

Committee on Social affairs and employment

The question of Mitigating skills, educational and vocational qualifications mismatch with Europe's labor market requirements. How can the EU best satisfy the demands of its employers and future employees in order to improve the employability and prospects for the younger generations?



The Kepler Model European Parliament,

- A. Deeply concerned by the skill mismatch, either horizontal or vertical, in the majority of the EU member states;
- B. Alarmed by the high percentage of school leavers leading to insufficient training and lower employability;
- C. Observing the prevalence of indecisiveness or confidence regarding people's career possibilities;
- D. Fully alarmed by employers not willing to hire postgraduates because of their lack of experience and practical skills provided by tertiary education programmes;
- E. Aware of the insufficient links between the education area, the economy and employers;
- F. Convinced VET's and apprenticeships are facing unsupported stigmatization;
- H. Noting with regret that overly fast modernization of technologies leads to a workplaces deficit;
- I. Realizing that there is a lack of legal information about employment contracts among graduates, which can lead to a disadvantage or discrimination of newly hired employees;
- J. Bearing in mind the possibility that unemployed youth may be misusing any kind of state support by not applying for a job;
- K. Deeply concerned by the lack of soft skills education being included in the education process;

1. Setting up an Organization for educational help funded by European social fund (ESF) to assist dropouts who¹;

i) Are willing to study further and are not able to do so due to social or financial reasons in providing

a) The necessary financial support to attend high schools or in some cases also tertiary education

b) The social support for dropout due to family dysfunction, peer pressure, etc. in a form of securing the environment by setting up shelters or safe-havens.

ii) Are not willing to study further and do not wish to educate themselves in providing:

a) Counselling and advice in favor of further education

b) Information about the advantages of further education

c) Career counselling and communication with institutions related to job searching

d) Counselling during job application process and communication with the employers

e) Information about alternative systems of education or occupancy based on individual respective countries of origin (for example military service) ;

2. Highly recommends hiring psychologists in schools, who would provide students with career counselling;

3. Requests all tertiary education institutions to include a minimum of 20% of partial skill education consisting of a programme:

i) Of an internship set up and managed by the institutions of education themselves

ii) Of a part-time job arranged by either the student or the institution of education, in which the employer receives subsidies for the student employed paid from an increased financial support of the universities by ESF;

4. Highly recommends promoting the Dual system (as in Germany and Austria) throughout EU which will be financially supported by ESF, also providing the required training for teachers and spreading awareness of the dual system;

5. Supports the idea of linking the area of communication between the education system and employers by

i) Arranging meetings which will take place on ministry of education where representatives of four sides will meet and discuss (51 members: 11 representatives for students, 19 for companies, 19 from school area and 2 of labour market)

ii) Creating websites with useful information and studies about required skills;

6. Encourages explanatory lectures in forms of presentations and cooperation with media in order to destigmatize and support VETs;
7. Considers the situation regarding modernization carefully and decides to remain cautious about its progression and to be prepared to react accordingly in case this situation escalates unexpectedly.;
8. Recommends providing school lectures, which would raise the awareness about employment contracts and potential unfavorable situations that may occur in the process of applying for a job, and creating easily accessible websites containing crucial information concerning this matter.;
9. Urges the EU member states to set up a policy, which will
 - i) Increase social benefits for unemployed who sign up at an Institution for unemployment management (IUM); which
 - a) Pushes the unemployed to actively search for a job;
 - b) Communicates with potential employers;
 - c) Gives general life guidance for unemployed;
 - ii) Decrease social benefits for unemployed who don't sign up at IUM and willfully remain unemployed to the point where the benefits only cover the most basic necessities;
10. Requests the secondary general education systems of the members of the EU to include the subject (seminars) of soft skills learning for two standardize lesson periods a week:
 - i) One theoretical;
 - ii) One consisted of mandatory-voluntary work;
11. Instructs the president to forward the resolution to the European Parliament, the European Commission and the Council of Ministers.