



International  
Labour  
Organization

# Youth Guarantee in Europe: Main types of interventions



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# Early intervention

# Early intervention: Definition/1

- ✓ Since the 1990s, the term “early intervention” encompasses programmes aimed to minimize the factors placing children and youth at risk of school failure, as this is a key factor of labour market success;
- ✓ Today, early intervention is understood as encompassing system-level education reforms combined with intervention measures to reduce the risk of early school leaving (ESL).

# Early intervention: Definitions/2

## Key features of strategies to reduce early school leaving

### EARLY INTERVENTION

#### Prevention

- Access to quality childhood education;
- Relevant and engaging curriculum;
- Flexible education pathways;
- Smooth transition between educational levels;
- High quality and attractive VET;
- Involvement of pupils;
- Teacher education;
- Strong guidance system.

#### Intervention

- Effective and evidence-based early warning systems;
- Focus on individual needs;
- Systematic support frameworks;
- Extra-curricular and out-of-school activities
- Support to teachers;
- Empowering families and parents.

#### Compensation

- Accessibility and relevance of second chance education;
- Recognition;
- Links to mainstream education;
- Personalized approach;
- Distinctive learning experience;
- Flexibility in curricula;
- Teacher support.

*Source:* Council Recommendation of 28 June 2011 on policies to reduce early school leaving, OJC 191, 2011; European Commission, *Reducing early school leaving: Key messages and policy support*. Final Report of the Thematic Working Group on Early School Leaving, 2013

# Early intervention/1

Intervention comprises measures that address difficulties at an early stage. Many intervention measures apply to all pupils, while others are targeted to youth at risk:

- ✓ **Early Warning Systems** (EWS): different methods to identify early signs of ESL (absenteeism, school performance, bullying);
- ✓ **Support frameworks** within schools (multi-professional teams, individual learning support, support to teachers to adapt learning content, parents' involvement, financial assistance);
- ✓ **Extra-curricula activities** to enrich the learning offer and help students to develop a sense of belonging.



# Early intervention /2

- ✓ The identification of young people at risk is typically done through **national students' registers**. Many of these databases have a longitudinal design that allow tracking individuals through their education career and beyond.
- ✓ These systems manage information on students (personal data, family background, courses attended, progression) as well as on schools, courses and teachers. Data gathering starts with pre-primary and continues till the end of upper secondary education (some also extend to tertiary education).
- ✓ Some of these systems are also **interfaced with the databases of the PES and social insurance** institutes to follow-up students in the labour market.

# Early intervention in national YG schemes/1

- ✓ All EU countries combine prevention, intervention and compensation measures in their YG schemes;
- ✓ Many countries are **reforming the education system**, by introducing or strengthening **dual VET** education and apprenticeship (AT, BE, BG, FI, PT, RO, SL and ES); and by reshaping **secondary general and vocational education** - new general and professional courses, curricula reform, increased work-based learning, promoting new VET programmes – (AT, CY, DE, PT, SI, and ES);



# Early intervention in national YG schemes/2

- ✓ BG, CZ, PT and RO also envisage **reforms of higher education** (financing, pathways, introduction of short courses and work experience for university students);
- ✓ The establishment /strengthening of **guidance systems** is a key feature of early intervention in AT, BG, DK, FI, DE, GR, IT, LV and PT;
- ✓ The setting up of registers to track early leavers are envisaged in BE and HU, while BG and PT are expanding their **early warning systems**.



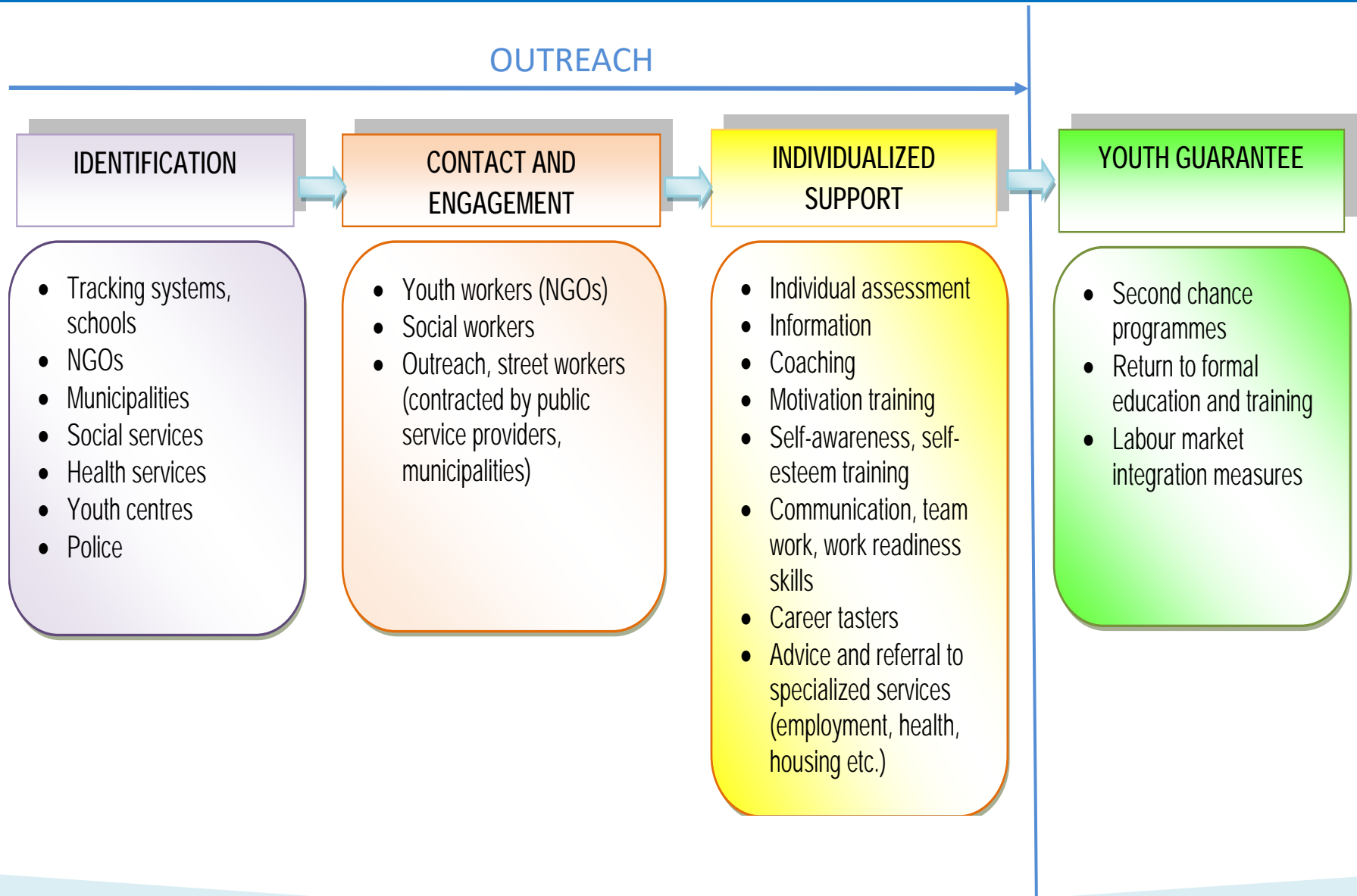
# Outreach strategies

# Outreach strategies

There is no single definition of “outreach”, but in the field of youth employment it typically encompasses:

1. Awareness raising and information to attract youth to available services
2. Interventions to identify, contact and engage inactive or disengaged youth, and
3. Individualized labour market integration delivered in proximity (e.g. in local communities, schools, malls, public events, or one-stop-shops or mobile settings).

# Elements of an outreach strategy





# Outreach: Identification and contact

- Tracking systems, data exchange and cross-analysis of administrative data
- Partnership with organizations catering for young people's needs
- Employing outreach counsellors or street workers

# Outreach: Engagement and tailored services

- Engagement aims at identifying barriers the young persons faces and offer information, counselling and support in finding the best mix of services and programmes (referral to specialized services).
- The intensity of support varies according to needs. Some youth are relatively ready to re-engage in education, training or the labour market, while others will need additional support prior to access education or employment services.
- Some countries design packages of support measures to prepare inactive youth to enter the YG scheme. Others include specific programmes in the YG.

# Outreach in national YG schemes

- ✓ Most countries do not have a well-defined **outreach strategy** in their YGIP. Outreach is entrusted to youth centres (BG and HR), counselling and guidance networks (DK and HU), youth focal points, peers and mentors (HU, HR, GR, LU). Outreach activities are assigned to PES in PL and RO, only;
- ✓ Only **Latvia** envisaged the development of a nationwide outreach strategy (key reform), accompanied by initiatives implemented at local level;
- ✓ The dissemination of information about available opportunities is done through dedicated web platforms, awareness-raising campaigns, and through social networks (HR, PT, CY and ES).



# Activation approaches





# Activation targeting youth

Activation strategies targeting youth – implemented in countries that have (non-contributory) unemployment assistance or youth allowances – comprise:

- ✓ Job search assistance and intensive counselling;
- ✓ Individual action planning;
- ✓ Job search monitoring and sanctioning; and
- ✓ Referral to active labour market measures (work-first/ train-first approaches).

# Activation in the EU Youth Guarantee

“Activation” in the EU Youth Guarantee is understood as a means to “**mobilize**” youth as early as possible so that they engage in the labour market, further education or training. It builds on:

- ✓ **Outreach:** actions geared to identify youth not in education, training or registered with the PES with a view to engage them and bring them towards available services; and
- ✓ **Mutual obligation:** binding regulations that entitle youth (once registered) to use PES services and obliging PES to offer youth an education, training or job opportunity based on individual employment plans (carefully balancing support, monitoring and sanctioning).

# Activation in national YG schemes/2

- ✓ The **restructuring of PES** and employment services are included in the YG schemes of ES, CY, IT and RO, while cooperation with private employment agencies is planned in PL and ES;
- ✓ Most countries envisage the **strengthening of job search assistance** and **counselling and guidance** services (BE, CZ, FI, IE, IT, LT, PT, RO, ES); profiling and individual action planning (BG and PL);
- ✓ **Specialized PES staff** for youth or PES youth centres are included in the YGIPs of BG, HR, DK, LV and PL;
- ✓ **Activation rules** (job search monitoring, individual employment planning and sanctioning) are included in the YGIP of BE, DE and IE.



# Labour market integration measures



# Further education and training offers/1

## Second chance

- Remedial education that allows the acquisition of basic and vocational skills (for school or work).

## Key features

- Flexible learning modules, open admission policy, different learning methods, flexible time schedule, duration of programme depends on prior knowledge, recognized certification.

## Delivery

- Offered by formal education institutions or public and private VET providers. In most EU countries vocational skills are provided through practical training in enterprises.

# Further education and training offers/2

## Adult vocational training

### Key features

- Provide individuals 15+ with the skills to perform occupational tasks. Duration varies from few week to two years. It usually provides an allowance.
- Responsiveness of skills content to labour market requirements (LMI, employers involvement, core employability skills, recognized qualification) and interaction of in-classroom and workplace training.

### Delivery

- Public or private training centres, schools, community-based organization (off-the-job, classroom-based) and/or in enterprises (on-the-job).



# Employment offers/1

## Wage/hiring subsidies

### Key features

- Reduction in social security contribution or payroll tax; tax refund; or direct payment to the employer/worker to cover part or all the labour cost for hiring or maintaining workers;
- They can be of short- (to counteract low productivity signalling) or longer (1-2 years) duration (to allow the acquisition of skills), and usually impose additional conditionality on employers. Also used to transform temporary work into open-ended contracts (dual LM).

### Delivery

- Through the PES (caseworker assignment), tax or SS system to private enterprises.



# Self-employment offers

## Self-employment

- Advice on viable business ventures; training courses on how to establish and manage a small business; non-refundable grants; (refundable) credits; specialized support services (marketing, finance) and mentoring during the start-up period;
- Delivery is usually done through a funnel approach to progressively select those individuals who are really motivated to start their own business venture.
- The effectiveness of these schemes for disadvantaged groups is low.



# Apprenticeship offers

## Apprenticeship

- Programmes that blend training (on- or off-the-job) with work. Implemented for specific trades with a minimum period of time spent under the supervision of a mentor or expert worker. Duration varies from country to country, but programme may last up to two years.

## Key features

- Apprenticeship contract (duration, working hours, wage, social security, certification of competencies).

## Delivery

- Public or private training centres, schools and enterprises.

# Traineeship offers

## Traineeship

### Key features

- Period of work experience (from a few weeks up to 6 months) during which the learner receives training and gains experience in a specific field or career area;
- The trainee is considered a learner or a person who is working on a temporary basis to acquire on-the-job experience relevant to his/her studies and/or need to acquire a first work experience. Can be paid or unpaid, does not usually lead to a formal qualification;
- Organized in enterprises, public or non-profit institutions.

### Delivery

# QUESTIONS?



# Group work

Each of two groups has 20 minutes to:

1. Select a labour market measure targeting youth currently implemented in the country;
2. Discuss strong and weak features of the measure and its suitability to be included in a framework similar to the Youth Guarantee (scale, targeting approaches, quality of outcomes).

A plenary discussion will follow on how the labour market measure can be changed to better fit the local labour market situation and the target group.