



YouLat

Migrant Support Guide

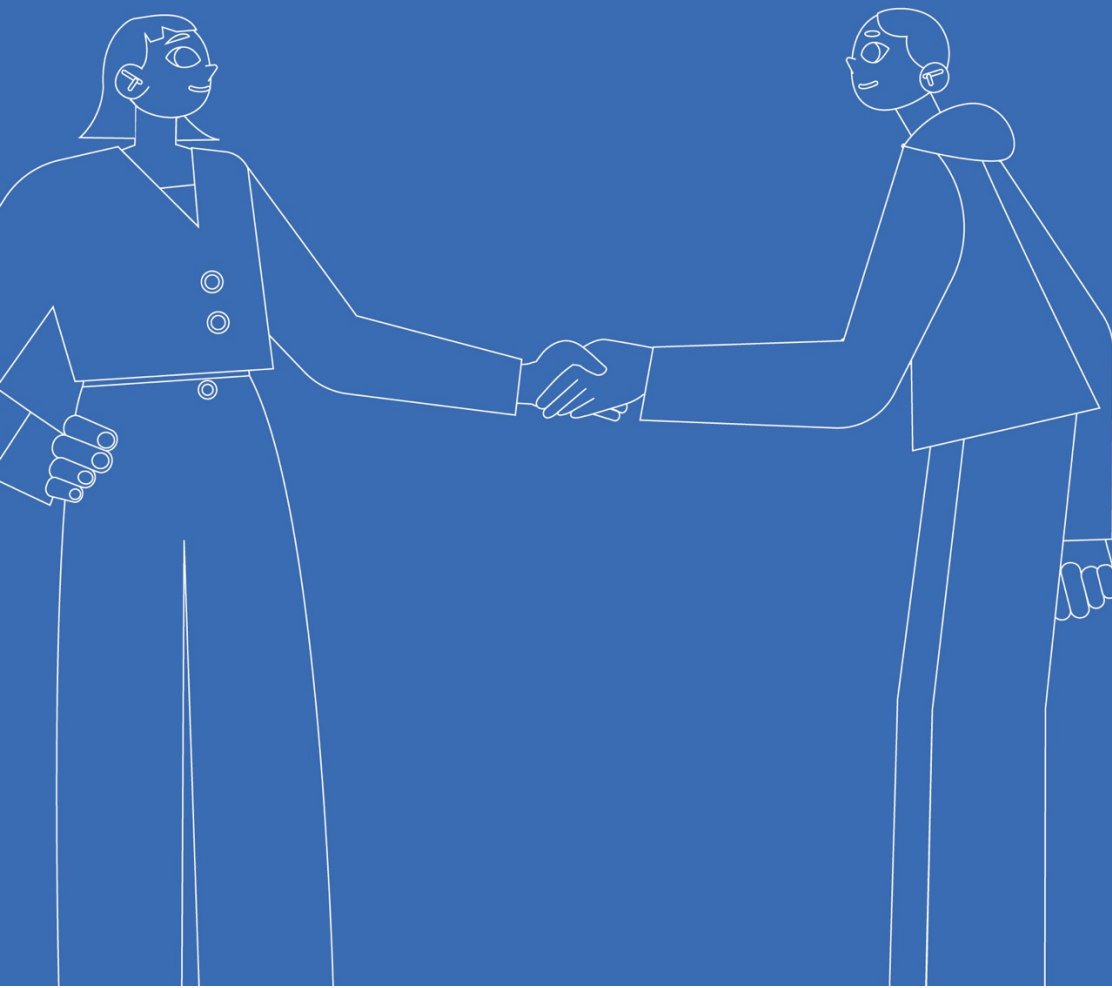
you Lat
me Lat
us Lat

YOULat

Migrant Support Guide

Table of contents

○1	Introduction
○2	Educational Pathways
○3	Training Opportunities in the Field of Formal Education
○4	Training Opportunities in the Field of Non-Formal Education
○5	Youth Employment in Europe
○6	Labour Market in Europe
○7	In Summary
○8	References



01

Introduction



Introduction

Welcome to the "Manual Name" Handbook. This resource has been developed as part of the "YouLat" project, carried out by the organisations FOCO, Milat, and Sorora e.V.

FOCO is an association driven by professionals from various sectors, aimed at promoting non-formal education through innovative projects and initiatives. Our main objectives are: to collaborate with other organisations in Spain and across Europe to foster social inclusion, creativity, the arts, culture, and active citizenship, while respecting diversity and other civic values; to provide training opportunities for the development of skills, civic engagement, and the promotion of social values; and to promote projects and activities that adhere to the principles of quality, relevance, usefulness, and dynamism. FOCO carries out various activities and projects using non-formal methodologies, targeting a wide range of groups, including participants with fewer opportunities.

Milat, a non-profit organisation based in Vienna, was founded in 2018. We are committed to providing ongoing training to the Latin American community, supporting their social integration in Austria. With a focus on youth development, Milat strives to enhance young people's skills and their engagement in the European environment. We believe in the right of every individual to live in a society that values and respects their differences. Our aim is to create a world of acceptance and inclusion. Our approach is innovative, inclusive, and socially oriented. We work with volunteers from diverse backgrounds and skills, bringing cultural diversity to our projects and offering practical support in graphic design, web production, audiovisual production, social media, logistics, and more. We collaborate with volunteers in activities, mobilisations, and events for the Latin American community in Austria.

Sorora e.V. has been active since 2018 in Berlin and internationally. It was founded by women from various organisations committed to culture, art, and feminism. Sorora e.V. supports and gives visibility to artists who are often underrepresented in traditional artistic spaces. We place gender equality at the centre of the creative process and encourage networking at both regional and international levels, promoting the representation and mobility of female artists. Our focus is on establishing feminist alliances and networks, and we collaborate with other feminist organisations to address power imbalances and multiple forms of discrimination.

By involving organisations from three different countries, a global and diverse perspective is ensured in the development of the handbook. The collaboration of these organisations will allow for a more comprehensive and accurate approach to the various aspects of job seeking in Europe. Additionally, each organisation will contribute its local expertise in the labour market of its respective country.

The organisations involved in drafting the handbook have an extensive network of contacts and access to a variety of resources related to job searching in Europe. This enables the handbook to include up-to-date information on the best job sources, training programmes, and other useful resources that both advisors and candidates can use to maximise their employment opportunities.

By joining forces, we have shared and learned best practices used in our respective countries. This will enrich the handbook's content with a variety of approaches, strategies, and advice that can be applied in different contexts. Advisors will benefit from this synergy by gaining valuable insights from the successful experiences of other countries and adapting them to the specific needs of their clients.

This handbook has been specifically designed to provide advisors with the tools and knowledge necessary to guide their clients through the job-seeking process in Europe. Its aim is to offer advisors a comprehensive and up-to-date understanding of the key aspects of job searching in Europe. This guide is not only intended for advisors but also for young people, as it seeks to provide them with guidance and support in their job search. It is written in clear and accessible language to ensure that it is understandable and easy to follow for both advisors and young people. Additionally, it is written in neutral Spanish, so that it can be easily understood and used by people from different Spanish-speaking regions without difficulty. We have made an effort to use vocabulary and grammar that are widely understood and accepted across different Spanish-speaking countries. We also aimed to avoid region-specific colloquialisms and idioms. This respectful use of language does not intend to replace regional variants of Spanish but rather to provide a common form of communication that is comprehensible to everyone.

This guide contains the following chapters: Educational Stages in Europe, European Qualifications Framework, ECTS Credit System, Obtaining the Basic School Diploma, Vocational Training, Education and Training for Employment, Qualification Recognition, and Key Opportunities to Enhance Your Education.

In an increasingly globalised world, Europe offers a wide range of job opportunities for professionals from various fields. However, job searching can be challenging due to cultural differences, legal requirements, and the specific characteristics of each country.

According to Eurostat, youth unemployment in the European Union rose from 14.8% to 15.1% in 2022. Despite this, Europe continues to offer good employment opportunities for young people compared to other geographical areas, such as North Africa, where the unemployment rate is 30%.

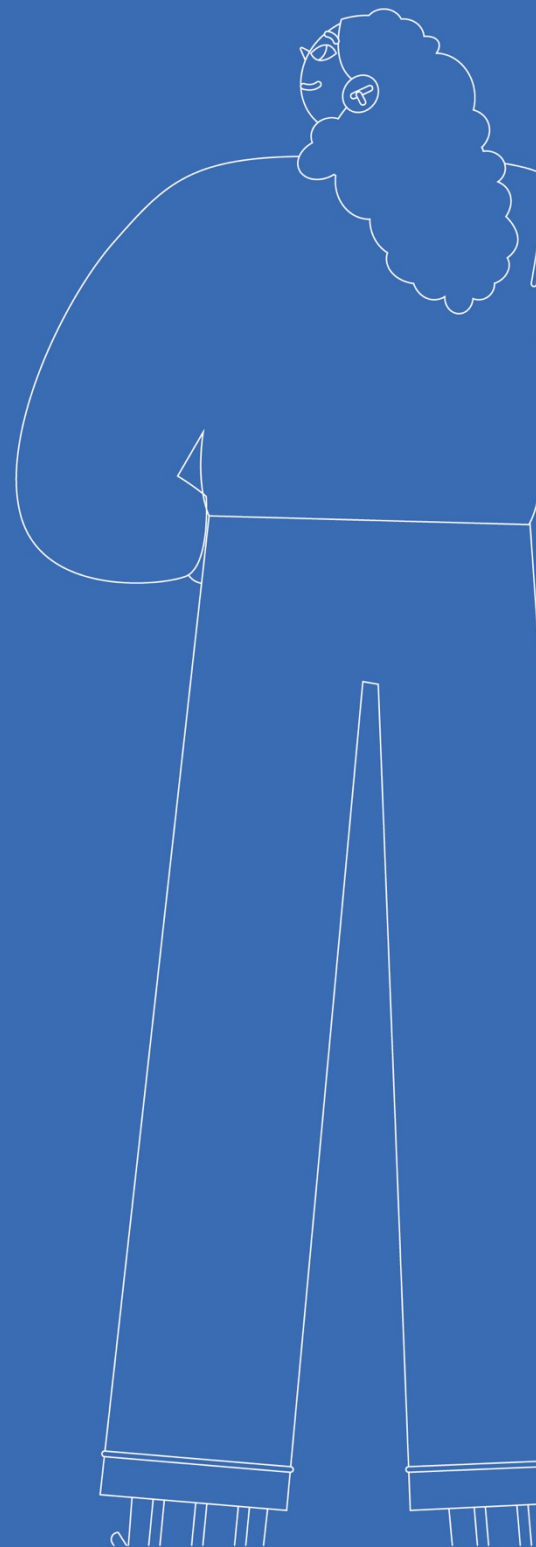
Additionally, it is essential to understand the social group we are advising in order to provide effective and relevant guidance, establish a relationship of trust, and offer the support they need to face their challenges. The United Nations defines youth as young people between the ages of 15 and 24, inclusive (United Nations, 1992, O'Higgins 2001). The definition of youth varies significantly from country to country, as it depends on cultural, institutional, and political factors.

It is crucial that we stay informed about the current employment situation in Europe, as our young clients are particularly vulnerable to unemployment and need our guidance. Throughout this handbook, you will find useful advice, clear and simple information, and additional resources to complement your knowledge. We are confident that, by using this manual as a guide, you will be able to provide invaluable support to your clients in their job search across Europe.

Let's begin this journey towards career success in Europe!

02

Educational Pathways



Educational Pathways

1. Introduction

Europe, a continent with a rich heritage of cultural, linguistic, and socio-economic diversity, has developed over the years an integrated educational system that, despite differences between countries, reflects its shared values and collective aspirations in the field of education. This integration has been the result of collaborative efforts, common policies, and a mutual desire to ensure quality education for all European citizens, regardless of their background.

While each nation has its own educational system and specific characteristics, the essence of European education lies in its common principles and structures, which facilitate academic and professional mobility across the continent. Thanks to these structures, young people can move from one country to another to continue their studies or work, with the confidence that their qualifications will be recognised and valued.

In the current context, where globalisation and digitalisation are reshaping the academic and professional world, Europe has prioritised adaptability and innovation in its educational approach. This guide aims to provide an overview of the main educational pathways available in Europe, helping young people and families make informed decisions about their educational future. It serves as a window into the opportunities that Europe offers, the available tools, and the academic routes that can be explored.

2. Educational Stages in Europe

Currently, in Europe, there are 39 educational systems across the 37 countries participating in the Erasmus+ programme. The European educational framework recognises 7 educational stages, which serve as cornerstones in the holistic development of individuals, preparing them to face global challenges with a strong foundation of knowledge and skills.

Stage 0 - Early Childhood Education

At this stage, the programmes are designed to foster the development of cognitive, physical, social, and emotional abilities, supporting young learners in their learning process outside the family context.

Stage 1 - Primary Education

At this stage, the main objective of the programmes is to develop basic skills such as reading, writing, and mathematics, creating a solid foundation for learning and understanding key areas of knowledge, while also strengthening students' personal and social development.

Stage 2 - Lower Secondary Education

The programmes at this stage are designed to strengthen the foundations established in the previous stage, allowing students to develop and consolidate both individual and collective work habits, while also focusing on discipline as a means of personal development.

Stage 3 - Upper Secondary Education

The programmes at this stage are aimed at developing the necessary skills for university life and the workforce.

Stage 4 - Post-secondary Non-tertiary Education

This stage prepares students for entry into the labour market or tertiary education.

Stage 5 - Short-cycle Tertiary Education

The purpose of this stage is to equip students with knowledge, skills, and professional competencies in specific areas. These programmes may be practical in nature and prepare students for a specific occupation.

Stage 6 - Bachelor's Degree or Higher Education

At this stage, mainly provided by universities and higher education institutions, students develop academic, professional skills, and knowledge, leading to a certification of first-level competencies.

Stage 7 - Master's Degree or Equivalent

During this stage, participants develop advanced academic and professional competencies, leading to second-level certification.

3. European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) was designed in response to the need for a coherent and transparent system that facilitates the comparison and recognition of academic and professional qualifications across Europe. The EQF not only classifies qualifications on an eight-level scale based on learning outcomes and acquired competencies, but also establishes clear relationships between national education systems.

This allows both employers and educational institutions to understand and value qualifications obtained in any European country, ensuring that all citizens have equal opportunities when seeking employment or pursuing further studies in another European nation.

The 8 levels of the EQF are as follows:

Nivel	Conocimientos	Capacidades	Responsabilidad y Autonomía
Nivel 1	Conocimientos generales básicos.	Capacidades para generar tareas simples.	Trabajo y estudio bajo supervisión directa en un contexto estructurado.
Nivel 2	Conocimientos fácticos básicos en un campo de trabajo o estudio concreto.	Capacidades cognitivas y prácticas básicas necesarias para utilizar información útil a fin de efectuar tareas y resolver problemas corrientes con la ayuda de reglas y herramientas simples.	Trabajo o estudio bajo supervisión con un cierto grado de autonomía.
Nivel 3	Conocimiento de hechos, principios, procesos y conceptos generales en un campo del trabajo o estudio concreto.	Gama de capacidades cognitivas y prácticas necesarias para efectuar tareas y resolver problemas seleccionando y aplicando métodos, herramientas, materiales e información básica.	Asunción de responsabilidades para realizar tareas en actividades de trabajo o estudio Adaptación del comportamiento propio a las circunstancias para resolver problemas.
Nivel 4	Conocimientos fácticos y teóricos en contextos amplios en un campo de trabajo o estudio concreto.	Gama de capacidades cognitivas y prácticas necesarias para encontrar soluciones a problemas específicos en un campo de trabajo o estudio concreto.	Autogestión conforme a consignas definidas en contextos de trabajo o estudio generalmente previsibles, pero que podrían cambiar Supervisión del trabajo rutinario de otras personas, asumiendo ciertas responsabilidades por lo que respecta a la evaluación y la mejora de actividades de trabajo o estudio.
Nivel 5	Amplios conocimientos especializados, fácticos y teóricos, en un campo de trabajo o estudio concreto, siendo conscientes de los límites de esos conocimientos.	Gama completa de capacidades cognitivas y prácticas necesarias para encontrar soluciones creativas a problemas abstractos.	Gestión y supervisión en contextos de actividades de trabajo o estudio en las que se producen cambios imprevisibles revisión y desarrollo del rendimiento propio y ajeno.

<p>Nivel 6</p>	<p>Conocimientos avanzados en un campo de trabajo o estudio que requiere una comprensión crítica de teorías y principios.</p>	<p>Capacidades avanzadas que acrediten el dominio y las dotes de innovación necesarias para resolver problemas complejos e imprevisibles en un campo especializado de trabajo o estudio.</p>	<p>Gestión de actividades o proyectos técnicos o profesionales complejos, asumiendo responsabilidades en la toma de decisiones en contextos de trabajo o estudio imprevisibles asunción de responsabilidades en lo que respecta a la gestión del desarrollo profesional de particulares y grupos.</p>
<p>Nivel 7</p>	<p>Conocimientos altamente especializados, algunos de ellos a la vanguardia del conocimiento en un campo de trabajo o estudio concreto, que sienten las bases de un pensamiento o investigación originales Conciencia crítica de cuestiones de conocimiento en un campo concreto y en el punto de articulación entre diversos campos.</p>	<p>Capacidades especializadas para resolver problemas en materia de investigación o innovación, con vistas al desarrollo de nuevos conocimientos y procedimientos, y a la integración de los conocimientos en diversos campos.</p>	<p>Gestión y transformación de contextos de trabajo o estudio complejos, imprevisibles y que requieren nuevos planteamientos estratégicos. Asunción de responsabilidades en lo que respecta al desarrollo de conocimientos o prácticas profesionales y a la revisión del rendimiento estratégico de equipos.</p>
<p>Nivel 8</p>	<p>Conocimientos en la frontera más avanzada de un campo de trabajo o estudio concreto y en el punto de articulación entre diversos campos.</p>	<p>Las más avanzadas y especializadas capacidades y técnicas, en particular en materia de síntesis y evaluación, necesarias para resolver problemas críticos en la investigación o la innovación y para ampliar y redefinir conocimientos o prácticas profesionales existentes.</p>	<p>Demostrar autoridad, innovación, autonomía, integridad académica y profesional y compromiso continuo sustanciales respecto al desarrollo de nuevas ideas o procesos en la vanguardia de contextos de trabajo o estudio, incluida la investigación.</p>

Own elaboration with data from www.europa.eu/ Description of the eight EQF levels

4. European Credit Transfer and Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is a key tool within the European Higher Education Area (EHEA). It was established to facilitate comparison and transparency, as well as to enable the transfer of learning between different educational institutions.

What are ECTS credits?

These credits represent the amount of work expected from a student to achieve the objectives of a programme, whether in terms of study hours, practical work, projects, internships, or other activities. Traditionally, 60 ECTS credits are equivalent to a full year of study or work, with 30 credits per semester.

One of the main advantages of the ECTS system is that it facilitates student mobility across Europe. Students can undertake part of their studies in one country and complete them in another, with the assurance that their credits will be recognised and properly accounted for. This has been fundamental for programmes like Erasmus+, allowing students to experience different cultures and educational methods. Moreover, ECTS not only quantifies the student's workload but also describes the learning outcomes, specifying what a student is expected to know, understand, and be able to do upon completing a unit of study.

5. Obtaining the Basic School Diploma

Obtaining the basic school diploma in Europe is a significant milestone in an individual's educational journey. Although the specifics may vary by country, this qualification generally marks the completion of lower secondary education and certifies that the student has acquired the essential skills and competencies to either continue their academic path or enter the workforce.

Key characteristics of the basic school diploma:

Areas of study: Students typically complete a general curriculum covering languages (native and foreign), mathematics, natural sciences, social sciences, arts, and physical education.

Essential competencies: Beyond subject-specific knowledge, the basic school diploma certifies skills in communication, critical thinking, problem-solving, collaboration, and basic socio-emotional skills.

Assessment and grading: Obtaining the diploma usually requires passing both continuous and final assessments. These evaluations may include written and oral exams, projects, and other forms of assessment.

6. Vocational Training or Employment Education

Vocational training (VT) in Europe plays an essential role in preparing young people and adults for the labour market, while also helping employed individuals improve their skills. Additionally, it offers alternative educational pathways to traditional higher education. This type of training is characterised by its practical focus and its orientation towards specific skills and competencies for various industrial and professional sectors.

Key features of vocational training (VT) in Europe:

Flexible structure: VT adapts to the changing needs of the labour market, offering programmes that vary in duration and level, from short specialised courses to multi-year programmes.

Practical learning: A distinctive feature of VT is the combination of theoretical learning with practical training, allowing students to gain real-world experience in their chosen field.

Industry connection: VT institutions often work closely with businesses and organisations in the sector, ensuring that curricula are aligned with current market demands.

Benefits and Opportunities:

Employability: Due to its practical focus and close alignment with industry needs, vocational training graduates often have high employment rates.

Development of specialised skills: VT provides training in specific technical and professional areas, ranging from technology and healthcare to arts and tourism.

Progression pathways: Many European countries offer opportunities for VT graduates to continue their studies in higher education or access more advanced training in their field.

7. Recognition of Qualifications

The European Union (EU) has a qualification recognition system that facilitates the mobility of qualified professionals within its member countries. Through this system, foreign graduates can apply for the recognition of their qualifications in order to practice their profession in another EU country. However, it is important to note that this recognition is NOT automatic. Therefore, to validate a professional qualification, you must follow the national procedure of the respective country.

Some key aspects to consider for the validation of qualifications are the following:

Common Framework: The qualification recognition system in the EU is governed by the Common Professional Competence Framework (CPCF). This framework establishes criteria and standards for evaluating the equivalence of academic qualifications and professional competencies across different member countries.

Competent Authorities: Each member country designates a competent authority responsible for evaluating qualification recognition applications. These authorities are tasked with verifying the validity of the submitted documents and determining the equivalence of the foreign qualification with the national qualification.

Evaluation Criteria: Qualification recognition is based on a comparative assessment of the knowledge, skills, and experience acquired by the holder of the foreign qualification. Competent authorities consider aspects such as the duration and content of the study programme, as well as relevant work experience.

Recognition Procedure: The applicant must submit a recognition request to the competent authority in the country where they wish to practice their profession. This application should be accompanied by the required documents, such as the original qualification, academic transcripts, and, in some cases, a certificate of good conduct.

Certain professions in the EU, such as medicine, architecture, or teaching, are regulated and require specific recognition. For these professions, the recognition process may be more rigorous and could involve additional requirements. It is also important to note that in many cases, proof of language proficiency in the destination country's language may be required, especially in professions where effective communication is essential, such as medicine or law.

There is a centre called ENIC/NARIC that provides support in comparing qualifications within the European Union. This centre allows you to perform a preliminary validation based on the purpose and the country in question. ENIC/NARIC evaluates your qualifications and transfers the assessment to the competent authority for official recognition.

9. Key Opportunities to Enhance Your Education

Europe has always been a hub of educational excellence, and for those seeking to enhance and expand their academic horizons, numerous opportunities are available. From exchange programmes to scholarships and online learning platforms, here are some of the programmes that can help you improve your educational level and job skills in Europe.

Erasmus+ Programme: This is one of the most popular and prestigious exchange programmes in Europe. It allows higher education students to study or undertake internships in another European country for a period of up to 12 months.

European Research Council (ERC) Research Grants: These grants are aimed at researchers seeking funding for groundbreaking projects across Europe.

Marie Skłodowska-Curie Scholarships: These scholarships offer funding opportunities for training and research, promoting international and cross-sectoral mobility.

Online Learning Platforms:

MOOCs: Many European universities offer Massive Open Online Courses (MOOCs) in various disciplines, allowing students from around the world to access high-quality content from the comfort of their homes.

EPALE (Electronic Platform for Adult Learning in Europe): This initiative provides resources and networking opportunities for adult educators and learners, fostering lifelong learning and professional development in adult education across Europe.

Other training initiatives:

Vocational Training Centres (VT): These centres offer a wide range of programmes tailored to the demands of the current labour market, with a focus on practical and applied skills.

Language courses: Given Europe's linguistic diversity, there are countless institutions and schools dedicated to teaching a variety of European languages, from the most spoken, such as English, French, and German, to less common languages.

The richness and variety of educational offerings in Europe reflect the continent's commitment to academic excellence and lifelong learning. Whether through traditional programmes or innovative digital platforms, Europe provides numerous opportunities for those seeking to expand their horizons and enhance their educational profile.

10. Conclusions

The European educational system offers a wide range of academic pathways to meet the needs and interests of students. From educational programmes focused on practical teaching and vocational training to more academic and theoretical options offered by universities, each path provides a unique opportunity for learning and growth.

The diversity of available academic routes reflects the importance placed on inclusive education and the recognition that not all students have the same goals and abilities. Ultimately, the goal of the European educational system is to equip all students with the tools needed to thrive both personally and professionally, and the multiple academic pathways are key to achieving this goal.

Moreover, it promotes mobility and collaboration between countries, fostering an exchange of knowledge and experiences that further enriches education in Europe.



03

Training Opportunities in the Field of Formal Education

Training Opportunities in the Field of Formal Education

1. Introduction

Mobility within formal education is quite common in Europe. It is primarily structured through the Erasmus+ programme, which serves as the backbone of all educational actions at the European level, although there are specific actions in other programmes, such as the Marie Skłodowska-Curie actions within the Horizon programme, which are more research-oriented.

However, contrary to common belief, it is not only university students who can access mobility opportunities co-funded by the European Union. From school education, there are various opportunities that allow for stays in other countries.

Additionally, in line with the priorities and the goal of strengthening Vocational Education and Training (VET), this branch also offers the possibility of undertaking stays abroad.

As a general rule, most of these opportunities are managed by the educational institutions themselves, although on some occasions other organisations (local or regional governments, school groups, networks...) may also initiate them. Therefore, the best way to obtain specific information about these actions is directly through these institutions.

2. Mobility for School Education Students

Within the school stage, there are various mobility opportunities in Europe, funded by the Erasmus+ programme, making them accessible to all students. These initiatives are led by the educational institutions themselves throughout the entire school education process (early childhood, primary, and secondary education), or by governments at different levels

2.1. Group Mobility for School Students

In these projects, a group of students from one school travels to another school in a different country, usually within the European Union, for a learning stay. These stays last between 2 and 30 days, although the most common duration is around one week.

2.2. Short-term Educational Mobility for School Students

In this case, the stay at another school is carried out individually by students, and each student has an individualized learning plan. The duration of these stays ranges from 10 to 29 days. Additionally, for students with fewer opportunities, participation is made easier, even allowing for shorter mobility periods if necessary.

2.3. Long-term Educational Mobility for School Students

These stays are longer, ranging from one month to one year, and offer students greater financial and learning support. During these mobilities, students will study at a foreign school or participate in internships at an organisation.

2.4 Where to Get Information About These Opportunities

The easiest way to get information about these opportunities is to contact the educational institution, as they manage many of these projects. If the school does not offer such projects, you can contact your country's Erasmus+ National Agency to find out which institutions are accredited and have these programmes available.

Additionally, local or regional governments sometimes offer these types of opportunities, as well as other specific grants for studying or interning abroad, so you can also reach out to the education offices in your region or locality.

3. Mobility for Vocational Education and Training (VET) Students

In Europe, "Vocational Education and Training" (VET), which focuses on providing technical learning directly linked to the labour market, also offers mobility opportunities within the European Union.

The most common type of mobility is the completion of internships abroad, although there are other options available. Similar to opportunities in school education, these are facilitated through educational institutions or initiated by local, regional, or national governments, so these are the places where you can inquire about specific opportunities.

3.1. Participation in Vocational Skills Competitions in the VET Field

Since 2021, individuals studying VET can receive a grant to participate in skills competitions in other European Union countries. You can find more information about these competitions in your country through organisations such as WorldSkills Europe, which organises national competitions and a biennial European competition with 600 representatives from 32 different countries (About es Gdańsk 2023, 2022).

3.2. Short-term Educational Mobility for VET Students

Vocational Education and Training (VET) students have the opportunity to undertake a learning period abroad at a partner VET provider, a company, or another organisation related to VET or the labour market. These stays typically include internships at a company, where students have the chance to apply their knowledge in a real work environment. An individualised learning programme is established for each participant, ensuring that the on-the-job training component is meaningful and enriching.

These stays in another country have a minimum duration of 10 days and a maximum of three months (89 days).

3.3. Long-term Educational Mobility for VET Students (ErasmusPro)

Alternatively, for those seeking a longer learning stay in another country (usually in the form of an internship), they can opt for the new ErasmusPro action, which lasts between 3 months and one year.

In both these stays and the previous ones, the student receives a grant to cover travel expenses to the activity location, as well as living costs (which include accommodation, meals, etc.). This living cost grant is a minimum of €28 per day of stay, including travel days (approximately €588 per month).

4. Higher Education Student Mobility

Mobilities for higher education students are managed by the universities themselves. Each university has an international office or “Erasmus office” where they provide information about these opportunities. As a best practice, we recommend seeking information well in advance, as deadlines are usually quite long (several months). Planning ahead and preparing the necessary documentation early on can ensure that you don’t miss out on the opportunity.

4.1. Student Mobility for Studies

These study periods are commonly known as Erasmus grants. They refer to the mobility of university students within their own study programme, with a minimum duration of two months, although the most common duration is one semester. This means that university students can complete part of their studies (whether undergraduate or postgraduate) in another European Union country, provided that the subjects and credits they take can be validated.

Each university typically has collaboration agreements with other universities in different countries where these stays can be carried out. Therefore, depending on the course of study and the university where it is undertaken, the possibilities will vary. The selection processes also differ. In some cases, a language proficiency test is required, and selections are generally based on the student’s academic average.

Regarding the grant, travel expenses are covered based on the distance travelled, and a monthly allowance is provided for living expenses. These living expenses vary depending on the cost of living in the country where the studies take place (the higher the cost of living, the higher the grant). However, this does not mean that receiving a larger amount will leave you more “comfortable,” as it will likely imply higher costs for rent, food, etc. Part of this grant is often reimbursed retroactively (after the stay abroad), so you will need to cover the expenses upfront.

4.2. Student Mobility for Traineeships

These internship periods last a minimum of 2 months and a maximum of 12, and take place within a company, research institute, laboratory, organisation, or any other workplace relevant to the studies being undertaken. They can be carried out during the course of studies, but are also available to recent graduates (so, once you have completed your studies, you can have an initial experience in the labour market).

Financially, they work similarly to the “Erasmus grants,” with a travel subsidy and a monthly allowance, and the selection process depends on the university itself. Normally, to be eligible for a grant to participate in these traineeships, you need to have been previously selected by a company to carry them out, so it is advisable to start the search well in advance. For assistance with this search, you can contact the Erasmus or international office of your university.

4.3. Mobility for Studies or Traineeships for Doctoral Students

If you are pursuing a PhD, you also have the opportunity to undertake a stay in another European country. These mobilities can be short or long term, ranging from five to thirty days or from two to twelve months. Additionally, it is recommended to include a virtual component to increase the chances of obtaining the grant.

5. Erasmus Mundus Master's Degrees

The Erasmus Mundus programme of the European Union promotes the exchange of higher education students between universities from any country in the world. Erasmus Mundus Joint Master’s Degrees (EMJMDs) are international study programmes delivered by a consortium of higher education institutions from different countries. These master’s programmes last 1 or 2 years and offer the opportunity to obtain a joint degree from several universities. Students are required to undertake physical mobility in at least two countries during the programme.

To receive an Erasmus+ scholarship, students must be admitted to the programme and selected. The scholarships cover participation fees, travel, accommodation, and a monthly allowance of €1,400. Higher scholarships are available for students from outside the EU, with priority given to candidates from partner countries. Recipients of an EMJMD scholarship are not eligible for additional scholarships and cannot simultaneously apply for other EU-funded scholarships.

You can access the list of EMJMDs here: https://www.eacea.ec.europa.eu/scholarships/eras-mus-mundus-catalogue_en

6. Acciones Marie Skłodowska-Curie (AMSC)

The Marie Skłodowska-Curie Actions (MSCA) under the Horizon Europe Programme support the training and professional development of researchers through doctoral programmes, postdoctoral projects, and collaborative initiatives. Europe aims to strengthen its human research capital to meet the needs of the labour market and transform knowledge into economic and social benefits. The programme seeks to attract more young talent, promote research, and retain researchers.

The MSCA promote excellent research, employment, growth, and investment by providing researchers with knowledge, skills, and international mobility. They also have a structural impact on institutions and set standards for high-quality research training worldwide. The areas of intervention include mobility, training, skills development, synergies, and public outreach.

This action includes the following activities (Brussels Marie Skłodowska-Curie Actions: the Commission supports researchers and institutions in 2021 with €822 million, 2021):

MSCA Doctoral Networks: Doctoral programmes that train students in academia and other sectors.

MSCA Postdoctoral Fellowships: Help researchers with a doctorate to acquire new skills through advanced training and international mobility.

MSCA Staff Exchanges: Promote intersectoral and interdisciplinary collaboration in research and innovation through staff exchanges.

MSCA COFUND: Co-funds doctoral programmes and postdoctoral fellowships to promote research training and international mobility.

MSCA and Citizens: Bring research closer to students and the general public through events such as the European Researchers' Night, aiming to raise awareness of the impact of research on society.



04

Training Opportunities in the Field of Non-Formal Education

Training Opportunities in the Field of Non-Formal Education

1. Introduction

Non-formal education refers to a type of structured learning that takes place outside the formal education system, such as schools and universities. Unlike formal education, which follows an established curriculum and leads to recognised certificates or degrees, non-formal education is characterised by being voluntary, flexible, and oriented towards specific learning objectives.

This type of education takes place in a variety of settings, such as workshops, courses, community programmes, extracurricular activities, study groups, workplace training, adult education, and personal development programmes. These programmes tend to have a less rigid structure and offer practical and experiential learning opportunities.

The focus is on developing skills, knowledge, and competencies that are relevant to real-life situations and personal growth. It can cover a wide range of topics, including arts and culture, sports, vocational skills, health, citizenship, leadership, the environment, technology, among others.

Within the European context, there are several opportunities for participating in projects in the field of non-formal education for young people, where the participants themselves have more decision-making power regarding the type of activities they wish to take part in, as participation is voluntary.

Broadly speaking, there are two programmes that offer such opportunities at the European level (both nationally and internationally): the Erasmus+ programme and the European Solidarity Corps. Additionally, national, regional, or local youth authorities also promote their own programmes.

However, the best way to discover these educational opportunities is directly through associations, foundations, or other entities dedicated to designing and implementing such youth-oriented actions.

2. Volunteering in Europe

Volunteering projects are a central aspect of the European Solidarity Corps, which replaces and expands the European Voluntary Service. Residents from any European Union country and associated countries can participate in these volunteering projects. The projects can take place either in the participant's country of residence or abroad. Young people aged between 18 and 30 on the start date of the activities are eligible to participate.

2.1 Individual Volunteering

It can be short-term (up to two months, only for young people with fewer opportunities or disabilities) or long-term (from two months to a year). This is a full-time volunteering programme (between 30 and 38 hours), which cannot be combined with a job, but the grant covers accommodation, food expenses, and also provides pocket money (between 4 and 7 euros per day), in addition to covering travel costs.

To participate in these projects, you must register on the European Commission's PASS platform and apply for the various opportunities available on that platform. Additionally, volunteering opportunities can also be found through specific Facebook groups (by searching for EVS—European Voluntary Service or ESC—European Solidarity Corps) or on Instagram through profiles such as @erasmus_plus_projects

It is recommended that, before starting your search for a project, you find a supporting organisation in your area to assist you throughout the process and accompany you during the entire project. You can find these organisations through the Europe Youth website. These organisations, which can be searched for via the PASS platform, cannot charge the participant for their support, which must be free, and they must hold the Quality Label accredited by their national agency for the European Solidarity Corps. The European Union has a database of all accredited entities: https://youth.europa.eu/volunteering/organisations_en

Once you have a supporting organisation and have found projects that interest you, you must submit your application for that position. To do this, you will need two documents: your CV and a motivation letter. For the CV, we recommend using the EuroPass format (<https://europa.eu/europass/en>), and for the motivation letter, it's important to personalise it for the position you are applying for.

On the FOCO website (<https://www.focoeuropa.com/portfolio/voluntariado-en-a-guarda/>), one of the partners of the YouLat project, you can read the blog written by the European volunteers they host, to learn more about their experiences and the types of activities they carry out.

It is important to note that you can only participate in one individual volunteering project (with the exception of participating in two if the first one is short-term). Therefore, it is crucial to find a project that suits each person.

2.2 Team Volunteering

Team volunteering is carried out in groups of between 10 and 40 participants and is usually abroad, although you can also find opportunities in your own country of residence. These projects last between 2 weeks and 2 months, and the application process is the same as for individual volunteering. However, unlike individual volunteering, there is no limit to the number of team volunteering projects you can participate in. These projects are also funded in the same way as individual volunteering.

3. International Work Camps

An international work camp is a programme where volunteers from different countries come together for a few weeks to collaborate on a community project in a local area. These work camps, managed by local organisations and communities, have an educational and participatory focus.

Participating in a work camp offers the opportunity to make friends, contribute to a meaningful project, and gain a deeper understanding of international realities. Work camps are usually open to young people aged 14 to 30, and no specific skills are required, just strong motivation. Volunteers work around 30 hours a week on activities that benefit the community, and they also have free time to rest, socialise, and take part in activities and excursions with other volunteers and the local community.

The conditions vary depending on the work camp, but accommodation and meals are generally included, while travel expenses and the registration fee are the responsibility of the volunteer.

To find a work camp, there are several organisations that offer programmes, and you can check national pages dedicated to volunteering on the European Youth Portal (<https://youth.europa.eu/>) to get more information about the available options.

4. Youth Exchanges

Youth exchanges are gatherings of young people from at least two different countries, who come together to learn about a topic of common interest through a "mix of workshops, exercises, debates, role-playing, simulations, outdoor activities, etc." (Erasmus+ Programme Guide 2023, p. 140).

To participate in these projects, the age range is between 13 and 30 years, and you must join an association or participate through an informal group of young people. An informal group of young people consists of individuals who self-organise to take part in these types of projects and do not need to be legally constituted. These exchanges are fully funded by Key Action 1 of the Erasmus+ programme, which covers travel and full-board accommodation. Although some organisations charge a participation fee (a practice that is not recommended), there are many completely free opportunities available.

To participate in these projects, we recommend the following options:

- Doing so through local associations that work with young people.
- Creating an informal group of young people with friends.
- Searching for opportunities through social media platforms.

5. DiscoverEU

DiscoverEU is an initiative of the Erasmus Programme that gives young European citizens aged 18 the opportunity to travel around Europe by train with a free Interrail pass for up to one month.

For this, there are two options available: the flexible pass and the fixed pass. With the flexible pass, you can travel by train on a specific number of days within a one-month period, freely choosing the travel days within that time frame. In 2023, the European Union funded this journey with a value of €273.

There is also specific support for young people with fewer opportunities through the DiscoverEU Inclusion Action, which allows you to request financial support for the trip. You can find more information here: https://youth.europa.eu/discovereu/faq_en.

6. Youth Participation Activities

These types of projects, also funded by Key Action 1 of the Erasmus+ programme, can be either national or international, and aim to connect public representatives with young people aged 13 to 30 in order to encourage the active inclusion of the latter in decision-making processes.

Several examples of activities in such a project could include workshops, meetings, seminars, and events at various levels, where young people can actively engage in debates and discussions on topics relevant to their daily lives as European citizens. Surveys can also be conducted among young people to identify specific issues and their needs related to participating in the resolution of these problems.

In addition, awareness campaigns can be carried out to promote youth participation in democratic life, providing information and cultural events related to relevant social challenges. Efforts are also made to facilitate access to open and safe virtual and physical spaces where young people can learn how to participate in democratic life and processes. Simulations of the functioning of democratic institutions and the roles of decision-makers within them can also be organised.

7. Solidarity Projects

Solidarity projects are also funded by the European Solidarity Corps, providing a monthly grant to a group of at least 5 young people aged 18 to 30 who wish to carry out a project with local impact in the following areas:

Inclusion and Diversity

Environmental protection, sustainable development, and climate action

Digital transformation

Participation in democratic life

These projects have three main objectives. Firstly, they aim to have a direct impact on the local community, especially in rural, isolated, marginal, and cross-border areas. Secondly, they must have a European added value, meaning they should address issues that are priorities for the European Union. Lastly, these projects provide a learning experience through non-formal education, and this should be integrated throughout the project.

Additionally, to support the group of young people, funding can be requested to hire a coach who will guide them throughout the project or assist with a specific activity or task. It is also recommended that the group seek the support of an organisation to assist with the application process, financial management, and project reporting. Organisations from across Europe can be found in this database, and they only need to have a European Organisation Identification Number (OID): <https://webgate.ec.europa.eu/erasmus-esc/home/organisations/search-for-an-organisation>

8. Youth Workers in Training

Another significant opportunity offered by the European Union is the training of youth workers. Although these projects are not directly aimed at young people, they are designed for organisations that work with them, which is why we have decided to include them.

In these transnational projects, youth workers have the opportunity to travel to another country to learn about some aspect of non-formal education, as well as to share their experience and discover good practices across Europe. Youth workers are understood to be those individuals who implement and facilitate activities and programmes "with the purpose of helping and improving the personal and social development of young people through their voluntary participation, complementing their formal, academic, or vocational education and training" (What is youth work? 2019).

These projects are a great opportunity for both professional development and establishing European-wide networks that enrich one's own work and enable the launch of new initiatives.

These projects can be:

Study visits

Networking and community building activities among youth workers

Training courses

Seminars and workshops

To participate in these projects and explore these opportunities, you can follow three main routes:

Through community associations and organisations that participate in these types of initiatives, acting as a sending organisation.

Through the SALTO-YOUTH platform (<https://www.salto-youth.net/tools/european-training-calendar/>). There, among other opportunities, you can find TCA courses organised by the national agencies of various EU countries.

Finding opportunities through social media platforms.

9. Conclusions

In the European Union, there are numerous learning opportunities within the field of non-formal education. Moreover, a wide range of organisations can apply for such projects, including associations and non-profit entities.

At the YouLat consortium, we encourage organisations and professionals who work locally with Latino migrants to participate in these types of projects, and, once they have gained experience, to organise them. These projects offer great learning opportunities and experiences for young people and can complement the rest of the work being carried out with them.

05

Youth Employment in Europe



Youth Employment in Europe

1. Introduction

The importance of young people entering the European labour market lies in several key aspects, both for individuals and society as a whole. Their active participation in the professional field contributes to the economic growth and development of Europe, ensuring the long-term sustainability of the market. This opportunity allows young people to acquire practical skills and work experience, increasing their long-term career prospects. Moreover, it boosts innovation and the development of various industries, as their involvement can lead to new ideas, entrepreneurship, technological advancements, and business growth.

Additionally, the participation of young people in the labour market can contribute to social and cultural integration within the European community. By interacting with people from different countries and customs, they can broaden their horizons, develop personally, and gain a wider and more enriching understanding of the world.

Another fundamental factor is the improvement of individual economic well-being, as working provides young people with the opportunity to become financially independent and improve their quality of life. This enables them to meet their basic needs and plan for their financial future.

2. Tools for job integration

The integration of young people into the European labour market can be challenging, but there are several resources, tools, and programmes designed to help facilitate this transition. Some of these tools include Europass and the EURES portal.

2.1 Europass CV

The Europass CV, also known as the Europass Curriculum Vitae, is a standard CV format used throughout Europe. It was created by the European Commission and aims to facilitate labour and academic mobility within Europe; it is used when seeking employment, internships, education, or training. The Europass CV includes mandatory sections such as personal information, education and training, work experience, personal and professional skills, certificates, language proficiency, and linguistic skills. This allows applicants to highlight their relevant skills for the job position, which is useful for employers seeking specific competencies.

This CV makes it easier for employers to assess candidates' qualifications and experience consistently, as it saves time and resources when selecting a new employee, thereby making it an effective selection tool. Additionally, as a standard format, the Europass CV promotes transparency in the selection process by encouraging job seekers to engage in self-assessment, helping them to identify their strengths and areas for improvement.

2.2. EURES

The EURES portal is an online platform that is part of the European Employment Network, aimed at facilitating labour mobility in Europe. It provides a range of resources related to employment and professional mobility.

Candidates can search for job opportunities and filter the results according to their preferences and qualifications, while employers can also post job vacancies to attract applicants. Additionally, it provides detailed information about working conditions, salaries, and labour rights in various European countries.

An important factor is that this portal provides advice and professional guidance on job searching, labour mobility, and training opportunities abroad. Similarly, EURES facilitates information about events, job fairs, and other opportunities to connect with participants and gain insights into job opportunities.

3. Levels of Quality in Labour Insertion

The quality of labour insertion in Europe can be determined through various indicators and key factors such as education and training, as well as work experience.

3.1 Education and Training

Education plays a fundamental role in the labour insertion of young people and in the quality of this insertion. Aspects such as the acquisition of knowledge and skills enable access to better job opportunities. Currently, it is not only necessary to have basic knowledge in specific areas but also to master competencies such as problem-solving and the development of critical thinking, among others.

The quality of education is a differentiating factor in the labour insertion process for young people, as it opens the door to higher-quality jobs, meaning better opportunities to earn a good salary, improved working conditions, and greater opportunities for professional growth. Furthermore, during the training process, students are provided with opportunities to establish contacts and professional connections that will be useful in their job search.

Training is not limited to the acquisition of job skills; it also encompasses a person's personal development, the consolidation of values, the ability to think and act critically, solve problems, and make decisions. These are important aspects that enhance a young person's adaptability and stability in the labour market.

3.2. Work Experience

Work experience is a highly significant factor in the quality or speed of job placement. Companies are increasingly expecting more from recent graduates, one of which is the required work experience for the position, as employers seek candidates they can trust to perform their duties efficiently.

Building work experience from an early age allows for the establishment of long-term credibility, making one much more reliable in the job market. Furthermore, through work experience, adaptability skills and the ability to deal with various workplace challenges are developed. This is important because the working world is constantly changing and evolving. Therefore, as experience accumulates, it is more likely that individuals will gain access to higher-responsibility positions that, in turn, require greater skills and knowledge.

Work experience is a valuable asset in job placement. It not only demonstrates the ability to perform the job but also provides practical knowledge, a network of contacts, and a competitive advantage in the job market. Therefore, it is important to seek opportunities to acquire and accumulate work experience throughout one's professional career.

4. Key Areas of Challenge for Latino Youth

Latino youth migrating to various EU countries often face a range of significant challenges when entering the labour market. These obstacles can vary depending on the region and the economic situation.

Language and communication: This challenge can be significant for the employment of Latino youth. For example, a lack of proficiency in a local language or one required for a job can hinder the completion of work tasks, interaction with colleagues and clients, understanding instructions, effective participation, and the transmission of important information. Additionally, cultural barriers in communication and social norms can lead to misunderstandings and conflicts. All of the above can result in limited or delayed access to job opportunities.

Lack of work experience: Many Latino youth have little work experience or, in some cases, unverified experience, which poses a challenge when seeking employment since employers look for candidates with prior experience. This can make it difficult for recent graduates to find jobs easily. This situation can create a vicious circle where individuals cannot secure jobs due to a lack of experience, yet cannot gain experience because they cannot find work. Overcoming this initial barrier can be challenging.

Job competition: In an increasingly competitive job market, Latino youth must compete with more experienced candidates for the same opportunities. This competition includes both specific technical skills related to the job's technical knowledge as well as soft skills and personal qualities of the worker.

Discrimination: This refers to situations where young people are treated unfairly or unequally in the job search process due to certain personal characteristics. Discrimination in the workplace can take many forms and may be based on factors such as age, gender, race, sexual orientation, religion, and ethnic origin. It can also occur due to disability, physical appearance, or personal image. Discrimination in employment is detrimental to both individuals and society as a whole. It can lead to a loss of valuable talent and skills that could significantly contribute to the market. To address this issue, many jurisdictions have implemented laws and regulations to protect workers' rights.

To overcome these obstacles, young people can benefit from training programs, career guidance, internships, and support networks that will help them build their careers solidly and successfully. Furthermore, it is essential for governments and businesses to work together to create opportunities and policies that facilitate the employment of young people.

5. Conclusions

The employment of young people is fundamental for their personal and professional development, as well as for the growth and functioning of society as a whole. Moreover, it provides young people with the opportunity to grow, learn, and contribute positively to their communities and the economy. Therefore, it is essential to promote policies and programmes that facilitate the employment of young people in Europe and provide them with the opportunities and support necessary to succeed in the job market.

Although the entry into the labour market for young people can vary significantly from one country to another and depends on several factors, such as the economic situation, education, and the labour policies of each country, successful employment can be achieved when education, training, work experience, and access to support programmes are combined. Therefore, it is essential to promote policies and programmes that facilitate the employment of young people in Europe and provide them with the opportunities and support necessary to succeed in the job market.

06

Labour Market in Europe



Labour Market in Europe

1. Introduction

As professionals seeking employment, it is vital to stay informed about the labour market. This allows us to provide more effective advice to our clients in their job search. By understanding market trends, employer demands, and required skills, we can offer more accurate guidance to young people.

Our practical and straightforward approach focuses on job searching, understanding both personal and in-demand skills, CV writing, job interviews, and potential negotiation of employment conditions. Staying updated on the labour market also helps us understand trends and changes in different sectors and occupations, which is crucial when planning our clients' careers.

Moreover, by having information about salaries and benefits in a particular industry or job position, we can help our clients set realistic salary expectations and understand what constitutes fair remuneration. In summary, being informed about the labour market allows us to provide better advice and support to our clients in their job search.

What does Labour Market mean?

The labour market is like a "place" where companies look for workers and workers seek employment. It is where the supply and demand for labour meet. Employers want to hire individuals who fit their needs well, and workers wish to find a job that offers them a fair wage and job satisfaction. The labour market depends not only on supply and demand but also on other factors such as the economic situation of the country, the unemployment rate, the education and skills of the workers, government regulations, and technological advancements in various sectors. In summary, the labour market is where exchanges between employers and workers occur, and it is influenced by many factors that affect employment opportunities and working conditions.

Our role in being well-informed about the labour market plays a very important factor, as our young clients are more vulnerable to unemployment.

Young People and the Labour Market

Job searching can be a challenge for young people in Europe. Youth unemployment is a persistent problem, and there are several reasons that contribute to it. These reasons include a lack of work experience, a lack of suitable skills, discrimination, as well as the impacts of the economic crisis.

Did you know that...

Young people are more vulnerable to unemployment? Eurostat data reveals that the youth unemployment rate in the European Union rose slightly from 14.8% to 15.1% in 2022.

Moreover, it has been observed that young people with a lower educational level are at a greater risk of being excluded from the labour market and the education system. Compared to those with secondary education, the probability of becoming NEET (Not in Education, Employment or Training) is 19% lower for those with tertiary education.

Additionally, living in areas with high rates of discrimination also increases the likelihood of becoming NEET by 3%. Among young people who are employed, nearly half (45.9%) have temporary contracts, compared to only 10.2% of all workers.

Although the unemployment rate in Europe has decreased since the peak reached during the first wave of the pandemic, it is still relatively high compared to pre-crisis levels. Despite these challenges, Europe continues to offer better job opportunities for young people compared to other geographical regions, such as North Africa, where the unemployment rate reaches 30%.

It is essential to address these difficulties and provide young people with the necessary support for their insertion into the labour market. This manual aims to equip them with the tools and knowledge to overcome these obstacles and maximize their employment opportunities in Europe.

Labour market in Europe

The labour market in Europe varies by country and economic sector. The COVID-19 pandemic has had a significant impact on employment in Europe, particularly in sectors such as tourism, hospitality, and retail, where job reductions have occurred.

The recovery from the pandemic has not been uniform across Europe. In 2021, some countries experienced strong economic growth after suffering a significant decline in 2020. For example, Croatia (+10.2%), Greece (+8.3%), France (+6.8%), and Italy (+6.6%) recorded notable growth. On the other hand, countries like Estonia (+8.3%) and Hungary (+7.1%), which had solid growth before the crisis, continued their positive trends. Other countries, such as Germany, experienced more moderate growth, reaching 2.9%.

Did you know that...

There are actions aimed at counteracting the negative impacts on employment and promoting economic recovery across Europe?

To mitigate the negative effects of the pandemic on the labour market, the European Union has implemented a series of measures. Among them is the EU Recovery Fund, with financing of €750 billion, and mechanisms for temporary unemployment support.

The pandemic has not only had negative effects on the labour market, but it has also accelerated digitalisation and transformation in many sectors. These changes have both long-term and short-term impacts. It is important to be aware of these changes, as they directly affect jobs and require us to adapt to them.

Adaptation involves highlighting the relevant skills and experience of our clients in their CVs. This can help their application stand out among a large number of candidates, as employers often receive hundreds of applications for a single job position.

Young people often face difficulties in their social and financial situation. Even before the pandemic, they had more volatile earnings compared to older workers. Households led by young people were at a higher risk of falling into poverty, although this varied across EU countries. Young people struggled to cover their daily expenses, such as bills and rent, and 61% were worried about finding or maintaining adequate housing in the next ten years.

Gender is also a factor that creates inequality among young people. Women have historically faced greater difficulties in entering the labour market due to various cultural, social, and economic factors. These include gender discrimination, stereotypical gender roles, a lack of educational opportunities, and the absence of policies and laws that promote gender equality in the workplace. At the beginning of their professional careers, young women in the European Union earn on average 7.2% less than their male counterparts, and this pay gap widens over time. Only a small part of this difference (0.5 percentage points) can be explained by women's educational achievements, career choices, work experience, or the type of employment contract they have.

Did you know that...

Even in sectors with high labour demand, such as technology, only 19.1% of jobs in the European Union are held by women, compared to 80.9% held by men?

The structure of the labour market in Europe varies considerably between member countries, but is generally characterised by strong labour protection, temporary contracts, reduced working hours, and a dual labour market.

In most European countries, there is robust labour legislation that guarantees workers' rights, protects against discrimination, and establishes a minimum wage. All EU member states must ensure that their national legislation complies with the standards set by EU employment directives.

In addition to this legislation, there are trade unions that collectively negotiate wages and working conditions in many European countries.

Did you know that...

The types of employment contracts in Europe vary depending on the country and the needs of each employer and job? The most common types of employment contracts are: Permanent Contract, Fixed-term Contract, Temporary Contract, Apprenticeship Contract, and Part-time Work Contract.

Temporary hiring is common in Europe, especially in sectors with low qualifications, such as tourism and agriculture. The tourism sector faces significant challenges, including low wages, difficult working conditions, and a lack of professional development opportunities.

Agriculture is another concerning sector, as it faces strong competition from countries like Morocco, which have lower labor and production costs.

In summary, although there are differences in the structure of the labour market in Europe, there is strong labour protection, but it also faces challenges in sectors such as tourism and agriculture due to low wages, precarious conditions, and competitive pressure.

Changes in the Labour Market

The pandemic is not the only factor that has significantly changed the labour market. Other transformative factors include remote work, which allows workers greater flexibility and saves time and money on commuting. This shift also creates new challenges for employers, such as managing employee productivity. Automation has transformed labour market structures, particularly in sectors like manufacturing and transportation. As more jobs become automated, a decrease in manual jobs is anticipated, alongside an increased demand for digital and technical skills.

New work models are becoming part of the European reality, such as the gig economy, which involves hiring temporary and freelance workers for specific jobs. This new model provides workers with greater flexibility, though it also brings increased job insecurity and less labour protection. Another important factor, though no less significant, is Europe's demographic shift.

Europe's aging population is causing a shrinking workforce and increasing demand for older workers. This shift has led to greater emphasis on skills development and continuous training to ensure older workers can remain employable. The change in the EU's population structure varies significantly among member states. In countries like Italy, Germany, and Portugal, there were more than 120 people aged 65 or older for every 100 people under the age of 20. This ratio among the 65+ population was much lower in Ireland, Luxembourg, and Cyprus, where it was 55.7%, 68.9%, and 76.7%, respectively.

In 2021, part-time employment among workers aged 15 to 64 decreased by 0.1% in the EU (to 17.7%) and remained stable in the Eurozone (20.9%). The incidence of part-time work was higher than average for young people (31.9%), especially for young women (40.4%). The number of young self-employed workers had been on a declining trend (from 625,000 in 2019 to 552,000), but increased slightly in 2020 (to 571,000). In 2021, 578,000 young people were self-employed, out of a total of 25.2 million in the 15 to 64 age group..

Most in-demand profiles

The most in-demand profiles vary by country and economic trends; however, we can generally define some of the top profiles as follows:

- 1. Information and Communication Technology (ICT):** This includes roles such as software developers, cybersecurity specialists, data analysts, and artificial intelligence experts. The number of ICT specialists in the EU increased by 50.5% from 2012 to 2021, nearly eight times the increase (6.3%) in total employment.
- 2. Healthcare Professionals:** Due to the aging population, healthcare workers are increasingly in demand, especially in nursing and home care. It is estimated that Europe faces a shortage of 1 million healthcare workers.
- 3. Engineering:** A continuously growing sector, engineering requires specialists in mechanical, electrical, and civil engineering. It is estimated that there will be a 15% increase in engineering jobs by 2030.
- 4. Finance:** Another continuously expanding sector, notable roles include financial analyst, investment banker, tax specialist, risk analyst, financial advisor, and stockbroker.
- 5. Digitalisation has transformed and created certain professions, such as cybersecurity specialists, digital marketing experts, data specialists, mobile application developers, artificial intelligence experts, and digital transformation specialists.** There is a considerable gap between the number of software development jobs and the number of available developers. In 2014, the European Commission predicted a shortage of 900,000 IT professionals by 2020.

Dynamic Sectors

The most dynamic sectors in Europe also vary by country, and even by region, with the previously mentioned professions closely linked to these sectors. The most prominent sectors on a general level are:

1. **Technology:** As previously mentioned, Finland, Sweden, Denmark, and the Netherlands are the leading countries in the EU in overall digital performance, followed by Malta, Ireland, and Estonia. The International Digital Economy and Society Index (DESI-I) highlights that the EU countries with the best performance are also among the top worldwide.
2. **Health and Wellbeing:** As previously mentioned.
3. **Renewable Energy:** Renewable energy is significantly increasing in the EU. The percentage of energy from renewable sources in gross final energy consumption has nearly doubled in recent years, rising from approximately 8.5% in 2004 to 17.0% in 2016.
4. **Creative Industry:** Strong cultural and creative industries are among the most dynamic sectors on the continent. According to Eurostat figures, the cultural and creative industries employ 8.7 million people in the EU (3.8% of the total active population in the EU), representing 1.2 million businesses.
5. **Tourism:** There has been an increase of more than 61 million international tourist arrivals in Europe, reaching 303 million.

Most in-demand skills

The demanded skills are a fundamental point when addressing the labour market.

These vary due to the changes mentioned at the beginning of the chapter, such as digitalisation and automation, as well as globalisation and climate change. Skills that are increasingly in demand include:

1. **Digital skills:** from being able to work with basic tools such as email and spreadsheets to advanced skills like various programming languages, data analysis, and cybersecurity. Young people appear to be relatively well-prepared for the increasing demand for digital skills, although there are considerable differences among member states. In 2019, young workers reached 120% of the EU's average digital training in Estonia, but less than 90% in Romania, Greece, and Cyprus. A significant portion of the EU population, namely 42%, still lacks basic digital skills. The Digital Education Action Plan (2021-2027) is a renewed political initiative by the European Union (EU) to support a sustainable and effective adaptation of the education and training systems of EU member states to the digital age.

2. Critical thinking and problem-solving: these skills play a fundamental role considering that automation and artificial intelligence can perform many routine tasks.

3. Interpersonal skills: Effective communication, teamwork, empathy, and adaptability are increasingly valued in the labour market due to the growing diversity in companies. These skills are essential for effectively collaborating with colleagues and clients from different cultures.

4. Leadership skills: Companies require employees who can lead and motivate their teams. Leadership skills include the ability to make effective decisions.

5. Adaptability and continuous learning skills: In a continuously changing environment, it is essential for workers to be able to quickly adapt to new situations and continually acquire new skills and knowledge. A curious worker who is willing to learn and continuously develop is highly valued.

"Challenges and EU programmes"

The challenges facing the European labour market are variable and have a significant impact on the supply and demand for employment. Technical and digital skills and knowledge are becoming increasingly important, as well as flexibility and the ability to adapt to these changes.

The Digital Education Action Plan (2021-2027) is a renewed political initiative of the European Union (EU) to support a sustainable and effective adaptation of the education and training systems of the EU Member States to the digital age.

The challenges facing the European labour market are: an ageing population, automation and technology, globalisation, and climate change. Global competition and increasing cost pressures can lead to the outsourcing of jobs and the reduction of certain sectors.

Did you know that...

A study on unemployment and income of companies in China from 2008 to 2018 shows that, in 2018, 19% of respondents indicated that their total income on the Chinese mainland had increased by more than 20% compared to the previous year?

Climate change and the need for a transition to a more sustainable economy may create new job opportunities in sectors such as renewable energy, although it may also impact some traditional sectors.

The EU has launched the following programmes aimed at boosting the employment rate among young people:

The Youth Guarantee, including the Youth Employment Initiative, has had a transformative effect on the labour markets of the Union. It represents the commitment of all member states to ensure that young people under 30 receive a good job offer, continuous education, apprenticeship training, or a period of internships within four months of losing their job or finishing their studies. Data shows that, since 2014, over 36 million young people who at some point registered for the Youth Guarantee have received a job offer, continuous education, apprenticeship training, or internship opportunities.

The European Social Fund Plus (ESF+) is the main instrument of the Union for investing in people, and it includes support for youth employment. The ESF+ has a budget of nearly €99.3 billion for the period 2021-2027. Will continue to provide significant contributions to the EU's employment, social, education, and skills policies, including structural reforms in these areas. The Fund will also be one of the cornerstones of the EU's socioeconomic recovery from the coronavirus pandemic.

The pandemic has reversed progress in labour participation, challenged educational and health systems, and increased inequalities. The ESF+ will be one of the main EU instruments to help member states address these challenges. As part of the cohesion policy, the ESF+ will also continue its mission to support economic, territorial, and social cohesion in the EU by reducing disparities between member states and regions.

The new **ALMA initiative (Aim, Learn, Master, Achieve)** targets disadvantaged young people who are not in employment, education, or training. The initiative aims to help these young people transition into the labour market, especially the most disadvantaged NEETs (Not in Education, Employment, or Training) aged 18 to 29 who face difficulties accessing work or training opportunities, whether for individual or structural reasons (such as disability, long-term unemployment, inadequate school performance/professional skills, or migration). ALMA will offer participants a supervised work experience in another EU member state for a period of 2 to 6 months, along with a complete project cycle providing guidance and support at each stage.

The European Instrument for Temporary Support to Mitigate Unemployment Risks in an Emergency (SURE), valued at €100 billion, was launched in April 2020 to address the impact of the pandemic on the EU's labour markets, including young people. The SURE instrument acts as a second line of defence, supporting part-time work schemes and similar measures to help member states protect jobs. In 2020, it provided assistance to about 31 million people and 2.5 million businesses. In 2021, it aided around 3 million people and 400,000 companies.

The Recovery and Resilience Plans of the EU member states focus on policies for the next generation as one of their six pillars, in line with the reinforced Youth Guarantee. This mechanism is a temporary recovery instrument that allows mobilising funds to assist member states in implementing reforms and investments that align with the EU's priorities.

07

In Summary...



In Summary...

Generally, we can find training opportunities in Europe around three main areas: formal education, non-formal education, and placements in working environments.

Formal Education

These are structured through the Erasmus+ programme and are available at all educational levels, although the most well-known are the university Erasmus scholarships. However, it is also possible to undertake study placements during school or college, or to study a master's degree together through the Erasmus Mundus programme. These activities are managed by educational institutions, so to receive more information, the best approach is through these institutions themselves.

Non-formal Education

Here are three main activities:

- Mobility projects within the Erasmus+ programme (youth exchanges or participation projects).
- European volunteering through the European Solidarity Corps.
- For young people aged 18, with Discover EU, they can travel by train for free throughout the European Union during the summer.

These activities are managed by non-profit organisations and local governments. Autonomous communities usually have a database with the active associations involved in these types of projects.

Work placements

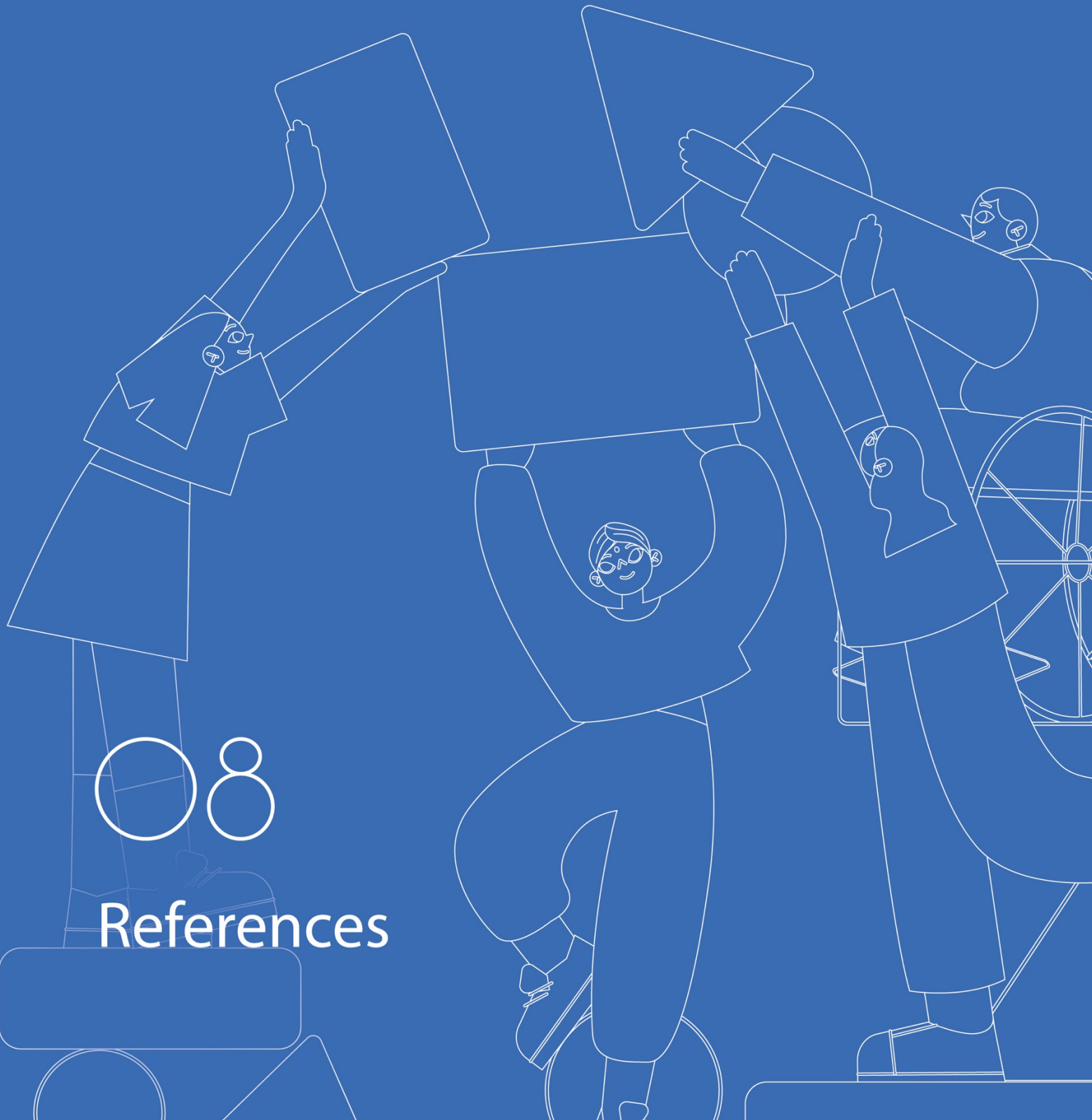
Three options to begin professional development are:

Erasmus internships in vocational training.

Erasmus internships at university.

Erasmus for Entrepreneurs (aimed at people who want to start their own business or company).

The first two are managed by educational institutions, which are responsible for sharing the relevant information. For more information on Erasmus for Entrepreneurs, you can contact your regional Chamber of Commerce.



References

References

- About es gdańsk 2023. Euroskills Gdańsk 2023. (2022, November 21). <https://euroskills2023.org/pl/about-es-gdansk-2023/>
- Acciones Marie Skłodowska-Curie (MSCA). Horizonte Europa. (n.d.). <https://www.horizonteeuropa.es/msca>
- Alma: Una Iniciativa de Inclusión Activa para Los Jóvenes. (n.d.). Retrieved from <https://ec.europa.eu/social/main.jsp?catId=1549&langId=es>
- Bruselas Acciones Marie Skłodowska-Curie: la Comisión apoya en 2021 a investigadores e instituciones con 822 millones de euros. European Commission - European Commission. (2021, June 2). https://ec.europa.eu/commission/presscorner/detail/es/ip_21_3057
- Campamentos de Trabajo Internacionales: Experiencias de Voluntariado Breves pero intensas. European Youth Portal. (2021, October 31). https://youth.europa.eu/go-abroad/volunteering/international-work-camps-short-intense-volunteering-experiences_es
- CDE. (2021a). Estadística: Uso de las tic en europa en 2020. Retrieved from <https://www.cde.ual.es/estadistica-uso-de-las-tic-en-europa-en-2020-2/>
- CDE. (2021b). Estadística: Uso de las tic en europa en 2020. Retrieved from <https://www.cde.ual.es/estadistica-uso-de-las-tic-en-europa-en-2020-2/>
- Comisión Europea / EACEA / Eurydice, 2022. Estructuras de los sistemas educativos europeos 2022/23: Diagramas. Eurydice Datos y cifras. Luxemburgo: Oficina de Publicaciones de la Unión Europea.
- Comisión Europea / Empleo Asuntos Sociales e inclusión / 2022/ Educación y formación profesionales: Capacidades para hoy y para el futuro / Luxemburgo: Oficina de Publicaciones de la Unión Europea.
- Comisión Europea, Cuerpo Europeo de Solidaridad Guía del Programa (2023).
- Comisión Europea, Erasmus+ Guía del Programa (2023).
- Crear tu CV Europass | Europass. (s. f.). Tomado de: <https://europa.eu/europass/es/create-europass-cv>
- Datos sobre el sector cultural. (n.d.). Retrieved from <https://culture.ec.europa.eu/es/policies/selected-themes/data-on-the-cultural-sector>
- Directorate-General for Employment, Social Affairs and Inclusion, Employment and social developments in Europe 2022 (2022).

- Educación inclusiva. (s. f.). European Education Area. Recuperado de: <https://education.ec.europa.eu/es/focus-topics/improving-quality/inclusive-education>
- Educación para el empleo y el crecimiento. (s. f.). European Education Area. Recuperado de: <https://education.ec.europa.eu/es/focus-topics/improving-quality/inclusive-education/education-for-jobs-and-growth>
- El Mecanismo de recuperación Y Resiliencia. (n.d.). Retrieved from https://commission.europa.eu/business-economy-euro/economic-recovery/recovery-and-resilience-facility_es
- Empleo: Los jóvenes, entre los más afectados por la pérdida de puestos de trabajo como consecuencia del impacto económico de la COVID-19. (n.d.). Retrieved from https://ec.europa.eu/commission/presscorner/detail/es/ip_22_4482
- Estadísticas de Energía Renovable. (n.d.-a). Retrieved from https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Renewable_energy_statistics%2Fes&oidid=401182
- EURES. (s. f.). EURES. Recuperado de: https://eures.ec.europa.eu/index_es
- Foco. (2023, June 4). Voluntariado Europeo en a Guarda. FOCO. <https://www.focoeuropa.com/portfolio/voluntariado-en-a-guarda/>
- Fondo Social Europeo Plus (FSE+). (n.d.). Retrieved from <https://ec.europa.eu/social/main.jsp?catId=325&langId=es>
- Health-EU Newsletter 250 - FOCUS. (n.d.). Retrieved from https://health.ec.europa.eu/other-pages/basic-page/health-eu-newsletter-250-focus_en
- La UE de las oportunidades para los jóvenes | Open Europe. (s. f.). Recuperado de: <https://www.openeurope.eu/es/la-ue-de-las-oportunidades-para-los-jovenes/>
- Mejora de la calidad. (2023, 9 agosto). European Education Area. Recuperado de: <https://education.ec.europa.eu/es/focus-topics/improving-quality>
- Plan de Acción de Educación Digital (2021-2027). (n.d.-a). Retrieved from <https://education.ec.europa.eu/es/focus-topics/digital-education/action-plan>
- Plan de Acción de Educación Digital (2021-2027). (n.d.-b). Retrieved from <https://education.ec.europa.eu/es/focus-topics/digital-education/action-plan>
- Portal europeo de la juventud: European youth portal. Portal Europeo de la Juventud | European Youth Portal. (n.d.). https://youth.europa.eu/home_es
- Refuerzo de la garantía juvenil. (n.d.). Retrieved from <https://ec.europa.eu/social/main.jsp?catId=1079&langId=es>

- Smit, S., Tacke, T., Lund, S., Manyika, J., & Thiel, L. (2020). The future of work in Europe. Retrieved from <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-europe>
- Statista Research Department, & 2023, 11 oct. (2023). Llegadas de Turistas Internacionales a Europa 1990-2022. Retrieved from <https://es.statista.com/estadisticas/632542/llegadas-de-turistas-internacionales-a-europa/>
- Statistics explained. (n.d.-b). Retrieved from https://ec.europa.eu/eurostat/statistics-explained/index.php?title=ICT_specialists_in_employment
- Sure. (n.d.). Retrieved from https://economy-finance.ec.europa.eu/eu-financial-assistance/sure_en?prefLang=es
- Textor, & 30, A. (2021). European companies in China: Revenue performance 2018. Retrieved from <https://www.statista.com/statistics/369834/european-companies-in-china-revenue-performance/>
- The European market potential for software development services. (n.d.). Retrieved from <https://www.cbi.eu/market-information/outsourcing-itobpo/software-development-services/market-potential>
- The European Training Calendar. Salto. (n.d.). <https://www.salto-youth.net/tools/european-training-calendar/>
- The Future of Work: Researchers and Engineers. (2021). Retrieved from https://eures.europa.eu/future-work-researchers-and-engineers-2021-05-12_en
- Ulloa, M. M. N. (2023). Los desafíos de la inserción laboral. Fundación Madre y Maestra. Recuperado de: <https://egresados.pucmm.edu.do/los-desafios-de-la-insercion-laboral/>
- Unión Europea. Description of the eight EQF levels. www.europa.eu Recuperado el 25/09/2023 <https://europa.eu/europass/es/description-eight-efq-levels>
- Unión Europea. Reconocimiento de títulos Académicos.. www.europa.eu /Recuperado el 25/09/2023 https://europa.eu/youreurope/citizens/education/university/recognition/index_es.htm#
- Unión Europea. (n.d.). Home: Europass. Home | Europass. <https://europa.eu/europass/es>
- What is youth work?. National Youth Council of Ireland. (2019, March 7). <https://www.youth.ie/articles/what-is-youth-work/>

YouLat

YouLat

Migrant
Support Guide



MILAT

FOCO