Phone :

Mobile :

E-mail :

Bank account nr. & sort code :

Name partner :

Contact person in case of emergency:

Name :

address :

Phone :

Mobile :

Relation to :

Other information :

Medical information :

- **What are your expectations of the VET-WBL internship / apprenticeship?**
- **Are you motivated to do your VET-WBL internship / apprenticeship ? Why? / Why not?; Please explain**
- **Courses undertaken?**
- **Work Experience?**
- **Interested in what kind of work?**
- **Did you send your Europass Curriculum Vitae (including language passport): Yes/No**
- **Did you send your Motivational Letter ?: Yes/No**

6.3.2. Document Compliance with Minimum Working Requirements

It is the responsibility of each administrator, principal, teacher or director to be aware of and in compliance with all legal aspects related to work based learning. It is the direct responsibility of the teacher/coordinators to promote compliance with all (European) laws and regulations when placing students in work-based programs. We provide guidelines for the VET-WBL programme operation and address a variety of requirements from equal access to labour laws. Guidelines will briefly outline key areas that need to be explored prior to implementing a work-based learning experience. This part is intended to facilitate discussions that need to take place before putting a VET-WBL student in an actual work-based learning setting.

The information provided is to inform all responsible school personnel of various legal issues. For the safety of all involved, when exploring work-based learning sites, only those sites that are in compliance with all existing laws will be considered.

The seven criteria relating to students / VET-WBL interns/apprentices are as follows:

1. The internship/apprenticeship, even though it includes actual operation of the facilities of the employer, aims to provide a real work experience that complements the theoretical / practical approach given in a vocational school.
2. The internship/apprenticeship is for the benefit of the interns / apprentices and/or students.
3. The intern/apprentice or students do not displace regular employees, but work under their close observation.
4. The employer who provides the internship/apprenticeship derives no immediate advantage from the activities of the students, and on occasion, his operation may actually be impeded.
5. The intern/apprentice or students are not necessarily entitled to a job at the conclusion of the internship/apprenticeship (WBL- period).
6. The employer and the intern/apprentice or students understand that the students don't have to be paid wages for the time spent in training. Regarding apprenticeships there is the possibility to agree on a certain pay.
7. Good scores on Maths, National Language, English, Economy, Tourism and Digital Marketing are mandatory before a student is allowed to start their Work Based Learning period.

6.3.3. Document Attitudes and Behaviour

Scale

1= Poor / 2= Insufficient / 3 = Sufficient / 4 = Good / 5 = Excellent / N/A = Not Applicable

The student needs to score at least a level 3 on a scale from 1 to 5 on all boxes in the part 'Attitudes and Behaviour'.

Adaptation ability

Able to make changes in response to the environment

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Autonomy

The ability to make your own decisions without being controlled by anyone else

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Critical thinking

The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Initiative

The ability to use your judgment to make decisions and do things without needing to be told what to do

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Interest in the activities performed

The feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Interpersonal / peers' relationship

The behaviours and tactics a person uses to interact with others effectively. In the VET-WBL world, the term refers to an employee's ability to work well with others, e.g. friendliness

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Organization skills

The ability to efficiently manage your time, workload and resources, may help you improve your productivity and lower your stress level

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Punctuality

Being able to complete a required task or fulfil an obligation

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Responsibility

The state or fact of having a duty to deal with something or of having control over someone

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Willingness to learn

It expresses the human desire, cheerfully consenting or readiness to know new things and to improve yourself

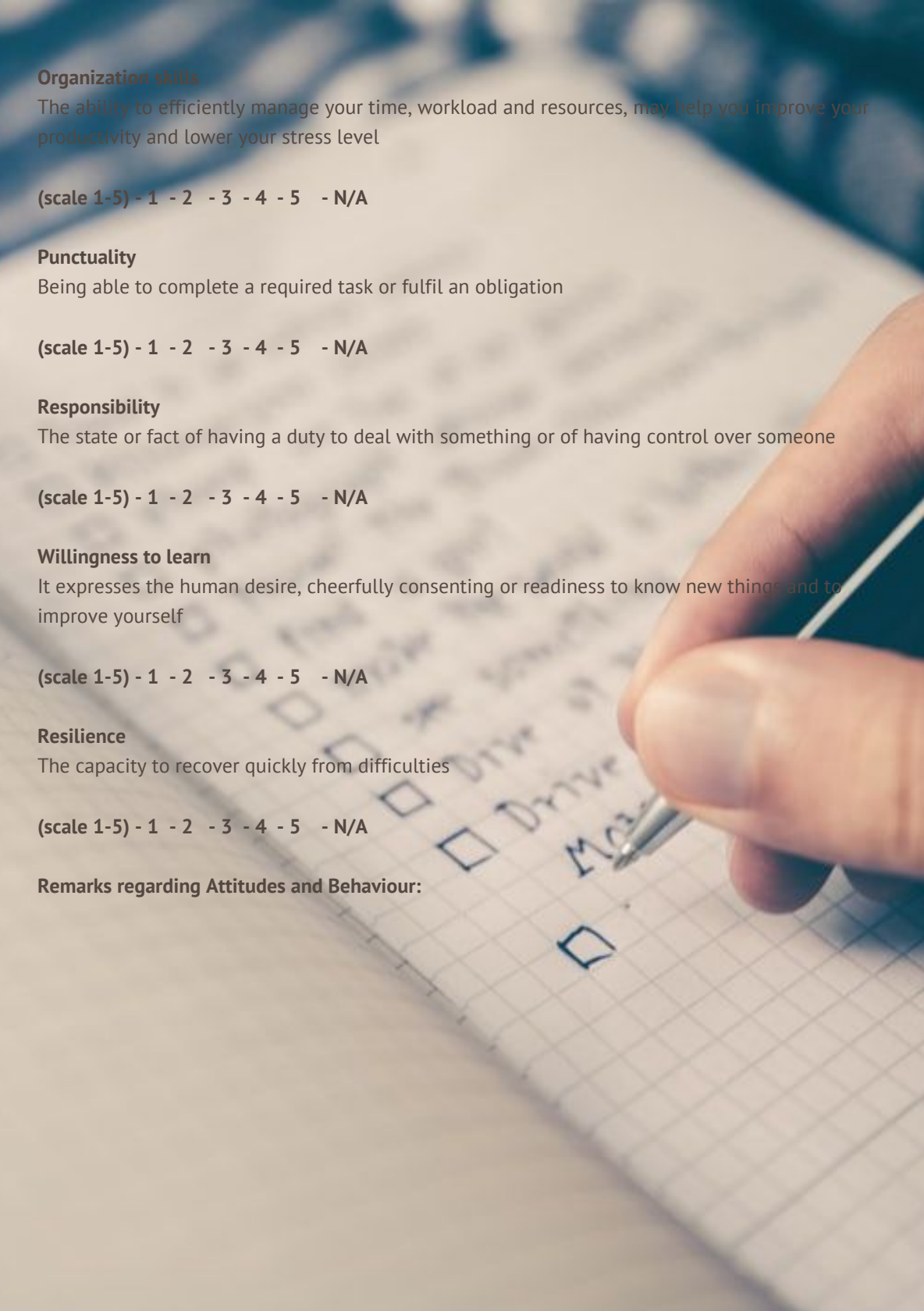
(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Resilience

The capacity to recover quickly from difficulties

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Remarks regarding Attitudes and Behaviour:



6.3.4 Document Knowledge and Technical Skills

Scale

1= Poor / 2= Insufficient / 3 = Sufficient / 4 = Good / 5 = Excellent / N/A = Not Applicable

The student needs to score at least level 3 on a scale from 1 to 5.

It's allowed to have 2 negatives in the part Knowledge and Technical Skills.

Adequate use of working tools

Properly trained how to choose the right quality tool, correctly use each tool, and how to identify when tools need repair; Safe use of tools and keep them in good condition at all times; Maintain tools carefully.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Performance

Dexterity, easiness and fastness in performance

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Knowledge

Understanding of information about VET-WBL, that you get by experience/ study

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Problem Solving

To handle difficult or unexpected situations in the workplace; Being able to determine the source of a problem and find an effective solution.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Technical language fluency

Being able to speak and write quickly or easily in given language(s)

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Remarks regarding Knowledge and Technical Skills:

Action: Sent the student a Letter of Approval (Annex 2) or a Letter of Rejection (Annex 3).

Document VET-WBL 1.1 Letter of Approval

INTERNSHIP/APPRENTICESHIP APPROVAL FORM VET-WBL

The Internship/apprenticeship Approval Form VET-WBL is below and downloadable in Annex 2. Within the above mentioned project the (name of the Sending Institution) _____, partner in the VET-WBL project, is organizing a WBL experience/ internship/ apprenticeship from _____ to _____ (x days, x month) in company _____.

This kind of experience can be done abroad or locally:

- NATIONAL
 TRANSNATIONAL

The evaluation committee selects the participant _____ based on the criteria indicated in the recruitment call on a scale from 1 to 5:

- All Personal Details Student and Motivation Letter -----
- Compliance with the minimum working requirements (e.g. Good scores on Maths, National Language, another language, Tourism, digital marketing and Economy) -----
- Student behaviour and attitude -----
- Knowledge and technical skills -----

We have used the scale 1 to 5 (1= Poor; 2= Insufficient; 3 = Sufficient; 4 = Good; 5 = Excellent; N/A = Not Applicable). The "Attitudes and Behaviour" and "knowledge and technical Skills" of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall, except in the part 'Attitudes and Behaviour'.

In reference of the above we are happy to inform you that you have been selected.

In order to avoid any misunderstandings and since the students selected will start with their professional preparation, the school asks to fill the details of the Approval Form below.

STUDENTS 18 AND OVER

NAME _____
SURNAME(FAMILY NAME) _____
DATE OF BIRTH _____ PLACE OF BIRTH _____
SOCIAL SECURITY NUMBER _____
TELEPHONE NUMBER _____
E-MAIL _____ PLACE OF RESIDENCE _____
ADDRESS _____

STUDENTS UNDER 18

NAME & SURNAME _____
FATHER/MOTHER/LEGAL GUARDIAN OF _____
DATE OF BIRTH _____ PLACE OF BIRTH _____
SOCIAL SECURITY NUMBER _____
TELEPHONE NUMBER _____
E-MAIL _____ PLACE OF RESIDENCE _____
ADDRESS _____

I KNOW THAT:

- a) The work based learning placement during the internship / apprenticeship and the formative contents will be agreed upon with the tutor of the project, according to my attitudes and professional skills, and the needs and tasks of the VET-WBL company
- b) I am required to participate to the professional preparation path organized by the tutor of the project
- c) The period of my Internship/Apprenticeship will last _____ week/s/months

I CONFIRM THAT

I accept my Internship/ Apprenticeship and I am committed to:

- I. Respecting time of check-in and check-out
- II. Respecting procedures and regulations of the DT company
- III. Participating to any activities of preparation , monitoring and evaluation before, during and after my Internship/Appre nticeship organized by the school

PLACE AND DATE

PARTICIPANT SIGNATURE

PARENT SIGNATURE
(FOR MINOR STUDENTS)

Document VET-WBL 1.2 Letter of Rejection

The Letter of Rejection is below and is downloadable in Annex 3.

Within the project VET-WBL and the WBL experience/ internship/ apprenticeship you have applied for, we regret to inform that you have not been selected.

The evaluation committee selects the participant _____ based on the criteria indicated in the recruitment call on a scale from 1 to 5:

- All Personal Details Student and Motivation Letter -----
- Compliance with the minimum working requirements (e.g. Good scores on Maths, National Language, another language and Economy) -----
- Student behaviour and attitude -----
- Knowledge and technical skills -----

We have used the scale 1 to 5 (1= Poor; 2= Insufficient; 3 = Sufficient; 4 = Good; 5 = Excellent; N/A = Not Applicable). The "Attitudes and Behaviour" and "knowledge and technical Skills" of a student should comply to a minimum basic level: At each bullet point a student should at least score a level 3 on a scale from 1 to 5.

In reference of the above we regret to inform you that you have not been selected

Chapter 7

VET- Work Based Learning Agreement



Chapter 7

VET- Work Based Learning Agreement

The VET-Work Based Learning Agreement can be found in Annex 3.

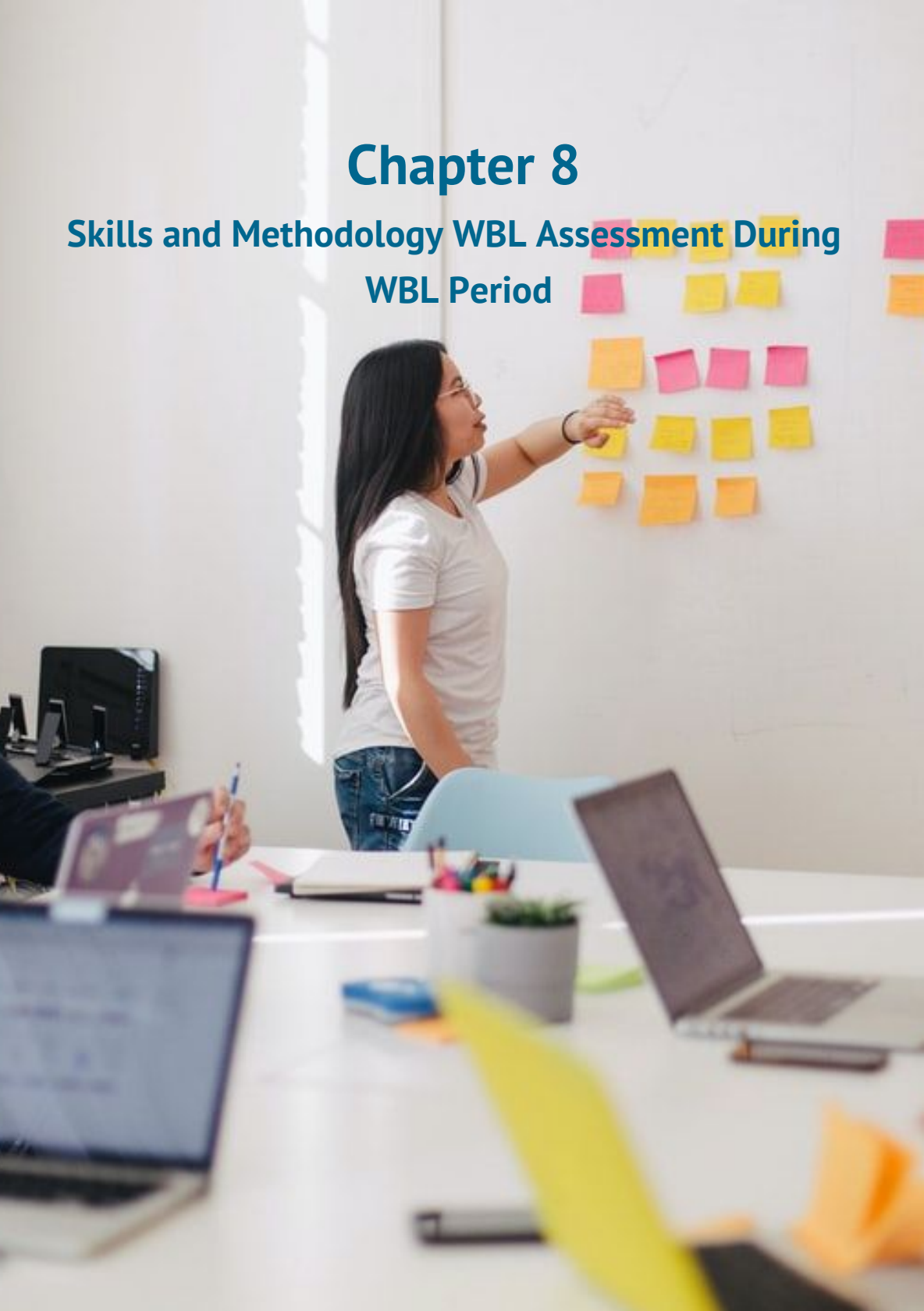
The documents relating to the actual WBL period assessment and monitoring of the intern / apprentice are:

- Document Skills & Methodology WBL Assessment (Chapter 8 and Annex 4)
- Document Attendance list (Annex 5)



Chapter 8

Skills and Methodology WBL Assessment During WBL Period



Chapter 8

Skills and Methodology WBL Assessment During WBL Period

8.1 Which skills should students be assessed during their work based learning period (internship/apprenticeship) ?

The Work-based learning period (e.g. internship, apprenticeship) provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce. It's important to assess the students during their VET-WBL-period on their soft skills and hard skills. It's also important that students first can orientate on their WBL period (document VET-WBL "steps from recruitment to selection to work placement', Annex 1) Below we will define the VET-WBL skills needed and the methodology of the WBL Assessment.

Under the supervision of tutors (company tutor and project tutor) students will be assessed during the work based learning period on:

- VET-WBL Soft Skills and Hard Skills
- Definition of VET-WBL Skills
- VET-WBL Methodology of Assessment

The "Soft Skills" and "Hard Skills" of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall..., except if the categories ticked lower than 3 are Attendance and good work attitude.

Scale

We will use the scale 1 to 5:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable

Soft Skills

Team work

To work effectively within a team

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Supporting a good work environment

Being a good listener, being clear and kind in communication, work hard, be trustworthy and have some fun.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Attendance (See also Attendance list VET-WBL Internship / Apprenticeship, Annex 6)

5 = Show up on work / 1 = no show, without notification

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Good Time keeping

Staying organized can help you maintain a clear picture of what you need to complete and when. Prioritization, goal-setting, communication on time and appropriate Planning

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Good Work attitude

Maintaining a positive attitude at work: A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of goodwill and who provides a positive role model for others.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Punctuality

Being able to complete a required task or fulfil an obligation

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Nonverbal Communication

Your body language, eye contact, hand gestures, and tone of voice all color the message you are trying to convey

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Clarity and Concision

Say what you want clearly and directly

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Empathy

Capacity to place oneself in another's position

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Open-Mindedness

Receptiveness to new ideas

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Social skills

To communicate in an open and assertive way, both verbally and non-verbally, facing small or large audiences (e.g. Good presentation, representation).

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Active listening

Involves paying attention, withholding judgment, reflecting, clarifying, summarizing and sharing

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Interpersonal skills

The behaviours and tactics a person uses to interact with others effectively. In the VET-WBL world, the term refers to an employee's ability to work well with others, e.g. friendliness

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Hard Skills

Performance

A job well done and to understand the magnitude of some numbers

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

To speak and write fluently in one's national language

Listening, reading, writing spoken production, spoken interaction

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Editing

To write and edit creative texts for online tools

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

IT Skills

To use ICT tools and software, as an intermediate user: MS Office or similar (1-5) N/A

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Software

To use management software, databases, typing, word Processing, MS Excel, and client Server Management.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Social Media

To master social media from the business point of view (to stay in touch and reach out to customers in an appropriate professional way)

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Product Design Services

To support the design, planning and management of online products and services.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

On Line Promotion

To creatively promote and sell online products and services according to customers' interests and needs

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

On Line Marketing Planning

To cooperate in the design of the organization's Online Marketing plan, as well as in the planning and implementation of specific Marketing events, namely gathering and organizing the required data

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

On Line Marketing Mix

To operationalize the organization's Online Marketing Mix management policies, by performing sales analysis, prices and products tasks, and assess its impacts

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Communication Policies

To implement the organization's Online Communication policies, namely by contacting customers, suppliers or other entities linked directly or indirectly to the organization's activity

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Negotiation Skills

To take part in the business negotiations with customers and suppliers

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Customer Service

To support in the definition of Customer Service, monitoring and customer loyalty policies

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

(Digital) Marketing Studies

To collaborate in the preparation and conduction of online market studies

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Digital Communication

To master online communication tools, direct messaging tools such as WhatsApp, email, Messenger, etc.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

SEO

To master search engines

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

CRS

To Master Computer Reservation Systems

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Meta Search engines

To master metasearch engines

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Digital Concierge

To master Digital Concierge, to assist guests by booking tours, making theatre and restaurant reservations.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Customer Relations Management

To master Customer Relations Management: Improve business relationships. Stay connected to customers, streamline processes, and improve profitability.

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Digital Reputation Management

To master online reputation

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

To master Channel Management

allows you to partner with large agents, such as OTAs, as well as smaller retail agents in different markets

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Multi Media scripting

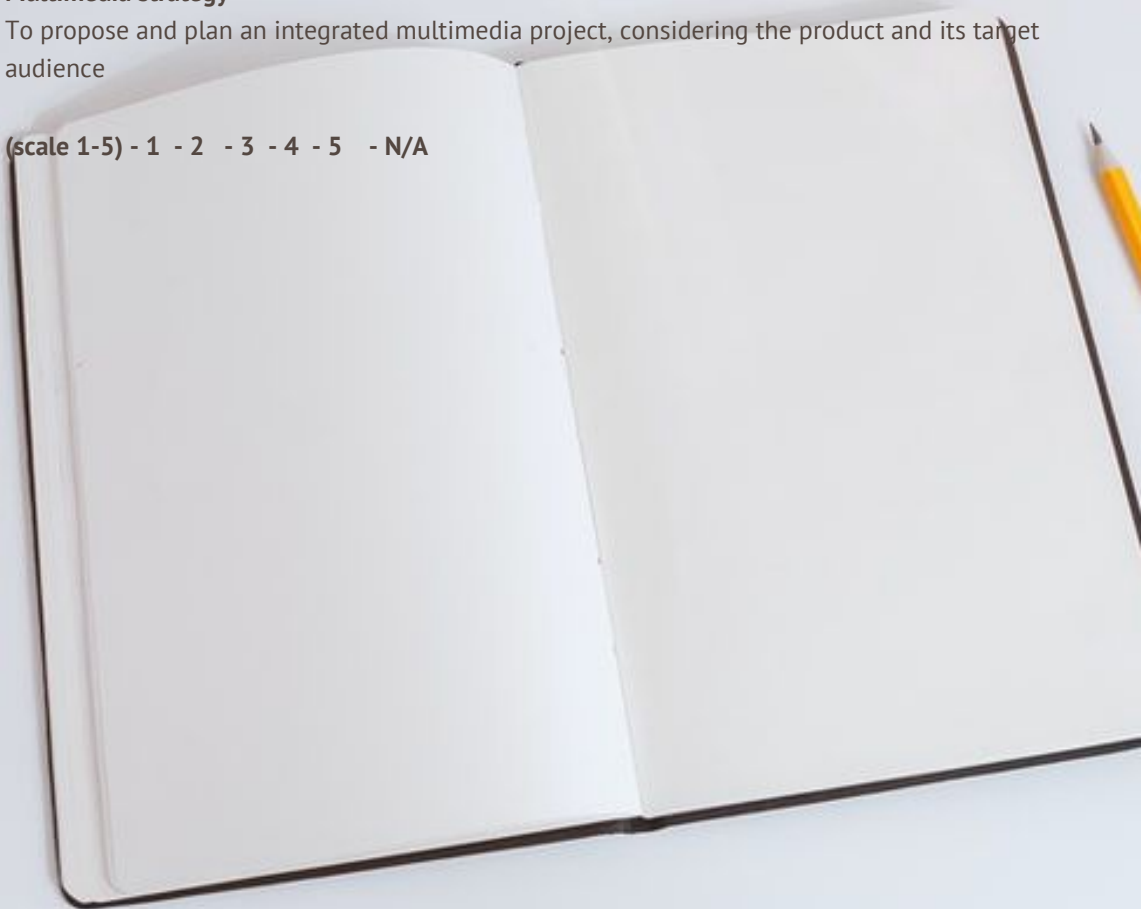
To evaluate a multimedia script in order to establish the project path, synopsis development and storyboard execution; (1-5) N/A

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

Multimedia strategy

To propose and plan an integrated multimedia project, considering the product and its target audience

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A



Chapter 9

Get a Job after the WBL Period



When the student comes back from his/her WBL, this then needs to be followed up by a further intensive 'Get a Job' programme. When s/he has done an apprenticeship and s/he has done a WBL job well done, it's a good option to follow this up and start up your career where you have finished your apprenticeship.

When this is not possible, in each country institutions and organization differ who support you as a young jobseeker.

9.1 Support young people getting a job in Germany

Bundesagentur für Arbeit (Federal Employment Agency)

<https://www.arbeitsagentur.de/>

It offers several activation measures for young people, for example:

Preparatory vocational measures (Berufsvorbereitende Bildungsmaßnahmen). They offer targeted career orientation to young people under 25, assist them professionally and personally, and accompany them as they enter the labour market. These measures are aimed at young people who have not found an apprenticeship or training place, are disadvantaged, have a school leaving qualification or not, have a disability, and/or belong to the immigrant community. Participants undergo a personal aptitude analysis to obtain an overview of the many careers on offer and then to make an informed personal choice.

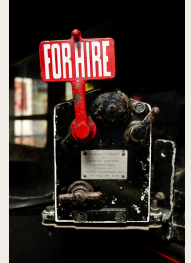
Education providers also offer the participants an opportunity to gain a practical qualification in a variety of professional areas. Besides professional expertise, the curriculum covers personal development, basic vocational skills, in-company training, basic IT and media skills training, language training and interview training. The cost of these measures is borne by the Federal Employment Agency. Usually, such a measure lasts up to 10 months.

Youth Employment Agencies - departments of Bundesagentur für Arbeit (Federal Employment Agency)

<https://www.arbeitsagentur.de/institutionen/jugendberufsagenturen>

They provide support in the transition to training and work for young people under the age of 25 with their counseling and integration services. There is particularly intensive cooperation with schools.

Decentralized youth employment agencies also work with other partners : Youth migration services, Employer organizations or Youth court assistance.



Education Chains initiative (Initiative Bildungsketten) <https://www.bildungsketten.de/>

The initiative "Graduation and continuation – Education chains up to the vocational training qualification" supports youngsters in finishing school, finding an apprenticeship placement and successfully completing their vocational education and training. Initiators are Federal Ministry of Education and Research (BMBF), Federal Ministry of Labour and Social Affairs (BMAS) and Federal Employment Agency (BA) in cooperation with the federal states. The activity period is 2010-2026. The aim is to place every young person interested in training into a vocational education and training programme. Where required, young people receive individual support in achieving a school leaving qualification and in integration into the working world. Various measures of support are available, for example Analysis of potential, Vocational orientation, Career entry support, Measures in the transitional sector or Coaching by volunteers.



"YOUTH STRENGTHEN: Shaping the Future" (JUGEND STÄRKEN: Zukunft gestalten)

<https://www.wjd.de/projekte/jugend-staerken>

Since 2012 Wirtschaftsjuvenen Deutschland (WJD) and the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) have been working together on this project. Young entrepreneurs and executives from the Junior Chamber of Commerce work together with youth social work institutions throughout Germany to help young women and men aged 12 to 26 who need support during the transition from school to work. Since 2012, more than 13,000 young people have been involved in the project work. The central goal is to motivate disadvantaged young people to complete their schooling, develop goals with regard to their careers, and seize opportunities. Suitable projects are put into practice at local level.

JOBLINGE – Joining Forces to Address Youth Unemployment <https://www.joblinge.de/>

It is a collaboration of the private, public, and volunteer sectors to better prepare disadvantaged young people in Germany for the job market. Their objective is to provide disadvantaged, unemployed youth with the opportunity to earn a long-term placement in an apprenticeship or job and thus lead a self-determined life. Joblinge developed a six-month program with a placement rate of more than 70 percent. To date, more than 9,000 underprivileged youths have participated in this program. The program elements are professional vocational orientation, tailored skills coaching (including language skills), cultural and sports activities, group projects in the orientation phase, and real job opportunities at partner companies during the trial and practical phases

Many big and small charitable organisations developed their programmes of activation and integration of young people to job market and vocational training. For example:

Caritas: <https://www.caritas.de/glossare/jugendberufshilfe>

Diakonie: e.g. <https://www.juniver.de/>



9.2 Support young people getting a job in Bulgaria

National Agency for Vocational Education and Training

<https://www.navet.government.bg/en/about-us/>

Developing highly qualified workforce responsive to the needs of the economy, increasing employability and reducing social inequality, the possibility of free movement of people within the EU – these are some of the challenges facing the VET systems. Of crucial importance is also the role of the authorities that formulate and implement policies at national and local level aimed at improving the skills and increasing the investments in human resources.

The National Agency for Vocational Education and Training (NAVET), established in 1999 under the Vocational Education and Training Act, plays a key role in the process of modernisation of the VET system in the country and in coping with the above challenges. The Agency is not only an institution that coordinates the implementation of national policies in the field of vocational education, training and vocational guidance in Bulgaria, but also investigates, applies and participates in the development of European instruments in this field. The participation in a number of international projects has significantly increased the expertise of the Agency and has turned it into an institution offering and asserting new ways of developing the lifelong learning policy in Bulgarian vocational education and training.

Ministry of labour and social policy: Employment agency

<https://www.az.government.bg/>

The National Employment Agency is an executive agency to the Minister of Labour and Social Policy for the implementation of the government policy on employment promotion. Finding employment allows the full use of every individual's capabilities and skills and defends its rights of dignifying existence and active social participation.



**Ministry of Labor and Social Policy
Employment Agency**

9.3 Support young people getting a job in Turkey

1-) İŞKUR

This institution is a public body and it obtained its establishment law through Turkish Employment Agency Law with the number 4904 which was adopted by Grand National Assembly of Turkey in 25.06.2003 and came into force by being promulgated in the Official Gazette with the date 05.07.2003 and the number 25159.

By the new law;

- Turkish Employment Agency established for aiding activities of protecting, improving, generalizing of employment and preventing unemployment, and for executing unemployment insurance services has obtained a structure that enable it to implement active and passive labour force policies alongside its classical services of finding jobs and employees within an extended mission area.
- A General Council, in which social parties have a majority and representatives of public and universities can also participate, has been formed in order to aid creating the employment policy of Turkey, by adopting an organization model open to participative and social dialogue.
- Executive Board including representatives of workers, employers, merchants and craftsmen has been formed as the organ of the institution which possesses the supreme administration and decision-making abilities, authority and responsibility.
- Provincial Employment and Vocational Training Boards have been formed so as to improve local initiative in regional development and determine local employment policies in provinces.
- Establishment of Private Employment Agencies has been permitted so that they render both domestic and overseas activities of finding jobs and employees, and the monopolistic authority of the Institution in this field has been abolished.
- In order to deliver active services in provinces, Regional Directorates have been abrogated and Provincial Directorates have been constituted.
- As career vocation, Employment Expert has been generated in order the missions of the Institution to be delivered actively and to provide qualified personnel employment.

<https://www.iskur.gov.tr/en>

2-) KOSGEP

This institution is a public body and its mission is to increase the shares of SMEs and entrepreneurs in economic and social development to reach an innovative, technological and competitive structure through effective supports and services. Its vision is stronger SMEs and Developing Economy with KOSGEB.

htt



3-) Osmaniye İŞGEM

Osmaniye İŞGEM is a public body. Osmaniye Business Development Centre, promotes creative and entrepreneurial ideas to add strength to regional development. With the aim of ensuring the establishment of sustainably successful businesses in the region by supporting local entrepreneurs, **the Business Development Centre;**

Supports new entrepreneurs,with business ideas in setting up and developing their businesses by facilitating start-up processes.

Supports start-up businesses,to survive and develop as healthy businesses by creating favorable environments for their growth with support to their finances, knowledge, and equipment.

Objective

While providing for the establishment of sustainably successful businesses in the region, Osmaniye Business Development Centre aims:

To provide contributions to jobs and employment;

To accelerate local and regional development;

To encourage entrepreneurship;

To direct trained labour to production;

To pioneer the establishment of successful businesses;

To ensure efficiency in production and labour;

To utilise local resources by providing guidance to new and different enterprises;

To improve the competitive environment;

To create a safe and healthy business environment;

To secure cooperation among the relevant Institutions; and

To mobilise the entrepreneurial spirit through short-term seminars and trainings and other supports.

<http://www.osmaniyeisgem.com/en/osmaniye-isgem/>

9.4 Support young people getting a job in Greece

Specialized centers offer counselling and vocational guidance (SYEP) services to students, job-seekers, workers interested in career management or a career change, parents, and special target groups (such as the disabled, immigrants).

EOPEP

The agency responsible for lifelong counselling and vocational guidance is EOPPEP (<https://www.eoppep.gr/index.php/en/>), which is a member of the corresponding European network (ELGPN) that was set up by the European Commission in 2007. EOPPEP is the National Organization for the Certification of Qualifications & Vocational Guidance and it is responsible for: helping to design and implement national counselling and vocational guidance policy, coordinating the action of public and private SYEP services providers, promoting the training and further education of SYEP staff and specifying the required qualifications, implementing actions in support of the activity of counsellors, and supporting citizens in matters relating to development and career management.

1. K.E.S.Y.: Educational and Counseling Support Centers

The K.E.S.Y. of the Ministry of Education, Research and Religions operate in all prefectures of the country and provide, among others, services related to vocational guidance to students, their parents or guardians as well as teachers. To see the list of K.E.S.Y. in Greece, click [here](#).

2. OAED: LABOR EMPLOYMENT ORGANIZATION (<http://www.oaed.gr/>)

The Labor Employment Organization (OAED) provides counseling services to the unemployed to facilitate their integration into the labor market. These services concern Counseling & Vocational Guidance - Career Management, Job Search Consulting, Business Initiative Consulting. Those who wish to look for a job in a European country can contact the EURES Advisors Network of OAED. More information about OAED consulting services [here](#) and about EURES services [here](#).

3. DASTA: Employment and Career Structures of Universities and Technological Educational Institutions

The Employment and Career Structures (DASTA) of the Universities and Technological Educational Institutions, include Liaison Offices, Internship Offices and Innovation and Entrepreneurship Units, where counseling services are provided to support students in work. Find out more on the websites of the Liaison Offices of the Educational Institutions. To get further information on the opportunities offered by these structures, you have to explore the specific DASTA of the university of your interest.

For example,

<https://dasta.duth.gr/> for the Democritus University of Thrace or

<https://dasta.uop.gr/dasta> for the University of Peloponnese.

4. EMPLOYMENT AND CAREER STRUCTURES - UNIVERSITY LIABILITY OFFICES

National & Kapodistrian University of Athens

https://www.uoa.gr/foitites/symboyleytikes_ypiresies/

e-mail: gd@di.uoa.gr

Liaison Office of the School of Fine Arts

<http://www.dasta.asfa.gr>

e-mail: career@asfa.gr

Liaison Office of the Agricultural University of Athens

<http://www.career.aua.gr/>

e-mail: career@aua.gr

Piraeus University Liaison Office

<http://career.unipi.gr/>

e-mail: gdiasyn@unipi.gr

Panteion University Liaison Office

<http://diasyndesi.panteion.gr>

e-mail: grafstad@panteion.gr

Harokopio University Liaison Office

e-mail: career@hua.gr

Aristotle Liaison Office University of Thessaloniki

<http://dasta.auth.gr>

e-mail: gd@cso.auth.gr

Liaison Office of Democritus University of Thrace

e-mail: career@duth.gr

Liaison Office of the National Technical University of Athens

<http://career.central.ntua.gr/>

e-mail: career@central.ntua.gr

Career Office Hellenic Open University

<http://career.eap.gr/>

e-mail: career@eap.gr

Liaison Office of the University of Thessaly

<http://www.career.uth.gr/>

email: career@uth.gr

Athens University of Economics Liaison Office

<http://www.career.aueb.gr>

e-mail: career@aueb.gr

University of the Aegean Liaison Office

<https://career.aegean.gr>

e-mail: career@aegean.gr

Liaison Office of the University of Macedonia

<http://dasta.uom.gr>

e-mail: counsel@uom.gr career@uom.gr

Liaison Office of the University of Ioannina

<http://dasta.uoi.gr>

e-mail: dasta@uoi.gr

Liaison Office of the University of Crete

<http://www.dasta.uoc.gr/career>

e-mail: career@admin.uoc.gr

Liaison Office of the University of Peloponnese

<http://career.uop.gr>

email: career@uop.gr

Liaison Office of the University of Patras

<http://www.cais.upatras.gr>

e-mail: grafdias@upatras.gr

Liaison Office of the Technical University of Crete

<http://career.tuc.gr>

e-mail: center@career.tuc.gr

Liaison Office of the University of Western Macedonia

<http://dasta.uowm.gr/career/>

email: info-career@uowm.gr

El Athens Liaison Office
e-mail: career@teiath.gr

TEI Patras Liaison Office
<http://dasta.teipat.gr/>

TEI Epirus Liaison Office
<https://dasta.teiep.gr/index.php/grafeiodiasyndesis>

Department of Student Care and Career
e-mail: career@teiep.gr

TEI Thessaloniki Liaison Office
<https://www.teithe.gr/monades/grafio-diasindesis-dasta/>
e-mail: career@admin.teithe.gr

TEI Serres Liaison Office
<http://diasyndesi.teicm.gr/>
e-mail: liaisof@teicm.gr / gd@teicm.gr

TEI Crete Liaison Office
<https://career.teicrete.gr/en/>
e-mail: malogd@career.teicrete.gr

TEI Piraeus Liaison Office
<http://gdias.teipir.gr/>
e-mail: secre@gdias.teipir.gr

TEI Kavala Liaison Office
<http://career.teikav.edu.gr/>

TEI Kalamata Liaison Office
<http://dasta.teikal.gr>
e-mail: akargadouris@teikal.gr

5. Advisory Offices in Second Opportunity Schools (SDE)

The Counseling Offices in Second Chance Schools (SDEs) are addressed to citizens aged 18 and over, who have not completed the compulsory secondary education and choose to study at SDEs. Counseling is provided by a Career Counselor and a Psychologist at each school. Emphasis is placed on the development of personal skills and the overall support of the trainees for their individual, professional and social development and the facilitation of access to the labor market. More information here .

6. Other Career Advisory Services

Counseling services and information on career and entrepreneurship issues are also provided by structures of the social partners, such as for example the INFORMATION CENTER FOR EMPLOYEES & UNEMPLOYED GSEE (<https://www.kepea.gr>) , the GSEE LABOR INSTITUTE



(<https://www.inegsee.gr/diktio-ipiresion-pliforosis-simvouleftikis-ergazomenon-anergon/>) , the “NETWORK OF SUPPORT BUSINESSES” of the General Confederation of Professional Craftsmen and Merchants of Greece (GSEVEE) (<https://diktyo.imegseevee.gr/>) , the ASSOCIATION OF ENTREPRENEURSHIP OF YOUTH (<http://senja.gr/>) , ERGANI - Center for the support of employment and entrepreneurship of women (<https://www.ergani.gr/en>) , the ERASMUS Program for young entrepreneurs (<https://www.erasmus-entrepreneurs.eu/>) etc.



Source: ergani

7. KEK: Vocational Training Centers

KEKs in Greece are private institutions that offer vocational training programs or activities to various groups of citizens, usually unemployed, NEETs, with fewer opportunities etc. They are certified by the government and they are usually funded by public sources. The programs organized within KEKs are usually of short duration, they might include both theoretical and practical training, and their main goal is to enrich and develop the participants’ professional skills. Some examples of KEKs in our local area are the following: <https://www.kekgseevee.gr/> , <http://www.dynamiki.gr/> , <https://kekthekee.com/> , <https://www.inegsee.gr/> , etc.

9.5 Support young people getting a job in North Macedonia

Employment Service Agency of the Republic of North Macedonia.

The Employment Service Agency of the Republic of North Macedonia is a public institution performing professional, organizational, administrative and other operations relating to employment and insurance in case of unemployment and providing support, assistance and services to participants in the labor market.

<https://av.gov.mk/esarm-today.nspx>



**EMPLOYMENT SERVICE AGENCY
OF THE REPUBLIC OF NORTH MACEDONIA**

Local and international student organizations

Board of European Students of Technology, BEST strives to help European students of technology to become more internationally minded, by reaching a better understanding of European cultures and developing capacities to work on an international basis. Therefore we create opportunities for the students to meet and learn from one another through our academic and non-academic events and educational symposia. "Learning makes the master", but the final goal is a good working place, therefore we offer services like an international career centre to broaden the horizons for the choice on the job market.

Our priority is to offer high quality services for students all over Europe. Thus, we manage to bring all the partners in the "student - company - university" triangle closer.

<https://www.best.eu.org/aboutBEST/welcome.jsp>



9.6 Support young people getting a job in the Netherlands

In the Netherlands special rules apply to employment of young people regarding the kind of work and their working hours and rest times. These rules differ per age category. Young people aged between 13 and 16 are allowed to work outside school hours and in the holidays, but conditions apply. From the age of 16, young people are free to work without restrictions. Minimum youth wage for employees to 23 years old is being phased out. Since 1 July 2017 employees older than 22 will receive regular minimum wage (WML); this will eventually become 21. Wages for 18, 19 and 20-year olds have also risen to prevent age playing a role in hiring.

The Dutch government supports the objective of the youth guarantee. The government regards the youth guarantee as a best efforts obligation for member states to take measures to tackle and prevent youth unemployment.

Dutch Approach

The Public Employment Service (UWV), together with social partners the government has made arrangements about labour market reforms and strengthening the economy (Social Agreement, 11 April 2013). These measures also benefit the position of young people.

The government focuses on a comprehensive approach to tackle youth unemployment, to be carried out with all the relevant stakeholders, on regional and sectoral level. The approach is based on the premise of shared responsibility of the stakeholders: young people themselves, public authorities (at all levels), social partners and educational institutions. These measures build on the positive experience gained with the 'Action Plan youth unemployment'.

Policies are implemented to prevent youth unemployment, by further reducing the number of early school leavers and strengthening the links between education and the labour market.

The government advocates a comprehensive approach in which disadvantages and problems among migrants are considered within the generic employment approach. Through the youth unemployment approach there is a commitment to also reach migrant youths and also align education more to the labour market for these young people. There is an extra focus on the problems which migrant youths encounter more (frequently), such as a poor job image, a limited network, insufficient soft skills and finding a work placement. Municipalities in different regions, started for example initiatives to reach young people with migrant background in an early stage of orientation on education, or to get acquainted with specific sectors, or to find apprenticeships, to improve their employers skills and their network. In these approaches the youngsters participate actively. It is also necessary to see to it that young people have a good chance on the labour market from the very start. This is why the quality of education is essential as a prevention of youth unemployment. The government make efforts to improve the quality of education and by providing education that meets the actual needs of the labour market. It gives also priority in providing information in time about the possible study choice and the study perspective makes young people more aware about their choices and the consequences of these choices.

Formulation of the Dutch initiatives to prevent and tackle youth unemployment

The Netherlands considers the recommendation of the European Commission as an effort to give young people a good start on the labour market and to tackle the current youth unemployment through different measures. The Netherlands intends to give young people a fair start to participate in society and in the labour market. This starting point means good education and obtaining a basis qualification. As mentioned above, the government makes efforts to improve the quality of education and to take measures to improve the link between education and the labour market. So it is focused on early career orientation on primary schools and better information about education choices.

The Dutch government also focused on combating the problem of pupils leaving school early.

The concrete activation and guidance of young people to further education or work find place in the regions. That is the level where municipalities and their stakeholders with knowledge of the local and regional situation can give youth an effective support. The activation policy is based on the principle of applying a tailor-made approach to an individual situation. For possible individual impediments to enter the labour market, such as inadequate education or personal issues, municipalities can offer assistance. The fact is that municipalities know the local players, such as employers or educational institutions to cooperate with.

This means that all young people will have the chance to participate at school, at work, in a work placement or at a work experience place. In order to give a boost to this approach, the government presented the 'Youth Unemployment Approach' in March 2013, in addition to the already existing generic policy, as an extra crisis measure against the further increase of youth unemployment. Responsible Institutions for Youth Employment (UWV and municipalities)

The Ministry of Social Affairs and Employment (SZW)

This Ministry is responsible for the generic system concerning the reintegration of (young) unemployed people into the labour market, the social security and the policies of the labour market.

In the Netherlands the reintegration policy is carried out in a decentralised way.

The government establishes the frameworks and makes funds available to municipalities and the Public Employment Service (UWV) to implement the policies concerning the reintegration into work and the unemployed benefits.

Municipalities are mainly responsible for labour market policies and the reintegration into the labour market of unemployed. On this level the responsibility is to support unemployed people, when needed, to find work or education or training with custom-made approaches. In this way the approaches link up well with the need of the people and the opportunities of the region. In the Netherlands we created 35 labour market regions across the country, from where the reintegration policies of the more than 400 municipalities are coordinate.

The region is the place where municipalities and their local or regional partners (including employers, sectors, educational institutes, RMC's and the Public Employment Service / UWV), are well informed about local labour market circumstances and are able to provide, if necessary, custom-made support to (young) unemployed people. The Employee Insurance Agency including the Public Employment Service (UWV) is responsible for the provision of workers insurances (like WW, WIA (IVA en WGA), Wajong, WAO, WAZ, Wazo en Ziektewet), the reintegration into work of unemployed people with unemployment insurance, the registration of unemployed people and the digital services.

The UWV and municipalities work together concerning their responsibility to issues about the regional labour market. The Netherlands counts 30 UWV offices. The services given to the unemployed people and the employers by the UWV are primarily digital. For customers who aren't able to work with computers and jobseekers with a large distance to the labour market, like disability beneficiaries, face-to-face service is provided.

The government has made extra funds available for municipalities (labour market regions) to tackle youth unemployment on a local level. The municipalities provided therefore regional action plans. Part of the ESF resources will also be devoted to tackle youth unemployment.

The government also made arrangements with social partners in a social agreement.

The social agreement consists of concrete measures that tackle unemployment in the short term and a broad range of reforms that reinforce the functioning of the labour market and hence also reinforce the Dutch economy in a structural way. In the social agreement it has been agreed that sectors make arrangements through sector plans to tackle specific labour market bottlenecks in sectors.

The government co-finances this and has made € 600 million available during in total 2 years.

In the budget agreements for 2014 it has been agreed that at least one third of the budget must be allocated to the sector plans in order to combat and prevent youth unemployment.

Finally, a national ambassador has been appointed for the youth unemployment approach for the period of two years (April 2013-2015). The ambassador is responsible that the regional and sectoral approach of youth unemployment reinforce each other. It is also her task to see to it that youth unemployment is high on the agenda of all parties involved – education, authorities and the business sector. Hereby the ambassador gives special attention to young people who are hit relatively hard by unemployment, for example young people who are seeking a work placement or a work-study job, to young people without a basic qualification and young people with a non-western background.

Youth unemployment is therefore tackled comprehensively by departments of the Ministries of Education, Culture and Science and Social Affairs and Employment, together with the municipalities, employers, unions and educational institutes.

In 2013 youth unemployment in the Netherlands was an urgent problem. That is why the Dutch government appointed an ambassador, Mirjam Sterk (former member of the Dutch parlement), who stimulated actions on fighting youth unemployment. At the beginning of 2014 the unemployment rate of young people (15-25 years) was 13.6 percent (ILO-definition). Every year the rate dropped and at the beginning of 2017 it was 9.7 percent and now it's lowered even more and down to 5.8%.

The Dutch government launched in 2013 a national action plan on youth unemployment. From spring 2013 until spring 2015 the government, local governments, social partners, education providers and young people themselves undertook several measures to ensure work or further education for young people. These measures include several actions on regional level, in which the social partners have been involved. In addition 'working agreements' have been made with employers, including some employers in the public sector. As a result 23.000 young people attained a job, internship or apprenticeship and 9.000 have been rendered ready for further education or work. In 2016 and 2017 the youth action plan was continued by the government with a focus on closing the skills gap between education and the labour market and pay special attention to certain vulnerable groups, such as young people without a degree, dependent on social benefits or with a migrant background.

In the Netherlands, the issue of youth unemployment is being tackled primarily at regional and local level. This is because the Dutch Ministry of Social Affairs and Employment (SZW) decided to route the financial and other support for these activities via the country's municipalities. This approach, which is still in effect, is supported at national level by SZW and the Dutch Ministry of Education. Furthermore, in the organisation SBB [Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven], social partners and secondary vocational education discuss the themes, which are related to this form of education on the job, with the management responsible for vocational training. Social partners also try to influence schools to propose the programmes employers in the different regions need.

In 2013, parties such as employers organisations, trade unions, the national education system and regional government bodies signed the Technology Pact 2020 (<http://www.techniekpact.nl/>).



The pact follows three lines of action: encouraging young people to choose a technical education, providing them with a good-quality technical education and enabling them to find a good job in a technical field.

Nowadays we need a lot of youngsters who have studied technical programmes. There aren't enough of them. We are at the brink of renewing the Technology pact and convincing parents and their children to choose for a technical study because there will be a job for them and good wages, is more important than ever.

The main features and what is the impact on companies and workers of social partners' actions taken from 2013 to 2017 to address the TRANSITION dimension of youth employment is: The Ministry of Social Affairs and employment, municipalities, unemployment benefits institution developed 'matching on the job'. For 'matching on the job' is needed a preselection of candidates and a personal introduction to an employer or organizing face to face meetings between young people and employers. By doing this in a stage before the formal job application, prejudices can be taken away. Furthermore, selection takes place on the basis of competences instead of vague impressions. The goal of 'Matching on the job' is to get 23.000 young people employed from 2015 till 2017. The plan was a success from the first year on that the goal was raised with an additional number of 5.500 young people to 28.500 young people. Social partners dealt with the employment of young people via:

- The agreement made in the Social Agreement of 11 April 2013 – to provide a total of EUR 600 million in co- financing for the years 2014 and 2015 to sectors who promote sustainable employability in their sector via the Sectoral Plan Co-financing Scheme [Regeling cofinanciering sectorplannen]) – is important to promoting opportunities to find sustainable work. The sectors and regions that submit a sectoral plan must finance at least the same amount. The grant is conditioned on at least one third of it being used for activities to benefit young people. This condition has been met in the plans approved up to now.
- The sectoral plans make frequent mention of mentoring projects in which older employees are allowed to devote some of their working hours to provide practical training to young people in their field. One example of this is the construction sector plan, which commits to arranging 2,500 mentorships (see www.stvda.nl).
- The aforementioned activities undertaken by SBB, the investments in the quality of education and the Technology Pact 2020 all promote opportunities for sustainable jobs. In order to get a successful performance of 'matching on the job', much attention was given to build a network of employers who have appropriate vacancies. The networks were built in co-operation with associations of employers in the various regions of the Netherlands. These associations have close contacts with their members. In certain labour market regions employers got vouchers to make it attractive for employers to offer a job or apprenticeships for young people.

Also the service to young people has been improved: custom made solutions, empowerment, creating perspective in which young people are in the driving seat. To get in touch with young people, the right communication is very important. Young people are not sensitive to planning and structuring to find a job. By showing them intermediate results and treating them with a positive attitude helps them to regain trust and self-confidence. Also role-models are used.

City Deals were made in 2016 and 2017 in five cities (Amsterdam, Den Haag, Eindhoven, Leeuwarden, Zaanstad) in order to prepare young people, still at school, on a job on the labour market. City Deals arrangements were with a focus on young people with a migration background, because they have a higher chance of being unemployed and ask therefore for suitable measures.

Youth unemployment in the Netherlands has been – also in comparison with other EU Member States – systematically very low. Attention has been given to drop outs (young people without qualifications) to prevent division on the labour market and create chances to find a job.

Despite recent economic growth, young employees are still finding it difficult to find (long-term) employment. While flexible or temporary contracts are offered more easily, some young groups are still finding it hard to find a job at all. 10% of the unemployed youth aged 15-25 remains unemployed for a longer period of time, mainly consisting of young people on benefits, young people without a basic educational qualification and migrant youth. Especially those who left school without the basic 'starting qualification', necessary to compete within the current labour market, pose a challenge. Their unemployment rate is double that of the youth unemployment rate. When they acquire a job it is often flexible or temporary employment and they will also find it harder to gain and remain in employment in the future. Also the relatively high enrolment in studies for which the current economy has little vacancies poses a challenge, this can be seen at all educational levels. Another worrisome group is those who are not in employment, education or training (NEET) and have withdrawn themselves from actively looking for a job, they are not represented in the current unemployment statistics. This group, without the skills to improve their economic situation and with an income below the poverty-line, are at risk of becoming socially excluded.



A wide-angle, high-angle photograph of the interior of Grand Central Terminal in New York City. The image captures the iconic main concourse, featuring the four-story, vaulted glass and iron sky. In the center, the ornate, circular clock tower is illuminated. People are seen walking through the concourse, some carrying luggage. The architecture is grand and historic, with multiple levels and arches. The lighting is bright, coming from the large windows and interior fixtures.

Annexes

Annex 1 Steps from Recruitment to Selection to Workplacement

Annex 2 VET-WBL Approval Letter

Annex 3 VET-WBL Rejection Letter

Annex 4 VET-WBL Training Agreement

Annex 5 Skills and Methodology Assessment

Annex 6 Attendance List VET-WBL