



*Business at OECD (BIAC)*

# **Business for Youth**

*Main Trends and Policy Recommendations*

*Annex: Compilation of Member Initiatives*

*May 2021*

## **How Business is making a difference for young people**

Integrating young people into the labor market is an essential pillar to the dynamism of labor markets and critical for the cohesion and sustainability of our economies and societies at large.

While we have achieved progress in advancing youth employment opportunities and integration into labor markets in OECD countries over recent years, the impacts of Covid-19 have had deleterious effects on our youth. In the current Covid-19 environment, young people in OECD countries are confronted with a double challenges as they face both disruptions in access to education, workplace learning and unprecedented challenges to enter the labor market.

Global business, including national business and employers' organizations are taking important actions to support young people making their perspective more promising. Our initiative "Business for Youth" aims to provide OECD with evidence and advice on how business is working together with governments and relevant institutions to support and integrate youth into the labor market.

In this context, we asked our global business network to share examples of the actions they are taking to support and empower youth in response to the Covid-19 crisis. In the context of our campaign, we have compiled youth-related initiatives received from our *Business at OECD* Member organizations and individual companies, with the aim to better identify how policy and international collaboration can further encourage and advance implementation of youth employment, education and training initiatives.

The initiatives our members have shared with us highlight a number of major trends and policy messages to help inform potential international coordination efforts going forward. We have drawn on the case examples included in this paper to identify major trends—identifying how the business community innovates to include young people into the labor market—and policy messages to advise future policymaking efforts.

Dialogue among governments, educational institutions, students and the business community is important to address youth unemployment. Cooperation is essential to tailor career orientation, bridge the skills gap, and show future students what it means to engage in higher education and what the real demands in the labor market are.

The OECD plays an important role in identifying and promoting policies that can help young people equip themselves with relevant skills and facilitate their inclusion into the labor market. We look forward to working in partnership with the OECD on this important endeavor.

## Main trends and recommendations

### 1. School-to-work transition

Supporting students as they enter the labor market is critical. Educational institutions and government policies have a significant role to play in equipping future generations with new skills, including hard skills, soft skills and transversal ones early on. Business and entrepreneurs need policies that can address current challenges and reinforce access to training opportunities. Business collaboration with governments will be essential to address emerging skills gaps and ensure skills are targeted to the requirements of rapidly changing labor markets.

#### Key Recommendations

- *Foster the ability for young people to be better prepared for their educational choice, to ensure a greater understanding of what job opportunities individual academic curricula may provide and what competencies are acquired through them.*
- *Promote opportunities for high-school students to engage in work experiences before graduating, with the objective to learn new skills, explore career paths and gain both work and life experiences.*
- *Encourage educational and training systems to improve learning experiences, update training models, and enhance opportunities for lifelong capability building.*
- *Establish flexible education and training systems considering the digital transformation and green transition processes, enabling students to combine education and professional work experiences.*

### 2. Access to apprenticeships

Apprenticeships are essential components to gain real world insights into entrepreneurial processes and economic activity. At the same time, they allow employers to recruit and develop a workforce with the skills set corresponding to their needs. Unfortunately, company closures and nation-wide lockdowns due to Covid-19 have reduced practical training activities in the form of apprenticeships and work-based learning. Government support schemes in the form of financial incentives to implement apprenticeship opportunities within a company can play an important role to encourage companies to offer apprenticeships. Adapting to a changing world, Vocational Educational Training (VET) institutions need to be responsive to employers' and individuals' needs and offer remote training opportunities when needed and possible or consider hybrid options.

#### Key Recommendations

- *Encourage vocational schools to connect companies with students as well as promote VETs as an attractive learning option via clearly defined routes with well-designed progression routes to higher qualifications within VET, as well as bridge programs into universities.*
- *Recognize vocational training as an indispensable pillar of dual training and an important partner for companies. Vocational schools should partner with governments and the private sector to provide the skills that are needed for the labor market and tailor vocational training curricular.*
- *Strengthen collaboration with the private sector and key stakeholders to foster apprenticeship systems and enhance flexibilities, increasing employers' capabilities in hiring young people and/or providing job learning opportunities.*
- *Promote policies that facilitate virtual or hybrid national and international apprenticeship schemes.*
- *Consider financial incentives for employers to support apprenticeship programs.*

### **3. Internships**

Employers in today's world heavily rely on resumes that illustrate relevant work experiences. Internships are a first step allowing students to gain practical experience and can be a win-win opportunity for students and companies. They provide students with real life experience and first-hand exposure to the workplace. For employers, internships offer an important opportunity to collect fresh ideas and look out for future employees. However, internship programs have suffered from Covid-19 as work placements have been limited, underlining the importance of showcasing best practices in the face of economic challenges.

#### **Key Recommendations**

- *Support initiatives aimed at encouraging companies to offer internship opportunities for youth.*
- *Identify investment and incentive programs that allow employers to provide internship and other training programs, including in growth sectors such as digital technology, green energy, and health.*
- *Foster remote and hybrid internship experiences to alleviate disruptions caused by the Covid-19 pandemic.*
- *Promote the benefits of adopting internship programs for companies and engaging with educational institutions.*
- *Showcase employers who successfully implement internship programs.*

### **4. Addressing skills gaps**

While employers already expressed concerns about the skills gap before the Covid-19 crisis, ensuring the right skills are available has become increasingly important to support the digital transformation and address shifts in the economy brought about by the Covid-19 pandemic. We need concerted policy action and close public-private dialogue to identify how educational institutions can align curricula more closely to current in-demand skills from the corporate world.

#### **Key Recommendations**

- *Identify and implement programs to address known skill gaps, related to both hard and soft skills, for which relevant classes could potentially be introduced at appropriate levels and provide valuable job experience to workers, post-secondary students, and youth in general.*
- *Foster regular dialogue with employers' organizations and incorporate feedback from employers on the practical needs of the labor market in education and training programs.*
- *Promote university-level programs tailored to in-demand skills for future positions, open to youth and adults through physical and digital platforms.*
- *Promote careers in Science Technology Engineering and Math (STEM) with a particular focus and effort to overcome gender stereotypes in this context.*
- *Conduct field research and create a predictive database of skills in order to redesign the content, method, frequency, and target audience of training programs in the most efficient and results-oriented manner.*
- *Promote training initiatives that allow students from diverse background to participate in them, in particular with a view towards providing equal opportunities to students from different socioeconomic backgrounds, geographical conditions, age, education level, and employment history.*

## 5. Youth entrepreneurship

Another promising way of integrating young people into the labor market is to foster youth entrepreneurship. However, young entrepreneurs who want to start a business can face significant challenges related to awareness, skills, finance, and networks for entrepreneurship given their lack of experience in the labor market and lack of a credit history. Tailored training and mentoring opportunities can help future young entrepreneurs better understand how labor markets work and what is needed to succeed.

### **Key Recommendations**

- *Encourage the infusion of entrepreneurial thinking into non-business disciplines at all levels of the education system from an early age and help nurture students' entrepreneurial skills, attitudes, and motivations.*
- *Raise awareness about national and international programs that support and promote youth entrepreneurship.*
- *Improve access to finance for young entrepreneurs through programs such as the provision of grants or financial incentives to start a business.*
- *Foster mentorship-based and tailored training schemes for students and young adults entering the labor market or starting their own business.*

## 6. Embracing digital transformation

Data driven innovation and emerging digital technologies are significantly impacting production processes and delivery of goods and services. The employability of young people depends on their ability to successfully navigate the demands of a rapidly digitalizing economy and the opportunities the digital transformation provides across sectors.

### **Key Recommendations**

- *Foster digital technologies and ways to use them to meet the demand for new skills by providing customizable learning materials for students and improving schools' technology infrastructure.*
- *Encourage digital mentoring, through education digitalization processes anchored in the development of digital culture, enabling young people to connect with teachers and prospective employers.*
- *Increase Investment in training teachers and managers, conducting pedagogical and technological mentoring needed to advance and thrive in the digital transformation.*

## ANNEX: Compilation of Member Initiatives

Country:	Australia
Member/Company	ACCI
Initiative	<i>Position on youth employment</i>

<b>Overview</b>
<a href="#">Budget will need strong youth employment focus</a>

<b>Key Messages</b>
<p>“Since the beginning of the COVID-19 pandemic, young Australians have lost their jobs to a greater extent than other age group.”</p> <p>“While the latest labor force figures demonstrate a fall in unemployment to 5.6 percent, the youth unemployment rate remains at 11.8 percent. The underemployment rate of this cohort is at 16.2 percent, bringing the underutilization rate for young people to an unacceptable 28 percent.</p> <p>“15-24-year-olds play a vitally important part of the labor market. Failing to support young Australians now will not just have immediate ramifications but will diminish Australia’s long-term labor force productivity.</p> <p>“There was a welcome emphasis on improving employment and productivity levels in the Federal Treasurer’s Pre-Budget address to ACCI last week. The \$1.7 billion childcare package announced subsequently is an example of the type of initiatives that can address participation and productivity.</p> <p>“We have identified a number of important additional steps the Government can take in the Budget to address the serious youth unemployment problem.</p> <p>“First, ACCI calls for a continuing focus on apprenticeships. The Government’s Boosting Apprenticeship Commencement subsidy has been outstandingly successful in creating apprenticeships and traineeships – for the first time in a decade we have seen real growth in these job and training opportunities. Extending the BAC subsidy at an effective level of support beyond September would see this success continue,” Ms. Lambert said.</p> <p>“Second, recalibrating the JobMaker Hiring Credit to incentivize the employment of young people struggling to get a job by removing the barriers to accessibility and increasing the subsidy rate. With growing labor and skills shortages, particularly in regional areas, we need as many people in the workforce as possible.</p> <p>“Third, improving the integration of Commonwealth programs that target unemployment of young Australians into a holistic youth employment approach.</p> <p>“We urge the Federal Government to use this year’s Budget to focus on Australia’s youth, ensuring they are not left behind in our post pandemic recovery.”</p>

Country:	Brazil
Member/Company	CNI
Initiative	Multiple Initiatives

Overview
<p><b>“Mundo SENAI” Vocational Education Marketplace</b></p> <p><i>PURPOSE</i></p> <p>Implement a platform that optimizes the provision of vocational and technological education courses and programs, in partnership with several institutions, in order to expand the scope of supply, ensuring the quality and adherence of the offers to the industry needs.</p> <p><i>BACKGROUND</i></p> <p>In a globalized world marked by continuous transformations that affect the productive systems, demanding continuous processes of professional updating and improvement, it has become important to increase and give visibility to the set of offers of vocational and technological education courses and programs in order to meet the most diverse demands of the industry, bringing together several partners and providers in a single digital space.</p> <p>Thus, SENAI has implemented a national platform, called “Mundo SENAI” (marketplace), which brings together different vocational and technological education institutions, with offers of courses and programs that meet the professional training needs of industries.</p> <p>The “Mundo SENAI” (marketplace) is a platform intended for the sale of educational services, bringing together 29 stores with their respective showcases, advertising their classroom, mixed, and distance vocational education courses all over Brazil, serving both individuals and companies.</p> <p>The “Mundo SENAI” (marketplace) platform for vocational and technological education in Brazil is a pioneer initiative and seeks to foster a better business perception by SENAI and its partners, by favoring and optimizing the relationship with customers, producing new businesses, and increasing the supply of vocational education courses and programs.</p> <p>The “Mundo SENAI” (marketplace) is presented as a new business model to provide solutions for the Brazilian industry, in accordance with different contexts and scenarios.</p> <p>Marketplace integrates the vocational and technological education ecosystem implemented by SENAI, enabling access to job vacancies offered in the industry and to the course catalog, both for interested young people and adults and for companies, providing a set of information ranging from vocational orientation, salary survey, professions guide, to the indication of the registration period for the courses.</p> <p>It is, therefore, a digital tool that has proven its relevance in intermediating the sale of vocational and technological education courses and programs and increasing the expansion of vocational and technological education in the country.</p> <p><b>SENAI in the New Secondary Education</b></p> <p><i>PURPOSE</i></p> <p>Expand the supply of vocational and technological education according to the demands of the industrial sector in the new secondary education.</p> <p><i>BACKGROUND</i></p>

One of the main challenges of the Brazilian public education is how to prepare the Brazilian youth for the changes of a constantly evolving world. To ensure a solid knowledge base then becomes the starting point for the development of a set of skills required for young people to be successful in their professional career and in their lives.

The secondary education reform, through Law No. 13,415/2017, established a new structure for this level of education, including the integration of a Common Core Curriculum (BNCC) to the offer of different education routes, focusing on the areas of knowledge and on technical and vocational training, in response to the expectations of adolescents and young people who will have to face the labor market after concluding the basic education.

The reform is a major advance in the regulatory framework of national education, aligning itself with good educational practices implemented in industrialized countries, which are concerned with the training of skilled labor for the productive sector. In the European Union, 48% of young people enrolled in the secondary education are also enrolled in some vocational education. In Brazil, this percentage is only 11%.

By adding relevant meaning to the last stage of basic education through professionalization pathways, the secondary education seeks to meet the expectations of the vast majority of young Brazilians who are in school today, but will not go to college. According to the Summary of Social Indicators (2018) published by the Brazilian Institute of Geography and Statistics (IBGE), only 36% of students who finished the secondary school in a public institution entered college.

Of the 15,018,498 students who entered primary school in 2019, only 65% finished secondary school. In this context, 35% neither finished the basic education nor entered higher education.

About one in four students is failed or drops out of school at the beginning of secondary school. In 2018, 880,000 students dropped out of school while 2.7 million students had to repeat a grade.

There are several factors that interfere with students staying in school. Among them, the lack of better future prospects and the low attractiveness of the secondary education cannot be overlooked.

The challenges that public schools face are not few, but the biggest one is to make them an effective agent of transformation in the lives of adolescents and young people who do not enter college. For them, the secondary education needs to be a terminal degree and provide a certification that will serve as a passport to the future, enabling the qualified insertion in the labor market after completing basic education.

The employment conditions of the young population also deserve attention. The unemployment rate of young Brazilians between the ages of 18 and 24 reached 27.1% in the first quarter of 2020, far above the overall average of 12.2% unemployment in the country in the same period.

The offer of robust professionalization pathways, integrated to the new secondary school, thus seek to respond to the challenges of a labor market increasingly affected by new technologies that are transforming the production processes of goods and services and that demand more and more qualified workers.

Within this context, SENAI pioneered the implementation, in partnership with the Social Service of Industry (SESI), of the new secondary education, by providing technical and vocational training courses integrated to the secondary school curriculum in line with the demands of the Brazilian industrial sector.

The experience, subject to the Vocational Training Evaluation System developed by SENAI, increased the proficiency levels in the students' performance, both in the curricular components related to general education and to the development of the professional skills required from the professional profiles for the conclusion of the technical and vocational courses.

Considering that, in Brazil, only 15.95% of the students in the secondary technical education graduate in engineering, manufacturing, and construction areas, it becomes essential to stimulate the supply of

vocational training that meets the demands of the industrial sector and that is able to contribute to a favorable environment for the resumption of the Brazilian economy growth.

Taking into consideration that vocational training for the industrial sector, especially with the emergence of new technologies and Industry 4.0, requires significant investments in the periodic training of teachers and the permanent upgrading of laboratories, machinery, and educational environments, SENAI, based on a successful experience, positions itself as an important partner of the public educational systems to implement the secondary education reform, thus ensuring a quality technical and vocational education for the industrial sector, which contributes to the increase in the employability rates of young people after they finish basic education.

Therefore, the aim is to strengthen vocational and technological education for the industrial sector in the Brazilian educational matrix, through the offer of vocational training courses and programs committed to the development of professional skills in line with new work contexts in the industry, whether by preparing the young people for the professions of the future or by implementing educational processes capable of supporting the requalification of workers to preserve jobs.

### **SENAI Program: “CONTRATE-ME” (Hire Me)**

**PURPOSE:** Support the labor intermediation process for the Brazilian industrial sector.

#### **BACKGROUND**

The need to support industrial companies' processes for recruiting and selecting professionals led SENAI to develop a digital platform, called “CONTRATE-ME” (Hire me, in English), which intermediates the labor force for the productive sector using technological resources that identify the job applicant's characteristics that are more suitable to the professional profiles sought for the job vacancies offered by companies.

The platform seeks to optimize the resources invested by companies in the process of hiring new employees, which, most of the time, requires a huge effort to conduct interviews to fill just one vacancy in the company. Through “CONTRATE-ME” (Hire Me) the recruitment process becomes more agile and assertive.

Through artificial intelligence, the program reviews the profiles of applicants for vacancies, analyzing their technical and social-emotional skills (soft skills), and then ranking the applicants based on the degree of adherence of their resumes to the expectations and culture of the companies.

The goal is to optimize the access of young people to the labor market, while meeting the real needs presented by industrial companies in the replenishment of their labor force.

The implementation of the tool was so successful that the companies also glimpsed the possibility of using it to manage the skills of their current employees, in order to identify skill gaps and guide processes for improving and retraining their employees.

One of the benefits brought by the platform is related to the increased employability of SENAI students and former students, who, most of the time, are the ones who meet the most the requirements established for job vacancies registered in the platform by the industrial companies.

The success of the tool “CONTRATE-ME” (Hire Me) led SENAI to maximize its reach by associating it with a virtual talent fair called Feira de Talentos – “CONTRATE-ME” (Hire Me).

The first edition of the event, held 100% online for 3 days in 2021, had an innovative virtual environment with stands, auditorium, and workshop rooms, and aimed to link professionals to vacancies available in the industry, as well as to promote employability for SENAI students and former students registered in the “CONTRATE-ME” (Hire Me) platform and other participants of the event.

More than 20,000 people pre-registered to participate in the event through the fair's landing page and 14,718 registered people participated over the three days. More than 49,000 candidates and 381 companies were registered on the "CONTRATE-ME" (Hire Me) platform. Twenty-seven large companies participated by exhibiting their activities in stands that could be visited by the participants. More than 1,000 job vacancies were opened, and 58 companies offered job vacancies during the event.

Three workshops were held, and 12 lectures were given with themes focused on insertion in the job market: "The professional profile of the future", "Post-pandemic challenges", "The importance of women in the job market", "Soft Skills", "How to face recruitment processes", "How to build a résumé", "How to use LinkedIn strategically", and "How to transform the world through innovative entrepreneurship".

## **SENAI + Digital Program**

### *PURPOSE*

The purpose of SENAI + Digital Program is to promote a major pedagogical transformation supported by digital resources. A new way of approaching vocational training, more flexible and customized, with intensive use of digital technologies that take into consideration the new public profiles, contemplating new ways of teaching and learning, and committed to the training of professionals properly qualified to work in Industry 4.0.

Therefore, we seek to promote the digitalization of SENAI Schools, making them more efficient and increasing the number of enrollments by using the digital resources already developed and managing, in a rational and intelligent manner, to use their installed capacity and increase their productivity and sustainability rates.

### *BACKGROUND*

The premise of the Digitalization of SENAI's Vocational Education is the use of all educational assets built according to the quality standards defined by SENAI's Vocational Training Methodology, based on the development of professional skills.

The effort to develop educational processes and products based on national quality standards started in 2012, and, today, this effort already reaches 32 technological areas served by the industry. These products and processes support the planning, development, and assessment of vocational and technological education throughout the SENAI System, ranging from initial training to higher education technology courses.

Currently, in all SENAI schools there are available 960 courses in the National Itineraries of Vocational and Technological Education, 65,000 hours of online courses, 1,156 Textbooks with Augmented Reality (AR), 30,000 learning objects and situations, 61 pedagogical training and technological updating courses for teachers, teaching kits and simulators, and a Vocational Training Evaluation System comprising theoretical and practical evaluation.

In order to ensure the interrelationship of the developed processes and products, a digital Vocational Education ecosystem that could gather and ensure that all these assets were connected was developed in parallel.

The first national digital platforms were deployed: the National LMS, the School Management System (SGE), the Google Ecosystem, the "MUNDO SENAI" (marketplace), the Adaptive Learning System, and Mundo SENAI integrated and used as a national platform.

The intended transformation required a school to "think" beyond its walls. The educational offerings now include synchronous and asynchronous classes and the intensive use of already developed technologies, associating online material, practical classes, simulators, e-books and augmented reality, and also ensuring the customization of the vocational training path by the student through adaptive learning.

This allows schools to, in addition to preparing a greater number of trained professionals, reduce the presence of students in their facilities, using more efficiently their installed capacity, and thus being able to increase their productivity and expand the supply of courses.

The digitalization of vocational education should ensure the streamlining of processes and decision-making from data-based evidence, bringing new perspectives to school management, considering three aspects:

- Digital infrastructure: Deployment of 4.0 labs (concept and application) and provision of connectivity for students and teachers anywhere (in schools or at home).
- Digital processes: Incorporation of Artificial Intelligence in the systems to ensure agility in the processes and assertiveness in decision-making from data-based evidence, bringing new perspectives to school management and educational operation.
- Digital mentoring: a vocational education digitalization process should be anchored in the development of a digital culture. A broad investment should be made in training teachers and managers and conducting pedagogical and technological mentoring to actually achieve a digital transformation.

The digitalization process of SENAI's vocational and technological education follows some megatrends for education:

- Technology-mediated grades (synchronous and asynchronous).
- Microlearning: short courses for quick and emergency training.
- Adaptive Learning: boom of customization in education.
- Application of XR (extended reality) technologies - virtual, augmented, mixed, and haptic realities.
- Learning Analytics: continuous data analysis for learning evolution through predictive and "advising" functions.
- Recognition of knowledge: certification.
- Need for "Low Cost" Courses: drop in income.

The use of all this technological infrastructure already available will help increase the portfolio of offerings of each school, reduce costs, and cater to the different ways of learning of each student.

### **Industrial Apprenticeship 4.0 : A new way to provide vocational training**

#### *PURPOSE*

Develop industrial learning programs in line with the demands of Industry 4.0, providing a more digital and innovative education to young apprentices, thus contributing to their employability.

#### *Legal basis for Professional Apprenticeship in Brazil*

Professional Apprenticeship in Brazil is subject to the Apprenticeship Act (Law No. 10,097/2000), which requires all medium- and large-sized companies to hire a number of apprentices equivalent to a minimum of 5% and a maximum of 15% of their staff whose vocational functions require training. By means of the Apprenticeship Contract, the employer undertakes to provide a technical-vocational training program to people over fourteen and under twenty-four years of age who are enrolled in an apprenticeship program.

#### *BACKGROUND:*

SENAI is a private, independent non-profit social service, managed by the Brazilian National Confederation of Industry (CNI), specialized in the provision of vocational and technological education courses and programs for industrial companies. It seeks to walk hand in hand with the economy, cooperating to achieve the goals of the society and the country, promoting the education of workers to meet the real demands of the productive sector.

The Brazilian industry has been experiencing some changes in its production and organizational structure with the spread of digital technologies and robotics, both areas associated with Industry 4.0. The acquisition and use of these technologies increase the productivity and competitiveness of industrial companies, and has been accompanied by changes in the manufacturing structure and management tools. With the growth of digital and automation technologies, companies will also seek to establish lean manufacturing and agile production processes.

In addition to the production and management structure changes, digital and automation technologies have brought great challenges involving changes in professional profiles and demand for new professionals. In general, digital and automation technologies will demand professionals with the following skills: material resource management, negotiation, programming, digital fluency, complex problem solving, systems analysis, and service orientation.

Being at the confluence of education and work, apprenticeship training should pay close attention to the changes caused by the impact of new digital technologies on the production processes of goods and services.

Therefore, it has become necessary to outline an apprenticeship program that meets the new demands of Industry 4.0 in order to offer programs in a more digital and innovative format, bringing together technical skills and socio-emotional skills, which are essential for today's labor market. The program combines online and classroom (in-person) education and, in addition to the specific workload of the course, it offers an additional 120 hours for the development of Industry 4.0 skills.

The program initially covered the technological areas of Metalworking and Information Technology, which are considered cross-cutting and important to various sectors. In Metalworking, the program gave to the apprentice access to the main technological innovations of advanced manufacturing processes. In Information Technology, the program comprised programming, coding, and testing of systems using artificial intelligence, developing integration, automation, and connectivity skills. In the context of Learning 4.0, 3 programs were developed (Mechanics 4.0; IT 4.0; and Advanced Manufacturing) with 12 possible offers.

With respect to vocational training, the apprentices in these programs can continue their progression pathway by enrolling in a technical course in Mechanics or a technical course in Internet of Things (IoT), for example.

The candidates to apprenticeship programs use a digital platform (Mundo SENAI) to register and participate in an online interview to talk about themselves: their likes and aptitudes; dreams and expectations; what they think about society and citizenship; what they do for leisure and health; how are their friendship and family relationship. Through the same platform, industrial companies will be able to announce vacancies and hire apprentices, identifying the socio-emotional characteristics of the candidates that best fit the company's profile.

If the company wants SENAI's support when selecting the apprentices, it will have a sophisticated process available that will make a prior selection of the candidates, considering the interests of both parties, through the use of artificial intelligence. This way, the company will receive a list of the most suitable candidates for the apprentice position.

The insertion rate of SENAI apprentices in the labor market was 85.9% in 2020. The income increase rate for apprenticeship graduates was 80.7%.

#### Key Messages

N/A

Country:	Czech Republic
Member/Company	VÍTKOVICE STEEL
Initiative	Multiple Initiatives

Overview
<p><b>VÍTKOVICE STEEL</b> is a leading European manufacturer of rolled steel products and the <b>largest manufacturer of steel plates</b> in the Czech Republic. The main production program includes heavy plates and shaped cutouts, which are produced in the sheet metal rolling mill, and sheet piles, which are produced in the heavy beam rolling mill.</p> <p>The company is the only <b>manufacturer of sheet piles in the Czech Republic</b> and one of only two manufacturers in the European Union. The production of heavy plates enjoys a strong market share in the key domestic market. Products undergo <b>quality control</b> in our own accredited testing laboratories that have the most advanced testing equipment. <a href="http://www.vitkovicesteel.com/en/">http://www.vitkovicesteel.com/en/</a></p> <p><b>Activities fit to the project Business for Youth:</b></p> <p>There are plenty activities in cooperation with the Universities, High and secondary schools. For our project could be relevant</p> <ul style="list-style-type: none"> <li>• Workshops “How to be prepared for the labor market”. How to prepare the C.V, how to be prepared for the interview, how to present her/himself, recommendation (tips, tricks) how to enter on the labor market.</li> <li>• Helping to acquire working habits during the studying – responsibility, to be a good colleague, H&amp;S, to cooperate</li> <li>• To facilitate access of the disadvantages young people to the education (financing of the personal assistants)</li> </ul> <p><a href="http://www.vitkovicesteel.com/en/pages/cooperation-with-secondary-school-and-university-students">http://www.vitkovicesteel.com/en/pages/cooperation-with-secondary-school-and-university-students</a></p> <p>But there are many others: flexible working contract for the studying young people, creating places for internship and, traineeship, benefits etc.</p>

Key Messages
N/A

Country:	Czech Republic
Member/Company	ČEZ Group
Initiative	Multiple Initiatives

Overview
<p>ČEZ Group is one of the leading economic entities in the Czech Republic, furthermore, it operates in Western, Central and South-eastern Europe, where, among other things, it operates the largest onshore wind farm in Europe, with a capacity of 600 MW. The main subject of ČEZ business endeavor is generation, distribution, trading and sale electricity and heat; trading and sale natural gas; provision of comprehensive energy services from the new energy sector; and coal mining. ČEZ Group is one of the ten largest energy companies in Europe, with more than 7 million customers and about 32.000 employees. Since it was established, more than 240 billion Czech crowns have been paid out to its shareholders in the form of dividends.</p> <p><a href="https://www.cez.cz/en/cez-group/about-cez">https://www.cez.cz/en/cez-group/about-cez</a></p> <p>ČEZ Group is a responsible and recognized employer and leader in the CSR activities. Influencing the employment rate in specific regions; as such, it organizes regular meetings with representatives of municipalities in connection with the expected course of our activities.</p> <p>ČEZ partners with educational institutions on a long-term basis, supporting especially those schools that provide technical education. Selected secondary schools and university faculties constitute our “partner school network”; collaboration with them is based on a written agreement. The collaboration involved a number of debates, lectures, and recruitment presentations; we strive to support schools by participation at open days or education fairs, where partner schools introduce themselves to potential students and their parents. A number of internship and in-house programs are organized for students, such as the Summer University, Innovation Marathon, or Big Step for college and university students and Nuclear, Power Engineering, and Distribution Finals and A Chance for an Engineer program for secondary school students. Each year ČEZ defines a list of the topics for the bachelor and degree works for the students of the high schools and offers studying programs for them.</p>

Key Messages
N/A

Country:	Colombia
Member/Company	ANDI
Initiative	<i>The Pacific Alliance Business Council Internship Program</i>

<p><b>Overview</b></p> <p>Program among the Pacific Alliance Countries (Chile, Colombia, Mexico and Peru) that seeks to promote youth employability through international internships: <i>The Pacific Alliance Business Council Internship Program</i>.</p> <p>Created in 2017, the program works with the alliance of more than 50 academic institutions in the 4 countries and has benefited more than 320 youngsters.</p> <p>We are the only no cost international internships program within the Pacific Alliance, created by the Pacific Alliance Business Council. As the pioneers of remote international internships in the region we work in line with the UN Sustainable Development Goals to boost youth employability and decent work by giving undergraduate students the opportunity of carrying out internships in international companies looking for regional talent.</p> <p><b>Vision 2020-2025:</b> By 2025 we plan to position the Pacific Alliance as the largest and most recognized no cost international internships program impacting the lives of hundreds of youth within the region, transforming the region's productivity dynamics and strengthening the dialogue between academia and private sector.</p>
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<p><b>Key Messages</b></p> <p>Foster youth employability and education in the Pacific Alliance Countries, promote mobility, multiculturalism and regional integration.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Promote the education and the development of abilities for work amongst the Pacific Alliance youth by giving them the opportunity of carrying out international internships in companies of the region.</b></li> <li>2. <b>Promote regional employability by connecting the youth with companies searching regional talent.</b></li> <li>3. <b>Shape global citizens who hold a deep sense of humanism and society, committed to the development, innovation and business progress of the Pacific Alliance Countries</b></li> <li>4. <b>Encourage labor mobility and cultural exchange between the Pacific Alliance Countries, transforming the region's productive dynamic with new talent capable of contributing to the most competitive global markets</b></li> </ol>
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Country:	Denmark
Member/Company	Confederation of Danish Employers
Initiative	Multiple Initiatives

Overview
<p><b>Introduction</b></p> <p>The demographical changes around the world have a significant impact on the labor market which is why it is essential to smoothen young people's entrance into the labor market. The following cases are described below: 1) reducing unemployment among recent graduates, 2) roofer internship programme for unemployed and 3) Danish Employers 'DA Open Company'.</p> <p>Among other initiatives, it can be mentioned that universities in Denmark also have different company dating events. An example hereof is "Spækhuggeren Karrieremesse" which is placed directly at Campus Fuglsangs Allé Aarhus University and targets future economists and business economists. This event gives companies an opportunity to meet the students face to face and recruit potential future employees.</p> <p><b>10 recommendations to reduce unemployment among recent graduates</b></p> <p>For several years recent graduates have had difficulties to enter the labor market and with COVID-19 there is a risk of an increasing unemployment rate among recent graduates. Therefore, a partnership consisting of the Danish Association of Masters and PhDs, the Confederation of Danish Employers, the Confederation of Danish Industry, and the Danish Chamber of Commerce has published 10 recommendations to reduce unemployment among recent graduates. The 10 recommendations are the following:</p> <ol style="list-style-type: none"> <li>1. Prioritize concrete matches between unemployed and companies within industries with job opportunities.</li> <li>2. Companies should be open to hire fresh graduates.</li> <li>3. The maximum duration of an internship at a company should increase from 4 to 8 weeks for recent graduates on unemployment benefits.</li> <li>4. A temporarily and targeted bonus scheme should be introduced to companies which employ and retain recent graduates from educations with high rate of graduate unemployment.</li> <li>5. Career counselling and career planning at the universities should be strengthened by giving counselling prior to bachelor's and master's degrees.</li> <li>6. Improve the students' knowledge, contact and cooperation with the labor market during study programs.</li> <li>7. Help the students to begin active job search before completing their education.</li> <li>8. Better opportunity for graduation during the year.</li> <li>9. Revised model for unemployment-based dimensioning.</li> <li>10. Continuously focus on the need of more study places in study programs with low rate of graduate unemployment.</li> </ol> <p><b>Roofer internship programme for unemployed – company initiative</b></p> <p>The roofer internship programme is a recruitment process which benefits both the roofing industry that suffers from shortage of labour and provides the unemployed with an opportunity to get a fresh start in an industry with good job opportunities and security. The recruitment process collaborates with companies around the world, that carries out roofing work.</p> <p>The recruitment process helps the unemployed to enter the labour market or the educational system. The internship for the unemployed is about acquiring professional skills and learning how to act and build professional relationships with colleagues, but also to be able to carry out a job and achieve success.</p>

Furthermore, the internship equips the company to receive the unemployed. During a two-day mentor and mentee education, the director of the roofing company receives a toolbox which should help him or her to communicate and guide the new employees.

### **Danish Employers ‘DA Open Company’**

‘DA Åben Virksomhed’ (‘DA Open Company’) is an initiative by The Confederation of Danish Employers with the aim to improve the engagement and motivation of children and young people choosing educational paths within Science, Technology, Engineering and Mathematics (STEM). Further engagement will lead to enhanced STEM learning and career orientation. ‘DA Open Company’ develops STEM learning for classes in primary school, secondary school, and high school, where visiting and learning within a local company is part of the course.

When children and young people discover how STEM qualifications acquired by learning and training at school are used by companies “in real life” it makes more sense to learn. This can motivate students and affect their future choice of career. Ultimately this initiative has the purpose of influencing choice of education and career and thereby enhance the work force with Vocational Education and Training (VET) or higher STEM education.

For each ‘DA Open Company’ course DA has made agreements nationwide with several companies within a sector, which all have agreed on participating in the course. The companies in general find it attractive to engage in this initiative and it gives them an opportunity to be an active part of their local educational system and in a direct way take responsibility for their industry’s future access to skilled employees.

‘DA Open Company’ offered the first courses from summer 2019. Now 23 different courses are available and currently almost 500 places to visit companies for schools, upper secondary schools and high schools can be found at [www.aabenvirksomhed.dk](http://www.aabenvirksomhed.dk). Possibilities can be found within 96 of the 98 Danish municipalities.

### **Key Messages**

The main goal of the initiatives mentioned is to match the labor supply with the labor demand by

- reducing unemployment among recent graduates
- matching unemployed with sectors and industries in labor shortage
- engaging children and young people to choose STEM topics.

It is important to engage and help well-educated and skilled people to enter the labor market because there is a lot to gain both for society and for the individual due to fewer on social benefits and due to more people working for the benefit of companies and the economy. The recommendations proposed range from career counselling during study programme, to employers’ willingness to hire recent graduates and to prioritizing company-oriented matchmaking where the competences of the recent graduates are matched better with the employers’ shortage of labor.

Furthermore, to increase labor supply it is relevant to focus on matching the industries and sectors lacking labor with the unemployed by providing and further educating the unemployed so they achieve the necessary skills to be a good match for the relevant industry or sector.

In recent years the demand of candidates with STEM educations and competences has increased. To accommodate the demand young people’s and children’s motivation for STEM educations must be improved. A further engagement will lead to enhanced STEM learning and career orientation. Developed STEM learning classes in primary school, secondary school and high school is an element to influence choice of education and career and thereby enhance the work force with Vocational Education and Training or higher STEM education.

Country:	Denmark
Member/Company	DI
Initiative	<i>Multiple position statements</i>

<b>Overview</b>
<p><a href="#">Denmark needs more young people and adults to complete a relevant vocational education, and for companies to create more internships - especially in the technical areas.</a> (In Danish)</p> <p><a href="#">Higher education</a> (in Danish)</p> <p><a href="#">Young people's choice of higher education</a> (in Danish)</p>

<b>Key Messages</b>
<p><b>On Vocational Training:</b></p> <ul style="list-style-type: none"> <li>• Multiple apprenticeships do not do it alone. There is also a need for more students applying for apprenticeships. Therefore, it is important that more people choose a vocational education and training program in the areas where there is a need for more skilled workers.</li> <li>• DI has also, in collaboration with the trade union movement, agreed on opportunities to lift the unskilled to the skilled through the collective agreements and carries out joint activities in the industrial areas through the collaboration Hands-on, which draws attention to the possibilities within vocational education and training.</li> <li>• The vast majority of students in vocational education today complete their entire practical training in a company through an apprenticeship. The remaining students complete the practical training in a combination of school and company internship.</li> </ul> <p><b>On Higher Education:</b></p> <ul style="list-style-type: none"> <li>• DI wants a flexible education system where it is possible to combine education and the labor market, e.g. via good opportunities for internships and project-oriented courses, via the business master's program, or via the extended legal requirement, which gives bachelors the opportunity to take a few years in the labor market before they may return to their studies again.</li> <li>• Companies must be able to attract highly qualified employees. This applies regardless of whether they are located in Copenhagen or Als. That is why we must have high-quality educations throughout the country. However, the regional distribution of education must not compromise on quality. That is why DI works to ensure that we maintain highly specialized environments where there is a need for it.</li> <li>• The language of instruction in the programs must suit the international work environments of the future. Therefore, educations must be offered in both Danish and English. English-language educations allow us to admit international students and participate in exchange programs. As a small, open economy, we need an international outlook.</li> <li>• DI believes that young people should be better dressed for the educational choice. They must have greater knowledge of what job opportunities the individual educations actually provide and what competencies one acquires. Here, educational institutions, students and the business community play a crucial role, and they all have a responsibility to help show future students what it means to take a higher education and what is in demand in the labor market.</li> </ul>

Country:	Egypt
Member/Company	Federation of Egyptian Industries
Initiative	National Initiative for Youth Employment

Overview
<p>We have launched, last November, a national initiative targeting creating new job opportunities for youth, especially for women in the disadvantaged villages in Upper Egypt and for migrants and refugees.</p> <p>We find that the main challenges facing employment of youth are represented in the following: severe lack of experience, a very weak level of education, very limited entrepreneurial opportunities in the impoverished areas, with no access to finance and low salaries. Youth from migrants and refugees are much more vulnerable towards these challenges for many reasons.</p> <p>According to IMF, raising the participation rate of women in the workforce to the level of men would boost Egypt's GDP by 34%. This comes at a time when the female participation rate in the workforce is 23.6% in 2019, while the male participation rate is 76.4%.</p> <p>Convinced with the vital importance of partnership, we have decided to use our members (100 000 industrial companies) and CSR network from banks and all kind of companies in addition to our international partners (ILO, IOM and UNFPA) to empower youth to be able to get employed.</p> <p>NGOs have provided us with candidates from women, refugees and migrants.</p> <p>We reached to a deal with our member factories to provide “on the job training” up to 4 months, to offer transportation to the youth, social security coverage and a one-year – at least - labor contract.</p> <p>We have convinced our CSR network to allocate part of their budgets to finance the training costs of the youth so that we can pay the trainees an adequate training remuneration and decent work conditions during the first 4 months which will alleviate the financial burden on the factories.</p> <p>We have succeeded in November and December 2020 in training and hiring 250 women in RMG sector. This has done in cooperation with the UNFPA with the objective to fight early marriage through providing financial resources to young women.</p> <p>We have trained and hired in Feb. March 2021, 100 youth (80% women) in two RMG factories in 2 villages in cooperation with the biggest bank in Egypt; the National Bank of Egypt In April, in cooperation with the IOM, we have launched a new program aims at empowering migrants and Egyptians, through providing them with vocational training opportunities and employment skills, to increase their chances of absorption into formal labor market.. The Minister of labor has shown flexibility and full support to facilitate the legal procedures related to training and employment especially of migrants.</p> <p>In May 2021, we have started a new cooperation with the ILO to train and hire 200 youth from refugees and host communities.</p>

Key Messages
N/A

Country:	Estonia
Member/Company	Estonian Employers' Confederation
Initiative	Multiple Initiatives

## Overview

The question of next generation of workers cannot be merely a public responsibility and employers are becoming more actively involved – it is part of the social responsibility which coincides with the interests of the employers themselves.

Our main role is to promote internship and apprenticeship to **employers**. We analyze internship and apprenticeship programs from the viewpoint of employers. In cooperation with employers and Ministry of Education and Research we improve the apprenticeship system We arrange seminars/briefings in different county halls/centers targeted for employers. We also attend business conferences and other events and share the information about work-based learning.

We also see as a target group **young people**, who haven't yet made decisions about their education, career or line/place of employment or who are prone to improve their education and acquire a (new) vocation/profession or to continue with their uncompleted studies. And of course - the groups who **influence** the youth the most are the parents, the teachers, the close ones.

We participate in **job fairs** which are organized by the unemployment insurance fund. We organize **study visits to companies**.

### **Recognition of companies providing best internship and workplace-based learning opportunities.**

The Estonian Employers' Confederation is organizing the competition of the Best Internship Provider for the sixth year. The aim of the competition is to recognize companies that provide students and vocational students with internships and apprenticeships.

Recognition is beneficial for the company because of publicity, exclusivity and it is showing the exceptional nature of the company. The employer who has received the prize has the right to use the specially designed labels on his website, promotional materials, publications and products which makes their company more attractive for students.

More than 25 thousand vocational students and almost 43 thousand students study in Estonia, and they all have to complete an internship during their studies. Consistent co-operation between schools and employers is the only guarantee that the education provided meets the real needs of the labor market. An internship is actually a win-win situation and an opportunity for both the trainee and the workplace. A successful internship will hone the skills required in the position being studied, but it also brings novelty to the company and allows to notice excellent trainees, who will later be hired for the team.

The best internships are selected in four categories: the main prize, or recognition as the Best Internship Provider, is awarded to an employer who has systematically and consistently engaged in the provision of internship and workplace-based learning and has shared their knowledge with others. The award for Best Regional Internship Provider will be awarded to an employer whose activities have also benefitted the local community. Recognition for the Best Small Business Internship will be given to an employer who, despite their smallness, addresses the topic systematically and consistently and sees it as an opportunity to grow their business. In addition, an award will be given to the Best Provider of Internships for Foreign Students.

Enterprises, vocational education institutions, universities of applied sciences, and universities are invited to nominate enterprises and foundations that have provided internship or apprenticeship opportunities during 2020.

In addition to the award, the employer receiving recognition as the Best Internship Provider will be presented with a special label to use on their website, in promotional materials, and publications. The

competition is organized by the Estonian Employers' Confederation in cooperation with the Education and Youth Board and the Ministry of Education and Research. The competition is funded by the Republic of Estonia, the European Social Fund, and the Estonian Employers' Confederation.

### **Recognition of the best apprentices and interns – Praktik Cum Laude**

Employers introduce their candidates with arguments and reasons why this particular student is the best. Applications will be evaluated by the prominent executives and professionals; candidates can also collect points from social media. <https://www.facebook.com/PraktikCumLaude>

This is followed by the award ceremony and the media coverage, where one can promote, talk about and share the views what makes the intern/apprentice valuable and issues the intern/apprentice must take into consideration.

### **Consistent information share**

We issue a quarterly newsletter on internship and apprenticeship for CEOs and HR- managers (the newsletter can be subscribed by all other interested persons). We publish news about apprenticeship resp. news related to labor market, experience stories and other information on an ongoing basis in various mailing lists and on channels targeted for employers, as well as in the media. Special feature about experience stories of workplace-based learning published once per year as appendix of a national newspaper.

We have a subpage on the website of the Central Federation of Employers' which gathers all the necessary and practical information on workplace-based learning for the employer – FAQ, laws and regulations, good practices, the recommendations of the experts, etc.

### **Cooperation project**

Estonian Employers' Confederation, Estonian Association of Construction Entrepreneurs and three vocational schools have founded a joint project to establish a new internship system for vocational training specialties in the field of construction. The latter brings together all major Estonian construction companies and is a professional in this field. The employers also proposed to co-operate with several schools so that both schools and entrepreneurs across Estonia would have a more uniform understanding of the practice and its goals in construction companies. The project envisages the training of a total of one hundred construction practice supervisors from both schools and companies, network cooperation meetings and study visits to construction sites Ten top specialists from companies belonging to the Estonian Association of Construction Entrepreneurs are involved in the teaching, each of whom gives lectures or supervises practical training at the school for at least four hours, and 15 teachers do internships in construction companies. Before the start of the instructor training, the construction teachers and partners of the three schools will meet in order to agree on the organization of the internship. The goal is to make it easier and smoother for the company to accept a trainee, regardless of whether the young man or girl comes from Jõhvi, Tartu or Tallinn.

The project is funded by the European Social Fund through the Education and Youth Board (Harno: <https://harno.ee>) application round "Supporting cooperation between employers and educational institutions in developing the internship system". The project will end on June 30, 2022. A total of 32 projects from 16 vocational education institutions and 12 higher education institutions were received in this application round.

### **Key Messages**

N/A

Country:	Finland
Member/Company	EK
Initiative	Multiple initiatives

## Overview

### Responsible summer job

In Finland we have a long tradition of offering summer jobs for youth. Confederation of Finnish Industries EK started “responsible summer job” -campaign back in the days. Currently the campaign is run by a company called Oikotie and EK’s role is to be one of the main partners. You can read more about the campaign from here: <https://kesaduuni.org/responsible-summer-job/>

The main function of the campaign is to challenge employers to offer more summer jobs of better quality to 14-29-year-old youth. All in all, the campaign is already engaging over 540 employers. The main partners in 2021 are S-ryhmä, Elinkeinoelämän keskusliitto, T-Media, Kun koulu loppuu and Talous ja Nuoret TAT.

### Summer job coupon

Most of the Finnish municipalities have created low threshold ways to help youth to get summer jobs. One common way is to offer a coupon for youngest persons (usually ages 15-17) to get a summer job. The idea of the coupon is that it has a value and youth can provide it to a company (or any other organization) that hires youth for summer job. Then the company can have all or part of the pay compensated from the municipality by the coupon. For example, the city of Vantaa in the capital region offers a coupon worth of 300 euros for every 9th grade pupils (15-16 years old). Minimum pay for two weeks summer job is 450 euros, so a company can have 2/3rd of the pay compensated.

Management of the Responsible Summer Job campaign was transferred in 2015 from the Finnish Children and Youth Foundation to the Economic Information Office and T-Media. In 2017 the campaign had an unprecedented amount of participants, with 371 employers involved. Collectively they generated more than 55.000 responsible summer jobs. In 2019 the corresponding numbers were 550 employers and almost 100 000 summer jobs. In 2018 the campaign was transferred to Oikotie Työpaikat.

## Key Messages

The participating employers commit to the six principles of a good summer job, ensuring a positive experience for both the employee and their employer. For employers – summer jobs are a unique opportunity to make good first impressions on future employees. By acting responsibly with summer jobs, the employer can guarantee that the company is appealing in the future when the competition for knowledgeable manpower increases.

The general public also expects responsible actions from employers. The Responsible Summer Job campaign is a good way for the employer to demonstrate and communicate their values to the public.

For young people – the logo of the Responsible Summer Job campaign is a promise of a successful summer job experience. A Responsible Summer Job does not only help youth earn their own money, but it also develops essential skills and generates a positive outlook on future working life.

Country:	France
Member/Company	MEDEF
Initiative	Multiple Initiatives

Overview
<p><b>INITIATIVES BEFORE THE PANDEMIC COVID-19</b></p> <p>MEDEF and its members are longstanding and active players of youth integration into the labor market. <b>For many years, MEDEF and its members have set up numerous initiatives</b> in order to increase the rise of apprenticeship's contracts and to reinforce the bridges between Education and Business.</p> <ul style="list-style-type: none"> <li>• <b>Apprenticeships</b></li> </ul> <p><b>In France</b> the apprenticeship system was facing various difficulties among others :</p> <ul style="list-style-type: none"> <li>- Apprenticeship was not perceived as a pathway of excellence</li> <li>- It mainly concerned only certain sectors : building, metallurgy, catering</li> <li>- It focused on so-called "low-skilled" jobs / manual works</li> <li>- It responded to a logic of grants financed by the apprenticeship tax but not to a logic of benefit or contract for a project</li> <li>- There was a multitude of skills, actors, funding.</li> </ul> <p><b>For all these reasons MEDEF was involved and supportive of the reform launched by the government in 2018 aiming at removing the technical barriers and enhancing the attractiveness of apprenticeships in order to expand them on a massive scale.</b></p> <p><b>Medef and its members carried out numerous awareness-raising actions among business leaders to promote apprenticeships:</b></p> <ul style="list-style-type: none"> <li>- Launch in <b>2014</b> of a campaign called "Beau Travail" in order to promote apprenticeships through short films to young people.</li> <li>- Creation of "The Apprenticeships Channel" in <b>2016</b> in order to promote apprenticeships among young people (available on Youtube and social networks).</li> <li>- Launch for the 2nd consecutive year, an action in partnership with the Tour de France in <b>2017</b>, in addition to a communication campaign on television and on social networks.</li> <li>- Launch in <b>2018</b> of an online platform called "To my job", promoting apprenticeships, by connecting the 3 key players: young people, training centers and companies.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Education and Business Relationships</b></li> </ul> <p>In order to communicate the skills needs of the labor market to students and educational institutions, <b>MEDEF and its members have always given the Education and Business relationships a high national priority that mobilizes the entire business community (sectoral and territorial levels):</b></p> <p><b>Created in 90<sup>s</sup> from the joint initiative of MEDEF and the Ministry of National Education and Youth, the "School-Company Week"</b> allows young, middle and high school students to:</p> <ul style="list-style-type: none"> <li>- Discover the economic and professional world (Help in understanding the reality of companies and the training courses that lead to them).</li> <li>- Develop an entrepreneurial spirit.</li> <li>- Develop educational and professional guidance project.</li> </ul> <p><b>Partners from the professional world</b> (MEDEF, branches, OPCO, companies, associations) signed a cooperation agreement with the Ministry of National Education and the Youth in 2019. Many business leaders or senior executives are involved in "School-Business Actions", by participating in meetings with school heads and educational teams.</p>

Because they do not necessarily know the business world and because the choice of a future profession is often complex for young people, the "School - Company actions" are the privileged opportunity to discover the multiple facets and the professions that present the company.

**In 2019, under the theme "Businesses and social innovation" and thanks to the mobilization of MEDEF and its members, more than 300 actions** were deployed throughout the country in favor of young people, in order to demonstrate the attractiveness economic development of each territory according to its social and environmental specificities, etc.

#### INITIATIVES DURING THE PANDEMIC COVID-19

Despite the particular economic and health context, MEDEF and companies kept their commitment for the integration of youth into the labor market.

- **In the frame of the French's National Recovery Plan, MEDEF and its members proposed 20 measures** to strengthen youth employment by apprenticeships and training

- MEDEF contributed to the creation of the **plan "1 young, 1 solution"** which is one of the financial measures of the French's National Recovery Plan. This plan has been launched last July and aim at helping young people in the crisis. It **provides for a bonus of 5 000 euros to companies for the hiring of a minor apprentice and 8 000 euros for the hiring of a major apprentice.**

This "1 young, 1 solution" plan has played a decisive role in enabling SMEs to maintain their preponderant weight in apprenticeship, since they represent more than 3 /4 of signed contracts.

To date, more than 400,000 premium requests have been submitted by companies, **apprenticeship increased by 40% in 2020 in the private sector. An historic progression despite the crisis which is the result of the exceptional mobilization of companies during the COVID 19 health crisis.**

- Recently, **MEDEF got the financial aids extended until end 2021** in order to secure the next year.

- **MEDEF and companies have made a commitment to honor the meeting of "School -Companies Week" 2020:** >> [Consulter la liste des actions de la semaine-Ecole-Entreprise 2020](#)
- Additionally, within its organization **MEDEF set up recently 2 committees** composed by its members - **one is dedicated to youth** - whose mission are to:
  - ✓ **Propose measures** to the public authorities to streamline and promote the entry of young people into the world of work, emerging from the crisis".
  - ✓ **Carry out reflections** on certain observed trends (consequences of the interest of young people in new ways of working and socializing: teleworking, co-working, mission work, intrapreneurship).
  - ✓ **Strengthen the influence** of MEDEF and its members and take into account the issues of the professional world through a partnership policy to be formalized with the ecosystem of Education-Guidance actors (shared objectives, impact measurement and success indicators). e.g.: Cooperation agreement with Ministry of Education).
  - ✓ **Develop**, in conjunction with the sectors, regional strategies innovative in terms of guidance, in particular by promoting professional immersion (internships, virtual reality).
  - ✓ **Encourage** professionalization of teaching.

**The results of all the above mentioned actions are following: almost 500,000 new apprenticeship's contracts have been signed in 2020 with an unprecedented increase of + 40% across all regions**

**This increase testifies to a real mobilization of companies, encouraged to recruit apprentices thanks to:**

- ✓ **The mobilization of companies**
- ✓ **The liberalization of the system, driven by the 2018 reform**, which has instilled a positive dynamic in apprenticeship: While in order to expand their classes or open new ones, apprentice training centers were previously subject to regional approval, they are now free

to adapt to training demand. The legal modalities of apprenticeship contracts have been simplified.

**Details on figures:**

- ✓ **Increase in the number of new apprenticeship contracts signed in all Regions (with a top 3: Ile-de-France, Auvergne Rhône-Alpes, Occitanie, Nouvelle Aquitaine).**
- ✓ **2/3 of new apprenticeship contracts concluded by companies with less than 50 employees:**
  - 0-49 employees: 322,820 contracts signed (66%)
  - 50-249 employees: 53,803 contracts signed (11%)
  - 250-999 employees: 39,130 contracts signed (8%)
  - 1,000 employees and more: 73,368 contracts signed (15%)
- ✓ **Homogeneous distribution of new apprenticeship contracts by level of qualification: 26% CAP /BEP, 16% bac, 22% bac +2, 17.5% bac +3/4, 18% bac +5**

The progression of apprenticeship in 2020 is driven by higher education, and in particular in part by bac + 2 level qualifications, which represent around 22% of contracts. New companies are therefore turning to apprenticeships and new profiles of young people are joining them, testifying to a better recognition of apprenticeship in society to allow training at any level of qualification.

✓ **Sectors which recruited the most apprentices in 2020:**

Regarding sectors, there has been a **significant development** of apprenticeship in wholesale and retail trade and in services as well as a maintenance of historical apprenticeship sectors such as **construction, industry and construction crafts** and this despite the impact of the health and economic crisis on these sectors.

**Food industries:** 30,772 contracts

**Hotel and catering:** 26,575 contracts

**Trade and repair of motor vehicles and motorcycles:** 22,351 contracts

**Wholesale trade, except of motor vehicles and motorcycles:** 21,151 contracts

**Personal and local services:** 18,289 contracts

**Crop and animal production and related services:** 13,248 contracts

**Programming, consulting and other IT activities:** 11,129 contracts

**Financial service activities, except insurance and pension funds:** 11 115 contracts

**Key Messages**

N/A

Country:	Germany
Member/Company	BDA
Initiative	Multiple initiatives

Overview
<p><b>Digital Insights. Together for your future.</b></p> <p><a href="https://www.mint-ec.de">Digital Insights : MINT-EC (mint-ec.de)</a></p> <p>The companies Microsoft Germany, SAP and Siemens offer young people a look behind the scenes. Interesting impulse lectures and interactive workshops show which innovative technologies are being worked on and how they can contribute to more sustainability. Sustainability and IT are linked by the three companies Microsoft Germany, SAP and Siemens. Together they want to show career perspectives in several modules over three days from March to July 2021.</p> <p><b>Schule Wirtschaft</b></p> <p><a href="#">Kooperation von Schulen und Unternehmen   Schulewirtschaft</a></p> <p>In the SCHULEWIRTSCHAFT network, cooperation between schools and companies is initiated, designed and supported. The concrete projects include, above all, company visits and internships, cooperation and further training, information materials for schools, companies and parents (brochures, checklists, work aids, etc.) as well as simulations and competitions. The network is carried at the national level by the Confederation of German Employers' Associations (BDA) and the Institute of the German Economy (IW), and at the federal state level by employers' organizations and educational organizations in partnership with ministries.</p> <p><b>7th Federal Network Day Berufswahl-Siegel</b></p> <p><a href="https://www.netzwerk-berufswahlsiegel.de">BUNDESWEITER NETZWERKTAG – Berufswahl-SIEGEL (netzwerk-berufswahlsiegel.de)</a></p> <p>At the network day – 28 September 2021 -, ambassador schools from all SIEGEL-regions network across national borders. They are expected to give and experience impulses for an outstanding vocational orientation.</p> <p><b>Schüler-Azubi-Camp</b></p> <p><a href="https://www.netzwerk-berufswahlsiegel.de">SchülerAzubiCamp – InformationsCamp zur dualen Ausbildung (netzwerk-berufswahlsiegel.de)</a></p> <p>With the camps, the Berufswahl-SIEGEL network had made pupils aware of the excellent opportunities in the field of dual training. Young people from class 8 of a Berufswahl-SIEGEL school got practical insights into different apprenticeship occupations, learned about their own strengths and which occupational profiles fit them. The project will be continued in autumn.</p> <p><b>#AusbildungKlarmachen</b></p> <p><a href="#">Information campaign to secure education and training</a></p> <p>The training market is characterized by persistent regional, occupational and qualification disparities, and training places remain unfilled. In addition, the Corona pandemic has been slowing down the balancing processes since April 2020 and making it more difficult to bring young people and companies together. This makes it increasingly difficult for companies to actively counteract the shortage of skilled workers by providing training in their own companies. At the same time, some young people do not make the seamless transition from school to training or training contracts are terminated prematurely.</p>

## Key Messages

In the period from October 2020 to April 2021, the number of applicants for vocational training again fell significantly (-10.2%) compared to the previous year. The number of training places registered also declined in comparison (-4.9%), but not to the same extent. This reflects the effects of the pandemic and the ongoing transformation processes. Despite the decline, there are still more registered training places than registered applicants. With a calculated 1.25 training places per applicant, the chances of young people finding a training place continue to be better than in the previous year (1.18). The decline in the number of applicants, which is due in particular to difficulties in vocational orientation, is a cause for concern. Overall, the training market is still very much in motion in April. It is therefore still too early to make a well-founded assessment.”

The career orientation is currently taking place under difficult conditions, at the same time the need for skilled workers in the IT & technology sector is high. This creates a field of tension that cannot easily be resolved.

### **Economic education**

- Economic education is part of a well-founded and modern general education. Economic education is important to keep young people knowledgeably and confidently moving in the world of business, making decisions and being able to assert ideas.
- Business concerns everyone - from job and employment opportunities to the range of goods and services and the acquisition of income and assets up to social prosperity, technical progress and social security in Germany and the world.
- Economic education is not a marginal issue, but concerns the existential foundations of further shaping of life and the perspectives of every student.

### **Framework for career choice**

- Professional orientation aims to ensure that the female students and students manage the transition to the world of work, recognize their individual career prospects and take advantage of opportunities to join the professional world can.
- Knowledge of the economic, ecological and social contexts contribute to better perceive your own professional orientation.

### **Context for practical experience**

- Practical experience e.g. in a student internship an essential component to gain insights into entrepreneurial processes and economic activity and to gain experience in the world of work.
- Economic education is used in specific cooperation with companies, which are the most important partners for practical experience in professional orientation and the economic education.

Country:	Ireland
Member/Company	Ibec
Initiative	TYTalks21

### Overview

Our secondary schools run Transition Year (TY) Programs, designed to give teens a year to mature, learn new skills, explore career paths and gain both work and life experience. The TY year also helps pupils develop an awareness of the value of education and training in preparing them for the ever-changing demands of the adult world of work and relationships.

Since its introduction in 1974, the program has experienced unprecedented growth now being offered in over 80% of schools on the island.

Unfortunately, the pandemic has put a halt to much of this learning. We now have a generation of young people who have missed out on work experience placements and have not gained the insights into the skills and experience needed for the working world and the direction with careers decisions that work experience brings.

In response to this, Ibec, Ireland's largest and most influential business representative organization, has partnered with the National Association of Principals and Deputy Principals (NAPD) to create a very special event for all of Ireland's 45,000 TY students.

Sixteen thousand students attended the event, titled 'TYTalks21' on 5 May. The virtual, interactive event had the goal of inspiring and informing all our TY students on the world of work and showcasing the different industries, required skillsets and potential career paths open to them.

They will be exposed to futurists, educators, young leaders, experienced leaders and entrepreneurs of all types during the live conference.

The event platform also hosted an interactive and immersive virtual exhibition area, split into 3 zones: Learning and Skills zone, Industries and partners. Here students downloaded Factsheets, video testimonies, and other insights.

The event was fully supported by Ireland's state and skills agencies.

### Key Messages

- Employers need an education system that gives young people the skills to be successful both in work and in life.
- We have for a long time recognized the importance of bridging the gap between education and industry to boost our talent pipeline and build stronger businesses
- For many companies, their future success and ability to compete is critically dependent on access to skills and talent. At a time of a global war for talent and rapid changes in technology and consumer behavior skills, availability is a key issue.

Country:	Ireland
Member/Company	Ibec
Initiative	<i>Ibec Global Building the Future – International Future Leaders Program</i>

### Overview

Young people (our future leaders) want to have a say in matters that affect them and their futures and as digital natives, they have mastered the power of social media like no other generation before them to ensure they are heard and have proven themselves to be effective disruptors and agents of change often with just a smart phone. These younger generations are also driven by purpose and values and are making purchasing, employment and voting decisions accordingly.

Topical to today's Covid environment, new graduates and young professionals starting their careers and in the early years of their jobs are significantly and in some ways disproportionately impacted by Covid - whether it's the university experience, the limited opportunities for work integrated learning, trying to cope in a virtual work environment when learning and coaching and social connections happen in person at the office etc. So, they are also missing out on developing critical workplace skills, navigating mental health issues, creating vital professional networks, and being exposed to career path opportunities.

Business and political leaders recognize the importance of the next generations (as voters, employees, consumers etc.) and continue to look for ways to understand, engage, support and harness the power and potential of young people in order to develop enlightened policies, programs and business models to strengthen and sustain businesses, economies and societies.

Ibec believes we need to find a way to channel that desire to engage our future leaders on matters that affect them and bring them to the table to inform problem solving. Under its new International Business Division – Ibec Global – we are in the final stages of developing and rolling out a formal young leaders program that will establish an international platform for skills and professional development, and reverse mentorship and engagement for youth/young professionals to meaningfully interact with, and inform business leaders and government decision makers in the development enlightened, forward-thinking policies and business models.

### Key Messages

- Young people are the catalyst for the future and there is an opportunity to proactively engage those who will actually be the future leaders of government, business and society in informing the decisions being made now to shape the future.
- New graduates and young professionals starting their careers and in the early years of their jobs are significantly and disproportionately impacted by the Covid-19 pandemic, and many are missing out on developing critical workplace skills, navigating mental health issues, creating vital professional networks, and being exposed to career path opportunities.
- Business and political leaders recognize the importance of the next generations (as voters, employees, consumers etc.) and continue to look for ways to understand, engage, support and harness the power and potential of young people in order to develop enlightened policies, programs and business models to strengthen and sustain businesses, economies and societies.
- *Ibec Global's Building the Future: Future Leaders Program* provides an international platform for skills, professional development and networking, and reverse mentorship and engagement for youth/young professionals to meaningfully interact with, and inform business leaders and government decision makers in the development enlightened, forward-thinking policies and business models.

Country:	Japan
Member/Company	Keidanren
Initiative	<i>Request for employment and recruitment activities</i>

Overview
<p>“Requests for employment and recruitment activities for those who are planning to graduate or complete the 2021 graduation based on the response to the new coronavirus infectious disease”  <a href="http://www.keidanren.or.jp/announce/2020/0406.html">http://www.keidanren.or.jp/announce/2020/0406.html</a></p> <p>It is important for the business community to avoid employment mismatches between companies and students looking for a job and in recruitment activities, and to take a strong determination not to create a second “employment ice age (*).” Therefore, we ask each company to carry out recruitment selection activities and actively disseminate information on these efforts, while paying attention to the following, so that students can look for a job with peace of mind.</p> <ol style="list-style-type: none"> <li>1. From the perspective of alleviating students' anxieties and providing a wide range of information and ample recruitment opportunities, companies will carry out flexible recruitment selection activities based on the current recruitment selection schedule.</li> <li>2. Specifically, companies will aim to create opportunities for recruiting events using various communication methods such as web briefings, extend the deadline for submitting CVs, promote online interviews, and secure multiple selection opportunities throughout the year.</li> <li>3. Companies will provide maximum flexibility according to the situation of each company while respecting academics, such as holding additional recruitment-related events after the infection has subsided.</li> </ol> <p>(* ) From 1993 to 2004, young people graduating high schools or universities experienced an extreme slump in employment opportunities.</p>

Key Messages
N/A

Country:	Latvia
Member/Company	Riga Technical University
Initiative	RTU Development Fund

#### Overview

Cooperating with different Latvian enterprises, [RTU Development Fund](#) is offering paid internship places for students. Practical skill promotion scholarships can be granted for full-time and part-time Latvian students who correspond with the company's offered internship places. Monthly internship scholarships are meant as support for the students, aiming to enrich the practical skills in their chosen field of study. Experience with paid internships will help the students integrate better in the labor market in the future.

**In 2020, practical skill promotion scholarships and real experiences were offered to 728 Latvian students in total.**

#### Key Messages

RTU Development Fund cooperates with different companies, organizations and individuals and offers paid internships for Latvian students.

Country:	Lithuania
Member/Company	LPK
Initiative	<i>Multiple Initiatives</i>

Overview
<p>Specific projects/initiatives:</p> <ul style="list-style-type: none"> <li>• Manufacturer of reinforced concrete structures is organizing presentations of its activities in schools, events and bilateral meetings;</li> <li>• A paper and wood industry company has created a sustainable engineering education model, which includes schools, tertiary education institutions and business. The model creates a continuous education process, throughout which a high-school student has the chance to learn about different engineering professions, technologies and business processes. Then the student can decide on the most attractive profession for him / her and already purposefully pursue higher education at the university by extending the established cooperation with a business enterprise, and after graduation to get a job in a company or start his / her own business.</li> <li>• The port of Klaipeda accepts young people to do an internship in a company; in addition, they have started a collaboration with a gymnasium, where they supervise the work of engineering students, seeking to get acquainted with engineering activities before choosing their profile path. Also implements the "Shadow" initiative in the company, organizes hackathons, which allow to explore creative ideas adapted to the maritime industry;</li> <li>• The hotel and restaurant sector is dominated by young people; communicates with colleges and vocational schools, actively invites internships and work.</li> </ul>

Key Messages
<ul style="list-style-type: none"> <li>• More than 90% of LPK's membership agrees that youth have a meaningful impact on achieving Organization/company's goals.</li> <li>• Organizations/companies, in efforts to attract more youth are organizing company presentations in schools, public events, co-operate with educational institutions, apply innovative and digital work-based solutions while implementing social guarantees, attractive job remuneration, trainings and organized internship experiences.</li> <li>• Organizations/companies, while employing young people face the following problems: lack of professional/internship experiences; lack of self-motivation; challenges of organizing internships in the context of the Covid-19 pandemic; the possibility of retraining employees coming back from furlough.</li> <li>• The majority of respondents informed of carrying out projects or initiatives related to including youth into the labor market, youth empowerment and tackling youth unemployment.</li> </ul>

Country:	The Netherlands / Worldwide
Member/Company	Randstad
Initiative	Multiple Initiatives

## Overview

### Overview Randstad Youth Programs 2021

Recognizing skills and striving for an inclusive labor market are key in helping youth navigate their way to sustained employment. Improving youth labor participation requires an in-depth understanding of employment and labor market issues at a local country level. Effective cooperation between the private employment industry and various public partners will be the recipe for success in combating youth unemployment. Our operating companies offer an array of initiatives to assist young people in finding the right job. In 2020, over 597,000 of the candidates working in our main markets were younger than 25, and we placed 15,100 of these young people in a permanent job. More information about our initiatives on youth employment can be found on our website.

### Jardines de Cosecha - Randstad Argentina

Randstad Argentina participates and encourages the initiative for the setting of centers for child assistance and care (1-11y) with the objective of preventing child labor in tobacco harvests (Salta and Jujuy provinces). Together with the Tobacco Chamber and Conciencia (NGO), this program works during the harvest season, running from January to March. As these months are summer holidays for Argentines, but heavy work months for parents working on the fields, the program offers Child Assistance and Care that operates at the same schools they might attend throughout the year. With this opportunity, we accomplish 2 things: on one hand, to prevent these kids from either staying at home and working as housekeepers, or joining their parents on the fields. On the other hand, kids are taken care of, they have health services, arts & crafts, and lots of play time. The Contention consists of health care, study support, psychological support, early stimulation (babies), clothing, recreational workshops, etc. Older siblings from 9-17 participate in a similar program but managed through a different NGO called Porvenir.

### Casitas de Santa Fe - Randstad Argentina

Randstad Argentina participates and encourages the initiative for the setting of centers for child assistance with the objective of preventing child labor in vegetable harvests (Santa Fe province). We have provided profound know how on this matter which was crucial during the start-up period. Now we are present as “sponsor” (though not financially). Very similar to our “Jardines de Cosecha” program, “Casitas de Santa Fe” works with older kids (12-17y), also allowing us to accomplish 2 things: on one hand, to prevent these kids from either staying at home and working as housekeepers, or joining their parents on the fields. On the other hand, kids are taken care of, they have health services, arts & crafts, and lots of play time. The Contention consists of health care, study support, psychological support, recreational workshops, etc. Elder children bear the highest risk of employment since they either join their parents during the harvest season or stay at home, do housekeeping jobs and take care of their younger brothers.

### NEET - Randstad Belgium

NEET is a collaboration between RiseSmart Employability, Actiris, ESF and 2 ngo's (Ras-El-Hanout & Tyn) to guide young Brussels residents aged 18 to 30 who are at a distance from the labor market and public institutions.

### Randstad Young Talents - Randstad Belgium

In 2012, Randstad Belgium established a partnership with Leuven University. The division responsible for this partnership is Randstad Young Talents. The aim of the partnership is to broaden employment opportunities for students with degrees in Economics and Business Studies, helping them find interesting alternatives to banks and consultancy firms, which tend to dominate when it comes to campus recruitment. Individual coaching sessions form part of the program. This partnership has been very successful and has now been extended to two universities and 16 different faculties. Last year, we counseled 1,000 individual students and 2,000 in workshops. Since 2012, we have created 100 relevant jobs related to students' university courses, as well as 500 first jobs for graduates. Randstad Young Talents is the only player in the market fully dedicated to this target group. It is also the first (and so far the only one) in the market to create additional jobs for specific graduates.

### **Randstad Charitable Foundation - Randstad Canada**

The Randstad Foundation has the mission to make work meaningful and accessible to people in our communities. The Foundation achieves this by working with grantees in the areas of skill building, workforce inclusion and early education (to promote the skills youth will need for the future of work). These grants provide support for groundbreaking initiatives that support youth to obtain lifelong employment, including the Water First Internship program, which provides indigenous youth with a 15-month paid internship to become water treatment operators in their communities where clean water is scarce. In addition to financial support for our grantees, the Foundation also provides opportunities for employees to provide skills-based volunteer service. In 2020, this volunteering activity with grantees assisted 336 youth improve their employability knowledge and skills.

### **Workplace Laboratory - Randstad China**

Candidate lead generation: expand database of student resumes in a cost-effective way. Fulfill recruitment needs for part-time/internship positions. Develop long-term partnerships with schools to build a pipeline for future batch recruitment purposes. Average fresh graduate pool: 1000/school Provide value-added services to students such as consultation on career, salary and skills trends. Collaborations with schools help expand our talent database and enhance our competitiveness in the industry.

### **Partnership with Créo – Randstad France**

The Créo association offers support programs for young entrepreneurs from disadvantaged neighborhoods in France. In France, youth unemployment is a huge problem, and youngsters from disadvantaged neighborhoods are particularly affected. Some of them are highly motivated to create their own jobs by setting up a business, but they often lack the skills and professional networks to do this successfully. Créo offers training and networking opportunities for young entrepreneurs from disadvantaged neighborhoods by means of workshops, coaching programs and meetings with professionals. As a partner, Randstad France actively participates in the work of this school by developing educational content. Since 2012, Randstad has been a member of the selection jury for Créo's annual competition for young entrepreneurs ('Talent Developer'), with winners receiving special training and sponsorship, increasing their visibility.

Besides offering financial support to Créo, as part of the partnership, Randstad France also develops educational content, provides rooms for training, and organizes workshops on finance, commercial strategy, marketing, human resources, sales, and communication. In addition, Randstad volunteers, including members of the executive committee, participate in coaching and mentoring activities. The support given by Créo helps young entrepreneurs from disadvantaged neighborhoods to structure their projects and set up or continue their business successfully. In a sense, the programs help to 'democratize' entrepreneurship, opening doors that would otherwise remain closed. For Randstad France, the partnership brings new connections with promising talent. Some entrepreneurs even become Randstad clients. For those whose businesses are less successful, Randstad may be able to offer alternative opportunities, including temporary work to supplement their financial resources. Of course, the program is also a huge source of pride for Randstad's volunteers, and it strengthens Randstad's employer brand.

The Créo program fits in well with Randstad's overall drive to positively impact people's working lives and strengthens our image as a committed company. It enables us to develop our influence and expand our networks, connecting with other large businesses and public authorities.

In 2020, Créo supported 120 people, with 30 Randstad employees volunteering as coaches, including members of the executive committee of Randstad France. Over the past twelve years, more than 568 companies have been created, providing more than 1,000 jobs. The survival rate of companies is high (73% still running after three years). For more information, visit [Créo's website](#).

### **Joblinge - Randstad Germany**

At JOBLINGE companies, the state and private individuals work together to support young people with difficult starting conditions. The goal: real job opportunities and sustainable integration into the labor market and society. Through tailor-made qualification voluntary mentoring and support during the training, the initiative achieves a big success for the participants.

**Du bist ein Talent! - Randstad Germany**

With the concept/program "You are a Talent!", The Randstad foundation wants to make the transition between school and the job market a success story. Discovering talents is the basis for success for both young adults and companies.

**Enactus - Randstad Italy**

Founded in 2016 in Italy, present in about 40 countries. Goal is to create a global non-profit and community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and create sustainable and social program.

**Deploy your talent - Randstad Italy**

Deploy Your Talents, is an STEM and orientation program with special focus on the gender issue. The overarching purpose is to create awareness towards the growing need of STEM competencies and reducing the stereotype against the female gender.

**ITS Technologies Talent Factory - Randstad Italy**

ITS is one way to decrease the youth unemployment (in Italy there are 2 millions young NEET), training young people to technological and digital skills (programming software, IoT, Cyber Security).

**Ajax Challenge - Randstad Netherlands**

Randstad helps young people who drop out of the mbo in Amsterdam by means of intensive sports training and personal development on their way back to school or to work.

**Youth Trip Clipper Stad Amsterdam - Randstad Netherlands**

Since 2001, annual sailing trip for youth, bringing together young people with diverse backgrounds to create awareness and understanding of each other and the environment, working together to sail the ship resulting in long lasting friendships. Because of Corona, the trip was cancelled this summer (2020).

**Oranjefonds/Nederland doet - Randstad Netherlands**

Tempo-Team helps with the Oranje Fonds' Youth Opportunities program. Purpose of this program is to help young people obtain a starting qualification - even if they have dropped out of school. Some twenty Tempo-Team employees help with this, for example by giving job application training or organizing weekly coaching sessions.

**Girls go technology - Randstad Poland**

Girls Go Technology is a Mercedes-Benz Manufacturing Poland program targeted at girls from high schools and technicians from Jawor county and the surrounding area. It was created in 2018 with a view to instilling in young women the belief that technology is friendly and can be a great idea for a professional life. Girls Go Technology is a two-stage project. The first stage allows determining the predispositions and talents of the participants. Schoolgirls from the School Complex Wincenty Witos from Bolków, the European High School from Zgorzelec and the Poviát Center for Vocational and Continuing Education from Jawor on February 4, 2020 at an organizational meeting they got acquainted with the idea and program of the project and the history of the Mercedes-Benz brand. They also had the opportunity to talk about future competitions and their talents with HR specialists. Girls interested in "taming" technology are invited to the second stage of the project – a series of 5 meetings, workshops about the future technologies and efficiency in the labor market.

**Student Support - Randstad UK**

Randstad UK is a leading provider of support to students with disabilities, health conditions or an additional learning need. Randstad provides a range of support to help ensure that they receive a richer educational and pastoral experience at college or university.

**Key Messages**

N/A

Country:	New Zealand
Member/Company	BusinessNZ
Initiative	<i>Strength in Work</i>

Overview
<p>New Zealand has a scheme for helping young people into the full-time labor force called by the Māori name, Mana in Mahi, which means ‘strength in work’. The scheme was introduced in 2018 but expanded in 2020 by increasing the program’s length from 12 up to 24 months, increasing the wage subsidy rate payable to employers to up to \$16,000 for the first year and \$8,000 for the second, supporting employers to pay for industry training fees and paying for any extra education support that might be needed, such as literacy and numeracy training. There are incentive payments for participants and ongoing pastoral care is provided.</p> <p>A regional apprenticeship scheme invests in new apprenticeships in regional areas and is aimed particularly at helping displaced workers and Māori and Pacific workers into jobs. The scheme is not directed only to young people but also supports people of any age who may need to retrain due to the economic impact of Covid-19.</p> <p>The Ministry of Social Development administers the scheme which is focused on supporting those most disadvantaged in the labor market to achieve relevant and recognized trade qualifications through industry training, including pre-apprenticeship training and formal level 4 apprenticeship programs.</p> <p>Further information about the scheme can be found at:  <a href="https://www.workandincome.govt.nz/employers/subsidies-training-and-other-help/mana-in-mahi.html">https://www.workandincome.govt.nz/employers/subsidies-training-and-other-help/mana-in-mahi.html</a></p>

Key Messages
N/A

Country:	Portugal
Member/Company	Beta-i
Initiative	Multiple Initiatives

## Overview

Beta-i began 10 years ago as a Lisbon-based association, focused on promoting entrepreneurship and innovation as a tangible possibility to youngsters who faced the 2007-2009 financial crisis severe consequences. Over time, and amongst other initiatives, we have created one of the Top 10 European accelerators for many years ([Lisbon Challenge](#)) according to Startup Heatmap Europe. Thanks to this, we have examples of back-in-the-day, early-stage startup founders who are now raising investment and actually making an impact in their areas.

Two years ago, and after having been a key agent within the well-known Portuguese / Lisbon digital ecosystem growth case, Beta-i has turned into a private company, a collaborative innovation consultancy firm. We have leveraged this previous field expertise to better modulate corporates + startups (and research centres) collaborative efforts to accelerate market reach, data access and digital transformation on both sides. We manage and deliver the leading Energy Innovation program in the world ([Free Electrons](#)); the Lisbon City Council main open innovation platform ([Smart Open Lisboa](#)); just finished an international [Blue Economy](#) program, while kickstarting a huge, 3-year project to capture investment and develop innovation hubs throughout 30 ports in the [Atlantic Ocean](#).

While these examples depict deals, pilot-driven approaches and a deeper innovation process, following up on Beta-i's current five continents reach, other cases might better illustrate how Beta-i has leveraged its long-time support for youth at a scalable level. In [Mais Ajuda](#) ("More Aid"), a major social impact program run by a top-3 supermarket chain in Portugal, Beta-i's expert team teaches entrepreneurial skills to all selected social enterprises and startups. This sort of training is deployed in every program involving early-stage startups, just as it has been done with [Lispa](#) in Angola (English context, [here](#)). Amongst other initiatives, the program is about supporting students' very first moves via "[Beta Shift](#)", and then business modelling and growth design, via "[Beta Start](#)". The methods are used in different projects, including recent Portugal Tourism Authority efforts to support post-covid innovation with [Shift to Start](#), and were featured and explained by [Phocuswire Research](#).

When it comes to a more specific *innovation education* approach alongside universities and other stakeholders, Beta-i has recently partnered with The Lisbon MBA, the only executive program in the country ranked in Financial Times Top 100, to teach students about [Action Learning Entrepreneurship](#); is part of the [Corship](#) consortium, an ambitious Erasmus+ program that reached more than 2,000 people last year with a [MOOC](#) and is deploying its [Masterclass](#) between April and June 2021, not to mention research papers on the topic and a new tool to support co-innovation which is already being [used and reviewed](#). Beta-i has also helped bring [European Innovation Academy](#) to Portugal and is currently partnering in a new pan-European consortium to develop a toolkit for high education teachers focused on social impact entrepreneurship learning and development.

### Key Messages and Policy Aims

- Working towards youth business capabilities is not only a mission, or an undeniable need. It's the only way to ensure Europe's Green and Digital transformation goals and United Nation's Sustainable Development Goals towards the future.
- Besides, working for and alongside youth is a definitive way of leveraging their experience and knowledge from the bottom-up, in order to support new companies and business models.
- The multiple initiatives from the partner above mentioned bring a fresh approach to the consultancy world, based on a hands-on, diversity-nudged, tangible-driven way of working collaboratively.
- There's no tangible mindset change ahead without Innovation Education. It's not only about awareness and mindset, but rather about useful, understandable tools and methods to deploy innovation processes. At European level, initiatives such as Knowledge Alliance, HEI Education and may others have a crucial role on that.
- Collaboration between different stakeholders within the economic tissue as a whole, or the innovation ecosystem in particular, is crucial to set up foundational change in the current status quo
- Each end every innovation project should bring an educational / training feature, being tailored-designed to its stakeholders.
- Support scale-up projects as innovation knowledge disseminators could be easily become a public policy worldwide, in collaboration with major companies and universities.

Country:	Sweden
Member/Company	Confederation of Swedish Enterprises
Initiative	Multiple Initiatives

## Overview

### About Ung Företagsamhet (JA Sweden)

Ung Företagsamhet (Junior Achievement Sweden) provides educational programs in entrepreneurship for elementary to high school students to ensure the progression of entrepreneurship education within the Swedish school system. The programs are designed to stimulate creativity and entrepreneurship, give students insight into business conditions and driving forces and to raise awareness of the importance of entrepreneurship.

The program is run by Ung Företagsamhet/Junior Achievement Sweden, a non-profit organization working to promote entrepreneurship among Swedish students and to facilitate relationships between industry and the Swedish school system. Junior Achievement Sweden is part of the global organization Junior Achievement Worldwide.

450 000 students

Ung Företagsamhet/Junior Achievement Sweden's most recognized educational program is called the Company Program (UF-företagande). The Company Program provides high school students the opportunity to start and run a business during an academic year. Students experience firsthand an entire life cycle of a business from recognizing an unfulfilled market need, writing a business plan, setting up their company, raising capital to produce/develop the product, marketing and sales of the product and finally liquidating operations and paying out any dividends.

Through trade shows and competitions, students focus on product innovation, entrepreneurship and commercial competencies. In 2019/20 school year, over 33 700 students have participated in the Company Program and more than 450 000 students have participated in the education program since 1980.

Karl Wennberg (PhD, Stockholm School of Economics Center for Entrepreneurship) has studied and released two studies on Junior Achievement Sweden Company Program graduates. The 2011 study reported that Junior Achievement Sweden Company Program graduates were more likely to start a company than people without Company Program experience and that those companies started by Company Program graduates had higher revenue, job creation and company longevity.

The 2013 study reinforced that Junior Achievement Sweden Company Program graduates were more likely to start a company. In addition, the study found that Company Program graduates who chose to seek employment had a higher level of labor market establishment than those students without Company Program experience. These studies showed entrepreneurship training has a positive role in the individual's entrepreneurial career and also in workforce readiness and reinforces that Junior Achievement Sweden's mission is important for the continued entrepreneurial development of Sweden.

### PRAO

PRAO (Praktisk arbetslivsorientering in Swedish, lit. familiarization with working life) is a mandatory part of the Swedish compulsory school system by which schools are required to at least 10 days where students in year 8 or 9 work in a real job. The program became mandatory in 2018 after a successful campaign from the Swedish business community including the Confederation of Swedish Enterprise (Svenskt Näringsliv).

Each student can choose and apply to their work independently and has to sign a contract with both the school and the employer. Often students end up working with a relative or friend of the family, but many students also find job opportunities by contacting local businesses themselves.

Students working in the program receive no salary or allowance except costs covering a daily meal.

The purpose of the program is to introduce students to real-life working environments where students normally have up to a six-hour workday in a safe and not to physically challenging workplace.

<b>Key Messages</b>
N/A

Country:	Switzerland
Member/Company	The Swiss Employers Confederation
Initiative	Check Your Chance

### Overview

The Swiss Employers Confederation was actively involved in the founding of the association Check Your Chance and still holds the presidency of this NPO.

Check Your Chance makes a significant contribution to the prevention of youth unemployment and the integration of unemployed young people in Switzerland. Since 2010, more than 25,000 young people have been supported in vocational training and entering the labor market.

### Vision

- To be the most important umbrella organization nationally in the field of youth unemployment prevention and in the integration of unemployed young people.
- Bundling of the relevant forces
- Broad based membership of non-profit and recognized institutions throughout Switzerland
- To sensitize business, politics, authorities and the Swiss population to the issue of youth unemployment
- To support members in raising additional financial resources
- To actively promote exchange of know how among members in the field of youth unemployment.
- To develop innovative services for the prevention of youth unemployment and for the integration of unemployed young people and to introduce them nationally

### Success factors:

- Private-Public-Partnership (2/3 private donations release 1/3 public funding)
- 12 Members (NPOs)
- Nationwide / All language regions
- All political orientations
- Focus on prevention of youth unemployment and integration of unemployed young people
- Network of relevant, professional partners
- Close cooperation with the business community
- Continuous and timely action against youth unemployment
- Systematic exchange of experience
- Increased efficiency through benchmarking
- Members with great autonomy and independence

In the last couple of years the Goethe Institut and the Mercator Foundation (Germany) have additionally initiated StartNet ([start-net.org](http://start-net.org)) on the European level, bringing together organizations that all are active in integrating young people into the labor market.

### Key Messages

- As the youth unemployment rate is higher than the overall rate, it is often seen as a special case. Its causes are also different: young people, for example, suffer more from the vagaries of the economic climate, do not find an appropriate apprenticeship place or do not manage to enter the labor market after having obtained their diploma. At the end of their studies, their lack of professional experience prevents them from finding a permanent job.
- Obviously, it is frustrating for young people to feel, as soon as they enter professional life, that they are useless and rejected by the working world. After a few months already, if they are no longer firmly anchored in solid structures, they risk losing their footing, going adrift. In addition, “deskilling” threatens them: without daily practice, professional skills quickly depreciate. And any shortcomings in a resume must be justified when applying. This combination of frustration and deskilling is tragic for young people and quickly generates societal problems. Often, the

transition between training and practicing a profession is not easy. Employers have expectations, young people have theirs, and they don't always match.

Country:	Switzerland
Member/Company	Nestlé
Initiative	Multiple Initiatives

## Overview

### [Nestlé needs Youth initiative](#)

Created in 2013, Nestlé needs YOUth initiative helps equip young people with the skills they need to thrive in tomorrow's workplaces. Expanded in 2017, Nestlé needs YOUth continues to help young people take the next step in their life.

#### **Equipping youth to get a fulfilling job and career**

By providing apprenticeships, traineeships and job opportunities to young people around the world, we help equip young generations with the skills they need to thrive in the workplace of today and tomorrow.

- Offered more than 30 000 apprenticeship and traineeship opportunities worldwide;
- Provided 25 000 job opportunities annually for young people under 30 years old;
- Provided training sessions to more than 1 million young people around the world;
- Collaborated closely with more than 300 external partners worldwide through the Alliance for YOUth, to increase the impact and reach of our initiative.

Amidst the pandemic, we have scaled up online training to ensure continuity of our internship and apprenticeship programs. We are also working with public and private institutions in many countries to create new programs to help young people develop the skills and resilience they need to be successful in today's challenging job market

#### **Giving the right support to kickstart and grow their business**

Young entrepreneurs need all the support they can get. Their innovation and creativity can have the power to change the world for the better. To help them make this change, we identify and nurture business talent in young people and help them to kickstart and grow their business.

As part of our global partnership with Ashoka, we provide business mentorship, with senior executives from Nestlé. We also offer access to our R&D and innovation experts across the world.

- Supported social entrepreneurs with over CHF 2.5 million funding;
- Provided basic training and advanced mentoring to over 100 entrepreneurs;
- Engaged over 100 Nestlé employees to provide support for young entrepreneurs;
- Created collaboration projects between entrepreneurs and Nestlé brands or markets.

#### **Providing the right skills to help young people feed the world**

Making a decent living out of agriculture is increasingly becoming a challenge. As more young people migrate to cities, the average age of farmers increases. Climate change makes farming even more challenging and impacts the entire food system.

We are supporting farmers to meet these challenges. To ensure the long-term quality and sustainability of our supplies, we are helping young people to make agriculture a profitable and sustainable activity.

Farmers are at the heart of the food system and its future. That is why we inspire, train and enable young farmers to develop the necessary knowledge and skills, and nurture their entrepreneurial spirit to sustainably manage their farms.

- Worked directly with more than 550 000 farmers annually through our Farmer Connect Program;
- Provided training to more than 400 000 farmers;
- Identified around 20 000 young people as potential agripreneurs – those with the progressive attitudes necessary to grow and develop their farms as successful future businesses;
- Organized special training events and support programs to help potential agripreneurs in the

- transformation of their farms;
- Locally adapted our training and support programs, and created them together with external partners.

### [Global Alliance for YOUTH](#)

We are working to make a positive difference beyond our company, by partnering with governments, foundations, youth organizations, academia and the private sector through the Alliance for YOUTH.

The Global Alliance for YOUTH is a business-driven movement of like-minded organizations passionate about working together to help young people around the globe get the necessary skills to thrive in the world of work, today and tomorrow.

Nestlé founded this business-driven movement in 2014 to help prepare young people to enter the professional world. More than 200 companies are now members, and will offer 230,000 new work opportunities to young Europeans from 2017—2020.

Under Nestlé’s leadership, an *Alliance for YOUTH* was also launched last year in the Pacific Alliance countries (Colombia, Chile, Peru and Mexico). In June 2018 we strengthened our commitment there, by committing to provide 30,000 young people with working opportunities by 2020.

- We aim to provide youth with the necessary knowledge and skills needed to work in the 21st century through learning experiences. We do it by leveraging our scale, resources and network to amplify our impact.
- We support, advocate for and develop educational programs that enable young people to successfully transition from education and training to employment.
- We support young entrepreneurs and promote the Entrepreneurial Mindset

### Key Messages

- It is now always easy to get into a job or a career that fulfils a young person. Through training and workshops we develop skills. With mentorship we unlock their self-belief, and through traineeship we create opportunities for them.
- Young people can struggle to get access to the right people and resources to make their enterprise a success. Through mentoring sessions, we help them innovate, grow their expertise and expand their network.
- Farming is not always profitable and sustainable enough to make a living. We need motivated and innovative young farmers to transform diversification. We focus on upskilling young people and building their business knowledge.
- Traditional education, if available, no longer prepares young people for the current and future world of work. Governments need to create the right conditions, but corporations being on the front line are in a unique position to make a contribution in both emerging and developed countries. Together, we can create concrete plans to drive measurable change.

Country:	Turkey
Member/Company	TISK
Initiative	Multiple initiatives

## Overview

### TISK Akademi

It is an online training platform launched in April 2020, which includes many trainings for people from TISK ecosystem free of charge (as became widespread during pandemic period).

The platform has three training categories: Occupational Health and Safety Trainings, Personal and Professional Development Trainings and Skillsoft Informatics Trainings. Under these categories there are more than 100 different training programs constituted by national and international experts. All trainings are free of charge.

Some of the trainings such as Occupational Health and Safety Training are mandatory for companies; therefore, TISK Akademi also aims to lessen the burden on companies, especially considering the effect of Covid-19 pandemic. This service is still in progress. There are already more than 75.000 registered employees or their families from more than 200 companies and everyday tens of new users register to the Platform.

Users had already taken more than 120.000 trainings together with 12 million-minute e-learning experience in total by means of TISK Akademi.

In face-to-face trainings, approximately 30-page printed materials are used by a person. It means 90 thousand trees were rescued through 12 million-minute e-learning experience in TISK Akademi.

“Occupational Health and Safety”, “How to Deal with Tough People”, “Time Management”, “Information Security”, “Child Development for Parents”, “Agile Software Development” and “FSD Development: Java Spring Framework” trainings are the most preferred trainings by the users of the Platform so far.

Content and training catalogues of the Platform are regularly updated in line with the requirements and demands of the companies.

### Future of Work

As TISK, we launched Future of Work project in early 2020 with a publication prepared in collaboration with [McKinsey & Company on Future of Work in Turkey](#), which provides an overview about the potential and challenges that FoW trends pose to Turkey. In line with the findings of this study, we have launched a pilot project in collaboration with Turkish Textile Employers’ Association (TTSİS). In this project, the transformation of textiles industry has been examined, most-needed worker profiles have been identified, re-skill and up-skill needs have been documented. In line with the curricula developed for the most-needed worker profiles, we will launch the trainings in a near future, with a specific focus on youth and women employment.

### Youth Transformation Project (Genç Dönüşüm)

The program is a partnership between the Turkish Confederation of Employer Associations (TISK) and Women in Tech Association (wTech) that is initiated with the technical support of the European Bank for Reconstruction and Development (EBRD).

Training contents delivered in this program are composed of 1) Technical Trainings, 2) Soft-Skills Trainings and 3) Coaching and Mentorship. Albeit the composition of training hours for each component differs in every technical training subject, overall, the educational contents are composed of: 200 hours of technical trainings, 50 hours of social and communication skills, 20 hours of coaching and mentorship.

Soft-skills trainings are designed in a way to complement the technological skills with most-demanded social and communication skills for each training content.

Participants were also provided with coaching and mentorship support which focuses on their individual traits and career development.

Successful candidates are provided with following job matching and employment supports:

- An alumni catalogue was created and disseminated in job networks
- CVs of the candidates were shared in LinkedIn under Youth Transformation page
- An alumni club was established to enhance communication amongst the candidates
- Career staff of wTech provided consultancy to the candidates

The first phase was completed with 68 participants and the second phase is launched in March 2021. Amongst these participants, around 20 participants were placed to jobs during and after the trainings. Amongst 68 beneficiaries, ratio of women is %61 with 47 women participants.

The trainings include Business Analyst, SQL Data Administration, .NET Software Development, Python Software Development and Data Science trainings. In second phase, the following trainings are to be included:

- Robotic Process Automation (RPA)
- Cyber-Security
- Test Engineering
- Emotional Intelligence
- Sales & Marketing and Technological Transformation
- E-commerce

### Key Messages

- Educational institutions have a significant role to play in equipping future generations with new skills. They can improve the learning experience, update training models, and enhance opportunities for lifelong capability building.
- The education system can use digital technologies to meet the demand for new skills by providing customizable learning materials for students and improving schools' technology infrastructure. The system can also identify and implement programs to address known skill gaps; relevant classes can be made compulsory at appropriate levels and provide valuable job experience to workers, postsecondary students, and youth in general.
- Universities and educational institutions should create programs tailored to future skills, open to adults through seminars, certificate programs, and online training. Relevant stakeholders (public institutions, companies, and so forth) could provide financial contributions proportional to their gains through shared financing
- Revamping vocational education to teach skills needed for the future could be worth exploring. Programs to support vocational schools under the leadership of companies could establish a connection between companies and students.
- The classroom experience should be more personalized, shifting from traditional content on traditional schedules to building job skills anytime, anywhere. The new learning experience can be built through collaboration with community centers and experts, using project-based learning and problem-solving skills, rapid prototyping, and asking the right questions.
- In an era of digitization, it is critical to conduct field research and create a predictive database of skills in order to redesign the content, method, frequency, and target audience of training programs in the most efficient and results-oriented manner. Training initiatives could be created to allow a balanced approach to the changing needs of students, youth, and employees, addressing issues related to, for example, gender equality, equality of opportunity, disadvantaged groups, geographical conditions, age, education level, employment history, and more



Country:	Global
Member/Company	Adecco Group
Initiative	Multiple Initiatives

### Overview

**Access to Opportunity: Youth Empowerment & Employability:** Vision – a world where education and enterprises work hand in hand to give young people access to information, advice and opportunities. The program is trying to solve: i) lack of connection between young people and employers; ii) undeserved youth do not have as many opportunities as they should; iii) current talent pools aren't diverse, creating demographic equity for all skillsets needed for the future.

The program aims to achieve: i) Be the go-to for pre-employability & employability readiness for youth; ii) creating cross-industry experiences for hidden talents & empowering undeserved youth; iii) create a Talent Collective of employers who support youth empowerment; iv) Future Proofing Talent Pools.

Key Performance Indicators (2021): i) 70% of schools make progress on achieving the Gatsby Benchmarks as a result of our programs; ii) Programs delivered in 8 regions in the UK and Ireland; iii) Student numbers & school numbers (e.g. 5000 students reached over the year in 25 schools); iv) Free school meals (e.g. On average 40% of the students per school we have delivered to are on free school meals).

### Global programs:

**CEO for One Month:** In a highly competitive labor market, made more intense by the pressures of COVID19, young people often struggle to make it past the first hiring gates. Without years of experience, specific qualifications and weighty references, young people are already at a disadvantage. The 'CEO for One Month' program of the Adecco Group Foundation helps young people to increase their work-readiness by leveraging the skills and know-how of the Adecco Group. The reward at the end of the process is the once-in-a-lifetime chance to spend a month shadowing the CEO of the Adecco Group, Alain Dehaze. Each year, over 200,000 young people apply and along the way, every candidate gains skills, insights and concrete tools that will boost life-long employability. The program, run in more than 40 countries, provides candidates who are just starting down their own professional paths the information, guidance and exposure to the world of work they need to kick-start their careers. It offers young people the possibility to develop and showcase their leadership potential, to learn what it takes to succeed as a business leader, and to acquire the skills and the experience needed to get a foot on the career ladder.

**Experience Work Day:** Guaranteeing training and development for the new generations is what allows talents to find their own way and for companies and economies to grow. With this in mind, starting from 2017, the offices of The Adecco Group in 46 countries around the world simultaneously open their doors to young students and professionals with the aim of inspiring and guiding them towards the world of work, helping them to imagine their professional future. This is the **Experience Work Day**: the global initiative that we conduct in a single day to offer around 9,000 young people around the world a useful compass to guide them in their career choices, through the direct involvement of over 4,000 HR experts. In 2020, we pivoted to an online 24 hour global format with 46 countries organizing webinars, masterclasses with managers and entrepreneurs, LinkedIn training sessions, and CV check activities, to allow young people to understand the job market landscape, digital reputation, jobs of the future and to provide an avenue for life-long learning. In total there were over 50 workshops in 18 different languages.

**Global Alliance for Youth:** The Global Alliance for YOUth is a business-driven movement of 22 like-minded organizations passionate about working together to help young people around the globe get the necessary skills to thrive in the world of work, today and tomorrow. We are convinced that by mobilizing the business community through a Global Alliance, we can help young people on a larger scale and have a bigger impact than we can individually. Together, we are committed to providing a better future for younger generations. We want to create bridges between today's context and tomorrow's skills needs. To ensure that all youth are future ready. By 2022 we have the common ambition to support 15 million young people, in order to help them build employability skills for the future: Digital, Soft Skills, STEM (Science, Technology, Engineering and Mathematics), Career Advice and Entrepreneurship. This

commitment represents an increase from the ambition of 6 million opportunities announced in 2019. Together we will learn from each other, leverage our networks, build on successes and help young people to navigate the rapidly and ever changing work environment.

#### Country specific programs:

##### Creating Brighter Futures Program (UK):

- **Think Bright** (11-15yrs) – Through Insights Days students will learn how to develop the essential skills that will be beneficial in the world of work. Students will also interact with Adecco Group colleagues, learning about the recruitment industry and many other industries throughout the day.
- **Plan Bright** (16-18yrs) – A two week cross-industry work experience program. Students will learn many of the essential skills they will need to flourish in the world of work. Students practice these skills through work experience placements. Students will leave the program with tangible examples of their skills and experiences of work.
- **Shine Bright** (18+) – Building on the Adecco Group’s existing programs for empowering young adults: the Kick-start scheme, Apprenticeships, Internships, Traineeships and the CEO for 1 Month program. A varied early talent development for young people regardless of education level.

##### CFA Recruiter autrement and CFA des chefs (France):

In 2018, the law “Freedom to choose one's professional future” included a section specifically dedicated to apprenticeship. One of the important reforms is the greater ease given to companies to create their own CFA. Before the 2018 law, the creation process was very administratively complex and dependent on the agreement of public actors, including the Regions. The Regions subsidized the CFA and decided to open classes. The 2018 law allows companies to decide for themselves to create their CFA according to the needs they identify. And CFAs are now funded in proportion to the number of apprentices enrolled.

The Adecco group seized this opportunity to address two major challenges:

First, a CFA dedicated to recruitment professions was created (“CFA Recruiter autrement”), to train professionals in new and innovative methodologies, in particular recruitment without any curriculum. Present for example near Paris, Bordeaux and Lyon, has trained 86 people since its launch and nearly 1,200 The Adecco Group employee have received training inspired by its in-house educational content. For the 2019/2020 promotion, 32 people were trained, 19% joined The Adecco Group, 65% continued their studies, 6% were recruited by companies outside the Group. The 2020/2021 promotion has 54 trained people. For 2021, the goal is to integrate 120 new apprentices.

Secondly, a CFA dedicated to cooking was created to respond to tensions in the labor market in this sector. Created in early 2020, the “CFA des Chefs” is the first inter-company CFA (Accor, Accor Invest, Adecco Korian, Sodexo).

It offers, on 13 campuses in 3 large cities in France (in Paris, Lyon and Marseille), four cookery training courses at different levels of qualification. It guarantees its apprentices a host company for their work-study program, in one of the establishments of its founding groups. At the end of the training, CDI opportunities may be available to apprentices. A little less than 200 cooks joined the CFA in 2020 and the goal is to recruit 250 more for 2021. Next October 2021, the CFA des Chefs will celebrate its first graduates and its first permanent hires.

#### Key Messages

N/A



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