Regional CSO platform advocating social innovation under employment policies that guarantees security for youth at risks, an EU-funded project. This document has been produced by financial assistance of the EU founds of Civil Society Facility Operating Grants to IPA CSO Associations.

From Education to Labour Market - Actors and Factors in Focus

White Paper
From Education to Labour Market - Actors and Factors in Focus

White Paper on active labor measures, challenges, consequences and status quo of youth employment in Albania

Regional CSO platform advocating social innovation under employment policies that guarantees secures youth at risk
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INTRODUCTION

The young population is, one of the most important human resources for the socio-economic development of a nation. This category of population has the courage and the energy for proposing innovating ideas and progressive mechanisms in all socio-economic domains. However, many young people around the world face challenges in accessing labor market. According to ILO (2011), in the ten years from 1998 and 2008, youth unemployment worldwide increased by a total of 0.2 percent, or about 100,000 persons per year; but from 2008 to 2009 it increased by 5.3%, or 4.5 million persons, in a single year. By the end of 2010, an estimated 75.8 million young people were unemployed (UN, 2012). In contrast to the 12.7% global youth unemployment rate for 2011, the ILO’s 2012 Global Employment Trends report estimates that youth unemployment represents nearly 40 percent of total global unemployment.

The very fast changing nature of the labor market, and in particular the youth labor market with a special focus of marginalized youth labor focus has indicated the necessity to investigate on the problems of unemployment that face young people. Young people may face discrimination in the labor market on the basis of their individual characteristics - real or perceived - including gender, race, sexual orientation, gender identity, ethnic origin, disability, religious beliefs or social and educational background, experiences. Young women often find themselves in a situation of particular disadvantage on the labor market compared to men. Although the recession has narrowed the gender pay gap among young people (Eurostat, 2012) women make 16% less than men across all age ranges.
Among different categories of young people, the ones with disabilities are more likely to be unemployed, underemployed or employed at a lower wage, than their non-disabled peers. Moreover they are often the last to be hired and the first to be laid off or fired. The social isolation, poverty and discrimination faced by young people with disabilities also sets up an interconnected pattern of problems (Harriss, 1996).

This white paper seeks to analyze the challenges and consequences of youth unemployment and gather a set of recommendations and considerations that would help to sooth the phenomenon and give guidance to the different actors and factors to positively influence.

The White Paper comes as a product of the project “Regional CSO platform advocating social innovation under employment policies that guarantees security for youth at risks”– YOUSEE, a collaboration among partners from Albania, Bosnia and Herzegovina, FYRoM, Montenegro, Kosovo*UN, Serbia and Turkey. The 4 years project is led by ADP-ZID from Montenegro and Beyond Barriers is the local implementing organization in Albania. More information of the project and outcomes can be found in the online platform www.youseefor.me.
YOUTH AND UNEMPLOYMENT: A NATIONAL ANALYSIS

Over the year 2015, the number of unemployed people in Albania is 223,864 persons. The unemployment rate for the age group aged 15-64 years old is 17.5%. The unemployment rate for males of this age group is 17.5% and for females is 17.4%. Male unemployment rate is 0.1 percentage points higher than females. Compared to the previous year there is a decrease of the unemployment rate by 0.4 percentage points. Youth (15-29 years old) unemployment rate is 33.2%, (32.3% for males and 34.7% for females). Compared to the previous year, youth unemployment rate has increased by 0.7 percentage points.

35.8% of the population aged 15-64 years old is economically inactive. Pupils/students (37.7%) dominate the structure of the population outside labor market. In this age group, 12.1% are not looking for a job because they believe that there are not available jobs.

Among the economically inactive female population aged 15-64 years old, 10% are discouraged workers, 31% are pupils/students or in further training, 15.5% are in retirement or early retirement, and 27.1% of them are fulfilling domestic tasks.

Over the year 2015, youth aged 15-29 years old neither in employment nor in education or training account for 32.8% of all youth population. In this group, 40.8% are unemployed. The other part is outside the labor force because they are discouraged workers (15.2%) or fulfilling domestic and family responsibilities (17.5%) or for other reasons (26.5%).

Comparing youth who are neither in employment nor in education or vocational training by sex and their status in the la-
Labor market, it is noted that males are more active than females (52.5% of males are seeking for a job and are available to work, while for females this percentage is 30.5%.

INSTAT report shows that most young people (15-24) are working as contributing family members (58.3 per cent of total youth employment), with young women slightly more likely than their male peers to be contributing family workers (65.2 per cent and 53.6 per cent, respectively). This in turn has significant implications for girls’ and women's social security status and entitlements, including coverage by health insurance and old-age pension, and negatively impacts on their general social security and economic independence throughout their life.

Persons with disabilities, youth at risk, and Roma and Egyptian minorities as more at risk of socially exclusion than other population groups, including the risk of exclusion from the labor market. Only 10% of businesses report to have hired at least 1 people with disabilities. The major number of businesses that employed people with disabilities belongs to manufacturing, water supply, sewage, waste and the medium and large size businesses (ILO, 2014).

Administrative data from the National Employment Service (NES) has, over the years, indicated a considerable increase in the number of unemployed jobseekers registering for vocational education training (VET) courses, with considerable gender differences. There are 30% more registered unemployed male jobseekers in vocational education training courses than females. Meanwhile, there has been an increase of almost 90% of female unemployed jobseekers that participate in employment promotion programs. In 2015, unemployed female bene-
ficiaries in employment promotion programs outnumber their male counterparts almost two to one.

At the beginning of the transition period, the share of students attending vocational schools was as high as 60%. Whereas the general education system survived the transition structurally and was ‘only’ challenged to develop into a quality system in line with international standards, the vocational education and training system collapsed. With the disappearance of state enterprises, vocational education lost its orientation and its natural partner.

Starting from the early 90ies, Albania has received substantial and continuous international support to various dimensions and aspects of vocational education and training, including support to systems reform and policy development.

19% of the total enrolled students in secondary education are taking part in Vocational education and training (VET), with males accounting for 79% of the total number of students attending VET.

Agriculture remains by far the most important sector of economic activity in Albania in terms of employment. The LFS 2011 indicates that 44.1 percent of working persons is employed in this sector, followed by market services (20.7 percent) and non-market services (15.9 percent). For youth, in particular for young women, the agriculture sector is even more important for employment opportunities (for 51.1 percent), in many instances for contributing family workers. This sector employed around 157 thousand youth in 2011. Market services and construction together absorb 37.0 percent of the employed male youth (65 thousand men), whereas market and non-market services together accommodated 30.1 percent of
employed young women (39 thousand), particularly in administrative functions.

In 2014, the agriculture sector employed only 38.1 percent of working youth (13 percentage points lower than in 2011). Also the construction sector lost a noticeable share of, foremost male, employed persons (4.2 percentage points), whereas the market services and manufacturing sectors relatively increased in importance (respectively with 10.1 and 4.2 percentage points). It should be noticed that all economic sectors decreased in terms of absolute numbers of employed persons, due to the overall shift from employment to unemployment and particularly inactivity.

CONSEQUENCES OF YOUTH UNEMPLOYMENT

Informality is one the “hot” issues that comes as a cause and consequence of unemployment in Albania. Most of the employees are left outside of the social and health security system. Albania is characterized by an underdeveloped and informal economy with a relatively low percentage of paid employees and a very high percentage of self-employed workers. At this point, the highest percentage in vulnerable employment is among young people, particularly affected are young women with 64.3% against 57.9% of men.

Another characteristic is the great difference that exists between the skills of workers, where in a large extent well qualified workers are missing. This is due to the nature of long-
term unemployment and inadequate education. About 66.8% of total active enterprises are located in Tirana, Durrës and Fier. Prefecture of Tirana counted highest number with 54,237 enterprises and the prefecture of Kukës counted the lowest ones with 1,543 enterprises. Even though there is tendency of growth in economy and enterprises in the country as data shows, yet the level of youth unemployment remain problematic and has increased. International Labor Organization expressed concern about this phenomenon while stating in their report that this growth hasn’t led to the creation of more jobs, especially for the youth.

Higher unemployment, according to ILO, it is observed for those young people who have low levels of education. At this point, it should be noted that in Albania unemployment among this category is related to the lack of practical skills in relation to market requirements.

For the employers, the main problem for young people is the difficulty to put into practice the knowledge acquired. In fact, it is observed that there is a discrepancy between supply and demand in the labor market. Mainly, these skills required by businesses are different from those offered from the studies, therefor the educational system fails to prepare skilled youngsters that match needed skills required in the market. Albania’s economic structure itself has led to the diffusion of this phenomenon. Skilled workforces are necessary for an active and competitive economy in the market. In fact, numerous are the studies that have proved that in countries where policies are followed to improve and increase the level of human capital, there has been a high and sustainable economic development. Investments in education are often perceived as a solution to improve the chances of young people to acquire skills that are
valuable in the labor market. Even in Albania, efforts are being made to improve the education and training system. However, it should be noted that the quality of education is affected by the need for continuous school rehabilitation, equipment upgrading, and teacher training.

**VET IN FOCUS**

Vocational Education and Training in Albania comprises of all institutions that offer qualifications and professional skills, as well as the other institutions that secure quality and well-functioning of the system. The main aim of the VET providers is the preparation and training of young people and other individuals out of work with professional skills and professional qualifications. Professional qualifications could be long term and offered from all professional schools or short term offered through courses in the different VET centers. The law on higher education also foresees the establishment of professional colleges which would offer educational and training activities in different fields in professional education.

The initial vocational education is set in three levels in order to offer to students the possibility to access the general education as well as the vocational education (in theory and practice), while preparing them for the educational and employment path. The two years programmes of the first level seek the formation of the workers that are half-skilled. Successful students receive a basic certificate of vocational training and may enter the labor market or continue their studies at the next level. At the second level, the one year programmes prepare technicians and lead them towards another certification on vocational ed-
ucation and training. The finalization of the technical-professional programs in the third level, which lasts one more year, opens the path to students towards the higher education. At the end of this level the students undertake the State Exam and the exam of the professional practice. The vocational qualification centres offer short courses of 4-6 weeks, as well as up to seven months long term course. The main target group addressed by these course are the individuals that are not employed and have been registered or not in the National Youth Employment service. In any case these courses are also open for workers and students accordingly to their requests for vocational education and training. According to a research made from GIZ and ETF in 2014, the number of full time students in the vocational schools has increased with about 25%, while the number of those with part time enrollment has increased 5 times more in the last three years. Despite the high interest, most public providers of VET are in the category of ‘low performers’. This category means a generally unsatisfactory performance level or even a performance level less than acceptable, calling for urgent and major improvements in a wide scale in the country.

Vocational education in Albania is offered in more than 22 occupational fields (teaching areas). Most of the students are enrolled in occupational fields where they can learn a profession in the service sector as the economy and business, tourism and hospitality. However, the agriculture sector is the “employer” leading the country, while unfortunately it still is characterized by low skill level. Young workers (age 15-24) are precisely focused on this sector in the form of unpaid family labor. This shows the growing need of VET in this sector. Only 3.6% of students in vocational education study in the field of agriculture and forestry. Currently VET system is not oriented towards the labor market demand and this remains a continuous problem
that produces consequences. There has been no systematic analysis of the labor market to assess what are the qualifications required and how it can be adapted and planning future courses. Very few businesses cooperate with schools to organize hours of practice. Attractiveness of vocational education is still weak and perceived as a second better way to tertiary education, and not as a way to enter the labor market. While career education as a tool to help students and their families to make decisions is insufficient. The opportunities for lifelong learning and early school leavers, as well as low-skilled workers to increase their competencies for work, are still limited in quantity and in quality.

National Strategy for Development and Integration 2015-2020 (NSDI)

National Strategy for Development and Integration 2015-2020, offers a description of the unemployment situation stating that unemployment represents a significant growth trend, especially for young people aged 15-29 years old. In response to this situation, the government has implemented policies to create jobs, including the expansion of public vocational training centers, connecting more closely with vocational training and the labor market, the strengthening of training capacities, etc. NSDI recognizes the disadvantages of the Education and Vocational Training. This strategy also recognizes the need for re-orienting the education and vocational training in order to meet the actual needs of the labor market, through a combination of teaching theory with work in practice. Thus, providing the delivery of quality vocational education and training (VET) for youth and adults is considered a strategic objective.
National Strategy for Employment and Skills 2014 -2020

The main objective of this strategy is the identification and delineation of appropriate boosting employment policies and vocational training of the workforce, in order to create jobs and opportunities for skill quality throughout the life cycle. This strategy looks vocational training and employment as two members of the same body, aiming to education services and vocational training to be closely linked with those of employment. According to this strategy, investment in human capital and the quality of education and training system. They are at the center of an innovative and competitive economy, providing more and more quality jobs. For this reason, access to quality learning opportunities throughout life will be extended in order to facilitate the participation of individuals of all ages, including those with special needs and disadvantaged groups of the disadvantaged. NSES 2020, aims to increase the AFP’s tracking up to 25 percent; increase the employment rate of graduates from vocational education to 40 percent, adding up to 4 percent of the adult population participating in lifelong learning etc. This will be achieved by increasing investment in education and training by 30% in 2020.

VET FOR NEET

Despite being the second “youngest country” in Europe, Albania yet does not have a strong impact in addressing NEET youth (Not in Education, Employment, or Training). According to ILO, in 2013 the share of youth NEET (15 to 29) is considered 31.75 %. Moreover ILO states that; the NEET group is particularly at risk of both labor market and social exclusion, because
this group is neither improving their future employability through investment in skills nor gaining experience through employment. In addition, the NEET group is already in a disadvantaged position due to lower levels of education and lower household incomes.

This indicator goes beyond level of access to service and poverty, because it refers to the inactive youth, despite their social and economic background. However this can create a whirlpool of disengagement of youth, due to discouragement. The same effect goes on with young women NEET, where their engagement in household chores, and/or the presence of strong institutional barriers limiting female participation in labour markets, and discourages the others to take initiatives.

According to an overview of ETF (European Training Foundation) in partner countries in 2015, there is no considerable gender gap among men and women, and also the education pays an important role for being a NEET. Almost half of the youth with primary or less education, are NEET. Meanwhile in the share of youth with lower and upper secondary education, there is a lower percentage of NEET. Also belonging to a minority increases the chances of being NEET, since more than 58% of youth from minorities, are NEETs.

In this frame, vocational education and training can affect the level of youth who are NEET, bringing the level of education in upper secondary where NEETs are between 28-29% (11% improvement if 100% of NEET youth with low education are involved). Considering that the most marginalized youth have a higher level of early school leavers, we can in an empiric way consider a 6% improvement in youth that can be engaged. In minorities and other excluded youth, this improvement can
be higher, considering that the level of NEET youth in these groups exceeds 50%. Young people attending VET are less affected by this, due to the characteristics of the micro-economy of Albania. “The production in Albania is dominated by micro-economic units that mostly operate in the retail trade and hotels. In this context, individuals who suffer less unemployment than other categories are graduates from vocational schools. The unemployment rate for this category of young people is 13.9%, while for individuals with a university education is 19.8%. But various studies in Albania have shown that the majority of the young is oriented towards less efficient choices for their careers”.

VET policies provides for the involvement of marginalized youth, including minorities and juvenile convicts. There are concrete initiatives that are taking shape, such as providing education for juvenile convicts, Second chance for the early school leavers, especially among marginalized minorities. However the system of vocational education in Albania continues to be problematic, despite reform interventions in recent years. The VET system fails to play his proper role in the current developments in the labor market. Barrier factors are: insufficient level of school autonomy for the various financial activities; lack of cooperation with business for the development of practices; non-inclusion of social partners that can increase the impact in the marginalized groups, local and regional educational institutions for the development of curricula or other activities in vocational schools, etc.

Providing VET for NEET youth can increase the level of youth engagement and participation. The most deprived youth are the youth belonging to the minorities? For this reason the most feasible solution is improvement of VET in Albania, with a spe-
cial focus on NEET. Multiple studies suggest that this can be achieved by increasing the level of cooperation among different stakeholders in the education system and the society itself. The improvement can start by increasing the funds available for VET, in increasing the learning capacities, by/and enlarging the cooperation with businesses. Then a better coordination among education system VET institutions service NGOs and Universities, and also society in creating awareness. A consideration should be dedicated to the involvement of marginalized youth by motivating them in developing their skills through entrepreneurship and other youth businesses. A better distribution in local level, and providing opportunities that complete the missing educational skills among NEET youth, can increase the access of youth to VET services. Thus these learning opportunities (e.g. Second Chance – education program of Ministry of Education and Sports) can be part of VET curricula and be delivered to groups in difficult realities.

THE EMPLOYMENT COMPROMISE

Before analyzing the employment compromise, we must address the inconsistency of skills in Albania, which appears in two main forms:

i) Overqualified, in the terms of individuals working in professions that are overqualified or in fields unrelated to their field of study;

ii) Skills gaps, which cause employers to hire workers who are not qualified for the job they offer.
There is therefore a highly considerable lack of specialists and technicians in fields such as: businesses such as agriculture and agro-processing, manufacturing of clothing and footwear, tourism, construction, transport and communication, energy, as well as in the field of information and communication technology. There are a very few graduates in the labor market which require fields, such as technologists, accountants, agronomists, production managers, textile engineers, mechanical engineers, IT specialists, analysts and programmers. In addition, undergraduate programs are largely theoretical and have a lack of practical skills approach. This results leads to the distortion of the labor market, the lack of labor supply, while there is a demand for jobs in the labor market in other areas for which there is less demand. Part-time work is more common among young people and especially students, who want to combine school and studies. But this may be also of the lack of success in the labor market. Lack of qualifications in accordance with the labor market can cause different problems with employability of young people in the future, particularly with the integration of Albania into the European Union where the Albanian labor market will face the free movement of workers. Another problem is that the system of formal education is limited in teaching skills such as communication skills, teamwork and collaboration, problem solving, critical observation, the conflict solving.

This situation has brought in high levels of the phenomena of “brain drain” abroad, or even worse, the phenomenon of “brain waste” the waste of the intellectual capabilities by migrating to work in various jobs in the field their specialization. The Career Offices in several public and private universities and the labor offices, administered by the Albanian government from or private ones, are a good tool to ease the transition into the
labor market. Also it is really important to encourage training programs, to help youth to start their ventures in various fields of economy especially in the TIK sector to increase the self-employment among young people.

According to a survey conducted by the online employment agency DUAPUNE.COM, the largest number of applicants for jobs are in sales and marketing sectors (call-centers), management, IT, etc., while the job requirements from the employers are mostly in the field of IT and engineering economics. An important market for youth employment is the one of the “call centers” where young people involved during their studies, as well as in the first years after finishing their studies. These companies offer services sales, marketing, and customer services (back-office), customer care, trade on the stock exchange, forex, etc. Besides reducing the unemployment, such companies also offer vocational training, giving to their employees the opportunity to improve their professional skills but also other skills such as communication, conflict solving, foreign languages, knowledge of special markets, etc.

There are also various programs for encouraging new businesses, start-ups, social businesses, which are an opportunity to develop entrepreneurial skills. Very often these programs also offer vocational training opportunities and mentoring. In some cases, specific support layers are more sensitive initiatives bringing a positive contribution to the growth of the role in society. In some cases, specific support is given to vulnerable group's initiatives, bringing a positive contribution to the growth of their role in the society. Some international companies, based in Albania have created different employment programs for the young graduated. These programs can be used as a positive role model to encourage the government to use it in
other businesses. Such a program is The Young Bankers Program of ProCredit Bank Albania. This is a 6 month training and employment programme of successful candidates serving as a filter for new staff, being employed in the bank. A group of 30 participants selected for this program several times per year participates in the programme. Participants receive a payment depending on their qualifications. It is likely that the successful participants are given a chance to be employed in the bank but there is not a contractual obligation for the parties.

Another company which offers a similar program is the Vodafone, with their program “Discover”. The purpose of this program is to attract, develop and retain the best students by offering them, opportunities to develop their talents in their areas of interest into the company, combining training and work practices to identify where participants can provide their best. 90% of the participants in this program are selected to work in this company. The development of the IT sector, is especially important for the youth employment. The requests for this sector are great for talented people, especially in the areas of programming, data management, etc.

Initiatives that serve to improve employment in combination with professional development are different programs of Protik Center, for the organization of different internships and the accelerator programs, to promote star-ups in this field. These programs are combined with mentoring, training and networking with business activities in the field.
TRANSITIONING TO EMPLOYMENT

With the rapid technological developments in recent decades, the labor market has changed and became more complex. Young people generally spend a transitional period full of challenges when they approach the labor market. Even the labor market challenges today are complex and any response to these challenges must be made aware realizing multidimensional circumstances which can either strengthen or may undermine their transition to successful from education in work.

What is ‘transition to employment’? The term “transition to employment” is used to describe the moment in which young people leave school and turn to the labor market, consolidate their skills, develop a sense of willingness to work and make decisions with respect to their lives and careers. The transition has different phases, when you are unemployed and seeking work, the stage when we come into work and face the difficulties of adaptation.

Transition to employment is a different process for the youngsters which are faced with a number of social, economic, cultural, and political factors that influence the process. In this document, based on the organization’s experience in the field of employment of young people have made the classification into two groups based on educational criteria and the risk they pose to young people in the transition process:

- Young people do not attend secondary school (the medium) or suspend it for several reasons;

- Young people who complete professional education (VET) or higher education. It is important to analyze the situation and needs of the two groups mentioned above to address the chal-
Challenges of transition towards specific interventions employing all the actors involved in this process (decision makers, employers, family, teachers, schools, NGOs, etc.)

Within the two groups, it is worth to be mentioned challenges facing young persons with fewer opportunities and that includes the new groups or marginal layers. These target groups encounter difficulties while double are in this transition period and therefore need to be supported by relevant structures with specific measures.

The common challenges in transition period to employment

Every young person in this stage of life is individual and specific, however there are some common challenges encountered by young people in general during the transition to employment. In these regards the challenges are faced in transition before and after employment. Below we list some of the challenges that have been identified during our work by employers and young people to be employed:

- Adaptation of the workplace and social environment that surrounds
- Taking responsibility civic, financial and community associated with being an adult and a member of the community
- Personal journey, emotional and psychological abuse from adolescence to early adulthood
- Adaptation and diversification for their strategies in search of work and access to the labor market, in line with the changing nature of his.
- The difficulty to translate into practical academic knowledge obtained in the educational system
• Lack of labor practices during the study period brings difficulties in adapting the workplace

• Appropriateness of the type of skills acquired in education in applied work

• Lack of skills to create long-term relationships between employers and youth, including training, mentoring for good performance, motivating employees

• Lack of counsel and support from family

The most challenged sub groups

While young people generally are identified as a group that is always the risk of higher long-term labor market also sub groups which face difficulties such as additional groups of young disadvantaged or those with less access. Young people who face greater challenges in terms of access to the labor market but also long-term stay there (long-term employment) include: new social disadvantages, young people with disabilities, young people from rural or disadvantaged geographical areas, young people from ethnic minorities, young people with chronic health problems, returning migrants.

Young people with low socio-economic backgrounds and those from families with a long history of parental unemployment, seem to be particularly at risk of becoming detached from the labor market and/or study.
RECCOMENDATIONS

To conclude this paper the following recommendations and considerations have been collected by the team and are divided in the following five categories.

For jobseekers

- Inform yourselves how and where to seek/apply for a job. Approach Labor Offices in your towns/cities as they can provide you with the needed information on the unemployment status, how to register in their database and how to accordingly the law make your transit from education to employment.

- The higher the number of unemployed youth, the harder is to stand out in the crowd. Consider gaining, improving and fostering your various skills in continuance.

- Master the skills in relation to the studies you are taking and/or you have graduated to give yourself the possibility to have a full set of employable skills.

- Be opened to try a different profession if you are in need for a job but not only. It will in any case provide you with a concrete experience and will improve your other skills that might not be related directly to the chosen profession but influence your capabilities for the future desired employment.

- Consider and value the Vocational Education and Training programs/schools, and aim for those professions that you like or have a passion for. If you like your profession you have more chances to succeed.
• Volunteer, volunteer, volunteer. It will give you the possibility to learn in practice and create a network, both of which are very important for your future career.

• Try to see the possibilities in your own city, not everyone can work in the capital and your hometown needs you as well.

• Do not judge the professions by its NAME! If you do not try you will not be able to know if you are fit to it or not. Stay open to possibilities.

For Parents

• Listen and foster the passions of your children/youngsters. Your support is important and will help them choose the best career path.

• Encourage your children to volunteer, participate and have access to community life.

• Try not to project yourself and our wishes on the children’s career path. The profession you took, or the one you missed might not be what they are willing to take.

• Do not influence, dare we say not “oblidge” them in choosing the studies direction that you like for them. Allow and encourage them to study what they love most.

• Use your knowledge and experience of the labor market to advise them, not influence them.

• When possible, try to minimize the pressure they receive from outer circles and society for choosing a job.

• Encourage them to value any type of profession, as long as it provides them a chance to growth and some economical independence. Teach them the value of work.
For Educators

- Be a model for your students/trainees. Allow them to look at your best career traits and support them through their educational path.

- Update yourself with new techniques of teaching and acquire specializations that are up-to-date with society development and labour market changes.

- Do not encourage students to learn by heart, foster their critical thinking and listen to their ideas.

- Try to use practical examples for your lectures/trainings, it will make them more apprehensive for the students/trainees.

- Encourage students to fully attend and follow the practice at university level. Make them realize that collecting a “certificate is not what they need, while gaining the experience is what they miss.

- Give access and do not judge the youngster with fewer opportunities, they need your support during the studies and you must create equal chances for them in your classroom/training.

- Youth workers- connect with youth and provide them training opportunities to fill in the skill gap.

- Organise and disseminate trainings, courses, workshops that can be accessible by youth with fewer opportunities.

- Reach the youngster with information, if they can’t reach you, your institution or organization.

- Use non formal education in your classroom/training which will allow your students/trainees to learn in practice, to gain skills in a safe learning space.
• When possible consider offering training in job-seeking skills.

For Employers

• Make your working positions accessible by all young people. Be transparent and aim for quality employment.

• Be “youth-friendly” while you hire. Try not to exclude youngsters that are transitioning to the labour market, by creating only jobs that require a highly specified set of skills which cannot be matched by a young person that is entering the labour market for their first time.

• Clarify your working position criteria, tasks and responsibilities once you publish the call or open a position. Applicants must be sure of what is requested from them and know if they fill in the criteria to apply.

• Respect the anti-discriminatory regulations and laws applied in Albania.

• Provide on-the-job training and guidance to the new employees.

• Collaborate with Educational institutions, VET schools to allow students to access internships and traineeships.

• Provide possibility for traineeships and/or internships following the legal criteria and providing a chance to youngsters to learn.

For Policy Makers

• Provide access to participation in high quality standards based education regardless of the setting;

• Reinforce policies, their implementation and monitoring towards preparatory and work based experiences;
• Support and foster youth development and youth leadership opportunities through strategic planning and partnerships;

• Regulate the field by providing training standards for institutions, organisations, training centres that offer training to young people

• Increase the number of youth service practitioners receiving extensive, quality training.

• Increase retention for both youth service practitioners and youth programs;

• Reinforce the law implementation for the employers to provide training and mentoring opportunities;

• Provide national recognition for successful completion of a course of study.

• Reinsure that career counselling structures in schools and universities are led by highly trained employees that have the skills and capacities to provide support and guidance to the youngsters.

• Provide and monitor implementation of policies and laws for academic programs that are based on clear state standards;

• Promote and support career and technical education programs that are based on professional and industry standards;

• Supply curricular and program options based on universal design of school, work, and community-based learning experiences;

• Ensure to supply learning environments that are safe and accessible by all young people;

• Secure supports from highly qualified staff;
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