



Facilitate transition from education/training to the labour market

Automation technologies create a higher barrier for young people to enter the labour market, as low and middle-skilled tasks and jobs are being gradually displaced by these technologies. For unemployed individuals that aim to re-enter the labour market following job displacement, upskilling or reskilling is needed. Thus, they approach education/training institutions to receive relevant training. For these reasons, policymakers should facilitate transition from education/training institutions into the labour market for youth and for the unemployed, thereby decreasing labour shortages, mismatches and burden on the welfare system.

Integrate relevant work experience into the education process

An effective way of bridging the transition from the education system into the labour market is by giving students real work experience.¹ There are multiple ways of doing this. Apprenticeships and work-based learning are good examples of how this can be done. Incorporating internships into education curriculums is yet another way this can be achieved. However, not all people looking to make the transition between the education system and the labour market fit into the category of young students, this being the pool of people usually targeted when implementing apprenticeships and internships. Unemployed persons undergoing training for reskilling or upskilling that facilitates their reintegration into the labour market should also be considered as possible beneficiaries. An example of how this can be facilitated is Short Cycle Professional Higher Education (SCHE) schemes. SCHE schemes allow for the training of the labour market outside of traditional learning institutions. Students who follow this trajectory can gain mid-level skills, such as becoming technicians, while on the job. Facilitating relevant work experience while still in the education trajectory can prove beneficial to employers, for example, who can ensure that potential new hires at minimum understand how they are expected to apply their skills.

Ensure that education/training courses focus on meta, social and technical skills

It is important that policymakers ensure that education and training courses focus on meta, social, and technical skills. Research demonstrates that these skills will become ever-more

¹ EUNEC. (2014, October 21). Bridging the Transition Between Education and the Labour Market. Retrieved 2022, from https://eunec.eu/sites/www.eunec.eu/files/event/attachments/report_1.pdf



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important in the future, considering the digital transition.^{2, 3, 4} Meta skills will help workers better learn new skills, regardless of what the skill may be, since meta skills refers to a person's learning skills. Social skills are also becoming more important, as they complement technologies which perform routine tasks but lack human tact. Moreover, technical skills are expected to become increasingly important, since being able to understand, manipulate, and integrate technology into everyday tasks will become increasingly required from workers. Thus, education policies should be designed to best try and implement pathways for teaching these skills. For example, digital skills (technical skills) requirements have already been implemented in elementary school curriculums to ensure that these skills are developed from an early age.

Encourage participation of young people in youth programmes

Youth programmes established throughout the EU Member States are typically dedicated to the promotion and execution of youth-oriented education and development programmes. The programmes aim to stimulate personal development, simultaneously increasing the chances at professional opportunities.⁵ These programmes operate on a local, regional, national, and international levels. Policymakers should encourage participation in youth programmes with the goal of helping youth to better develop relevant skills for work. Participation in youth programmes can be encouraged by, for example, making young people aware of their existence and highlighting their benefits. Additionally, the activities these youth programmes offer can in some cases be incorporated into specific educational courses.

Provide high-quality career counselling

Providing high-quality career counselling is of high importance, because it can offer insights into personal preferences, interests, and alignments that can help increase the probability of finding a good long-term match between an employer and an employee that guarantees job satisfaction.⁶ Career counselling can also include practical help in looking for a job, but it most importantly focuses on making students aware of what their skills are and what work they are most likely to find fulfilling. Besides provision of career counselling through Public

² European Commission. (2017). ICT for Work: Digital skills in the workplace, study prepared by Ecorys and the Danish Technological Institute. European Commission. Retrieved 2022, from <https://digital-strategy.ec.europa.eu/en/library/ict-work-digital-skills-workplace>

³ ILO. (2019a). Changing Business and Opportunities for Employer and Business Organizations. ILO. Retrieved 2022.

⁴ Ciarli, T., Kenney, M., Massini, S., & Piscitello, L. (2021). Digital Technologies, Innovation, and skills: Emerging trajectories and challenges. *Research Policy*, 50(7), 104289. <https://doi.org/10.1016/j.respol.2021.104289>

⁵ OYED. (2022). Organization for Youth Education & Development. Organizations for Youth Education & Development. Retrieved December 20, 2022, from https://www.oyed.org/index.php?en_about

⁶ DG Employment, Social Affairs and Inclusion. (2011). The European Commission Mutual Learning Programme for Public Employment Services. Brussels.



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Employment Services (PES), governments should encourage education/training institutions to offer these services to students. The education/training institutions are better aware of the type of skills/knowledge they provide, and they should inform students from the beginning on what career opportunities are available. In addition, it is relevant for education/training institutions to seek high employability of their graduates as this can be an indicator of the quality of education.

Support networking of students with potential employers

It is important to help students create professional networks, as this will facilitate the transition into the labour market. Studies show that people who have personal connections at places of work are more likely to acquire a job there than people who have no personal connections and simply respond to a job posting.⁷ Policymakers should support professional networking of students with potential employers and incentivise education/training institutions to assist in that. This could be arranged in a physical format or via digital platforms where networking can take place. Employers can also be encouraged to engage with students, as it allows them to identify and attract new, qualified workers.

Consider the following PILLARS and external resources to facilitate transition from education/training to the labour market:

Title and weblink	Authors and year	Description
<u>Work-based learning: A handbook for policy makers and social partners in ETF partner countries</u>	ETF, 2014	The handbook aims to assist policymakers and social partners—representatives of employers and employees—in comprehending methods to foster and enhance workplace learning. Its purpose extends to illustrating structured approaches for beneficial learning that not only aids learners, enterprises, and employees but also generates broader advantages for the labour market and the economy overall. Addressing entities external to individual enterprises, including policymakers, social partners, and vocational education and training (VET) institutions, the handbook offers practical guidance on facilitating and enhancing structured work-based learning within enterprises.
<u>The Value of Early-Career Skills</u>	Christina Langer and Simon Wiederhold, 2023	The authors have developed innovative metrics for early-career skills that outstrip current proxies by providing deeper, more comprehensive, and occupationally relevant insights. By utilizing Germany's detailed, standardized apprenticeship plans containing over 13,000 specific skills and their learning durations, the authors track workers' progressions using administrative

⁷ Is landing a job really about who you know? The Job Sauce. (2022, October 12). Retrieved December 20, 2022, from <https://thejobsauce.com/is-landing-a-job-really-about-who-you-know/#:~:text=A%20study%20completed%20by%20Lever,0.4%25%20if%20applied%20online>



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		data. Their research findings demonstrate the substantial rewards associated with cognitive, social, and digital skills acquired during apprenticeships, albeit with differing levels of emphasis. Moreover, the authors observe an increasing trend in returns for social and digital skills since the 1990s, whereas the ascent in returns for cognitive skills has been more moderate.
<u>ILO Toolkit for Quality Apprenticeships - Vol. 1: Guide for Policy Makers</u>	ILO, 2017	The ILO Toolkit enhances apprenticeship systems by offering guidance and practical tools for refining program design and execution. It equips policymakers and practitioners with concise yet comprehensive information to enhance the quality of apprenticeships they develop and implement. This resource serves as a valuable aid for those involved in crafting and executing Quality Apprenticeships, delivering essential insights and tools.
<u>21st century readiness for every student: a Policymaker's guide</u>	Partnership for 21 st Century Skills, 2011	This guide will help policymakers understand and define the principles behind fusing core subject knowledge and higher-order thinking skills. recommendations that reflect these principles will help policymakers support 21st century readiness for all students throughout a reauthorized ESEA and other federal legislation.
<u>The future of education and skills: Education 2030</u>	OECD, 2018	The OECD's Future of Education and Skills 2030 project aims to define the key competencies necessary for students to thrive and shape their world. Through collaboration with global stakeholders, the initiative developed a framework that aligns universally and ensures effective implementation. This ongoing project seeks to refine pedagogy, assessment methods, and instructional system design in accordance with this comprehensive framework.
<u>EU Youth Strategy</u>	European Commission, 2018	The EU Youth Strategy, founded on the November 2018 Council Resolution, outlines the framework for EU youth policy cooperation from 2019 to 2027. It aims to maximize the potential of youth policy by encouraging youth involvement in democratic processes and promoting their social engagement, ensuring all young individuals have the resources to participate meaningfully in society.
<u>Youth Participation</u>	UN, 2011	The document states the commitment and efforts by the UN to involve Youth more. It concludes with various points on which policymakers could improve to involve Youth.
<u>Career Guidance A Handbook for Policy Makers</u>	OECD and EC, 2004	The collaboration between the OECD and the European Commission offers policymakers tangible resources to address shortcomings in career guidance systems found in numerous countries. This publication simplifies complex policy matters and provides solutions to issues like restricted access, inadequate skill development, training mismatches, and service coordination problems



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	<p>within career guidance. It focuses on expanding access, enhancing information quality, aligning staff qualifications with policy goals, and bolstering strategic leadership to effectively deliver career guidance services.</p>
<p><u>Career Guidance and Public Policy</u> <u>Bridging the Gap</u></p>	<p>OECD, 2004</p> <p>The assessment adopts a wide-ranging viewpoint, centering on how career guidance aligns with national lifelong learning policies. It delves into guidance services spanning different life stages—youth, adults, and older individuals—and within various environments like education systems, communities, employment services, and workplaces. Stakeholders involved encompass not just governments but also employers, educational institutions, community groups, parents, students, and guidance practitioners. The findings are structured around four main inquiries: the importance of career guidance in public policy, strategies for improved delivery, resource allocation, and enhancing strategic leadership.</p>
<p><u>Better Connecting Students to Jobs: A Guide for Policymakers to Encourage and Support Integrating Competencies in Postsecondary Education and Training</u></p>	<p>Urban Institute, 2020</p> <p>Leveraging competencies to convey skills might streamline recruitment methods and establish an adaptable, cost-effective education structure with shorter-term credentials highly regarded in the job market, potentially culminating in degrees. There's a call for government and educational bodies to adapt their systems to accommodate this transformation. The report underscores strategies for policy and programs to promote and facilitate the integration of competencies into higher education and training.</p>