Policy on

Early School Leaving & Youth Unemployment

in relation to Career Guidance

Lodewijk Berkhout
Bram van der Kroon
Outline

• Macro economics of The Netherlands
Development of (youth) unemployment

Cyclical unemployment and structural unemployment

Unemployment and youth unemployment (ILO-definition)
Source: Centraal Bureau voor de Statistiek
Youth unemployment is low...

Long term youth unemployment (15 - 24 years),
Source: OECD
... and youth employment rates are high

Youth employment rate, 2014
Source: Eurostat, August 20, 2015
... and low percentage of **NEET’s**

**Youngsters not in employment, education or training (15 – 24 years), 2014**

Source: OECD
How the government stimulates employers to tackle youth unemployment

3 strategies in 3 minutes
Strategy 1: Education

Good quality education is essential...

Average score on literacy and numeracy in PIAAC, (16 – 24 year olds)
Source: OECD (2013), OECD Skills Outlook 2013, First results from the survey of adult skills
and so is involvement in education programs

"A key factor behind the successful labour market performance is the early labour market debut for many young people"

Source: OECD (2012), Economic Surveys The Netherlands
Strategy 1: Education

But there is more than cognitive skills...

Cooperate with colleagues; how to dress?; showing Initiative; providing a summary; saying no; using ICT; keeping promises; creativity; coping with stress; keep your workplace tidy; respect each other; listening; time management; starting a conversation; being convincing; explaining something; motivation; express yourself in a meeting; asking for help; reflect on your work; saying thank you; interpreting body language; negotiate; pro-active
How the government stimulates employers to tackle youth unemployment

Strategy 1: Education
Provide student with information about labour market perspectives
Strategy 2: Students

How to shape your career?

Career guidance competences
How the government stimulates employers to tackle youth unemployment

Strategy 1: Education

Strategy 2: Students
Strategy 3: Employers

Making arrangements with Employers
Local social system and employers

Young people in social welfare
Young people with low qualifications

1) Profiles/CVs of all clients
2) Long term relationship with employers
3) Match candidates and jobs
4) Evaluate, learn from each other
How the government stimulates employers to tackle youth unemployment:

Strategy 1: Education

Strategy 2: Students

Strategy 3: Employers
Outline

• 4 x mismatch
4 x mismatch: study, employment skills,...

Relatief veel jongeren kiezen voor studies waarweinig werk in is.

Veel jongeren hebben matig ontwikkelde werknemersvaardigheden, zoals sociale, communicatieve en ictvaardigheden.

Werkgevers vinden die vaardigheden vaak belangrijker dan een diploma.

‘Verkeerde’studiekeuze

Matige werknemersvaardigheden
...job search and basic qualification

75% van de openstaande vacatures wordt via netwerken vervuld, terwijl jongeren vaak met een eenzijdig cv vooral online naar vacatures zoeken.

Jongeren zonder diploma zijn 2 keer zo vaak werkloos als jongeren met een diploma.

Ineffectief zoekgedrag

Ontbreken diploma
Outline

• Early school leaving
Early school leaving

- It’s a regional approach, that takes in account difference in context
Early school leaving

But with standards/targets at the national level as well
Question:
But who, in the end, should be held responsible?

- The government at the national level?
- The schools?
- The government at the local level (municipalities)
Outline

• City Deal Youth Unemployment
Mismatch

Higher mismatch among youth that lives in deprived neighborhoods

For example
- Blue collar/whit collar
- Social network
- Communication skills
Discrimination on the labour market

- Differences in labour market succes caused by discrimination to a large extent
- Study succes ≠ labour market succes
- Pre-entry / post entry
- Employers prefer job candidates with native background, despite equal qualifications (SCP, 2010)
Unemployment rate of young people (age 25 – 30) that finished...
City Deal with five large cities

• Five cities as pioneers
• Test promising and/or innovative ideas
• For example:
  – Implementation existing instruments career guidance
  – Work Exploration
  – Parental involvement on child’s competences
  – Bridge ‘pre entry/post entry’ gap
City Deal with five large cities

- Proces
  - Top down VS. bottom up?
  - How to involve schools?

**Education**
- Secondary schools
- VET-schools
- Higher Education

**Government**
- Alderman/Mayor
- Policy Makers
- Social security agencies

**Researchers**
- To evaluate what works

**Intermediairs**
- temporary employment agencies
- Informal organisations (e.g. sport clubs, mosques, …)

**Employers**
- Bridge preconceptions
Question:

Please discuss the idea of a City Deal with your neighbours.

Formulate advice to the ministers on one of the following topics:

• How should education be involved?
• How should labor market (employers, social security agency, etc) be involved?
• Is the concept of a City Deal suited for this subject? Why?
• What works best: top down or bottum up? Why?
Thank you for your attention and participation