

EUROPEAN ASSOCIATION OF CAREER GUIDANCE
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IN THIS ISSUE

- ERACON 2014 and CAREER-EU 2014, p.1
- No Job without Experience, no Experience without Job, p.2
- Thinking of a Career Change?, p.4
- New programme for Employment and Social Innovation, p.5
- EU Employment and Social Situation - Quarterly Review, p.5
- European Job Mobility Bulletin - November Edition, p.5
- European Vacancy Monitor - November Issue, p.6
- Social Agenda - November Issue, p.6
- European Alliance for Apprenticeships, p.6
- International survey on adult skills, p.7
- Commission proposes standards to improve quality of traineeships, p.7
- Cedefop - Return to learning, return to work, p.7
- Working paper on the growth potential of EU human resources, p.8
- Free movement of people: five actions to benefit citizens, growth and employment, p.8
- Events, p.9

5TH ANNUAL EUROPEAN CAREER GUIDANCE CONFERENCE "CAREER-EU" CONFERENCE DURING THE ERASMUS CONGRESS AND EXHIBITION 2014

The European Association of Career Guidance (EACG) in cooperation with the European Association of ERASMUS Coordinators (EAEC), and the INENTER Network, organises the 5th Annual CAREER-EU Conference from 28 April - 2 May 2014, in Nicosia, Cyprus. The CAREER-EU is organised under the 10th annual ERASMUS Congress and Exhibition - ERACON 2014. ERACON 2014 is under the patronage of Mrs Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism, and Youth. The INENTER 2014 Conference will also run in parallel.

Career Guidance Counsellors and other experts are invited to make presentations and submit papers. Workshops and Sessions within the conference are also invited to discuss specific topics and to draw up concrete suggestions, which can contribute to the improvement of Career Guidance Counselling.

The registration deadline is **14 April 2014**. The main themes of the Congress include:

- Good Practices to obtain Employability in the Crises
- Job Finding
- New skills for new jobs
- Recruitment
- LLP and Funding Policies
- ERASMUS Plus 2014-2020
- Senior Citizens Support
- 2014 - The European Year of Citizens
- Diagnostic Tests
- Career Counselling
- Quality Assessment
- Mobility and Career
- Certification
- University-Enterprises Cooperation
- Training
- Guidance-Enterprises Cooperation
- Innovative Tools
- Linguistic Preparation
- Best Practices in Career Guidance
- Disabled Workers
- Quality Assurance for Career Guidance

CALL FOR ABSTRACTS

All abstracts must be at most 250 words. The abstract is written on a single column A4 page. A copy of the abstract should be sent by email in MS WORD for Windows (PC version) to career.eu@ucy.ac.cy. Presented papers will be reviewed and invited to publication in the electronic proceedings of the conference to be published after the conference. The deadline for the submission of abstracts is **1 April 2014**.

CAREER-EU POSTER DESIGN COMPETITION

The CAREER-EU 2014 Poster Design competition will be organized during the CAREER-EU conference. The idea is to reward the excellent poster designs that institutions and organizations produce for Career and Employment purposes. To be eligible to participate in the competition a representative has to participate and register at the CAREER-EU 2014 conference. Each institution/organisation could submit up to two posters for the competition. Diplomas will be awarded to the first three prizes. The best posters will appear on the www.eacg.eu and www.career-eu.info site. Prizes will be a diploma and free registration at the CAREER-EU 2015 as follows: First Prize: Free Full Registration; Second Prize: 50% Registration; Third Prize: 25 % Registration.

More information is available at:

<http://www.career-eu.info/index.php?id=1413>

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“NO JOB WITHOUT EXPERIENCE, NO EXPERIENCE WITHOUT JOB” CAN DUAL EDUCATION BREAK THE VICIOUS CIRCLE?

Article by the Vice-President of EACG, Hessel Roger

All over the world, parents want a prosperous, safe future for their children, and employers want to have smart, productive, capable employees. Yet, there is an increased (youth) unemployment rate throughout Europe. So why do we have such a problem when it comes to the transition from school to work? Instead, we have education and training institutes that mostly deliver “ivory tower curricula” that is unable to meet the needs of a rapidly evolving labour market. While the OECD and the ILO repeatedly emphasize the importance of high-skilled workforce as a primary component for a good quality life. Often, even highly educated young people are disadvantaged in the labour market because they lack experience and job-seeking insights relevant to available jobs. Countries with education systems which offer combinations of classroom learning and workplace exposure linked to vocational pathways typically experience much lower youth unemployment rates. Earlier in 2013, the European Training Foundation (ETF) in Turin published a report on work-based learning, which is learning through participation in the work process. The EU Agency will soon issue a handbook on the same topic. In view of this recent international trend towards rediscovery of work-based learning it appears that shedding light on the benefits of work-based and dual education models is necessary. Can this model break the vicious circle of no job without experience, no experience without a job”?

World-Class Vocational Learning: Where to find it?

While struggling with fast growing youth unemployment, Europe must come to the level of world-class vocational education and training (VET) to raise the quality of skills of its youth. What makes a VET system world-class? The Communication of the *European Commission* titled “Rethinking Education” highlights four Member States that have world-class VET systems: Germany, Austria, Denmark and the Netherlands. Their VET systems are heralded as being world-class because they have built-in mechanisms to adapt to current and future skills needs. Their training is more demand-driven. These countries have fewer problems with skills mismatches and better youth employment rates than other countries in Europe. Their VET systems are dual learning models with high proportion of work-based learning and they have strong partnerships between education and industry.

Workplace experience is one of the strongest influences on making appropriate career choices. Work placement should not only give students “career testers”, but also should give them “introductory skills” to the sector that they would choose. A candidate with on-the-job-experience is very attractive for employers. However, it is challenging to establish quality-apprenticeship systems. A student from the *TOBB Economics and Technology University* in Ankara, for example, complained: “I was three months at a bank, but they

BADEN-WUERTEMBERG COOPERATIVE STATE UNIVERSITY: Dual Education Model

Formal Education
6 x 3 months study
period



Practical Experience
6 x 3 months at a
cooperating company



couldn't give me the files because of confidential banking data.” Eurochambers, the European umbrella organisation of chambers of commerce, points out that transnational placements trigger multiple learning effects in terms of transversal and language skills. The first full-immersion into the labour market of another culture requires, however, careful planning. Otherwise, expectations can be disappointing both for students and employers.

An Innovative Practice from South Germany

What is special about the “Dual Education Model”? Unlike classroom teaching alone, dual education facilitates the interaction between theory and practice. The dual education model allows learners to gain first-hand work experience in apprenticeships while benefiting from traditional school or university teaching. This offers numerous advantages to learners, to companies and to the societies. On one hand, learners obtain skills more effectively through work-based learning, and on the other hand they can apply this knowledge to the real world of work under the supervision of a mentor.

Lessons may be drawn from the *Baden-Württemberg Cooperative State University*, which is Germany's first “Dual Education Model” at the university level. Baden-Wuerttemberg, known for brands like Mercedes, Porsche and Bosch, is one of the strongest economies in Europe. Based on a long, established practice of 40 years, this unique dual education model integrates higher education into workplace training. In a country where public bodies are traditionally self-governing, the State University with 16 locations in and around Stuttgart provides six three-month periods of classroom-learning (theoretical phase), which alternates with six three-month periods of on-the-job-training (practical phase). Right from the beginning in 18 months out of 36 the students learn on-the-job. The most innovative features of this dual model in the economically advanced south-west of Germany are:

1. **Selection of students:** First, the students apply for a training position at a company cooperating with the university. The cooperation between the university and its partner companies is intense thanks to long-established personal contacts and institutionalised collaboration in committees. The students go through interviews and assessment centres. Only after having been offered a three-year training contract are the students entitled to enrol in the university programme. The *Baden-Wuerttemberg Cooperative State University*, funded by the Government of the “Land”, has thus delegated the selection of students to the private sector. This may be one of the reasons why their students perform well and easily find jobs on the labour market.

Continued on page 3

“NO JOB WITHOUT EXPERIENCE, NO EXPERIENCE WITHOUT JOB” CAN DUAL EDUCATION BREAK THE VICIOUS CIRCLE?

2. Funding of studies: The partner companies of the university fund the students throughout the three-year study programme, as well as during the theoretical phases when they are learning at the university and cannot contribute to the companies' productivity as apprentices. The private sector in South Germany is ready to invest heavily in HR development: students receive 500–900 Euro per month. Clearly, businesses are well aware of the value of high-qualified workers especially in times of skills shortage. Their cost-benefit calculations show that productive returns from apprenticeships outweigh training costs. In addition, research shows that offering workplace-learning avenues can enhance the corporate image of companies, which in turn can increase the productivity of businesses.

3. Close business cooperation: The University is called a “Cooperative University” because it designs the courses according to the needs of some 9000 training companies and partner institutions. The task is to realize cooperative research projects. That means that in one of the most dynamic, thriving business environments of Europe academic studies are continuously updated according to the needs of cutting-edge drivers in sectors such as automotive, mechanical engineering and health technology.

Where do the students go after completing their studies? Up to 60% are taken-over by their training company, which represents a remarkably high retention rate. 20% obtain a job at another company, 18% continues their studies (mostly enrol in full-time Master programmes) and only the remaining 2% is registered as “neither in employment nor in education”.

Exporting the German Model?

Can the *German Dual Education Model* be exported as it is to other countries? The answer is simply “no”. This full-fledged theory-and-practice-model relies on a number of framework conditions. A dual education culture requires a broad societal recognition – grown over decades, strong links between the university and its partner companies, influential employers' and workers' organisations and a functioning “tripartite social dialogue” with the government bodies. Furthermore, in other countries dual education concepts are facing obstacles such as the financial burden of training programmes in particular on small companies, a lack of a regulatory framework for the status of apprentices/trainees and in-company trainers/mentors lacking the required pedagogical skills. Further barriers are weak quality control mechanisms for informal/non-formal workplace-learning outcomes and the complex task for the government to provide the right policy support for dual education schemes where the private sector has a key role to play.

The society at large benefits from learning-on-job programmes. Countries with strong apprenticeship systems have better youth employment patterns. Dual learning systems keep dropout rates low. Work-based learning, thus, has the potential to produce intrinsic benefits for the society in terms of social inclusion. For the time being, different forms of dual education models are in demand – and mushrooming at universities across Germany and in other regions in Europe and abroad.

Suggestions for the way forward

The following policy suggestions may help to close the gap between the world of education and the world of work:

- **Work-based learning:** Vocational programmes should include elements of work-based learning because, apart from the learning benefit, employers' willingness to provide such workplace training reflects their own needs for skilled workers. Another powerful argument is that trainees contribute to the output of the training firm.
- **Cross-border dual education:** Dual education universities and their partner companies should be incentivized to promote international exchange work placements in order to tap the potential of multinational, interdisciplinary teams stemming from the “young creative class”.
- **Forecasting new skills:** Supported by applied research, ministries of labour and education should put more efforts in understanding the needs of employers. Establishment of properly managed labour market information (LMI) systems is key to enhance the effectiveness of the VET sector in particular in middle- and low-income countries.
- **Quality assurance:** In order to allow objective evaluation of progress for up-skilled workforces, the learning outcomes should be clearly defined and the achievement of training goals should be systematically assessed. Chambers of commerce and industries, which provide certification and take VET exams, are crucial for the quality assurance and supervision of VET delivery.
- **“Assisting work-based learning”:** Inspired by the traditional German and Austrian dual-track culture of vocational training, VET entities should provide training services both to trainees and to companies. Models of VET institute–company clusters should trigger multiplier effects and be marketed EU-wide.
- **Funding:** Tax incentives should enable companies to contract a sufficient number of experienced trainers in order to ensure high-quality apprenticeships. In some countries, businesses and chambers should commit themselves to co-funding of VET programmes.

In conclusion, preparing young people for the world of work through real work experience improves their potential for employability. How do successful dual education models make a difference? Both the education and training institutes and the employers go well beyond their traditional areas of activity: Training institutes and employers actively step into one another's worlds. Educators get involved in employment, and employers co-design curricula. Provided that the whole network of stakeholders is familiarized with dual education systems, these forms of *private-public-partnerships* are a promising HR development model. Learning face-to-face with the potential employer often replaces face-to-face career support services. In order to break the vicious circle of “not finding a job without experience and not getting experience without a job”, the student has to have a foot into the labour market at an early stage during education or at least before graduation.

THINKING OF A CAREER CHANGE?

Article by Mary Whitaker, Career Coach at RITE Careers

Many people in different jobs or positions are constantly thinking of changing jobs or careers however do not know where to start. As an individual who has changed careers a few times in my work history I would like to share with you some insights to make your career or job transition more smoothly by first reviewing your likes and dislikes.



1. First decide what is missing in your current job? Do you want a higher salary? Do you want more responsibilities? Do you want a position that relates more to your training and work experience? Do you want different hours? Do you want less stress? This one is a big one these days as more and more employers are expecting their employees do carry a larger workload. The list can be exhausting until you find the reason why you want to change jobs or a career. Everyone will have a different reason.
2. Start reviewing what you like and not like in your past jobs or responsibilities. For me when I started thinking about all my various jobs I determined that what I enjoy the most was helping people and now translates to giving people hope and solutions in their careers. If you have been doing the same job for a while start breaking down all your responsibilities and duties. When reviewing your tasks rate them on as a positive or negative 1 – 10, graph it out to really see what makes you excited.
3. Now that you have rated your past responsibilities or jobs, determine why you have rated in the way you have. Start to understand your likes and dislikes.

Keywords: Career Change, changing Jobs or Career, Current Job, Higher Salary, More Responsibilities, Related to your Training, Past Responsibilities or Jobs or tasks, Job Likes and Job Dislikes, Career Path, Career Transition, Resumes, Job Search, Interview Practice.

When considering a new career, have you thought about your interests?

We all have some keen interests that appeal to us and some psychologists would say our interests can be connected to our personalities. Others may say our interests are determined by our environment or social status. However we make choices daily depending on our interests which can be as easy as what type of movie to watch.

I believe we know what we are interested in doing and not doing. I am not interested in fixing things in particular anything related to my car. For example, years ago a couple of male friends wanted to show me how to measure if I had enough air pressure in my tires and it looked simple to do. However after several minutes trying to figure out where to put the gauge on the tire and my friends laughing at me we decided that it would be better if they just fixed my car problems.

Does this mean I am not capable of doing the job or not interested in doing the job? I believe there is quite a difference in these concepts as if you are interested in doing the job and learning how to do it, one can master effectively carrying out the job task. However if you are like me when you are not interested in doing the job, I will find excuses or difficulties in accomplishing the task. Did my friends show me how to measure the tire pressure absolutely they were clear on their directions however it was not sinking it as I am not interested in doing that task and it is easier for me to have someone else take care of the job.

Similar in my business, when I opened it last fall I was not interested in learning how to edit the content on my website and recently learned how to do my own content editing as now I have a keen interest in doing this job to have more control in my website. The interest now serves a purpose for me.

Also, when I took payroll courses in the past before working as a career coach, I was only interested in taking the courses to advance my opportunities to find employment and it worked until I wanted to change careers.

When I entered the field of career counselling, I was very interested in learning and taking every workshop available that would benefit me in doing my job better and helping my clients to be more successful in their career transition. My interest in taking courses had a purpose that was directly involved in my career development.

Our interests play a major role in our lives and our careers, so why not when thinking about a career changes consider what your interests are. I believe if you are truly interested in your job, your performance will be better and your personal engagement in the job and the company will be higher.

Keywords: Career, Interests, Career Counselling, Career Change, Job performance, Doing a job, Interests in a job, Career Coach, Career Path, Resumes, Job search, Interviews, Career Advancement.

NEW PROGRAMME FOR EMPLOYMENT AND SOCIAL INNOVATION - EASI



The European Commission welcomed on 5 December 2013 the adoption of the new EU programme for Employment and Social Innovation (EaSI) by the EU's Council of Ministers. EaSI will make € 920 million available for the 2014-2020 period. It will support innovative social policies and promote labour mobility, as well as facilitate access to microcredits and encourage social entrepreneurship.

EaSI integrates and extends the coverage of three existing financial instruments: Programme for Employment and Social Solidarity (Progress), the European network of Public Employment Services EURES and the European Progress Microfinance Facility. The three components of EaSI will receive the following allocations:

- **Progress (Programme for Employment and Social Solidarity):** Around € 550 million will support activities with a strong Europe-wide dimension such as comparable analysis, mutual learning, and exchanges of practices in the field of employment and social policies. A specific budget of around € 100 million will be devoted to test new solutions for employment and social policies in critical areas such as youth employment or inclusion.
- **EURES:** Around € 160 million will be dedicated to the EURES network that provides information and advice to job seekers wishing to work in another EU country.
- **Progress Microfinance:** Around € 200 million will extend the support given to microcredit providers and institutions in order to make more loans available, and will help to develop the social investment market and access to financing for social enterprises.

More information: <http://tiny.cc/blgo7w>

EU EMPLOYMENT AND SOCIAL SITUATION QUARTERLY REVIEW – SEPTEMBER 2013

There are signs of fragile economic recovery, but economic growth is unlikely to be sustained unless it is inclusive and job rich, especially while labour market and social conditions remain extremely challenging and divergence between countries is growing, according to the September special edition of the EU Employment and Social Situation Review.

The EU is struggling with many challenges. High unemployment has already led to all-time high long-term unemployment. Large job destruction has aggravated low employment. In the same time, precarious employment has increased and in labour mismatches occurred with the rise of structural unemployment. The group of young people not in education, employment, and training expanded but due to acute unemployment. Poverty and social

exclusion has increased, following rise in jobless households and rise in in-work poverty, and household incomes have declined.

As the situation has worsened more in some Member States, divergences between countries have been growing, especially within the Euro Area. The uneven impact of the crisis within countries has seen rising inequality with fiscal consolidation being most felt by the lower income groups hardest hit by job losses. Policy responses to confront the employment and social challenges and ensure a job-rich recovery are needed in four areas: **investing in jobs and people; improving labour market functioning; increasing the effectiveness and efficiency of tax and benefit systems; and, constructing a genuine social dimension of the EMU.**

More information: <http://ec.europa.eu/social/BlobServlet?docId=10955&langId=en>



EUROPEAN JOB MOBILITY BULLETIN NOVEMBER EDITION



The European Job Mobility Bulletin provides an analysis of vacancies posted on the EURES jobs portal by national public employment services. It is specifically targeted at people looking for work outside their home region/country, and at EURES advisers aiming to help them.

According to this issue of the European Job Mobility Bulletin, based on the vacancies published on the EURES portal, the top 5 jobs in Europe are: Finance and sales associate professionals; Modern health associate professionals (except nursing); Computing professionals; Housekeeping and restaurant services workers; Electrical and electronic equipment mechanics and fitters.

More information: <http://tiny.cc/2jgo7w>

EUROPEAN VACANCY MONITOR – NOVEMBER ISSUE

Demand for ICT workers grows, while recruitment of professionals declines for the second time since 2010. Hirings remained down for most occupational groups and fell for the second time since the second quarter of 2010 for expert / specialised workers (professionals). At the same time, ICT occupations showed growing employment opportunities, according to the November 2013 edition of the European Vacancy Monitor.

In the first quarter of 2013 vacancies were stagnant compared to the same period in 2012. However, public employment services' (PES) vacancy inflow and vacancies for temporary work agencies (Randstad) fell again, except in the UK. The recruitment of workers with higher education continued to increase by 3% and may indicate that more professionals accepted jobs below their qualifications. Certain jobs saw also an increase in hirings (and employment), such as:

- legal and social associate professionals;
- business services and administration managers;
- software and application developers and analysts;
- finance professionals;
- architects, planners, surveyors and designers.

More information: <http://ec.europa.eu/social/BlobServlet?docId=11091&langId=en>



SOCIAL AGENDA – NOVEMBER ISSUE



Innovation can help promote inclusive growth, fight against poverty, ensure a successful transition to a green economy and implement the youth guarantee, says the November issue of Social Agenda. The issue contains a special feature on the new Employment and Social Innovation (EaSI) 2014-2020 funding programme, which will give a boost to innovation as well as to social enterprises, and pave the way for experimentation on a greater scale via the new European Social Fund (ESF) 2014-2020.

Some of the statistics contained in this issue: **More**

More information: <http://ec.europa.eu/social/BlobServlet?docId=11076&langId=en>

than 6.000 entrepreneurs have already benefited from loans worth a total of close to € 50 million under Progress Microfinance. 44% of workers are covered by **negotiated agreements** in the Central and Eastern European Member States, compared to 70% of workers in the rest of the EU. Full Roma integration in the labour market could bring economic benefits estimated at around € 0.5 billion annually for some countries. The EaSI programme will increase **funding for innovation** from € 2-4 million under PROGRESS 2007-2013 to € 10-14 million.

EUROPEAN ALLIANCE FOR APPRENTICESHIPS

The European Alliance for Apprenticeships helps to fight youth unemployment by improving the quality and supply of apprenticeships across the EU through a broad partnership of key employment and education stakeholders. It also seeks to change attitudes to apprenticeships. It will in particular identify the most successful apprenticeship schemes in the EU and apply appropriate solutions in each member state.

The Alliance is supported by the first-ever joint Declaration by the European Commission, the Presidency of the EU's Council of Ministers and European level trade union and employer organisations (the European Trade Union Confederation - ETUC, BusinessEurope, the European Centre of Employers and Enterprises providing Public services - CEEP and the European Association of Craft, Small and Medium Sized Enterprises - UEAPME). The Alliance promotes measures which will be supported by the European Social Fund, the Youth Employment Initiative and Erasmus+, the new EU programme for education, training and youth.

More information: http://ec.europa.eu/education/apprenticeship/index_en.htm



INTERNATIONAL SURVEY ON ADULT SKILLS

One in five adults in Europe have low literacy and numeracy skills, and even a university degree in the same subject is no guarantee of the same level of skills in different countries, according to the first comprehensive international Survey of Adult Skills published on 8 October 2013 by the Organisation for Economic Co-operation and Development (OECD) and European Commission.

The survey assesses the literacy, numeracy and problem-solving ICT skills of adults aged 16-65 in 17 EU member states, as well as in Australia, Canada, Japan, Republic of Korea, Norway and the United States. The findings of the survey, also known as the Programme for the International Assessment of Adult Competencies (PIAAC), underline the need to target investment at improving education and training to increase skills and employability in European countries. The survey's key findings are:

- 20% of the EU working age population has low literacy and numeracy skills: the figure is higher among the unemployed;
- 25% of adults lack the digital skills needed to effectively use ICT;
- There are striking differences between countries in skills provided through formal education;
- Lifelong learning policies must aim at sustaining skills over time.

More information: <http://www.oecd.org/site/piaac/surveyofadultskills.htm>



COMMISSION PROPOSES STANDARDS TO IMPROVE QUALITY OF TRAINEESHIPS



Guidelines to enable trainees to acquire high-quality work experience under safe and fair conditions, and to increase their chances of finding a good quality job, have been proposed by the European Commission. The proposal for a Council Recommendation on a Quality Framework for Traineeships would in particular call on member states to ensure that national law or practice respects the principles set out in the guidelines, and to adapt their legislation where necessary. Traineeships are a key element of the Youth Guarantee proposed by the European Commission in December 2012 and adopted by the EU's Council of Ministers in April 2013.

The guidelines would increase transparency with regard to traineeship conditions, for example by requiring that traineeships be based on a written

More information: <http://tiny.cc/21hq7w>

traineeship agreement. The agreement should cover learning content (educational objectives, supervision) and working conditions (limited duration, working time, clear indication whether trainees would be paid or otherwise compensated and whether they would qualify for social security). Indeed, traineeship providers would be asked to disclose in the vacancy notice whether the traineeship would be paid. By setting common quality standards for traineeships, adoption of the Quality Framework for Traineeships would support the implementation of Youth Guarantee schemes by Member States. It would also encourage more transnational traineeships and help the extension of EURES to traineeships. The proposed framework does not cover traineeships that form part of university degree or that are mandatory to access a specific profession.

CEDEFOP - RETURN TO LEARNING, RETURN TO WORK

In September 2013, the European Centre for the Development of Vocational Training - Cedefop published a Briefing Note with the title "Return to learning, return to work. Helping low-qualified adults out of unemployment".

This briefing note explores how properly targeted and designed work-based training programmes can address the employment needs of low-qualified adults. Some 70.7 million people across Europe aged 25 to 64 are defined as low-qualified. This skill group has experienced a greater rise in unemployment since 2008 than any other. A recent Cedefop study assesses the training programmes currently on offer and suggests ways of making work-based learning for low-qualified adults more effective.

More information: <http://www.cedefop.europa.eu/EN/publications/21952.aspx>



WORKING PAPER ON THE GROWTH POTENTIAL OF EU HUMAN RESOURCES

The Directorate-General for Employment, Social Affairs and Inclusion has published a working paper analysing the impact of demographic ageing on future employment growth.

The analysis shows that some of the economically strongest EU Member States will find themselves confronted with serious employment growth constraints due to labour supply bottlenecks already within the next 5 years, even under extremely optimistic activity assumptions. Several other Member States will face labour constraints over the next decade.

More information: <http://ec.europa.eu/social/BlobServlet?docId=10939&langId=en>

Given the strong inertia of demographics, even total EU employment will start shrinking at the latest in 10 to 20 years from now.

Labour supply constraints will arise considerably earlier in the case of highly educated workers.

One of the authors' conclusion is that if European economies are to continue growing at a welfare-maintaining pace, the focus must be on productivity growth, which will remain the only renewable source of economic growth in the long run.



FREE MOVEMENT OF PEOPLE: FIVE ACTIONS TO BENEFIT CITIZENS, GROWTH AND EMPLOYMENT



The joint responsibility of member states and the EU institutions to uphold EU citizens' rights to live and work in another EU country is underlined in a policy paper adopted by the European Commission. To support member states' efforts to do so, the Commission's paper outlines five concrete actions to strengthen the right to free movement, while helping member states to reap the positive benefits it brings. The policy paper clarifies EU citizens' rights to free movement and access to social benefits, and addresses the concerns raised by some member states in relation to the challenges that migration flows can represent for local authorities.

The Communication analyses the impact of mobile EU citizens on the welfare systems of host member states. The factual evidence overwhelmingly suggests that most EU citizens moving to another member state do so to work. They are **more likely to be economically active** than nationals and **less likely to claim social benefits**. In fact, the percentage of **mobile EU citizens who receive benefits is relatively low**, compared to member states' own nationals and non-EU nationals. In most member states, mobile EU citizens are net contributors to the host country's welfare system. The Communication sets out the rights and obligations which EU citizens have under EU law. It clarifies the conditions citizens need to meet to be entitled to free movement, to benefit from social assistance and to social security benefits. Taking into account challenges which have arisen in some Member States, it also explains the safeguards to counter abuse, fraud and error. It also outlines social inclusion

More information:

<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2006&furtherNews=yes>

instruments available to member states and local communities facing particular pressures relating to the inflow of mobile EU citizens.

To address concerns in some EU member states about the implementation of free movement rules on the ground, the Commission sets out **five actions** to help national and local authorities to:

- 1. Fight marriages of convenience:** The Commission will help national authorities implement EU rules which allow them to fight potential abuses of the right to free movement by preparing a Handbook on addressing marriages of convenience.
- 2. Apply EU social security coordination rules:** The Commission is working closely with the member states to clarify the "habitual residence test" used in the EU rules on social security coordination in a practical guide that will be produced by the end of 2013.
- 3. Address social inclusion challenges:** Help member states further use the European Social Fund to tackle social inclusion.
- 4. Promote the exchange of best practices amongst local authorities:** The Commission will help local authorities to share knowledge developed across Europe to better address social inclusion challenges.
- 5. Ensure the application of EU free movement rules on the ground:** the Commission will also set up by the end of 2014, in cooperation with Member States, an online training module to help staff in local authorities fully understand and apply free movement rights of EU citizens.

UPCOMING EVENTS

- **Social entrepreneurs: Have Your Say!**
16-17 January 2014, Strasbourg, France
http://ec.europa.eu/internal_market/conferences/2014/0116-social-entrepreneurs/index_en.htm
- **Green Growth, Green Jobs: Integrating Employment and Environmental Policies Across Europe**
29 January 2014, Brussels, Belgium
<http://www.publicpolicyexchange.co.uk/events/EA29-PPE2>
- **Green Skills and Innovation for Inclusive Growth**
14 February 2014, Paris, France
<http://www.cedefop.europa.eu/events/GreenSkillsForum2014/index.html>
- **European Career Guidance Conference 2014 - CAREER-EU 2014**
28 April - 2 May 2014, Nicosia, Cyprus
<http://www.career-eu.info/index.php?id=1413>

HOW TO BECOME A MEMBER

The Association is open to any individual or organisation interested or dealing with Career or Employment issues, as well as any organisation willing to become a One-Stop-Service-Shop for Career Guidance.

The application procedure to become a member of the Association is very easy. The following link provides direct access to the subscription webpage and all the necessary information that the applicant needs to know:

<http://www.career-eu.info/index.php?id=137>

The Association offers **two kind of subscription schemes**:

- For Institutional/Organization membership €150
- For Individual membership €100

EACG MANAGEMENT BOARD

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