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Work Package 5: Policy development

Task 5.1: stock taking of employability policies during Covid

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WP5: Youth employability policies; two objectives

- Analyse EU and national policies that influence youth transitions, focusing on their effectiveness during crises
- Leverage the analysis to develop actionable, future-oriented policy recommendations, ensuring they are grounded in evidence and tailored to evolving conditions.

Task 5.1: What do youth employability policies have in common?

- Policies with effect on individuals (supply factors), on labour market / employers (demand factors), on education institutions (institutions)
 - Policy instruments: financial, regulation, organisation, information
 - Policy mechanisms: knowledge, skills, attributes, credentials, network
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- KR 5.1: Development of a typology categorizing various youth employability policies.
 - KR 5.2: A comprehensive review of macro-level policies and programs across each EU country (EU-28 + EFTA), detailing their scope and objectives.

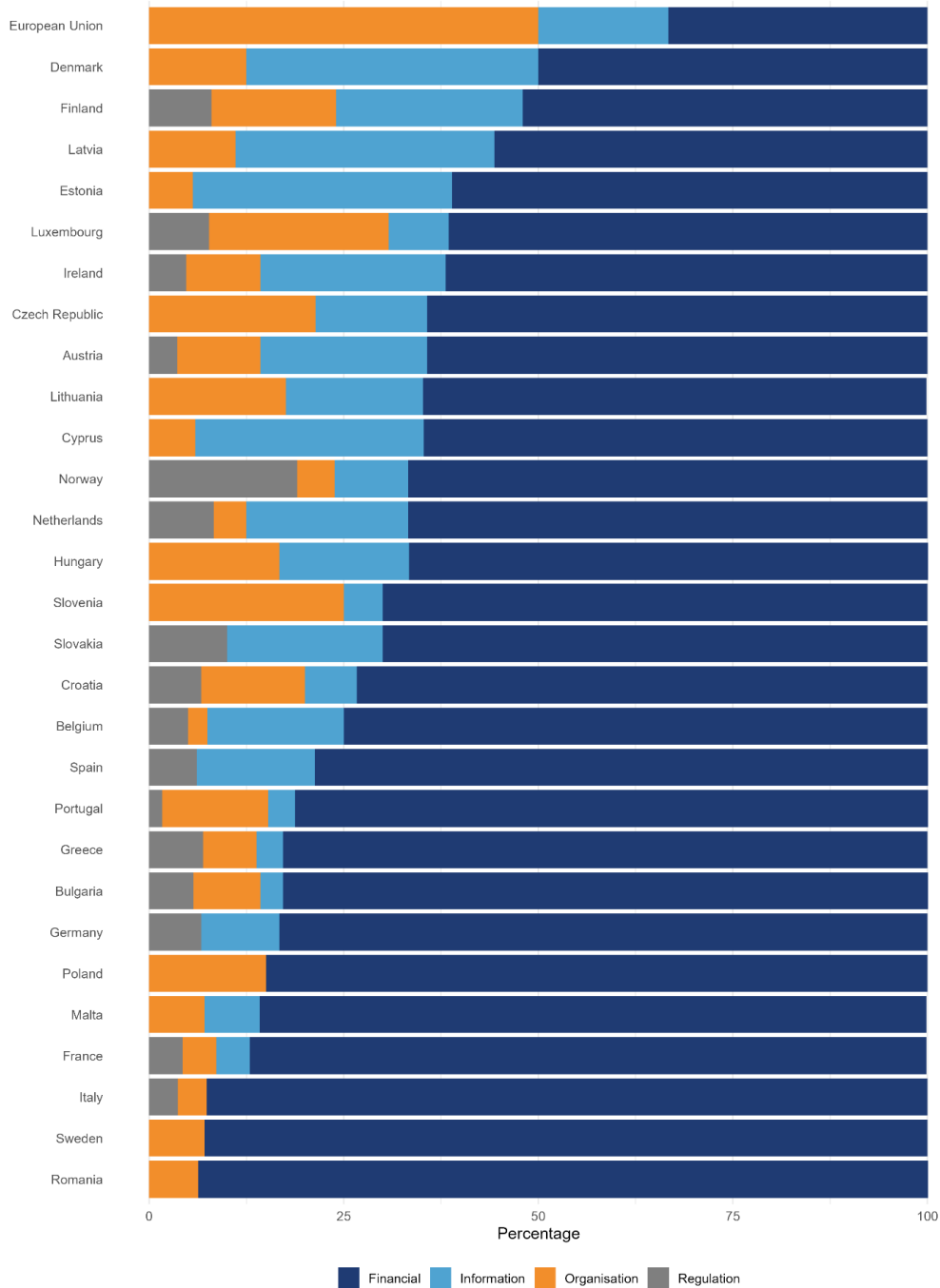
A framework to analyse youth employability policies

Indicator	Description
Country	Country where the policy has been implemented, or EU-level. Included are EU-28+EFTA countries
Region / Länder	[since we aim to have a strict focus on national or federal level, this indicator is in principle only for Belgium] If the policy was not implemented on national / federal level, this can be indicated here.
Origin of Policy	ALMP or Educational policy
Name of Policy in local language	Name of policy in local language
Name of Policy in English	Name of policy in English
Description of policy goal and rationale	<ul style="list-style-type: none"> • What problem does the policy aim to address? (e.g., Employment rate per age group, NEET rate per age group) • What is the desired end result? • No word limit, but stick to essence • In English
Policy context	Any information on the context in which the policy was implemented or adapted, particularly if the policy is connected to the Covid-19 pandemic. Information may also include the path dependency of the policy: what policy did it replace or enhance? Continuation of previous policy, policy in line with other policies, linked to political orientation of ruling government?
Target group	Is the policy addressing a specific target group, within the overall youth group (age 15-35). For example, specific age range, gender, social class, disability, ethnicity.
Eligibility	Specification and / or criteria to be eligible for the benefits of the (ALM) policy
Sector	Which sector is targeted by the policy: Apprenticeships, Higher Education, Labour market, Life-long Learning, Post-Secondary Education, Secondary education, TVET
Target organisations	Which institutions are targeted by the policy: Education system, Employers (companies), Individuals, Polytechnics / UAS, Universities, TVET.
Period active	Year implemented till year ended / replaced / discontinued, focus on policies implemented between 2019 and 2022.
Budget	As indicated in the average annual spending on the policy or as the costs of the entire period / programme, in the nation's currency.
Participant number	Annual participants stock

Policy focus classification	Classification of the policy, for example: <ul style="list-style-type: none"> • With effect on individuals; Supply factors • With effect on employers / system: Demand factors • With effect on education institutions: Institutions
Policy focus on transition	Focus on a specific youth transition <ul style="list-style-type: none"> • international mobility • education-to-work • education-to-education • education-apprenticeship-work • work-to-work
Policy instruments	<ul style="list-style-type: none"> • Financial • Regulation • Organisation • Information Policies can be linked to multiple instruments, but best to select closest to the policy.
Policy mechanism to affect employability	<ul style="list-style-type: none"> • Knowledge • Skills • Attributes • Credentials • Network
Policy evaluated	Has the policy been evaluated (also mid-term) after 2015 and on national level? (Yes, no, unclear)
Link to evaluation	URL or reference to evaluation report
Link to legislation	URL or reference to legislation
Sources other	Any other URL to information about the policy
Any other comment	Any other comment in relation to the policy

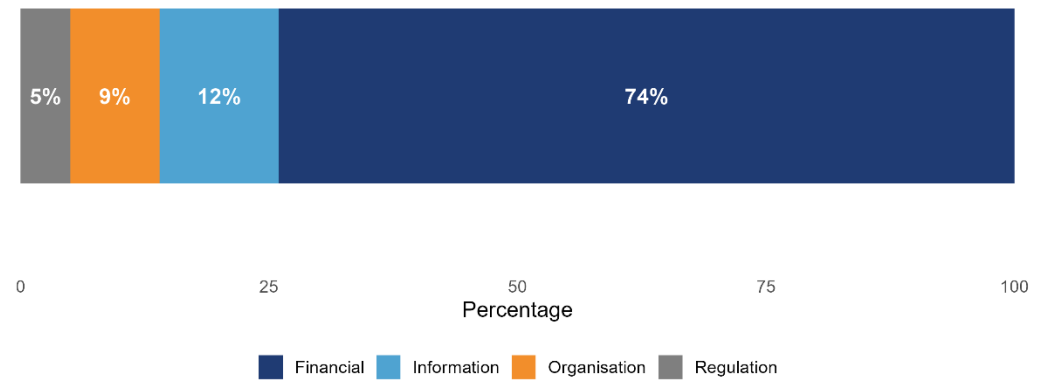
Task 5.1: Methodology

- Focus on 2019-2022 (Covid response), EU-28+EFTA
- Important sources:
 - OECD Education at a Glance
 - DG EMPL Labour Market Policy database
 - European Commission's Youth Wiki
 - CEDEFOP database
 - Websites of the national Ministry of Education
- Result: 700 policies, 300 related to education, 400 to active labour market policies



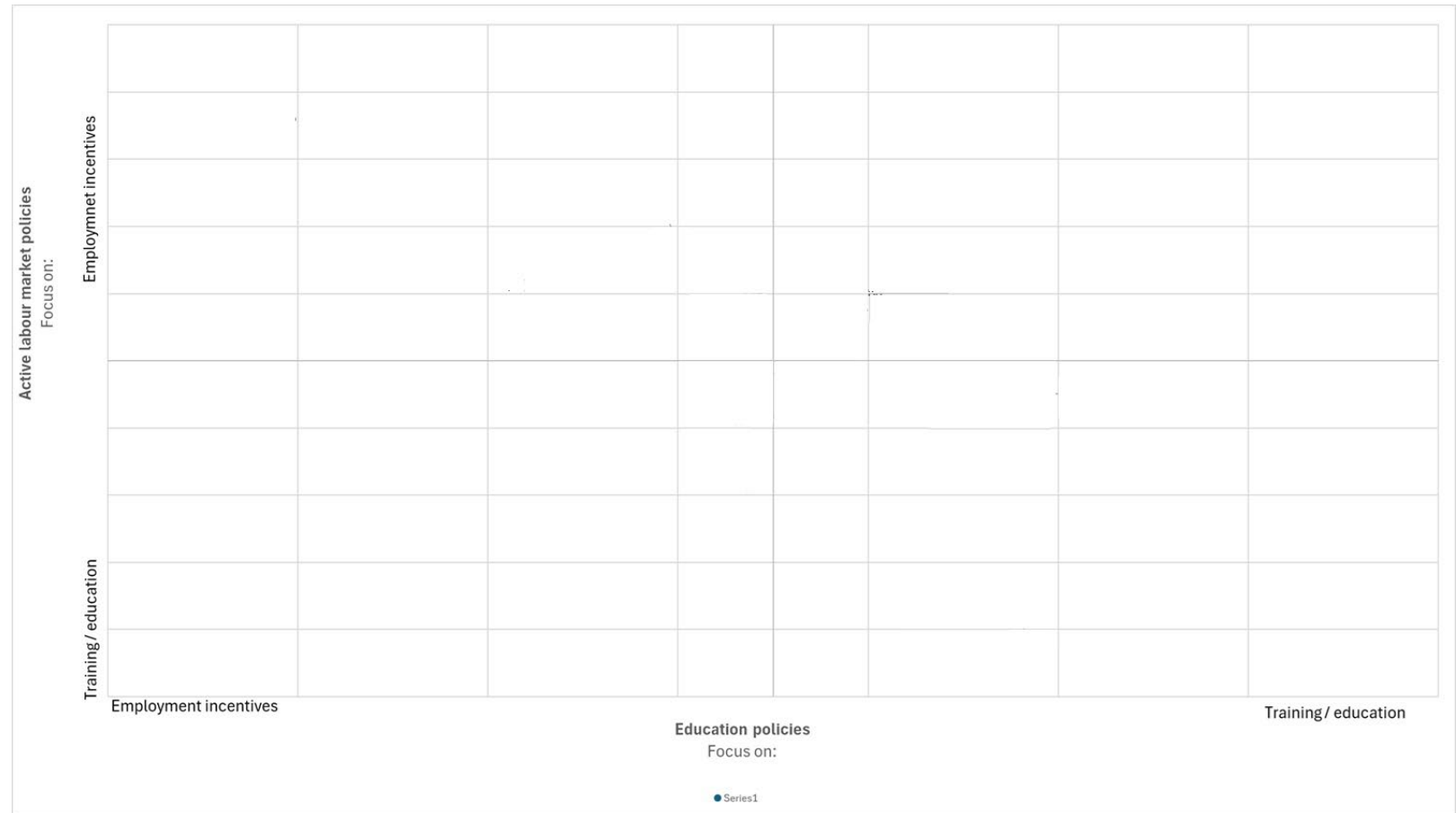
Outcomes

How Governments Promote Youth Employability (2019–2022)
Distribution of 672 policies across EU-28 and EFTA countries

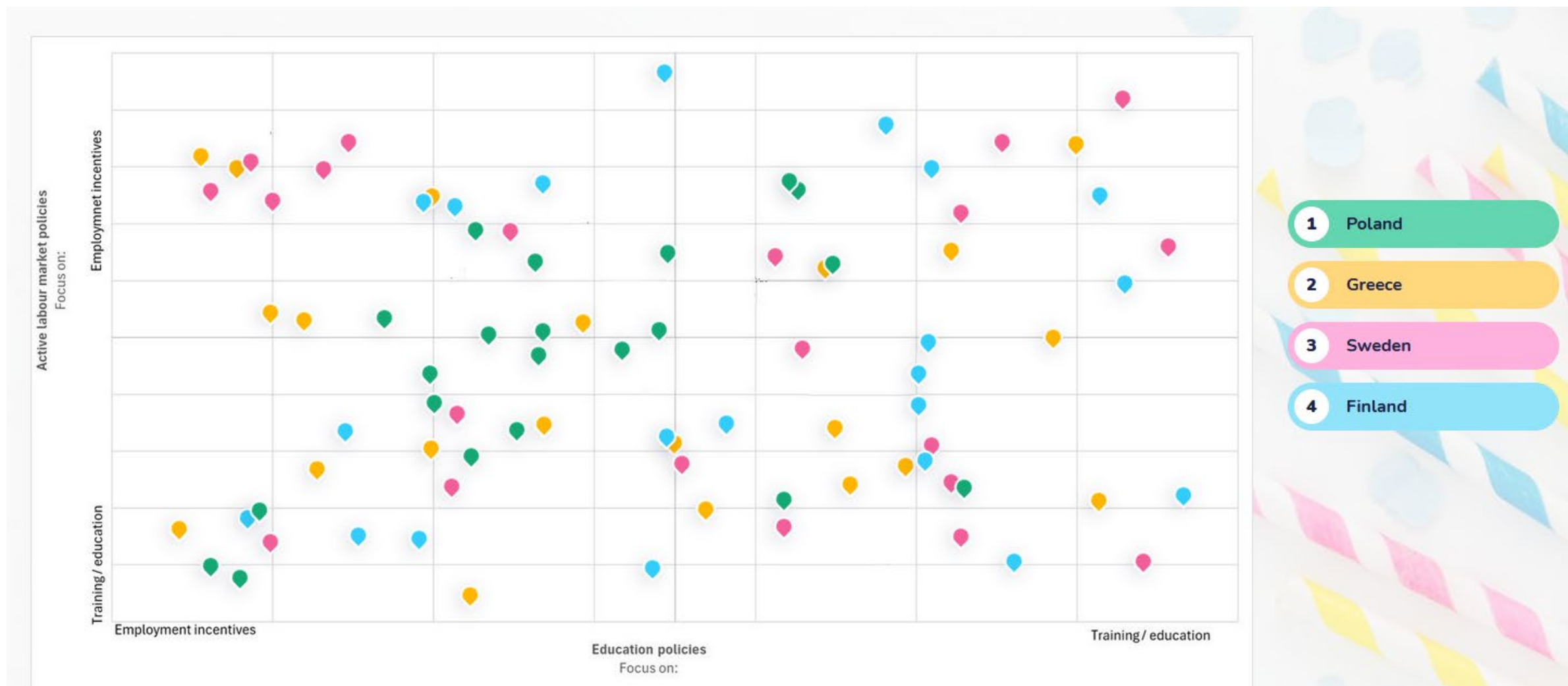


Typology

- Finding main distinctions in the data:
 - Active labour market policies
 - Employment incentives
 - Educational policies
 - Employment incentives: focus on demand and labour market aspects
 - Training / Education: policies on institutions and supply aspects, education sector

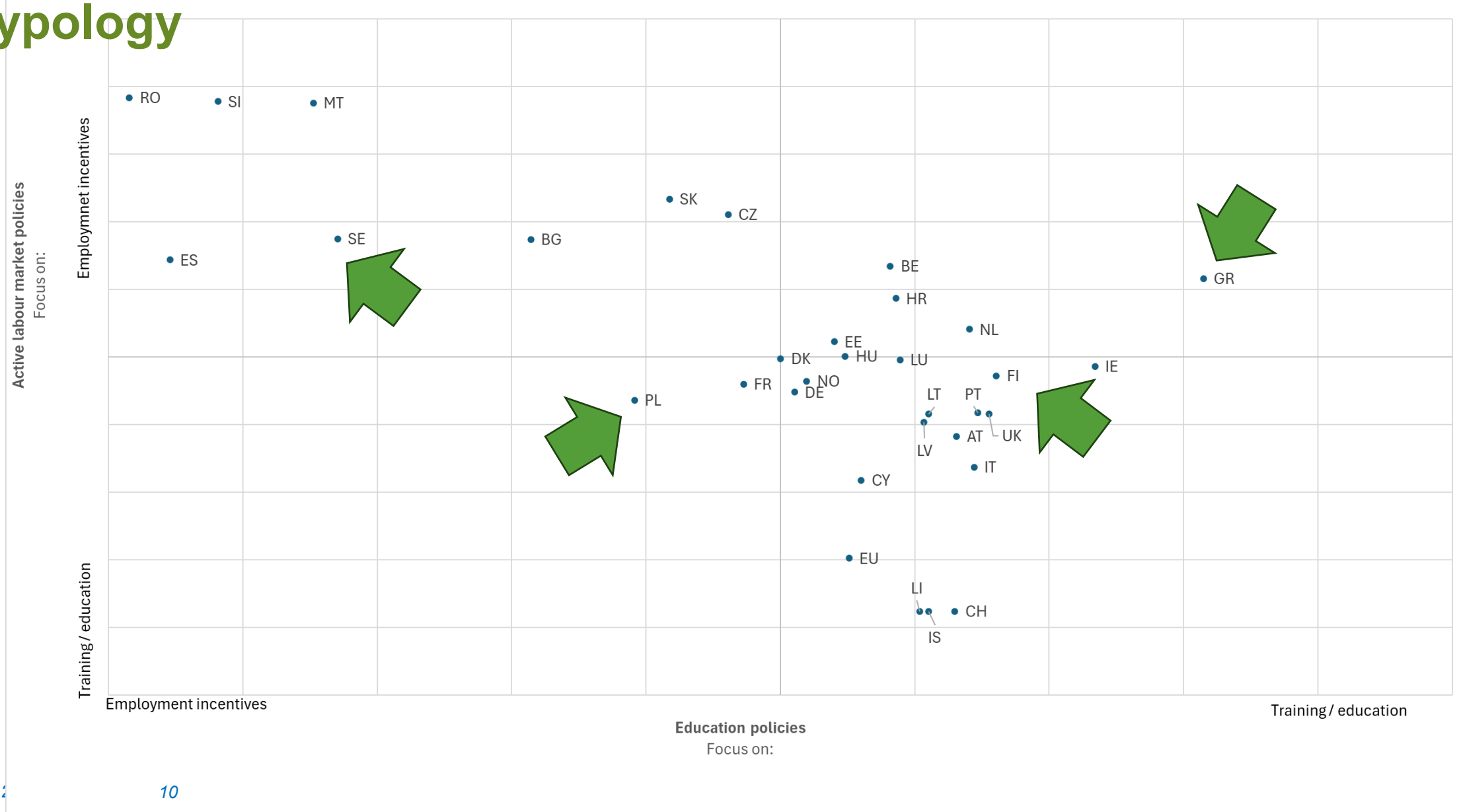


Typology





Typology



Conclusion and implication

- Many policy roads to youth employability
 - Policies emerge in local context: political / economical
 - Policy makers be aware of path dependencies
 - Policy cycles can be used to experiment; helps to be aware of other options
 - Focus on mechanism differ: education vs. employment incentives, and with that also the importance of the stakeholder groups (academic, government, industry, civil society)
- A balanced policy mix desired?
- Which policies are effective in times of crisis?